

## **Revisiting an English extensive reading program in a low “commercial” resources setting**

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### **Abstract**

This paper is a teacher’s critical reflection on the implementation of an Extensive Reading (ER) Program in a teaching context with low resources of commercial graded readers. The paper presents the teacher's dialogue with the ten principles for ER in designing and implementing an ER program. During this process, there are several issues related to the education system and culture as well as the availability of L2 resources. The paper firstly starts with the initial reflection on the previous practices on teaching English reading at a tertiary level to identify the problems. Next, the rationale for initiating an Extensive Reading Course is laid out. Then, samples of teaching activities implemented during the program are presented. Lastly, reflective evaluation of the program is presented with several contextual and pedagogical considerations in working at a low English “commercial” resources context.

**Keywords:** Extensive Reading, low resources setting, reflection, learners’ self-selected materials

### **Reading in an English as a Foreign Language (EFL) context**

In a teaching context where English texts are limited, teaching English reading is quite a challenging task. Teachers, including my *old-teacher-self*, often complain about the low proficiency of their students and accuse low motivation in reading English as the main cause of this problem. There is a growing assumption among the teachers at the school that “reading is not yet a culture for the students”, and that “students don’t really like reading”. Such remarks have grown from these teachers experiences in teaching the “Intensive Reading” courses.

In my previous teaching context of an English Department, the teaching of English reading skills and knowledge took the form of "Intensive Reading" courses. In this context, the English Department students had to take four levels of Reading courses (Reading 1, 2, 3, and 4). Each course was accompanied by a commercial textbook by an international publisher. The Department would treat these textbooks as the syllabus. Most parts of

the curriculum in the Department were very depended on these textbooks. Therefore, changing the curriculum would involve changing textbooks. Since we were so depended on the textbook, teachers would teach by following its content and organization. Students were given passages and reading activities of the textbook. When students failed to complete the reading activities, we would blame the students as having low reading habit and motivation in reading.

It struck me one day when I saw one of my students was enjoying a book under an old tree near the parking lot, reading an Indonesian "chick lit" (or teen literature). Teen lit is a pop fiction genre for teenage readers. It was at that moment that I realized I was completely wrong for thinking that my students had low reading habit, nor that reading was not a habit for them at all. They do read in their language (i.e. *Bahasa Indonesia*) outside the classroom, in their own time, with their own preferred reading texts and genre. I realized that all this time, I was very judgmental towards them for not wanting to read. I began to be aware that in my English Reading Course, I, as the authority, was the one who controlled or dictated what and when they should read. Reading Course, in my class, was often held in a less motivating condition: one restricted text, limited time frame controlled by the teacher, with one purpose of reading only (i.e. to complete the reading exercises), followed by answering the reading comprehension questions, and with constant evaluation of what they do (i.e. whether they provided right or wrong answers to the reading exercises). There was never any effort to find out students reading behavior, type of texts they read, topics that interest them, and other matters related to their reading behavior. As I reflected even more on my previous teaching practice, I began to feel as if the students came to my class only *to entertain me*, as a teacher, rather than to learn about Reading in English. I, then, remember reading about Extensive Reading Program that was often recommended by big scholars (namely Stephen Krashen, Rob Waring, Richard Day, Julian Bamford, Alan Maley, and Willy Renandya) as a way of making Foreign Language reading more motivating than the traditional intensive reading class.

Reading the literature on Foreign Language Reading (FLR) and FL Extensive Reading (FLER), I learned that I need to: 1) identify English reading problems that my students encountered (linguistically, pedagogically, and affectively); 2) find out their L1 and L2 reading behaviors; and 3) design activities that address some of these problems. In the effort of finding out what were the issues in FL reading that my students encountered, I randomly conversed with some students who just recently completed Reading (1, 2, 3, 4) courses. Some reoccurrence topics emerged from these students: 1) unfamiliar topics, 2) boring (very distant topics from their realities) reading texts and/or topics, 3) difficult texts (difficult and/or

unfamiliar vocabulary and sentence structure), and 4) monotonous atmosphere in the reading classroom (sit, read, do the exercises, and answer the teacher's questions). Most of them emphasize the idea that Reading course is "difficult and boring". One student boldly said: "I can just do the reading texts and exercises at home, but why do I have to re-do them in class?" I was taken aback by what this student had said. But, it did make perfect sense. Students were asked to buy the textbook and to always bring them to class. The syllabus stated which unit to complete each week. Students (who read) would review the unit and complete the exercises before class. Hence, the teacher's teaching practice was merely following the way the unit was presented and structured in the textbook. This practice made the student feel that the teacher was there (in class) just to check whether the students' answers were correct or incorrect. From this student's account, I learned that very often teachers were trapped with the routines presented by the textbook. The students might feel that Reading Course was merely about completing the reading exercises in the textbook. I, as a teacher, did not quite give the students a purpose to read. I was actually taught them to be obedient learners instead of effective and intellectual readers.

On the one hand, I realized something needed to be done with the ways Reading Course has been conducted. On the other hand, I was tied up with the Department's curriculum and syllabus that had agreed to use this particular series of textbook. I started thinking of how I could experiment with different ways of teaching English reading without having to rock other teachers' boat. The idea of managing an Extensive Reading Program as a pre-requisite course for Reading 1 Course seems to be a reasonable idea.

### **Pedagogical rationale for an extensive reading course**

It is agreeable that extensive reading plays important roles in students' language proficiency development. Studies have shown that extensive reading helps to improve: L2 reading proficiency (Robb & Susser, 1989, Suk, 2017), vocabulary (Hafiz & Tudor, 1990; Guo, 2012; Celik, 2018), oral skills (Cho & Krashen, 1994, Wojtowicz, 2017), and writing (Mason and Krashen, 1997; Kirin, 2010; Mermelstein, 2015). Reading materials provide a model of how the language is used in any communication settings for the English language learners. Most of all, extensive reading establish learners' positive affects towards reading (Ro, 2013; Ro & Chen, 2014; Yamashita, 2013). These studies inspired me to manage an Extensive Reading (ER) program as a pre-requisite course before the *Reading 1* course.

The considerations for offering this program in the form of a course were contextual. It is true that most literature reported the ER program as an outside class program. However, these reported ER programs were conducted in the context of L1 literacy program while my teaching context was situated in an L2 learning context. The main issues dealt in this context were learning L2 new words, converting L2 abstract concepts into L1 and vice versa, stylistic differences between L1 and L2 texts (within the same genre), and other aspects of texts. I wanted to appreciate students' efforts in learning these variations and I could not think of any other way but to put ER as a course. In this way, I could structure and systemize the learning process, monitor their progress, and appreciate their learning. Some may wonder how this ER course was any different than the Intensive Reading classroom. I would argue from the perspective of locally and culturally responsive teaching methods (cf. Holliday, 1994, 2005; Kumaravadivelu, 2003, 2006; Burns, 2010). In an institutional context, learning is viewed as a formal activity in the classroom. Students would expect that their learning is graded. Therefore the ER, in this context, is treated as a combination of in-class and guided activities outside-class.

## Overview of the extensive reading course

The Extensive Reading (ER) Course is offered in the first semester before the students take the Reading 1 course in their second semester. The course was set within 16 meetings (each meeting lasted 90 minutes). The general goals of the ER course are 1) to raise learners' awareness of their own reading behavior in their L1 and English; 2) to develop learners' skills in reading English texts extensively; and 3) to develop learners' knowledge of the different genres and their linguistic features.

I adopted Day and Bamford (2002) principles as the theoretical foundation in designing the course and learning activities. The activities in the classroom started with several activities that make them aware of their own reading behavior. The course introduced them to finding out their reading proficiency level, developing their reading speed, and other independent reading activities that they could do outside the classroom accompanied with some guided reading tasks. The classroom activities were mostly set as a *reader forum* in which students share and discuss their readings, new vocabulary they learned, and the results of their guided reading tasks with their classmates. This reader forum was also used to monitor students' progress in their L2 reading development (e.g. vocabulary development, reading comprehension, and discourse knowledge).

For the purpose of finding out students L2 reading proficiency level, graded reader books were used. The program started with only 50 titles of graded-reader materials for 57 students of Extensive Reading course. The students were fresh high-school graduates with low L2 reading motivation. I started the course with an activity that asked the students to reflect on their own reading behavior in their L1 and L2: how often they read, what they read in their L1 and L2, why they are less motivated to read in L2, and what problems they encounter in understanding L2 reading text. The first few meetings were aimed to raise students' awareness of their own reading habit and to introduce students to some learning strategies in L2 reading (e.g. learning new vocabulary, guessing meaning from the context, effective use of dictionary, etc.) to equip them with some knowledge on tackling problems in L2 reading. From the result of the students' reflection, the class was a mixed-level one. Students' levels were ranging from early beginning to intermediate level of proficiency (the majority of the students was at the early beginning level).

## **Issues in designing and implementing an ER program**

In designing and implementing this ER program, there were some contextual issues need considering. These emerging issues affect some decisions in managing the ER program. Some of these decisions did not fit neatly into the ten ER principles. In this case, I would like to argue that taking considerations on the teaching context conditions is essential in developing and tailoring an ER program as a course. The following subsections describe some issues I encountered that lead me to relearn my understanding and knowledge of ER in my context.

### ***To use or not to use graded readers***

I was introduced to ER through the use of graded reader resources. At the time of learning ER, I understood ER activity as being totally depended on the idea of using the "commercial graded reader" books. The reasoning behind the use of graded readers is related to Krashen's (1982, 1985) input hypothesis ("i + 1"). Krashen states that acquisition takes place when students are exposed to L2 input that is one level beyond their current stage of linguistic competence. It is, therefore, necessary to first find out students' level and read texts within and one (1) level beyond their current stage. Grounded on this reasoning, I was in the opinion that teaching L2 reading was best done by introducing students to the use of graded readers. I bought as many graded readers as I could find but this type of book was rarely found in Indonesia and quite expensive in price. With the scarcity of

graded reader resources available in my context, I ask myself these questions: how should teachers deal with this problem? Does ER mean to *exclusively* rely on these commercial graded readers? If it does, it would have cost a lot of money to establish an ER program.

In addition to the idea of using graded readers, I was also struggling with the second principle: “a variety of reading material on a wide range of topics must be available” (Day & Bamford, 2002, p. 2). In terms of numbers of titles, there were only 50 titles available for the ER program and 4 titles of, what Day & Bamford (1998) termed as, *Language Learner Literature* (LLL). The graded reader books used in the class ranged from level 1 – 6 (with around 4 - 8 different titles each level). Most titles were fictions and only 5 titles were non-fiction texts in the form of biographies. Therefore, there was little variety in reading materials (in terms of text types and topics). Again, at this point, I questioned the idea of “extensive”: does it refer to extensive use of *graded readers with various topics*? Or extensive use of *various texts*? If it refers to the use of graded readers, my teaching condition could not achieve this. However, this dialogue with my context helped me to see my restricted understanding of the word “extensive” as extensive and exclusive use of graded reader resources. The teaching conditions led me to the understanding that the idea of *extensive* includes other texts besides the graded reader ones.

### ***When should students shift to authentic texts?***

In the early design of the program, I focused on bringing students’ attention to the awareness of their level of proficiency and vocabulary knowledge and used this awareness as a starting point to building up their level of proficiency gradually. I considered the use of graded reader resources was essential at the beginning stage. At this stage, the students were asked to do a lot of reflective tasks on their reading activities and to monitor their own reading behavior and vocabulary learning through the use of task-based learning (e.g. biweekly report, creating reading blurb, providing peer-feedback for their peers’ written products, etc.). Students had to record their reading in an L2 reading journal and share their reading project in class with their peers.

The students were also introduced to reading activities that were meant to gradually build their interests in L2 reading. However, I noticed that students’ progress differently. Some students developed faster-reading speed within a few meetings and I was running out of graded reader resources for them to read. I struggled with the idea of strictly using graded reader resources and questioned this idea at the same time. When should students shift to authentic texts? Will they lose their confidence in reading

L2 texts when reading authentic texts? It was difficult to find reading texts that fit various students' proficiency and interests. With the limited graded reader materials, finding suitable texts is a big challenge for the course. Considering Day & Bamford's third principle (learners choose what they want to read), I decided to have the students to also participate in nurturing their reading habit by doing the self-select and self-rated activity as well as creating their own reading text. The reasoning behind this activity was that students had already had knowledge of their reading speed, level, and of some reading strategies on understanding L2 texts by the end of the sixth meetings (half of the semester). At this stage, I challenged the students to step outside of their comfort zone and find an L2 narrative text from newspapers, blogs, and magazines and rate the grade level of the text. The collected texts then would be compiled as the classroom students' ER materials. These two activities will be further explained in a later section.

### ***Reading is its own reward. Yes, but...***

Day and Bamford's (1998) sixth principle is "reading is its own reward". I wrestled with this principle intensely before designing the ER program. In my teaching context, the idea seems to be so idyllic for students who were still beginner readers in L2. How can they immediately feel that 'reading is its own reward' when they are still learning to understand the L2 texts? Furthermore, the consequence of integrating the extensive reading program into the curriculum involves students' performance evaluation. Students would also expect to receive grades for taking any kind of Course. How should I balanced the nature of reading (i.e. reading as something enjoyable, voluntary, and extensive) and the assessments of L2 reading activity (i.e. vocabulary learning, reading comprehension, and reading skills and strategies). How should I frame the assessment of students' L2 reading progress and skills learning without spoiling students' interest in L2 reading?

Since the focus of the ER program is for the students to read L2 texts extensively and learn some reading skills and strategies to assist them in reading L2 texts, I re-interpret Day and Bamford's sixth principle as *rewarding* students' efforts and achievements in their reading tasks. In designing the assessment for this course, the goals were to increase students quantity of reading L2 texts; to increase L2 vocabulary learning; and to enable students to do some basic reading skills and strategies (while keeping in mind to also raise students' interests in learning and fostering their L2 reading behavior). Williams (1986) asserts "classroom procedure should reflect the purposeful, task-based, interactive nature of real reading" (p. 43). Hence, task-based learning (TBL) seemed suitable to be adopted for the ER

program in which I could design purposeful and interactive tasks around the activity of L2 reading. Within this TBL framework, the assessments took the form of (speaking, reading, and writing) tasks that could monitor the students' progress in developing their reading skills and vocabulary knowledge.

In this course, students were expected to finish at least 6-10 books (with various levels) in a semester. A full point score of '10' was *rewarded* to students each time they finished reading one book. One might wonder how a teacher could be certain that the students do their reading outside class. Each reading activity was accompanied by supplementary tasks that students need to do. These tasks were reading journal (in which students wrote their feelings about the book, what they like and dislike, their favorite characters, etc.); vocabulary learning log (students wrote the words, definition, where they found the words, and how the words were used in the book), and verbal report (sharing) to their reading buddies in class. Each time students finished a task, an additional point was rewarded to their accomplishment. In this way, the reward system functioned both as motivational (i.e. to increase students' interests and reading frequency in L2) and pedagogical instruments (i.e. to enable students to use L2 reading skills and strategies).

### ***Shifting roles: Teachers as reading partners***

One of the common comments that the past students shared with me were the fact that students viewed teachers as having very limited roles: textbook instructor and "answer key" checker. I realized that their description really fit our, the teachers, behavior in the Reading Courses that depended heavily on the textbooks. It was a blunt (and painful slap of) truth that I received. I admitted that I, myself, as a teacher, felt bored with the classroom instruction that focused on completing the units in the textbook as dictated by the syllabus. I became less creative and took little initiatives to adapt the textbook and tailored it to the reading skills that students need to learn. Creativity had often been discouraged in a "parallel class" teaching team. Uniformity was highly expected among teachers teaching the same courses: use the same textbook and activities, and teaching at the same pace. At this point, I learned that students could capture the kind of emotions and roles I projected in class and affected their emotions for learning as well. I tended to operate in a 'textbook-autopilot' mode, and did not give students a purpose to read but an obligation to do what I asked them to do (i.e. to finish the units in the textbook). I limited my role to a textbook follower and turned the class into a teacher- and textbook-centered one. There was little



engagement between me, the teacher, and the content nor the students that I was teaching.

Mulling over my past teaching practice, I reflected on how I learned to read in L2. This contemplation led me to rethink of my roles as a Reading Course teacher and to position myself not only as a “guide” but also as a “reader” (Day & Bamford, 1998, 2002), sharing my experiences of learning L2 Reading as an L2 reader. I thought that I could connect better with the content and students by sharing how I learned to read in L2. Day & Bamford’s tenth principle “the teacher is the role model of a reader” affirms my decision to adopt the role of a fellow reader or reading partner to my students.

As a reader, I did every activity together with my students in class. Each meeting in the class started with a 10-minute sustained silent reading (SSR). Both teacher and students bring their own reading to the class and do the SSR. Often, students would ask for an extension of another 5 minutes at the end of the first 10-minutes reading. I reported novels and non-fiction texts that I read to my students and shared memorable and interesting parts of the texts and even new vocabularies I learned and asked the students to share theirs with me. I noticed that when I displayed my vulnerability as a teacher (for example, not knowing the meaning of new words that they encountered), students would eagerly explain the definition of the words to me and showed me the location where they found the words in the book. I could see a glimpse of confidence in their L2 reading and learning when they were teaching me the new words. This observation taught me that being an ER teacher was not only about being a role model of a reader but also a role model of a *learner*, showing the students that teachers never stopped learning.

### ***Reading as an individual and social activity***

Johnson (2006) describes that sociocultural theory views learning "as a dynamic social activity that is situated in physical and social contexts, and distributed across persons, tools, and activities" (p. 237). Learning is engaging oneself as a "participant in cultural communities". In this cultural community, individuals are involved in social activities and relationships within this particular community of practice which is mediated through "the culturally constructed materials, signs, and symbols, referred to as *semiotic artifacts*" (Johnson, 2009, p. 1). Language from this perspective functions as “a psychological tool that is used to make sense of experience” as well as “a cultural tool in that it is used to share experiences and to make sense of those experiences with others” (p. 3).

Realizing the crucial roles of language in this social activity, the ER program was designed as an individual and social activity. The ER program adopted the idea of an L2 reading community. Students, as well as the teacher, were members of this community. The atmosphere of the class was set up to closely reflect a book club. To create a sense of community, each student was assigned to have two 'reading buddies' (Day & Bamford, 1998). The students would read independently outside class and meet their reading buddies to share what they learned in class. The ER in-class activities were set to encourage members to contribute to their reading community. These activities involve exchanging books resources, book discussions, rating books, monitoring one's reading speed, discussing L2 reading *tips and tricks*, recreating, exploiting, and expanding L2 texts. By participating in a reading community, students could learn together from other readers about the activities involved in L2 reading.

As a member of the community, I invited several students who have a high L2 reading proficiency level to be my reading buddies. We exchanged books to read and discussed the books just as other students did in class. I noticed that the first few week students were hesitant to interact with me. There was a sense of suspicion at first. However, as soon as they saw that I was doing the activity together with them and talked passionately about books that I read and some struggles that I encountered in L2 reading, students began to welcome me in their in-class reading community.

### **Sample of activities**

The following section showcases the attempts of shifting from graded readers to authentic materials. The general rationale for designing and implementing these two activities was to enable students to increase their reading activity, read selectively and analytically, and to raise students' awareness of the connection of reading and writing. The two activities displayed are 'the self-select and self-rated activity' and 'self-developed reading materials'.

#### ***Activity 1: The self-select and self-rated activity***

This activity is best given after the students have been able to identify, monitor, and increase their own reading proficiency level. It is important to first know their level because in this activity students will later be asked to rate the reading materials that they bring and the reading materials that their classmates bring to class. The goals of the activity are to enable students to apply their knowledge on the characteristics of narrative texts (non-fiction); to apply their reading micro-skills (e.g. skimming and scanning) in reading selectively; to analyze and evaluate narrative texts. In

assigning students this activity, I explained that students were going to be involved in compiling L2 resources for the new students who are going to take the course next semester and their contribution would be very valuable for the new students. In this way, students were given a sense of purpose for reading selectively and a sense of belonging in a reading community.

### **Preparation before class:**

1. Teachers assign students to find a short narrative text of about 250 – 300 words (from the newspapers, magazines, and/or web blog) that they like to class and write the source of the reading materials. Teachers may need to teach them how to write the source of the text.
2. Ask students to make a summary of the text (10 – 15 sentences only) and to explain what they like about the text.
3. Students also need to circle and report the words that they do not understand and find the meaning of the words.
4. Ask students to bring the text, summary, and report of difficult words to the class. (This activity allows students to read for a purpose, encourage them to read selectively based on what they need to find, and check their reading comprehension).
5. Teachers may also need to give the learners an example of a short summary.

### **In-class Procedure:**

1. Tell the students to firstly take out their reading text only.
2. Assign students to work in pairs (Student A and B).
3. Ask student A to exchange their selected story with their reading partner (Student B) and begin reading the story silently.
4. When they finish reading, ask the reading partner (student B) to explain the text that they read to the student who brings the text (student A), and to give an estimation of the level of the text and explanation of their rate.
5. While student B explains the story, student A studies their summaries whether there is any useful information that they could add in their summaries.
6. Then, ask student A to do the same thing as student B.
7. When the students have finished discussing, tell the students to return the text to the owner of the text.
8. Then, ask the students to find another reading partner (Student C) and repeat step 3 until 6 to find out what the other reading partner think about the text and see whether the rate that students A and B assigned is quite consistent and reliable. (If the teachers think that

more readers are needed, the students could be asked to show their reading text to 2 other classmates).

9. Finally, students are asked to report their opinions and their reading partners' in class and to assign the reading proficiency level of the text. Ask the students to type the reading materials neatly and put the level of the text, their name as the contributor, and information of the source of the text, and submit it to the teacher to be put in a folder as the class Extensive Reading materials to be read by the new students next semester.

### **Notes:**

In practice, most of the students looked for reading materials from the internet. They usually came up with stories that were prepared for elementary and secondary school students. These materials may seem too easy for university students, but the text allows students to experience reading at a comfortable pace and condition and to discuss the content of the reading. In order to be able to discuss a text, readers should not be distracted by unfamiliar vocabulary. Day (2018) approves the idea of using children's literature for students with low L2 reading proficiency. This kind of text helps to change learners' hesitance to read in English. Some other students obtained some reading materials from the local English language magazine such as *Hallo* (a national English magazine) and *Access* (an English magazine published by students of the English Department of *Satya Wacana Christian University*). This kind of materials may give the students an idea that creating their own English text is possible.

### ***Activity 2: Self-developed reading materials***

The extensive reading course used various text types: short stories, poems, dialogues, biographies, advertisements, newspapers, and pamphlet. The idea of introducing and collecting various text types is to expose learners to different kind of texts and their specific linguistic characteristics and to engage students to L2 readings with different purposes in their surroundings. In order to internalize the knowledge of various text types and the connection between reading and writing, students were also asked to create their own text.

This activity is better to be given in the last few weeks before the final meeting of the course. The learners need to first be exposed to a lot of text-types before they could actually produce one. The extensive reading provides them various models of text. The sample below describes the procedures of producing a short story (narrative) text.

### **In-Class procedure:**

1. Teacher asks students what a short story is, the purpose of the text written, the structure of a short story (beginnings, middle, and ending), the elements of a short story (characters, settings, plot, etc.), the story they like the most.
2. Teacher elicits their answers.
3. Teacher distributes students' worksheet 1 (see appendix B) and explains the instructions. Students are given several sentences (clues) for a short story. They are asked to put the sentences in order based on which activity that happens first. When they have finished ordering the sentences, they are asked to complete and finish up the story.
4. Ask students to work in pairs and write their own version of the story (at least 150 words).
5. Teachers help students with difficult words, grammar, and sentence structure.
6. Later, ask students to find edit and polish their final draft and submit it on the next meeting.

### **Notes:**

In this activity, a series of sentences were given to be used as clues to guide the learners writing. These sentences also functioned as an outline for the story that they were about to develop. In completing the whole story, students would subconsciously use what they know about short story (e.g. plotlines, structure of the text, etc.) that they could apply in their own writing. Their previous reading experience provides them information on how a short story looks like or how it is written. At first attempt, students were able to perform their narrative text knowledge but still lacking the understanding of coherency and cohesiveness in their writing. Students were asked to exchange their work with their peers and commented (as a reader) on their peer's work in terms of the clarity of the plot and provide suggestions. In this way, students read purposively and analytically to be able to provide feedback for their peers. Teacher's feedback was also given in the next meeting on how to revise the text. The revised texts were compiled in the students' ER resources for the new students to read. A sample of the student's first draft can be seen in Appendix B.

### **Closings: From an individual reader to a reading community**

Reading has often been a burdening course for lower beginning students in my context. Often, (Intensive) Reading Courses offered did not

provide students enough scaffolds for the students to read in a Foreign Language. This made it harder to encourage students to read in L2. The course developers often neglect their reading proficiency level and interests that have worsened their willingness to read. Extensive Reading (ER) has been reported and suggested to approach the learning of L2 reading by paying attention to the readers affect.

In this context, ER was adopted to tackle the motivational issue of L2 students. However, there were also some contextual circumstances need considering in designing and implementing an ER program – the scarcity of L2 graded readers, course and material design, reading and assessment, teacher’s role, and teaching approaches. The ER program aimed at building learners’ interest in reading and developed their reading proficiency level. Therefore, the program adopted task-based learning (TBL) in which activities were designed around the activity of “reading”. Approaching the teaching of reading from a sociocultural learning approach, the classroom atmosphere was created to operate as a small L2 reading community. Reading is not only an individual activity but also a social activity in which students had a forum to learn and discuss their readings with their peers. They were involved in looking for their preferred reading materials, discussing, evaluating, analyzing, and creating their own reading materials. Students were also taking responsibilities in increasing the L2 reading collections for their reading community. What I found to be very essential in the implementation of an ER program is shifting one role from ‘an authoritative figure’ to ‘a role model’. I learned that teacher needs to always be mindful of their roles as a guide, a member of the community, and a (teacher) learner while working with their students in the ER classroom. In a class that seeks to create and foster a community of learning, the teacher needs to be a model of ‘learner’ and ‘reader’ for their L2 reading students.

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## **Appendix A: Students Worksheet 1**

### A short story

1. Read the following important points (clues) of a short story.

- 1   He looked out through the window to the horizon.
- \_\_\_\_\_ It was raining hard. He was waiting at the bus stop when he saw her.
- \_\_\_\_\_ She would not let him inside the fence.
- \_\_\_\_\_ She did not show up at the bus stop.
- \_\_\_\_\_ They were young.
- \_\_\_\_\_ He helped and walked her to her home.
- \_\_\_\_\_ They started to like each other.
- \_\_\_\_\_ Remembering the time he met her.
- \_\_\_\_\_ They talked on the way home.
- \_\_\_\_\_ He waited for her the next day at the bus stop.
- \_\_\_\_\_ A motorcycle passed by so fast and almost ran her over.
- 12  He went to her house.

2. Work in pairs and put the clues in order (which activity do you think happens first and later)
3. Then, use the order of these clues and write them up into paragraphs. Give or add more details to each sentence above and develop them into paragraphs.
4. Give an ending to this story. What do you think happen when "he arrived at her house"?
5. Don't forget to also give a title to this story.

**Appendix B: Sample of the Guided Writing Activity\***

House for sale  
By Yohanes Abed N

"Trit...trit...trit...trit...", alarm clock was ringing. It was 6 o'clock. Piero woke up from his bedroom and walked to his kitchen to prepare his breakfast. After he had his breakfast, he took a bath. He did some housework such as sweeping and washing plates. It was 07:30 am, he had to go a church for praying. He went there by bus because his car had being repaired.

At the moment, he was in a bus. He looked out through the window to the horizon. It had been for 2 years he didn't go by bus everywhere. Suddenly, he reminded of a girl called Annie. She was a nurse in a hospital in the city. He was remembering the time he met her. It was raining hard. He was waiting at the bus stop when he saw her. She had just got off a bus. Suddenly, a motorcycle passed by so fast and almost ran her over. She was so surprised. She fell down on the side of the road and sprained her ankle. He helped her and walked her to her home. They talked on the way home. Started by introducing to each other, they talked about many things and they started to like each other.

They arrived in her house. A house white fence rounded the house and the field. But when he wanted to open the fence, she would not let him inside the fence. With confusing, he let her inside the fence. After she said goodbye to him, he went back home.

He waited for her the next day at the bus stop. Maybe he could see her again but she did not show up at the bus stop. He went to her house but when he arrived there, he saw an announcement hung on the fence. In the announcement, written "SALE." For information called Mr. Henry (021) 5655690." He tried to call the number and ask Mr. Henry about Annie but Mr. Henry said that he didn't know who she is.

*\* This draft is an original draft of a student's writing. Grammatical and sentence structure problems are not corrected nor modified to show the originality of the work.*