

Collaborating school libraries with English teachers

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Background

English teachers think libraries are places where...

- can shelve English books
- students can access to books easily
- librarian can loan and manage books
- ➔ Reduce English teachers' load

Not many school libraries collect and shelve English books

WHY? ➔ Budget, Space, & Limited knowledge

English teachers

- not sure how to make use of the library in the English curriculum
- don't know that libraries support students' learning
- don't know that libraries support teachers' lessons
- ➔ NOT just a place to keep books

School librarians

- don't know what ER books to collect (don't have skills of cataloging and classifying in another language)

School librarians want...

- many students to come and use the library
- many teachers to use the library for resources and for learning

*The facilities, equipment, collections, and services of the school library should support the teaching and learning needs of the students and the teachers; these facilities, equipment, collections, and services should evolve as teaching and learning needs change.

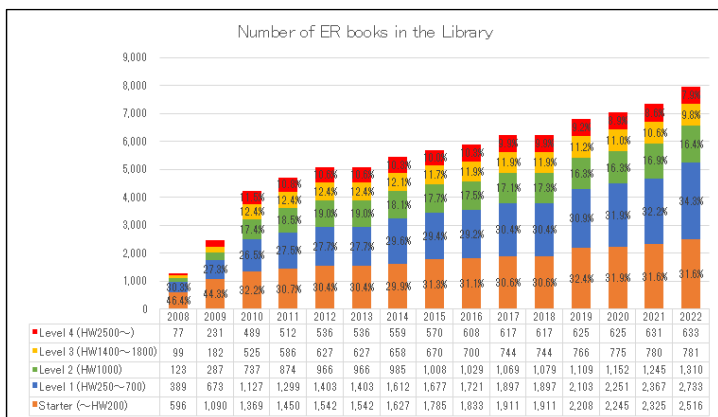
(IFLA School Library Guidelines, 2015)

* The term 'school library' means school facilities established for the purpose of collecting, organizing and preserving library materials and making them available to pupils and teachers, thereby contributing to the development of the school curriculum and fostering the sound education of pupils and students.

(School Library Act of Japan, 1953)

Practice

Meiji University Meiji HS Meiji JrHS (Since 2009)



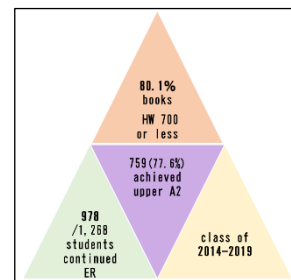
Investigation & Result

Students' TOEIC scores and levels of ER books on loan

TOEIC score	under 445		450~545		550~645		650~		Total	
	CEFR A1	A2	CEFR A2~	CEFR B1~						
Number of borrowers	219/351		368/453		223/270		168/194		978/1,268	
MKC Level	number of books	%	number of books	%	number of books	%	number of books	%	number of books	%
Level 4 HW2,500~	9	0.6%	11	0.4%	62	2.2%	80	3.9%	162	1.8%
Level 3 HW1,400~1,800	45	2.9%	77	3.1%	133	4.8%	150	7.2%	405	4.6%
Level 2 HW1,000	175	11.4%	268	10.8%	391	14.0%	366	17.7%	1,200	13.5%
Level 1 HW250~700	901	58.5%	1,526	61.7%	1,702	61.0%	1,233	59.6%	5,362	60.5%
Starter HW 200	409	26.6%	591	23.9%	501	18.0%	240	11.6%	1,741	19.6%
Total	1,539	100.0%	2,473	100.0%	2,789	100.0%	2,069	100.0%	8,870	100.0%

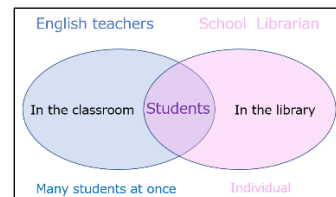
Discussion

Previous studies assumed that English teachers are responsible for almost all tasks related to ER programs. However, registering books in the school library collection management system, attaching labels and consideration on where to shelve the books in the library should be the responsibility of the school librarians. The benefits of collaboration with the school library and the English department is that the school librarian can assist individual students when they browse and borrow books, so students can choose the appropriate level of ER books. The library becomes the hub for all English teachers on information related to ER, such as about popular books among students, students' reaction to the program, and learning about how other grades are doing, along with the results on the TOEIC tests or other English grades.



Conclusion

Previous studies had only noted that English teachers could ease the load of work when English books are available in the school libraries. However, the shelving of English books in school libraries not only reduces the burden on English teachers but also provides support to students from school librarians, too for the spontaneous and continuous learning.



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