



“Motivating Reading: Awards, Reviews, Badges, and Milestones”

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本学では、数年前から英語での多読活動を推進しており、学生の学習意欲や英語力の向上につながっています。また、多読に対する積極的な態度が学生、教員ともにみられるようになってきています。本稿では、特に、M-readerの機能や記念バッジが学生の動機づけにどのように結びついているかについて取り上げます。

This year, a book review project has started at the grass root level, created and led by students. Giving students the opportunity to express themselves and their feelings about the books they have read makes the entire experience more authentic and accessible to students searching for the perfect book to read. Not only can they get a general idea about the book, but also they can hear the voice of their friends and peers who have read the book before them.

M-Reader is a motivator as well. In M-Reader, we can see the books we have read, keeping an up-to-date record of our achievements. We can even post our success to social media sites, such as Facebook and Twitter. They are able to see the growth of their self-as-reader not only through the virtual world of M-Reader, where they are rewarded with book covers and word count bars, but in the physical domain of life with corresponding badges that signify their achievement as not only English language users, but also as active and successful readers. This achievement becomes a personal and private matter, something students, their teachers, and their family can feel proud of.

What about the Milestone badges? Having something to display, something that shows the world or your community that you have accomplished something special is a mark of honor and distinction. Look at the world we live in. If you drive a fancy car it is a mark of your status and your success in your field. Clothes, shoes, technology, and even languages are icons we use and display to tell the world not only who we are, but also what we have done. M-Reader exists online. It is otherworldly, but very familiar. With M-Reader, we can see our status, our word count and quiz count, but it is hard to be proud of what we have done in the physical world when we cannot openly display our achievements. In the world of gaming, a world that more and more young people have grown up in, badges and

achievement are not only a mark of distinction, but also a valued and intrinsically motivating factor in not only choosing a game, but also continuing to participate in it. So, let's take a cue from video games

Video games are a place where learners (participants) actively seek out the next level, or an Easter Egg (a hidden surprise) or even an achievement award. These achievements are collected on their screen or in the game and, in the case of multiplayer internet-based games, displayed to a community. Having a special achievement badge means a lot, both in terms of skill and performance, but also as a definition of self. The Self-Knowledge Principle (Gee, 2007) is applied in the context of not only video gaming, but also reading in as much as the learner (again read ACTIVE participant) is constructing a world where they understand not only the domain (the nuts and bolts of M-Reader), but also the content and context of the texts they disseminate (the characters and plots of books they read) and themselves and their potential as readers and language users.

Badges take that achievement and broadcast it to the rest of the community. A student can therefore feel a sense of pride in the accomplishment, and when other teachers and students see the badges prominently displayed on backpacks and pencil cases, are able to react positively, thereby reinforcing the best practices that we strive to achieve here at KUFU. Our community of readers continues to grow, not only through the participation of our students and the work of the Extensive Reading group, but also through the motivation of our students and staff and the positive environment fostered in regards to reading by our teachers, staff, and most importantly, our students. This kind of activity not only strengthens our students as competent and happy language learners and users, but also our community, building a sense of solidarity that we can prominently display both on and off campus.

Gee, J.P. 2007. *What video games have to teach us about learning and literacy*. New York, NY. Palgrave Macmillan.

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