

ERJ

Extensive Reading in Japan
The Journal of the Extensive Reading SIG
of the Japan Association for Language Teaching

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Volume

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2010

Message from the Editor

I write a column in each issue about innovations in Extensive Reading. This time I talked about a new textbook co-written by one of our SIG members - Marcos Benevides. About a week after I wrote the article, I heard the news that the text had won the Duke of Edinburgh ESU English Language Book Award for 2010. Marcos and his co-writer Adam Gray deserve it. They really did an excellent job. I would also like to mention that their publisher, ABAX, took a big chance releasing the PDF of the text online. Congratulations to them as well. I hope all the SIG members will take the time to check out *Whodunit*.

If you have a story idea or want to help out with *ERJ*, contact me at the email address below or visit me at the ER SIG table at JALT.

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ERJ Editor
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The Extensive Reading Project

Tim Stoeckel, Miyazaki International College
Nevitt Reagan, Kansai Gaidai University
Ian MacLean, Kansai Gaidai University



The Extensive Reading Project (www.xreading.com) provides several interesting and useful extensive reading (ER) resources for both instructors and students. During the 2009 spring semester, the authors used the central site function, a quiz management system which offers a simple, effective means of assessing extensive reading from a wide choice of graded readers¹.



Quiz Management System

The Extensive Reading Project offers an alternative to book summaries or oral reaction reports, which can be plagiarized or produced by students who have not read a graded reader. Quizzes, on the other hand, may be better indicators of reading task completion and comprehension. They also require significantly less work for both instructors and students².

The obvious problem with using ER quizzes is that students choose from a large number of graded readers, and few teachers have time to create individual quizzes for every student. The Extensive Reading Project addresses this problem by providing printable five-item quizzes for nearly 400 graded readers, focusing on many popular titles from ELT publishers. These quizzes can be administered and marked quickly even when each student has read a different title. Each quiz sheet is printed with the date, class name, student name and book title, as shown in Image 1. The site also generates three separate answer keys, each labeled with a different two-letter notation; quiz sheets are randomly given one of these notations, printed inconspicuously at the bottom. Completed quizzes can be easily divided into three sets and graded with the corresponding keys.

Name: <u>maki</u>	Class: <u>RW I section 29</u>	Date: <u>07/16/2009</u>
<u>Big Picture, The</u> (Cambridge)		
1. Ken took a photo of Takahanda while he was		
A. eating dinner B. entering a coffee shop C. driving his Mercedes D. wrestling E. singing karaoke		
2. Where was Ken when some men entered his flat searching for the film?		
A. driving his car B. in Osaka C. at his wife's flat D. at a hotel E. at his father's house		
3. Who was Ken's photography teacher?		
A. Tracy-sensei B. Nikon-sensie C. Dr. Photo D. King-sensei E. Mori-sensei		
4. Where did the police catch Yakuza, Hiromitsu Shioiri?		
A. in Ken's flat B. in Osaka Station C. in his car D. Tokyo Station E. in Paris		
5. At the end of the story, Ken and his family move to		
A. a house in the country B. Paris C. a big flat in Tokyo D. Osaka E. America		
<u>ANSWERS</u>		

1	2	3
4	5	
<small>© Written by Paul Goldberg for the Extensive Reading Project x AE</small>		

Image 1. Quiz generated by The Extensive Reading Project

The Extensive Reading Project - Stoeckel, Reagan and MacLean

The Interface

The Extensive Reading Project has separate interfaces for instructors and students. The instructor site requires a bit of time and exploration but soon becomes familiar. Instructors first set up classes and then create a schedule of quizzes, with editable open and close dates. Finally, a code is provided, enabling students to register as class members and enter books for quizzes. Clicking on a name in the student status window brings up book titles and when the student entered them (Image 2). Instructors can easily see which students have not signed up for an upcoming quiz and can remind them before it closes.

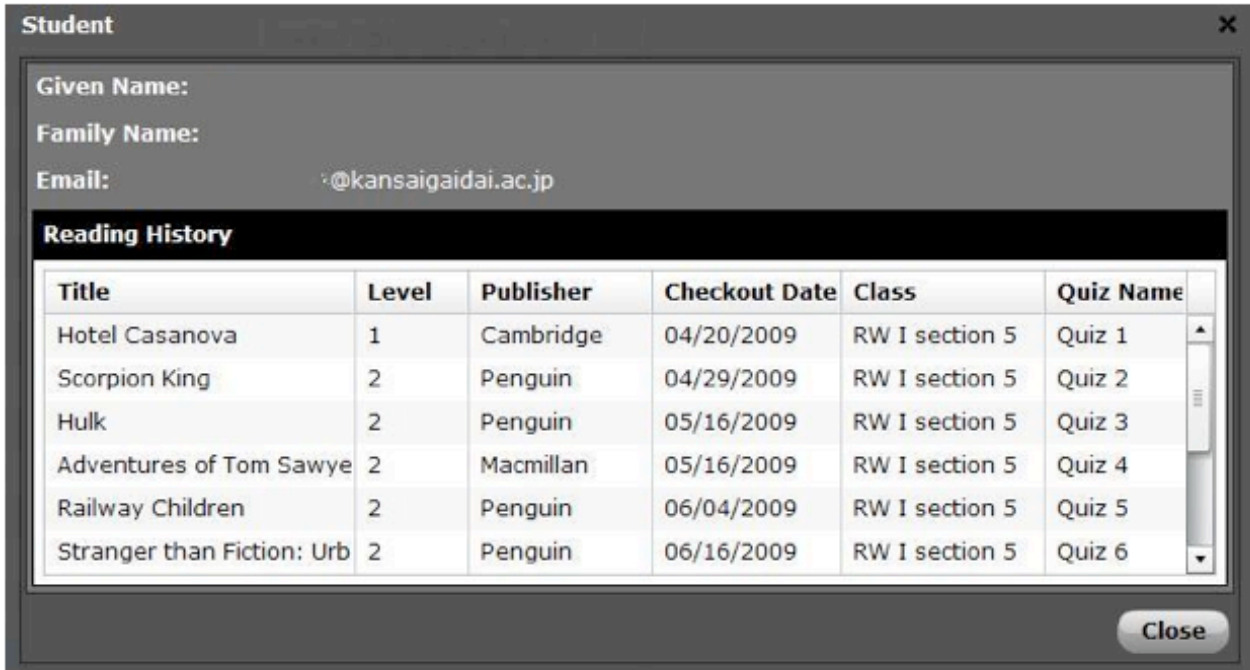


Image 2. Student Status Window

In the student interface, class members view lists of graded readers arranged by publisher (Image 3)². They select the title that they are currently reading and enter it for the next scheduled quiz (Image 4). Students may also enter books for later quizzes but cannot add or delete books for quizzes that are already closed. Thus, instructors have a record of all students' quiz histories.

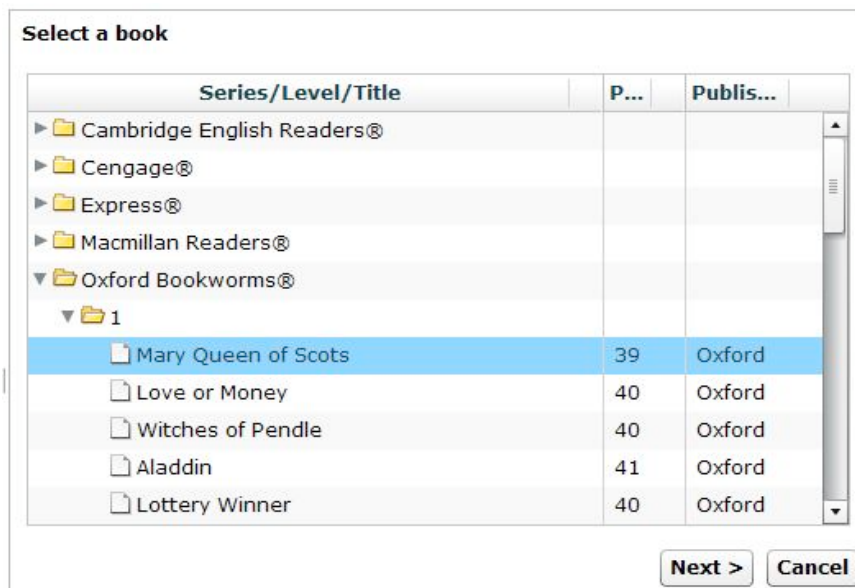


Image 3. Book selection (student interface)

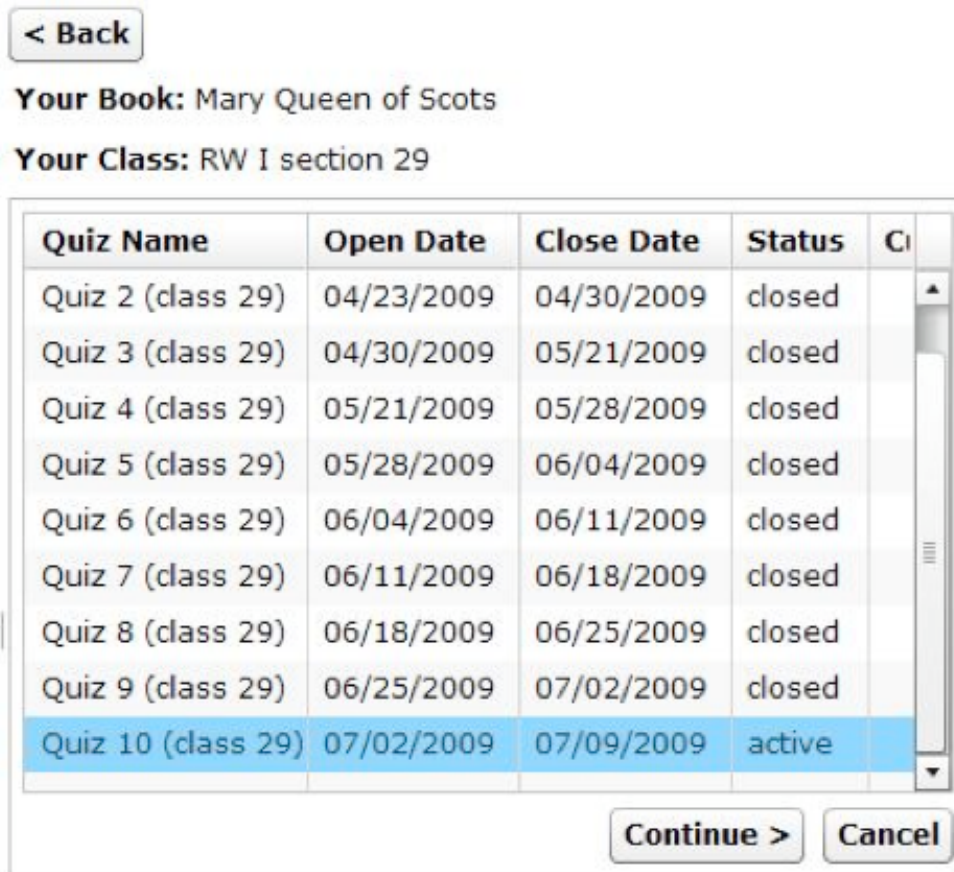


Image 4. Adding a book to an active quiz (student interface)

The Quizzes

The primary purpose of the site is to allow instructors to assess whether or not students have completed ER assignments, and it seems to do a good job. Our top students usually scored well on the quizzes, and less serious students often did poorly.

Each quiz consists of five multiple-choice questions from different parts of a book (see Image 1). The questions pertain to major details, information a reader will likely remember, and cannot be answered through a quick perusal of the front cover, the back cover summary, or illustrations. They target comprehension, and do not require analysis or evaluation.

Each time a specific quiz is printed, the order of questions remains unchanged while the order of answer choices is randomized. This helps prevent students from getting answers from friends who have previously taken the same quiz. Cheating is also avoided by having students take quizzes in class rather than online³.

Shortcomings

Although the site serves its main purpose well, there are some drawbacks. In the instructor interface, the student roster may not display alphabetically, depending on how students typed their names during site registration. Names beginning with lower case letters appear below those beginning with upper case letters, making it hard to find a single student in a large class. Second, the number of answer keys in use at one time may become unmanageable. One of us chose to keep quizzes open for the entire semester and had to manage dozens of answer keys simultaneously. Instructors should be able to limit the number of answer keys used for all quizzes. Finally, quizzes do not close automatically on the specified date. Rather, the instructor must close them manually.

There are also several problems with the student interface. First, site registration is complex, including several unnecessary steps (e.g., indicating TOEFL or TOEIC scores or favorite genres). Second, many students have trouble remembering their site-generated passwords, which are strings of random characters (they *can* change their passwords, but this is not obvious to students). Third, registering books for quizzes involves ten discrete steps, and students get lost in the process. The site design is not very intuitive, relying more on English words rather than an easily understandable graphical interface. Students ought to be able to drag book titles into simple icons representing open quizzes, all on a single screen;

The Extensive Reading Project - Stoeckel, Reagan and MacLean

moreover, instructors should be able to register books for students who have difficulty. Finally, the site does not prevent students from registering more than one book per quiz. This is a problem since only one quiz per student can be printed, and there is nothing to indicate which book it will be for.

Looking Ahead

The Extensive Reading Project plans to add 600 titles and offer the following resources:

- a book profiler with the number of words and chapters, character profiles, duration of any accompanying audio CDs, and links to publisher web sites
- filters to help students find books according to English proficiency or preferred genre
- a system for students to rate books and view composite ratings of all site users
- a tool allowing students to submit online written or oral reaction reports
- an interface for instructors to comment on students' reports and check for plagiarism

Concluding Thoughts

Although there are a few deficiencies in this beta offering, The Extensive Reading Project is an excellent resource. The authors recommend it to instructors who want to assess extensive reading through in-class quizzes.

References

The Moodle Reader Module

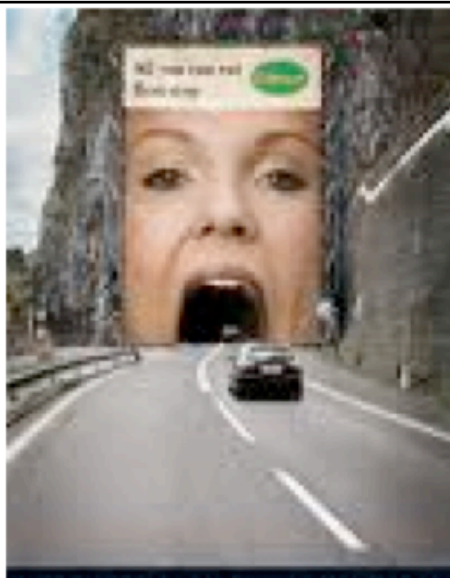
Retrieved from <http://moodlereader.org/index.html/>

Endnotes

¹ The Extensive Reading Project was created by Paul Goldberg, a former colleague of the authors.

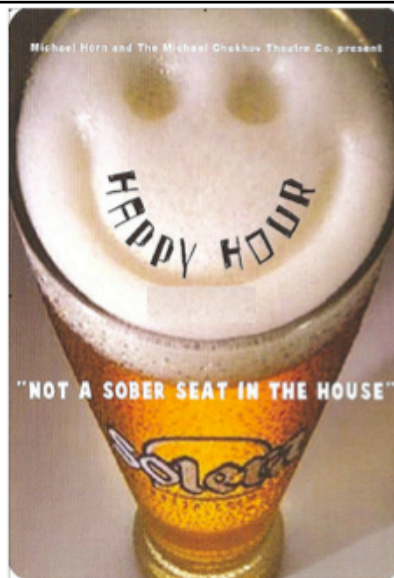
² The Extensive Reading Project quiz management system costs US\$70 per year for instructors and is free for students. Lifetime, semester, and single class options are also offered. All other site functions will be free.

³ cf. Moodle Reader, in which quizzes are taken online.



食べ放題

tabe-hodai



飲み放題

nomi-hodai



読み放題

yomi-hodai

Which gives long-term pleasure?
(and is actually good for you?)

Marc Helgesen kindly put this poster together. If you would like to use it for your classroom or library, you can download it from the ER SIG website - www.jaltersig.org.

The Extensive Reading Foundation and the Language Learner Literature Award*

Julian Bamford
Bunkyo University

The Extensive Reading Foundation was born of a book. The volume in question is *Extensive Reading Activities for Teaching Language* (Cambridge University Press, 2004), a collection of lesson plans submitted by dozens of teachers. While Richard Day and I were editing the contributions, the matter of publishers' royalties came up. After some thought, we decided to ask the contributors if they would donate their portion of the royalties to a foundation for the promotion of extensive reading in foreign and second language education. There was enthusiastic agreement, and the Extensive Reading Foundation was established in 2004, the year that the handbook was published.

The first task of the Foundation was to assemble a board of directors. An attempt was made to interest both researchers and working teachers concerned with extensive reading in various countries around the world. Fortunately, almost everyone approached agreed to serve.

ERF Board of Directors

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The ERF and LLL Award - Bamford

The ERF then moved swiftly to fill a shocking gap. Seemingly every kind of book has an award or prize to honor it, but what of that staple of extensive reading, the 'graded reader'? For almost 90 years since Michael West first cut the genre out of whole cloth, authors, editors, illustrators and publishers had been crafting books especially for learners of English and other languages. But no one had considered the best of them to be achievements worth celebrating. And so the ERF established the Language Learner Literature Award for English-language graded readers. Then as now, the Award aims to spur the development of writing for language learners by recognizing superior work. It also encourages extensive reading in language teaching by adding a little pizzazz to the enterprise.

The LLL Award, now in its 7th year, continues to be the main work of the ERF. Every year, publishers nominate their best new English-language graded readers in—currently—five categories: young learners, and four adolescent and adult categories—beginner; elementary; intermediate; and upper intermediate/advanced. An ERF jury reads the nominees and comes up with a shortlist of three books per category. These 15 finalists are announced at the IATEFL conference in April.

The independent Cambridge International Book Centre has an LLL Award page (http://www.eflbooks.co.uk/reader_finalists.php) so the books can be ordered online. In cooperation with the publishers, the ERF also arranges for finalist books to be sent to teachers who apply for them early in the year. (See LLL Award Finalist Evaluation Program on the ERF website.) Teachers and their students who read the finalist books in a particular category can go to the ERF website to leave their comments.: The evaluation pages close in mid July. The jury takes the online feedback into account when choosing the winning book in each category. The five Award-winning books are announced on the ERF site at the end of August.

The Award is not monetary, nor do winners even get a statuette. What authors, illustrators, editors and publishers do receive are handsome certificates and undying glory. Publishers of finalist and winning books may use the Award medallions on book covers and in publicity.



With most of its volunteer members engaged with the Language Learner Literature Award, there hasn't so far been much attention left to develop other ERF initiatives. Furthest along is an award for new developments in writing and publishing for language learners. This innovation award is named after John Milne, the pioneering first editor of Heinemann Guided Readers.

The Extensive Reading Foundation hopes that by bringing recognition to writing for language learners, the genre of language learner literature will stand in sharper relief, and that learners and teachers will be aware of the best it has to offer. Go to the ERF website for the names of all the winners and finalists to date. They are books well worth adding to your extensive reading library.

Reference

Bamford, J. & Day, R.R. (Eds.). (2004). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.

The author

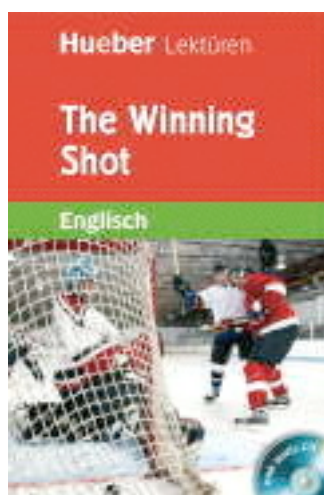
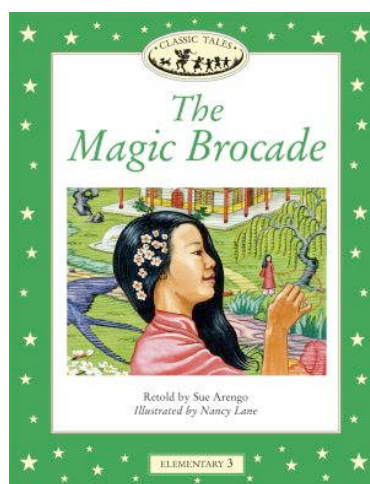
Julian Bamford retired as a full-time professor from Bunkyo University Shonan Campus this year. He continues to teach there part-time.

* An earlier version of this article appeared in the IATEFL Literature, Media and Cultural Studies SIG Newsletter Issue 34 (January 2009).

www.erfoundation.org

2010 LLL Award Winners

Young Learners



Beginner



Elementary



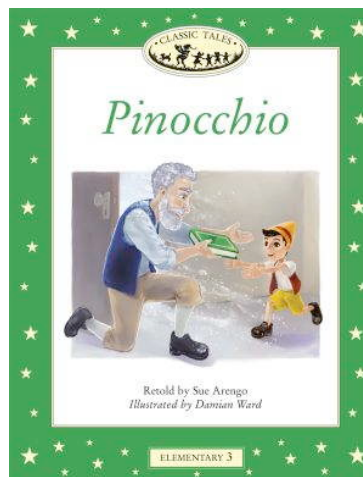
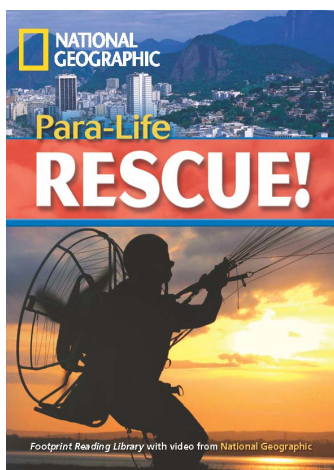
Intermediate



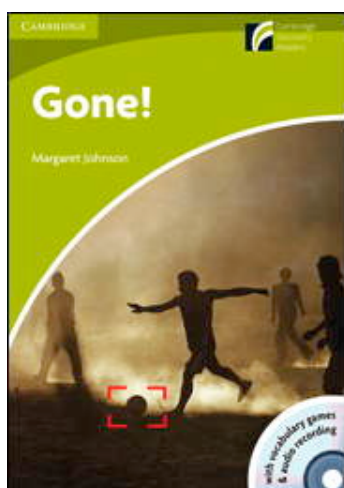
Upper Intermediate & Advanced

2010 LLL Award Finalists

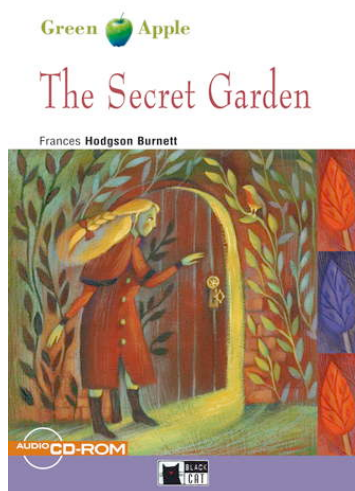
Young Learners



Adolescent & Adult



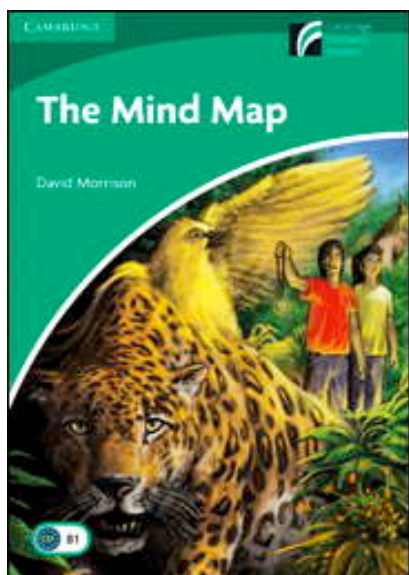
Beginner



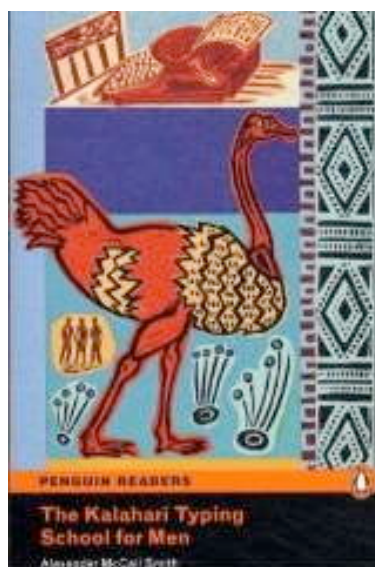
Elementary

2010 LLL Award Finalists

Adolescent & Adult



Intermediate



Upper Intermediate & Advanced

Free ER Resources from Publishers

Bjorn Fuisting
Ryukoku University

Running an ER program on a tight budget? Don't have any funds to purchase more books? Well, there are still ways to improve your program. Here is a look at all the great free stuff that is available from various publishers.

Getting to know the books

Start by getting all the readers catalogs, not the main ELT catalog but the one with just the readers. Best are the ones that have a short blurb about the stories, a colour picture of the title page and some information about genres etc. A good example is Oxford's Bookworms Catalog, while Penguin's little pamphlet uses an interview (in Japanese) with actress Risa Jun-na to motivate students.

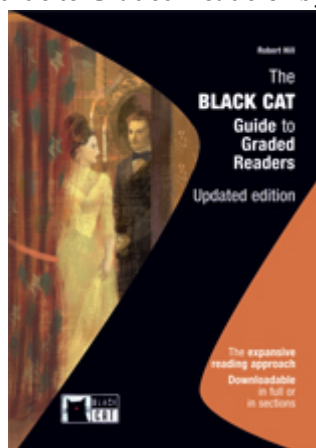
A company that has given an interesting twist to its catalog is Puffin. They have come out with "The Puffin Cyclopedia of Children's Classics".



This little jewel of a book (it's 121 pages long in pocket format) contains extracts, author profiles, links to films and - my personal favorite - "Classic Connections". These are mini webs that show how some of the classics are linked to each other and make it very easy to recommend similar books to students. The booklet is hard to find but look around your bookstores - it's worth searching for.

Using Graded Readers' Guides

Next, look for the publishers who have put together graded readers' user guides. These booklets don't just tell you how the readers are made, their levels and how they relate to international standards such as Common European Framework and TOEIC levels; they also give you ideas for how to use them in the classroom, and how to start an ER program, while many also include photocopiable material for activities, reports etc. Three very thorough examples are "Using Graded Readers in the Classroom" (Macmillan), "The Black Cat Guide to Graded Readers" by Robert Hill (Black Cat)



and "Graded Reading Programs – The Experience of School and University Teachers in Japan" (OUP). All are downloadable free. You can learn what to do, what not to do, what has been done and find reasons why you should do ER in your school. They are a great tool to convince your head teacher or colleagues, and some are available both in English and Japanese.

Free ER Resources from Publishers - Fuisting

CD-roms with assessment tests and much more

To help you assess your students' level and/or to check if they have actually read the books they claim they have, there are some free testing tools available. For level testing, the major ones are from Penguin and Oxford, both of which can be downloaded from their web pages. They don't always give you an exact reading level for each individual student but they work well for assessing the class level and give the students a starting point. Then there are worksheets, answers to activities in the books, reading schedules, tests and much more. A couple of years ago, Oxford and Penguin put all these goodies on a very handy CD-rom that they gave out. They made it very easy to carry with you or pass on to a colleague without having to download anything. Updated versions are available again so contact your rep and get one! Better get a few.

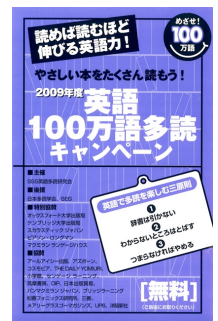
Reading circle resources

While on the subject, the Oxford CD-rom has some great tools for reading circles that go with their "Bookworms Club – Stories for Reading Circles" series. The books are highly recommended but the worksheets can be used with any book. They make managing reading circles a lot easier and look much better than producing one's own. And there is a Japanese version available, so why not run double sided copies? Also available on their website to download free.



100-Book Reading Campaign

Finally there is a very nice useful booklet, ER guide and reading log all in one brought out by the SSS Study Group with support from co-sponsor publishers "度英語100万語多読". It covers several of the major series, giving the students a chance to see what is available while also functioning as a "reading log". It has space for them to keep track of all the books they have read and challenges them to read 100 books! If they do, they can win even more books!



Conclusion

So as you can see, there is a lot of material available to help you start a program, improve the management of one or just simply motivate your students. A small thing like a colorful poster, some well-produced worksheets or a portable book box can make a big difference. That and much, much more, is all there for you. Now who said nothing in life is free?



Let's hear it for the old SRA!

Peter Wells

Kansai Gaidai University

We hear a lot these days about the benefits of using graded readers, in terms of fluency enhancement and vocabulary consolidation, or even learning new lexical items. However, some students, especially if they're not English majors, or are at lower levels—or are boys!—are not inspired by library books, and tend to do the minimum reading required, in a desultory manner. The results can be negligible gains counterbalanced by an increased aversion towards English. In this article I would like to describe an extensive reading resource which in my experience offers some of the benefits claimed for reading graded readers, while avoiding some of its problems. It can also be used alongside a graded readers program. An interesting analysis of the benefits of this approach can be found in Robb and Susser (1989).

SRA, or Science Research Associates Inc, is an American publisher of educational materials and schoolroom reading comprehension products distributed internationally by McGraw-Hill Education. Its 'reading laboratories' were first produced in 1950, and have been continually revised and improved since then. As a result the teacher can be sure that the materials, while occasionally dated, have been extensively piloted and trialed, so no flaws or errors will spoil the lessons. A full description of the currently available materials can be found at <http://srareadinglabs.com>.



'Reading laboratories' are boxes containing sets of color-coded cards with reading exercises. Each box contains a number of sets corresponding to a series of American reading grades. For example, Reading Laboratory 2B, which I have used successfully in my university with non-English majors, contains cards for the equivalents of Reading Ages 7.5 – 13. (Robb and Susser, working with English majors, used boxes 2B and 3.) The students work individually, marking their own work and promoting themselves according to guidelines given by the teacher.

Although the materials are designed for English-speaking American children in grade school (i.e. EL1), they also work well in the EFL or ESL context. This is because, even at elementary levels, the topics used are not childish, so that older students can use them with pleasure and profit, without feeling that they are being treated as children. For example, the lowest level of Box 2B, 'Lime', includes the following topics: The Myth of Ceres, Locks and Keys, Wampum, 'The Fox and the Grapes' (Aesop's fable), Taking Care of your Dog, David and Goliath, the invention of Potato Chips, and the Giant Buddha of Kamakura. For this reason I have been able to use these materials with equal effectiveness in Singapore, Africa, the Middle East and the UK (the last with British students), as well as Japan.

There are two main types of reading exercises: Power Builders, and Rate Builders. Power Builders have a longish reading passage, followed by multiple-choice comprehension and vocabulary questions. Some of the vocabulary questions are not related to the original passage, and focus on issues such as spelling, word-formation, etc. This part of the kit is very strong

Let's hear it for the old SRA! - Wells

on vocabulary building. The cards take about 40 minutes to complete. I let the students use dictionaries, as this is learning, not testing. I also let the students work in pairs. I find they enjoy this, and work hard together.

Rate Builders have a short reading passage with a few comprehension questions, which in theory should be completed in 3 minutes. I could allow students to work individually on these, as with the Power Builders, but I have found a method that seems to work better. I distribute cards at the same level round the class (still with students working in pairs) and write on the board the times:

3 minutes

2½

2

etc.

The students turn over their cards and beginning reading simultaneously. At each time indicated, I bang the board as hard as I dare, creating a certain amount of tension, though in a 'fun' way, finishing with a fusillade of bangs as we hit **STOP!!!** Students all over the world seem to enjoy this form of 'torture'. Of course, classes are never homogeneous, so I quietly allow students to take more time, if they need it.

You can rotate the cards around the class until the students begin to tire. Four or five 'rounds' is about the most they can usually take. Then a few weeks later you can do the same with cards the next level up. During the sessions you can ask students to experiment with various strategies for improving their grade, such as reading the questions before the passage, skimming the passage in the first instance, or even deep breathing (it sometimes works!). While the students are marking and discussing their work the teacher can circulate and offer help and advice.

The Reading Laboratories also contain listening materials, and additional cards focusing on specific reading skills, which are used in connection with the Power Builders.

A less well-known member of the SRA stable is the Reading for Understanding series. These kits contain 300 cards, again color-coded, each with ten questions. There are three boxes, and Box B (Reading Ages 8 – 14) is the right one for non-English majors in a Japanese university. These cards focus on reading strategies, such as inference. Here are two typical questions, from the lowest and highest levels of Box B respectively:

(Card 1 ■, No. 1) Carlos and Helen went to visit a farm. When it was time to go home, Carlos said, "I don't want to leave. I like the farm. When I grow up I want to be
A happy." B a farmer." C rich." D strong."

(Card 100 ●, No. 1) This very interesting novel has only one fault. I mention this fault without fear of offending the author, for obviously no writer is
A ignorant. B discouraged. C infallible. D humble.

Apart from their intrinsic value, the Reading for Understanding cards are very handy when students have finished a Power Builder card near the end of a session, and don't want to embark on a new one.



The heart of the SRA course is the learning process that should take place after the students have checked their work. At this point the students should think seriously about why they made the mistakes they made, and learn from them. For this reason, it is absolutely essential, as with graded readers, that they are working at the right level. If they make too many mistakes, they're at frustration level, and will be overloaded with failures to ponder. On the other hand, if they make no mistakes, they've learned nothing, though their reading fluency may have improved. They should be making one or two mistakes. (This is why it's important, when using Rate Builders in orientation sessions, to allow for some flexibility.) Japanese students are the best students, in my experience, at learning from their mistakes. (Working in pairs greatly assists this process.)

Let's hear it for the old SRA! - Wells

On the other hand, they are over-reluctant to promote themselves, and need to be encouraged to push themselves to the right level.

The SRA boxes are a useful resource for supplementing a reading course. If you followed the guidelines recommended in the teachers' handbooks you would be using them for about 4 hours a week, which is probably more than most of us could manage. We need to provide a variety of activities, especially if the course also includes writing. On the other hand, it is pointless to use the materials just once or twice. The students must get familiar with the system, and be able to see themselves rising up the levels over a semester—this is extremely motivating for them. In a three-hour-a-week course I use them for one session of about one hour each week. Incidentally, these sessions provide a useful opportunity for the teacher to address individual students' problems, or allow students to make up missed assignments.

Compared with graded readers, a disadvantage of the SRA materials is that it's difficult to use them for homework, because they could easily get lost, or may be needed for use with another class. If the teacher wants the students to read extensively outside the classroom, library books or some other materials will be needed. Also, the kits are quite expensive. The Reading Laboratories cost between ¥126,000 and ¥136,500, and the Reading for Understanding boxes are ¥59,400.

However, SRA materials, like library-books, allow for a degree of differentiation in terms of topic and level, and my non-English majors in Reading and Writing classes have rated them as slightly more popular than the graded readers program I used on the same courses. This may be because with SRA, the students enjoy the benefits of immediate feedback, personal assistance by the teacher, and a community feeling, enhanced by the practice of working in pairs. With graded readers, by contrast, feedback is deferred, the teacher's involvement is minimal, and the students' work is solitary, so the level of motivation required to benefit from them seems to be higher.

If you are teaching reading, or reading and writing, at any level, it's worth spending some of your research funds on an SRA kit, or looking around for a used set going cheap, or one left in your institution by a departed enthusiast. When these materials are fairly intensively used, the teacher can expect to see a significant rise in the students' scores on the cards, which is not entirely due to mere familiarity with the system, and seems to be reflected in the improved quality of their other work.

Reference

Robb, T., & Susser, B. (1989). Extensive Reading vs Skills Building in an EFL Context. *Reading in a Foreign Language*, 5(2), 239-249.

ER SIG Annual General Meeting At JALT

Saturday, Nov. 20

6:45 PM - 7:25 PM

Room 1203

(After the Colloquium in the same room)

New officers will be elected including
the ER SIG Coordinator.

How We Do It at Tokai University Foreign Language Center.

Annie Menard

Editor's note: This issue we have Annie Menard showing the large-scale programme at her school.

Introduction

Extensive Reading is now in its 6th year at the Tokai University Foreign Language Center, having started in 2003 as a pilot program. The program has evolved and grown in many ways over the years to keep up with the demand. From the beginning, our library has used a delivery system. We now have around 10,000 books which are divided into 10 levels. Every semester, between 20 and 30 teachers, both Japanese and non-Japanese, use the Graded Readers in their classes every semester. Our newest addition is a very popular Graded Readers Reading Contest.



The Setting

Tokai University Shonan campus has a general student population of around 25,000 students. A committee formed of teachers from the foreign language center group 1 (English) is in charge of the graded readers library. Any teacher, Japanese or non-Japanese, as long as they teach English and regardless of the class title, is welcomed to use the graded readers in their classes. We now have enough books to accommodate every teacher who wishes to participate in the program, and they can use the graded readers in as many classes as they wish. The students can now borrow up to 4 books per class. Extensive reading is not yet part of the curriculum at Tokai. Hopefully someday it will be.

The Materials

Our graded readers library went from 1326 books in its first semester and has now reached 10,000 books. We only use materials graded by headwords and have almost every title from Cambridge, Cengage, Longman, Macmillan, and Oxford, as long as they are available without a CD. (The ones with CDs go into our Extensive Listening program) We have multiple copies of the same title, more copies for lower levels (up to 300 headwords), fewer copies for higher levels, as the lower levels are more popular.

Because we do not have a self-access center, we needed to find some place to store the books when not in use. Less often used graded reader levels are permanently housed in locked cabinets in a locked room, restricted to teachers only. Some of the most often used levels are temporarily camping in a few teachers' offices due to the lack of space in the locked cabinets. Remember, we use a delivery system, so this setting does not impact the students negatively in any way. At any time, the teachers can go into that room and get any books they need for their students or get books they need from the teachers' offices. There are also some graded readers housed in the main library on campus. I'll get back to this later.

At Tokai, we now have a 10-level system. We had a 9-level system for years, but there was a definite need to add a lower level, so more of our students would have a chance at success with reading in English. Our newest level is also our lowest and one of the 4 most popular levels at Tokai. It includes books with less than 200 headwords. Our 4th level is at the 400- headword level.

Each level has its own color. In turn, each book has a piece of tape on it of the same color as the level. This makes it easy to identify the level for both students and teachers.

Because we do not have a scanner, we still use the old library card in the back of the book system. Each book has a number followed by letters to identify the specific copy of a single title. Inside the front cover, there is a comment sheet on which students rate the book with stars (1-5) and write a comment about the book. This proved to be very useful. Students love to see what other students thought of the books they're thinking of borrowing.