


Assessing Student Performance in Japanese Extensive Reading Courses



Noriko Hanabusa
 Teaching Professor
 Univ. of Notre Dame, U.S.A.
 Hanabusa.1@nd.edu

SU22_ERAW 1

1

Extensive Reading: Definition

Day & Bamford (1998)

- Quickly reading **large** amounts of **self-selected, easy, varied, and interesting** material.

ER: Individual Reading Activities
 ≠ Traditional-style classroom

NPO Tadoku Supporters Website

- Reading **a lot of books** of your **own choice** at your **own pace** so you can take in Japanese without translating. Start with **very easy books** with **many pictures**, and you can actually **enjoy** reading in Japanese **without using a dictionary**. Eventually many Kanji will start to look familiar and make sense, and reading in Japanese will feel natural to you.

SU22_ERAW 2



2

4 Rules for Japanese ER

Awano et al. (2012) 『日本語教師のための多読授業入門』
 Takahashi et al. (2022) 『日本語多読:上下巻』

- Start from easier books.
- No dictionaries while reading.
- Skip over difficult words, phrases and passages.
- Stop reading when it becomes too difficult or boring.

• Japanese GR: only 150
 • Authentic Materials (Picture books, manga, etc.)

SU22_ERAW 3

3

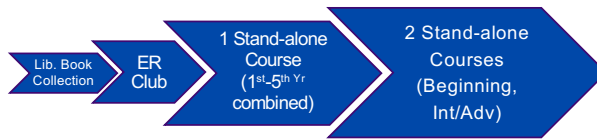
Japanese Curriculum at Notre Dame

		Regular Courses		
Elective		Yr	min / wk	Material
ER (beginning)	}	1 st	50min x 5	Textbook
		2 nd	50min x 5	Textbook
ER (Int/Adv)	}	3 rd	50min x 4	Textbook
		4 th	50min x 3	Authentic Materials

SU22_ERAW 4

4

Development of Japanese ER Courses



SU13 | FA13~SP14 | FA14 ~ SP15 | FA15 ~ SP22

Collaborate with East Asian Librarian


8 years
 350 students enrolled
 SP20-SP21: Online ER

SU22_ERAW 5

5

"Readings in Japanese" Courses

- Once/Week, 15 times/Semester
- 1 cr. (50 min), 2 cr. (100 min)
 - 1st, 2nd Yr Readings: Tuesdays 3:30-5:10pm
 - 3rd, 4th, 5th Yr Readings: Thursdays 3:30-5:10pm
- Elective
- Repeatable
- Prerequisite: Being able to read hiragana & katakana
- Classroom in the Library



SU22_ERAW 6

6

Students Reactions for ER

Based on Self-evaluations:

- Choose their own books
- Read at their own pace
- Books for their own level/interest

→ **Learner-centered**

- Students want to participate more actively in their own learning process
- How to evaluate/grade ER = individual activities ?

SU22_ERAW 13


13

Assessment in English ER courses

Takase (2010)

- Attendance/Participation
- Book summary
- Introducing books/Book talk
- Number of words/titles
- Comprehension Tests
- Final Exams/other Tests

• Ideally, experiencing reading pleasure is enough without assessment



SU22_ERAW 14

14

Grading/Assessment

Attendance and participation	25%
Book chat and other group activities	5%
Reading journal	15%
Book review (written)	5%
Oral book report (w/peer tutor)	5%
Self-evaluations (Mid-term & Final)	15%
Project (presentation)	30%
Total	100%

- No tests/quizzes
- No requirements for words/titles

Meet all deadlines

No grades for products, journals, reports (Japanese language, contents, etc)

SU22_ERAW 15

15

Project Presentations

Objectives

- Share various outcomes
- Link output opportunities

- Inspired by ER activities
- Be able to enjoy preparation
- Do NOT use dictionaries
- Consider audience; let them enjoy presentations

ER : Choose their own books
Projects: their own topic/format

- No control/precise corrections by the instructor

Creative writing, Book talk, Introducing Culture, Translation
Picture book, Manga, Music, Video, Online game, Board game, ...

SU22_ERAW 16

16

Picture Books




SU22_ERAW 17

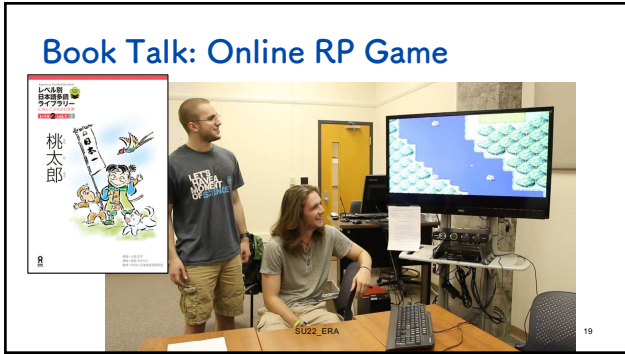
17

Book Talk: Board Game



SU22_ERAW 18

18



19



20

Grading Projects

Grading Criteria for Projects in regular classes
... Language skills, Presentation, Contents, Preparation, ...

- Beyond instructor's expectations
- How to grade these projects?
- Criteria: only 'meeting all deadlines' → Unique products

Not for grades!

Mowrer (1996)
'The use of grades causes students to focus chiefly on grade rather than to be creative.'

Creativity • Autonomy by 'ungrading'

- Grading prevents learner's creativity/autonomy?

SUZ2_ERAW 21

21

Negative Effect of Grading

Blum (2020) *Ungrading*

- Requires uniformity
- Do not provide adequate information
- Do not truly motivate students
- Arbitrary and inconsistent
- Encourage a fear of risk-taking

Can we really measure outcomes?

Grading = just for the school system

- Promote Teacher Authority, GPA, hierarchy (Kurachi 2010)
- Encourage Grade-Centric Culture (Cooke 2020)
- Assessment/evaluation: Subjective after all (Hosokawa 2004)

SUZ2_ERAW 22

22

How to assess ER = individual activities

- Standardized tests are **not** possible
- Everyone works differently → Unified grading standard is **not** possible
- Can we accurately & fairly quantify/measure individual activities??

- Attendance • Participation • Meeting all deadlines
- No grades for products, journals, reports
- Promoting autonomy → Trust students
No control by the instructor

SUZ2_ERAW 23

23

Picture Book 'Forgetful David'

- Elementary I (Zero-level): hiragana, katakana & basic verbs
- Lowest scores on tests/quizzes
- Not submitted HW/assignments
- Missed many classes
- Bottom of 30 students

↓
Labelled as 'poor student'

Not academically-successful students are often spotlighted in ER!

24

Assessment for what?

- All outcomes are **not** measurable
Our educational Goal → need to change from language-focused to human-development (Mashima 2019)
- Diverse learners → more **flexible, inclusive assessment** is necessary
- Assessment for ER → Instructor's mindset change is required
- Remember negative effect of grading
- Humbly review traditional grading style

SU22_ERAW 25

25

Conclusion & Future Issues

- **Decenter grading**; emphasize the entire portfolio(Blum2020)
- More individualized/personalized instruction/assessment in ER
 - More individual meetings in class
 - Final exam week --- zoom meeting on their self-evaluations
- Reconsider our broader goals;
Not restricted to language aspects

SU22_ERAW 26

26

Reference

- NPO多言語多読ウェブサイト <https://tadoku.org/japanese/what-is-tadoku/>
- 倉地曉美 (2010) 「ジャーナル・アプローチとアセスメント」 『アセスメントと日本語教育』 くろしお出版
- 高瀬敦子 (2010) 『英語多読・多聴指導マニュアル』 大修館書店
- 細川英雄 (2004) 『クラス活動の理念と設計』 『考えるための日本語』 明石書店
- 真嶋潤子 (2019) 「学習者の多様性と日本語教育における「評価」 ー何のために何をもって「評価」するのかー」 *Journal CAJLE*, 20, 1-22.
- Blum, S. (Ed.) (2020) *Ungrading*. West Virginia University Press.
- Cooke, C. H. (2020) Emotional Personal Japanese over Practical Useful Japanese. *Proceedings of the 28th Annual Conference of the Central Association of Teachers of Japanese*, 121-136.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Mowrer, D. E. (1996) Giving up the Grade Chase for a Competency-Based Education. *National Student Speech Language Hearing Association Journal*, 23, 69-77.

SU22_ERAW 27

27