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Improving Reading Proficiency via Interactive Online Lessons

Ellen Rafferty
(emraffer@wisc.edu)
University of Wisconsin–Madison, USA

Erlin Barnard
(esbarnard@wisc.edu)
University of Wisconsin–Madison, USA

Abstract

This paper describes a materials development project to create interactive online reading lessons for Indonesian. The objectives of these lessons are two-fold: to teach reading strategies and to improve Indonesian reading proficiency. The lessons are developed based primarily on schema theory using authentic texts found in the Indonesian mass media and other public domains. Each lesson consists of three major stages: i) the pre-reading stage where the tasks are designed to activate student's schemata about the topic and genre of the texts and to anticipate new information in the text; ii) the during-reading stage where students are guided to develop comprehension by processing information from general to specific, and to develop skills to utilize context to interpret key linguistic aspects; iii) the post-reading stage where the activities necessitate students to incorporate other skill domains, i.e. speaking, listening, writing, while performing real world tasks related to the topic. The reading materials incorporate online, interactive exercises for the first and second year Indonesian language instruction at the tertiary level and will be accessible on the Internet at no charge.

1 Introduction

In the field of Indonesian as a second/foreign language (L2) instruction, there is a wide range of teaching materials available, including some using the communicative approach; this is particularly true for the teaching of the oral skill. However, since communicatively-based materials for Indonesian L2 reading instruction are scarce, a team based at the University of Wisconsin-Madison is developing a set of online communicative reading lessons using authentic texts from the Indonesian mass media.[1] This paper describes pedagogical considerations for the teaching of reading, theoretical perspectives on the reading process, the project procedures, lesson structure, the transition from the paper to online environment, and offers some concluding remarks.

Although this project embraces an interactive model of the reading process, combining top-down and bottom-up models of learning, schema theory provides the main framework of the lesson structure. Schema theory was chosen for its ability to train students to become active readers who are able to effectively use reading strategies to create meaning from a new text by building on their current knowledge.

2 Pedagogical considerations for the teaching of reading

Examining existing reading materials for Indonesian L2 instruction shows that the most widely used approach is a bottom-up approach in which students prepare a reading text at home, spending hours looking up words in a dictionary and then discussing answers to comprehension questions in class. Students who use the bottom-up approach, often referred to as the 'common sense approach,' create long lists of vocabulary items which are largely not retained. Reading using this bottom-up approach encourages students to be dependent on a dictionary and/or a teacher rather than becoming independent readers. L2 readers often feel that the key challenge to their reading ability lies in the lack of vocabulary and linguistic skills. Hence teachers respond by giving a glossary list that students refer to while reading the text. Being accustomed to having a glossary list, students tend to focus heavily on lower level processes in L2 reading, i.e. decoding the text on the word level. Consequently, without the presence of a teacher (who can provide a glossary list and explain vocabulary) and/or a dictionary, students trained in this approach often feel that they cannot achieve comprehension in new L2 texts. This methodology also supports an inadequate understanding of the nature of the reading process and encourages students to think that reading is essentially the decoding or deciphering of a text word-by-word rather than the holistic understanding of a text that results from the use of both top-down and bottom-up strategies, allowing the reader to actively create meaning.

A comparison of the top-down and bottom-up pedagogical approaches reveals a dichotomy of teaching objectives; the top-down approach aims to teach reading skills, while the bottom-up approach aims to test reading comprehension. The comprehension questions assess reading comprehension by asking students to extrapolate answers from the text. It is important to ask the pedagogical question: "Do these questions or the decoding done the night before help students acquire reading skills?" The authors assert that the top-down approach more effectively teaches reading skills by first presenting the general framework of a reading and activating readers' schema and moving only then to specific details of the reading. This method allows the reader to build on existing background knowledge and create meaning from the new text while acquiring effective reading skills.

3 Theoretical perspectives on the reading process

What do we do when we read? There are two prominent models describing the reading process, the bottom-up and the top-down models. Most lay people think that the activity of reading is moving the eyes from left to right across the page, combining letters to constitute words, combining words into clauses and clauses into sentences. It is assumed that from this process the reader is able to grasp the meaning of a text. Goodman (1967, p. 135) characterizes this description of the reading process as 'the common sense notion' which is also known as the 'bottom-up' model. This model states that "reading is a precise process involving exact, detailed, sequential perception and identification of letters, words, spelling patterns, and larger language units" (Goodman, 1967, p. 135). This offers an incomplete understanding of the complex cognitive process of reading.

The top-down model of the reading process offers an alternative understanding of the process of reading, asserting that the reader uses the information provided by the text, relating it in a holistic manner to what the reader already knows to create new meaning. The reader's focus of attention is less on every detail of the printed matter and more on the larger conceptual context. In this way, the reader gains an understanding of the intent of the whole text and is able to predict what will come next. Goodman defines this top-down reading process as a "psycholinguistic process by which the reader, a language user, reconstructs as best he can, a message which has been encoded by a writer as a graphic display" (1967, p. 135). Below is how Goodman (1967) describes this model of the reading process.

> Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative

decisions are made, to be confirmed, rejected or refined as reading progresses. More simply stated reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. (p. 108)

Schema theory, a top-down model for the acquisition of knowledge, was developed by the educational psychologist R. C. Anderson (1977), who sees knowledge as a vast network of ideas onto which individuals build. This theory asserts that as new ideas are learned, they are integrated into the reader's network of ideas. The integration of new ideas changes the reader's framework of knowledge, adding connections to his/her prior understanding of the world.

This top-down model of the reading process has pedagogical implications for the development of reading lessons and more generally for the acquisition of any new understanding. One broad generalization is that learning should begin from a broad framework; thus, reading lessons should begin by establishing the genre and main topic of the new text and only then move to more specific sub-topics that appear in the text. This method allows the learner to access his/her structure of knowledge and then begin to build upon it and reorganize that structure, adding new information and new categories. As the student accesses his/her understanding of a topic and then reshapes that knowledge area, valuable reading strategies are being acquired, helping the student to become a more effective and independent reader. Some of the important reading strategies taught via schema theory include the ability to use contextual clues such as format, illustrations, and genre as aids in the creation of meaning. It is crucial that a bridge is provided to help students move from the learners' conception of the world to the world of the text writer. This bridge is particularly important in cross-cultural settings where students are learning from a text that is set in a foreign cultural context.

In response to the top-down and bottom-up models, an interactive model of the reading process was formulated by the interactive theorists (Lesgold & Perfetti, 1981; Rumelhart, 1977; Stanovich, 1980) who embrace the idea that the good reader predicts as he reads instead of reading word by word. But, these theorists add the caveat that the reader must first possess some knowledge of the form of the language before focusing on the larger question of meaning (i.e. the predicting activity). The interactive theorists stated that in order for a reader to be able to predict accurately, he must first have sufficient understanding of the language and the subject matter to be read. Thus, the bottom-up and top-down models of processing information must be employed at all levels simultaneously so that a reader can skip words, sentences, or larger chunks of a text if the items do not seem essential for the reader's immediate purpose (Mitchell, 1982). Thus, the word 'interactive' refers to both the interaction of the reader's several kinds of knowledge (with no directional bias of bottom-up or top-down) and the interaction of the reader with the text (Eskey, 1986).

3.1   The foreign language reader

Difficulty in learning to read in a foreign language is usually attributed to the gap between a learner's first language and the target language. Many researchers have noticed that students with some knowledge of Western culture are able to learn English faster than students without such knowledge, indicating the important role of cultural and pragmatic information in the reading process. Eskey (1986) defines knowledge of a language as including both lower-level cognitive skills such as knowledge of grapho-phonic, lexical, syntactic, semantic and rhetorical rules, and higher-level cognitive skills required for creating meaning such as cultural, pragmatic, and subject-specific knowledge.

Similarly, Grabe (1986) defines the problems of the foreign reader as based in linguistic and socio-cultural differences. The common assumption is that the more a reader acquires knowledge of forms of the target language, the greater will be his ability to interpret texts. This implies that mastery of grammatical and lexical aspects of the target language will be sufficient to make a good reader. For example, Singer (1981b; cited by Grabe, 1986, p. 32) states that "L1 children already have a

vocabulary of 5,000 words, a sophisticated control of syntax, and an adequate phonological system for communication, and that such a base should be assumed for realistic reading instruction." This assumption however overlooks the fact that additional knowledge and skills are needed to be a good reader. Grabe (1991) asserts that reading is not merely a passive process in which a reader receives information from the text while going through it word-by-word. Even though some students may have adequate knowledge of the target language forms, they may have poor reading comprehension due to a lack of cultural knowledge and reading skills.

During the reading process, a reader brings prior knowledge to the reading text in order to confirm expectations and create meaning. If there is a gap between the reader's background knowledge of the subject matter or pertinent cultural knowledge and the knowledge needed to understand the reading text, the reader will face difficulties in making appropriate predictions and therefore in creating meaning from the reading text. For this reason, providing background knowledge about the subject matter and cultural assumptions is often a necessary pre-requisite, allowing the culturally distant reader to understand a L2 text. Rivers and Temperley (1978) emphasize the importance of providing background information, explaining high-frequency culturally-loaded references, and supporting reading selections with illustrations as a means of adding appropriate meanings to apparently simple, but culturally rich, texts. The additional background information allows the students to understand the reading text and makes them aware of the importance of understanding different cultural assumptions and attitudes. In this manner, the students will become sensitized to the importance of cultural information and pragmatic practices as important variables when reading L2 texts.

A number of studies have pointed to the importance of schema-building activities in improving reading comprehension. For example, Shen (2004) finds that providing background knowledge could facilitate learner's comprehension. Others, such as Karakas (2005), point to the effectiveness of previewing and brainstorming activities. While it remains true that an important goal of reading is to extract the meaning that the author intended for the readers to receive, the view of the reading process has now been transformed from what was previously understood as a receptive process to that of an interactive process (Day & Park, 2005).

4 The project

The Wisconsin reading project, with the website name of *Ayo Membaca*, is developing online reading lessons using schema theory, a top-down model of learning, in conjunction with some bottom-up support for the learner. The project was designed to be a collaborative venture, allowing instructors from various institutions in the United States, the Netherlands, and Singapore to participate in a training workshop, contribute texts, draft lessons, and help pilot the reading lessons. There are a number of benefits gained from seeking the involvement of a diverse set of teachers; teacher participation in such a project improves their professional qualifications and improves the pool of ideas that shape the lessons. Teacher participation also aids in the dissemination of the lessons, enhancing the likelihood that the reading lessons will be successfully adopted into many language programs. In addition, collaborative work develops networks of communication among Indonesian language teachers and thus benefits the field as a whole, as ideas are shared among colleagues.

The Wisconsin reading project was initiated in September 2010 with a two-day training workshop to which the members of the U.S. national organization, *Consortium for the Teaching of Indonesian* (COTI), were invited as well as representative teachers from the Netherlands and Singapore, bringing together approximately twenty-five Indonesian language teachers. The objectives of the workshop were to demonstrate the use of schema theory in creating a reading lesson, to present a video of a sample reading lesson being used in a classroom, to discuss the process of text selection, to have small groups of teachers develop a few prototype reading lessons, and finally to have each group present its lessons and respond to questions from the other teachers. At the conclusion of this workshop, eight teachers volunteered to continue to work with the four core team members at UW Madison to develop online reading lessons.

4.1   Text selection

Reading is an interactive process in which many cognitive processes simultaneously work together. "The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading" (Grabe, 2009, p. 15). Based on his/her background knowledge, the reader constructs and interprets the meaning of the text. The interactive model of reading, which is used as the theoretical basis for the lesson development, recognizes that the combination of the top-down model of schema theory and bottom-up support of lexical and grammatical elements, has important implications on text selection. Reading texts are chosen with both the language proficiency level of the learner and the content of the reading text in mind. The reading text must be appropriate for the proficiency level of the students; that is, the students must have the necessary language skills to understand the major segments of the reading while being guided and supported by the lesson structure. In addition to the proficiency level, developers must keep in mind the appropriateness of the content for the student readers; that is, readers must have some familiarity with the topic, genre, and cultural context of the reading so that they can relate to the reading. It is also important to keep in mind the interests of university students; the more interest a reader has in a topic, the easier it will be for the reader to become engaged and learn from the reading. In accordance with the ACTFL proficiency guidelines, the set of readings being developed begin with novice-level texts that are formulaic and strongly supported by format and/or illustrations such as advertisements, schedules, menus, and bills. Later lessons contain intermediate and advanced level texts that contain narratives and descriptions about family, society, and the environment such as letters, biographical data, recipes, invitations, and short articles about concrete events.

4.2   Lesson structure

The reading lessons are structured by the principles of schema theory to lead students from the broad topic of the reading to more detailed information. Via a variety of exercises students are encouraged to use their own background knowledge, visual and format clues from the text, and linguistic and discourse structures they recognize to help them make educated guesses about the meaning of a reading and in so doing actively create meaning. While completing the lesson exercises, students are guided through the framework of the text to discover the main ideas first and then to focus on detailed information in selected sections of the reading. The improvement of reading skills is, in large part, a result of the students' willingness to follow the structure of the schema theory model and in so doing participate in the creation of textual meaning. The lesson is supplemented with more traditional bottom-up elements such as vocabulary lists, cultural and linguistic notes that explain difficult elements of the reading, and the interactive feedback features that allow the learner to access the correct answers after first attempting to answer the questions.

These interactive lessons are designed to provide a challenging and motivating environment in which learners are able to set their own pace (learner-centered) as they work through a variety of tasks while receiving ample assistance. Each lesson has the three-fold objective of teaching reading strategies, developing cultural and linguistic knowledge, and improving the students' reading proficiency.

Each lesson contains three parts, the *Pre-Reading*, *During-Readin**g***, and *Post-Reading* sections. Briefly, the Pre-reading section introduces the genre and the main topic of the reading while bridging the cultural gap between the foreign reader and the Indonesian cultural context. The During-reading section consists of three parts: the *Finding the main points, Finding the details,* and *Understanding the language structure.* The students locate the main ideas of the text, then find detailed information in some sections of the reading, and finally focus on a few important lexical or grammatical elements in the reading. The last section of the lesson, the Post-reading, offers the students the opportunity to apply newly acquired knowledge from the reading lesson and to a new real-world setting. Activities in this section of the lesson integrate reading skills with oral, listen-

ing, and/or writing skills. Below are descriptions of the objectives and activities of the three sections of the reading lesson: Pre-reading, During-reading and Post-reading.

The *Pre-reading* (*Sebelum Membaca*) section activates students' schema about the topic of the reading text by presenting photographs, illustrations, and questions that lead the students from a known framework to an Indonesian framework that supports the main topic of the reading. The schema-raising activities assist the students by introducing background information and vocabulary that are essential for successfully completing the lesson. This section helps the students make predictions about what is likely to appear in the reading. Based on pre-reading activities and brainstorming, students are able to make educated guesses about the content of the reading using their own background knowledge along with the aids offered in this section (e.g. photographs, maps, cultural notes, and questions). There are no wrong answers in this section; this is a warming-up period for the students to recall vocabulary that may be relevant. In this section, there may be some pre-teaching of key vocabulary items or the insertion of a cultural note, informing the students about important cultural knowledge that is required in order to understand the context of the reading. Some teachers may prefer to do the pre-reading section of the lesson in class before assigning the rest of the lesson to be completed online as homework. The advantage of conducting the pre-reading segment in class is that the ideas of fellow students can be shared and the brainstorming discussion helps fellow students imagine what the reading will be about. In addition, the classroom teachers are able to guide the discussion in the direction that is most useful and is able to provide Indonesian words for non-Indonesian words that are suggested by students. It is important that the teachers emphasize that in every lesson there will be many words in the reading that the students will not know. Students must learn to tolerate a level of ambiguity in order to learn from authentic texts. They should not become discouraged and stop reading (or take out a dictionary) every time they see a new word. But rather, students should begin to develop the strategy of skimming the text for the main ideas. It is counter-productive to try to find the meanings of all the new vocabulary items in a reading. The objective of the reading lesson is to teach students how to move through a text without getting bogged down. Once the reader has a good understanding of the genre and main ideas of a text, it is much easier for the reader to discern/create the meaning of a reading text. Reading every word from left to right and from top to bottom is not an efficient manner for developing reading proficiency. Teachers should reinforce this message so that students become comfortable when they encounter new vocabulary items or grammatical constructions (see Appendix 1 for an example of a pre-reading section of one lesson).

The second section of the lesson, *During-Reading* (*Waktu Membaca*) presents the main reading text that contains three distinct subsections: *Finding the Main Points* (*Mencari Informasi Umum*), *Finding the Details* (*Mencari Informasi Khusus*) and *Understanding the Language Structure* (*Pemahaman Bahasa*). The objectives of these three subsections are to teach students the strategies of 1) skimming the text for the main ideas, 2) scanning selected sections to find detailed information, and 3) inferring the meaning of a few lexical items and/or grammatical structures and then being able to use them.

In the first subsection of During-reading, *Finding the Main Points* (*Mencari Informasi Umum*), the students confirm their guesses (made in the pre-reading) about the topics that will appear in the reading as they skim the text looking for the main topics. The mapping activities of this segment of the lesson identify and locate the main topics and form the basis for the successful completion of the lesson. Once the lesson is mapped, students are able to more easily proceed through the remainder of the lesson. It is important that students understand that, in this part of the lesson, they do not need to read the text word-for-word. The mapping of the text is easiest to do if students have a hard copy of the text or position the text on the computer screen next to the activity page. In this manner, students can skim the text, looking back and forth between the text and the exercise questions to discover the main points of the text. Having completed this section of the lesson, students are prepared to move on to the next section where they read for detailed information (see Appendices 2 and 3 for a sample of this segment of the lesson).

In the second segment of During-Reading, *Finding the Details* (*Mencari Informasi Khusus*), the students look for details in a few sections of the text. Note that the complete text is not read in detail. Generally, the students read a few selected sections carefully, going back and forth between the exercise and the text; again it is best for the students to be able to go back and forth between the exercise and the text while answering the questions. At this point in the lesson, it is important for the students to read the text carefully in order to be able to correctly extract the appropriate detailed information. In this section of the lesson, one finds the typical wh- questions as well as scenarios where the students must find information from the text and apply it to complete a task. For example, if one is reading a train schedule, in this section of the lesson one might find a question asking the student to find the best departure times for a number of people with different agendas. In this way, the student is being asked to comprehend and then apply the information in the text to answer a question (see questions 3 and 4 on Appendix for a sample of this type of activity).

The last subsection of the During-Reading section, *Understanding the Language Structure* (*Pemahaman Bahasa*), offers exercises on one or two lexical or grammatical structures that are important to the understanding of the reading. There are often supplementary notes offered in the Language and Culture Notes *(Catatan)* that explain the linguistic structures or cultural background of lexical items. For example, a note may be given on words used in different registers that carry similar meanings. Students may be familiar with the word *kalau* that is frequently used in informal contexts, but they may not know the word, *bila,* that is used in formal contexts. A note on these new words and an exercise on the appropriate contexts for their use is a typical function of this section of the lesson. Another example of exercises that appear in this segment of the lesson is an exercise focusing on the use of abbreviations, such as *Mayjend, Brigjend, KH*, and *Dr.,* used in street names or more common abbreviations such as dsb. or dll. meaning "and so forth" and "etcetera" respectively.

The third and final section of the lesson is the *Post-reading* (*Setelah Membaca*) section where students are given the opportunity to apply what they have learned, integrating the newly acquired reading skills into other skill areas such as listening, writing or speaking. There are a variety of post-reading activities. For example, the student may read a new text and then, based on that information, write something such as a letter or email using vocabulary and/or grammatical constructions learned in the lesson. In the lesson based on a Yogyakarta tourist map, the students are given two tasks: 1) write an email to your friend describing your last vacation and what tourist sites you visited; and 2) respond to your friend who is asking you about your recent trip to Bali, basing your answers on the Bali tourist map provided. The first activity does not offer a new reading but offers the student an opportunity to use the new vocabulary about tourist attractions. In this exercise, the student is recycling in a written format the vocabulary and constructions learned in the reading lesson. The second activity requires that the student read a new map, a tourist map of Bali, and create oral responses to questions posed by a classmate. For this task, students must apply the newly acquired reading skills to a new text and then integrate that knowledge with their speaking skills in order to respond to a classmate's questions.

The post-reading page offers no feedback but offers support for the activities in the form of links to the main reading text, additional readings, vocabulary items, and cultural notes. These links allow students to review items learned throughout the lesson. The post-reading exercises are intended to be done as homework or as an in-class activity with the teachers (or a tutor) giving feedback on the students' work.

4.3   *The transition of a lesson from paper format to the online environment*

Once a lesson has been developed, piloted in a classroom, and revised, the next step is to adapt the paper format lesson to an online environment. Online lessons must be able to stand alone without the intervention of a teacher to guide, direct brainstorming, explain a cultural reference, notice a puzzled look, or facilitate the activation and development of an appropriate schema. In order for

an online lesson to be successful, it must anticipate the problems and confusion of students and prepare help features to aid students navigating the lesson.

Before describing the help features, we briefly describe the general process for moving a paper lesson to the online environment. First, one must carefully check the flow of the lesson from stage one (pre-reading), through stage two (during-reading) to stage three (post-reading); the activities in each of these sections must be appropriate to the goals of that stage and each stage must lead the student smoothly from one step to the next, building the schema on which the reading is based. Since there is no teacher to facilitate the student's journey through the stages, it is important that there is no gap in the development of the schema, no ambiguity in the questions, or inaccuracy in the answers. The lesson must be carefully planned, keeping in mind the variety of student backgrounds and anticipating the need for linguistic and cultural hints to answer student questions.

The most critical segment of the lesson is the pre-reading section where the foundation of the schema is established, beginning from the schema of the student (someone with no exposure to Indonesian culture) and building a bridge to the Indonesian cultural schema. For example, in the lesson based on an advertisement from a travel agency selling package tours for the *Haji* and *Umroh* pilgrimages, it is important to include a photograph of a pilgrim on the hajj, define the idea (and vocabulary item) of pilgrimage, offer a cultural note on the concepts of *haji* and *umroh*, and finally find a new text advertising Christian pilgrimages to European sites for the post-reading. Without the help features giving the cultural background, the student is not able to create meaning from the text and move through the lesson activities.

Once the schema has been established and supported, it is important to check the validity and ambiguity of all answers for the three subsections of the During-reading section. One must make sure that there are no other possible answers for the questions and that the questions are unambiguous. One must also make sure that the answers are given in the text and not just understood by native speakers based on cultural presuppositions. If there is important cultural information needed for some of the answers, it must be included in a cultural note or hint. Developers must also decide whether the hint should be revealed before or after a student submits an answer. In certain cases, the information in the note is needed to answer the question; in other cases, the note offers cultural information that is helpful but not necessary for correctly answering the question. For example, in a lesson where the text is a restaurant receipt, there is a note explaining that a period, not a comma, is used in Indonesia to indicate the unit of one thousand. Thus, 17.000 *Rupiah* means 17,000 *Rupiah*. This note is not essential for choosing the correct answer but helps in building the student's reading proficiency; therefore this note appears only after the student has selected the answers on that page.

The main help features of the lesson are the toggled Instruction box, the Feedback box, the Help button, the Video button, the list of Vocabulary items, the Language and Culture Notes, and the roll-over translations. These features, which assist the online student, are described below. On each page there is an instruction box that has a toggle so that students can read the instructions in English or Indonesian. In this way, students can feel comfortable that they know what is expected of them on each page. Also, if a text must be read to answer questions on a page, there will be a clickable button giving access to the appropriate reading text. This is important, because on many pages the primary reading text is altered to help the student focus on a particular segment of the text. The text may have circled sections or highlighted words to help the student focus on the appropriate segment of the text being addressed on that page of the lesson. Once the student has completed the exercise on an activity page, s/he clicks the *Check your answer* button which brings up a Feedback box. The Feedback box informs the student of his score for the exercise on that page and allows the student to try again or to reveal the correct answers. Once the student is comfortable with the answers on that page, s/he may click the *Continue* button to move on to the next page. Perhaps the most important feature is the *Help* button which offers cultural or linguistic information to aid the student in understanding the text and thus in answering the questions. For example, in the lesson on reading a postcard written by a young Javanese, there is a note on the influence of Javanese on colloquial language (e.g. the use of *aku* and *nggak*). While piloting this

lesson, it became obvious that the students wanted to hear the colloquial language of the text. Following this suggestion, we have added audio-visual segments so that students can hear native speakers using the language of the lesson in new contexts. On many of the activity pages, there are words that have an English rollover translation because the word is deemed as above the proficiency level of the student but essential for understanding the reading text. On the final page of each lesson, there are buttons to access the *Language and Culture Notes*, the *Vocabulary* list and all of the reading texts. The list of key vocabulary items includes all key words for the lesson. We make an effort to keep the vocabulary list short so that the student is not overwhelmed but rather focuses on a short set of key words for that particular reading. The definitions given for these vocabulary items are the meanings appropriate for the use in the reading text, not all possible meanings. The purpose of these lessons is that students learn the meaning of words from the context of specific readings.

4.4   The collaborative process

We return to the collaborative process to emphasize the importance of working with teachers from around the country and world to offer training, to develop professional networks, and to create high quality lessons. After the workshop was over, the eight language instructors who were able to continue drafting lesson plans were given reading texts from which they were to develop lessons. Pairs of two teachers were given the same text so that each lesson plan would have two variants, insuring a variety of perspectives on how a text might be developed into a lesson. After approximately one month, the developed lessons were sent by the collaborators to the Madison team for review. The Madison team combined elements from both draft lessons, using the best ideas from both collaborators. Then a revised draft lesson was returned to the two collaborating teachers with comments and recommendations for further revisions. Based on these comments, the two collaborating teachers refined the lesson and added cultural notes and vocabulary lists. During year one of the grant cycle, twenty draft lessons were developed resulting from three rounds of lesson development. Collaborating teachers were thus able to apply their skills of using schema theory to develop three reading lessons and receive input from other teachers on this project.

5   Concluding comments

This paper has presented a lesson framework designed to improve reading skills and proficiency via interactive, online lessons based on schema theory. The word 'interactive' is used in this paper to identify two types of interactivity: one is at the conceptual level and refers to the interactivity between the reader and the text, while the second is at the practical level and refers to the interactivity between the reader and the various elements of the lesson design. During the reading process, there is interactivity as the reader extracts meaning from the text and integrates the new information into his/her existing schema (Wallace, 2001). The schema building activities, which develop effective reading strategies, receive a great deal of emphasis in the lesson design. Second, this paper uses the term 'interactivity' to identify the interaction between the reader and the text, and between the reader and the lesson exercises in the online environment. The reader interacts with the texts and tasks, moving through the lesson stages at his/her own pace, while getting ample guidance and feedback from the online tools provided in the website. Students are able to check the accuracy of their answers, try again to answer questions, and finally see the correct answers.

With the dearth of pedagogically up-to-date materials for the teaching of reading skills in Indonesian, we hope that these materials will meet some of the needs within the field of Indonesian language teaching by providing resources to students in classroom and self-study environments for reading authentic texts and improving their reading skills. The authors are optimistic that this collaborative endeavor has benefited the group of Indonesian instructors in the U.S. and beyond who participated in the project and that they will use the materials in their classrooms and recommend it to others.

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Appendix 1

Sample of Pre-reading pages from a lesson on reading restaurant bills.

Below are two pages which present the prereading activities for a lesson on reading restaurant bills. Page one introduces the lesson by telling the student what they will be reading and then offers questions, photographs, and names of dishes to raise the student appropriate schemas. On page two the student is presented with a check list of items that might be found on a restaurant bill. The student is asked to make predictions and then check all of the items that s/he expects will be on the bill. On page three the student accesses the two restaurant bills on which the lesson is built and confirms what items are found on the bills.

Page 1

BON RUMAH MAKAN
Sebelum Membaca Pikirkan

This lesson is based on the bills from the Mbok Berek and Soto Betawi restaurants. In order to prepare yourself for the lesson, look at the photographs and think about the following questions.

Anda akan membaca dua bon rumah makan atau restoran: bon Mbok Berek dan bon Soto Betawi. Lihat foto dan pikirkanlah pertanyaan-pertanyaan di bawah ini.
[Translation: You will read two restaurant bills: the Mbok Berek bill and the Soto Betawi bill. Look at the photos and think about the questions below.]

Apa Anda sudah pernah makan makanan Indonesia? Makan di mana? Di rumah makan atau di restoran? Atau mungkin di rumah teman?

| Nasi tumpeng | Satu ekor ayam | Soto Betawi | Ayam goreng dan nasi putih |

Makanan Indonesia enak, ya!

Page 2
BON RUMAH MAKAN

Sebelum Membaca Membuat Dugaan

You will read two restaurant bills from Indonesia on the next activity page. On this page, use your general knowledge and make predictions about which of the categories listed below are likely to be found on the bills. Select **all** the answers that you think might apply.

Anda akan membaca dua bon rumah makan di halaman selanjutnya. Kira-kira, ada informasi apa saja di bon itu? Pilihlah **semua** jawaban yang sesuai.
[Translation: You will read two restaurant bills on the next page. What types of information do you expect to find on these bills? Choose all of the appropriate answers.]

☐   Nama dan lokasi rumah makan
☐   Nama makanan dan minuman
☐   Harga satu porsi
☐   Harga semua makanan
☐   Pajak makanan
☐   Kata 'terima kasih'
☐   Jumlah porsi
☐   Tip

Appendix 2

Sample of a *Finding the Main Points* sub-section page from the section, *During-reading*.

Below is a page from the *Finding the Main Points* sub-section of the *During-reading* section where students are asked to confirm what main topics are found on the two restaurant bills. Near the top of the page under the title, ***Dugaan Anda***, there is a list of items that the student predicted would appear. On this page there is a link for the student to access the reading text in order to find the categories in the texts. (See Appendix 3.) Once the student has completed the exercise below by checking the items that appear on the bills, s/he can find the correct answers by clicking a button.

BON RUMAH MAKAN

Waktu Membaca Mencari Informasi Umum Mencocokkan Dugaan

Click the *Lihat Teks* button and then read the bills from the Mbok Berek and Soto Betawi restaurants to discover what information the bills contain. Select **all** answers that apply. After clicking *Periksa*, compare your answers with your earlier predictions.

Informasi apa saja yang ada di bon Mbok Berek dan Soto Betawi? Klik 'Lihat Teks' untuk membaca teksnya. Pilih **semua** jawaban yang sesuai, lalu bandingkanlah dengan dugaan Anda.
Lihat Teks
[Translation: What information is found on the Mbok Berek and Soto Betawi bills? Click the 'See Text' button to read the text. Choose all the appropriate answers, and then compare them with your predictions.]

Dugaan Anda

- ✓ Nama dan lokasi rumah makan
- ✓ Nama makanan dan minuman
- ✓ Harga satu porsi
- ✓ Pajak makanan
- ✓ Kata 'terima kasih'

- ☐ Nama dan lokasi rumah makan
- ☐ Nama makanan dan minuman
- ☐ Harga satu porsi
- ☐ Harga semua makanan
- ☐ Pajak makanan
- ☐ Kata 'terima kasih'
- ☐ Jumlah porsi
- ☐ Tip

Appendix 3

RUMAH MAKAN DAN LESEHAN
MBOK BEREK
NY. NUR BEDJO
- Jl. Magelang Km. 8,5 Mulungan, Sleman, Yogyakarta Telp. 0274 - 869555
- Jl. Ring Road Utara Ruko Kronggahan Yogyakarta Telp. 0274 - 7181276
- Jl. Raya Wates Km. 5 Gamping Yogyakarta Telp. 0274 - 419974

BANYAK NYA	NAMA PESANAN	HARGA SATUAN	JUMLAH
1	ekor ayam		55.000
2	Nasi		7000
1	brongkos		7000
1	3 jeruk nipis		3500
1	2 teh tawar		2500
		Rp	75.000

No. Meja: 6

TOTAL Rp.
UANG MUKA Rp.
SISA Rp.

MENERIMA PESANAN PESTA, PENIK, ARISAN, DLL.

Terima kasih Atas kunjungan Anda

Soto Betawi " Bang Sawit "
Senkom Paris BI CB/CC/CD, Kota Wisata, Phone. 021-845 330 66
NO. BON 1091 MEJA NO. 6 TANGGAL :
WAITRESS :

MAKANAN / MINUMAN	HARGA	JUMLAH	TOTAL (RP)
Soto Daging I Babat	17,500		
Soto Daging I Kaki	17,500		
Soto Daging/Paru	17,500		
Soto Daging/Usus	17,500	1	17.500
Soto Campur	17,500		
Soto Ayam (Dada / Paha)	17,500	1	17.500
Nasi Uduk Bang sawit	23,500		
Nasi Ulam Mpok Min	23,500		
Gabus Pucung	22,500		
Mujair Pecak	22,500		
Ayam Goreng Meister	12,500		
Asinan Betawi	14,000		
Gado-gado	16,000		
Toge Goreng	14,000		
Pergedel Soto/Pcs	4,000		
Nasi Putih	6,500	2	6.750
Nasi Uduk Polos	6,000		
Emping/Krp mI/Krp Meja	5,000		
Peyek Kp Babe/bia	5,000		
"TEMEN NGOPI"			
Pisang Goreng Abang Ncee	9,000		
Onde-onde Condet	9,000		
Combro Si Pitung	7,500		
Misro Kp Ceger	7,500		
Singkong Goreng Nyak	7,500		
MINUMAN:			
Es Alpuket Udik	14,500		
Es Campur Condet	14,500		
Kopi Betawi	6,000		
Kopi Susu Betawi	7,000		
Kopi Moccacino	8,500		
Es Kopi Moccacino	8,500		
Es Teh Tarik	8,500		
Es Lemon Tea	8,500		
Coklat Panas	8,500		
Es Coklat	8,500		
Es Jeruk Nipis	8,500		
Es Jeruk Manis	9,500		
Es Markisa	8,500		
Es Markisa Soda	9,000		
Es Soda Susu	9,000		
Es Fanta Merah Susu	9,000		
Jus Timun / Tomat I Melon	9,000		
Jus Melon/Strwb/Jambu	9,000		
Teh Tawar Panas	3,500		
Es Teh Tawar	4,000	1	4.000
Teh Manis	4,500		
Es Teh Manis	4,500		
Aqua Botol	4,500	1	4.500
Teh Botol Soaro/Frestea	4,500		
Coca-cola/Fanta/Sprite	5,000		
		TOTAL	50.330

Appendix 4

Sample of a *Finding the Details* sub-section page from the section, *During-reading.*

Below is a page from the *Finding the Details* sub-section of the During-reading section where the student is asked to read the text carefully and then to answer the questions below.

PERGI KE MUSEUM
Waktu Membaca Mencari Informasi Khusus Menjawab Pertanyaan

Click the *Lihat Teks* button to read the text and then choose the correct answers based on the information found in the brochure.

1. Lihat peta di brosur Museum Sejarah Jakarta. Ada berapa museum di peta ini?
    [Translation: Look at the map in the Jakarta History Museum brochure. How may museums are there on this map?]

    ○ Lima

    ○ Enam

    ○ Tujuh

2. Museum apa yang dekat dengan Museum Sejarah Jakarta?
    [Translation: What museum is close to the Jakarta History Museum?]

    ○ Museum Wayang dan Museum Seni Rupa dan Keramik

    ○ Museum Wayang dan Museum Bahari

    ○ Museum Bahari dan Museum Tekstil

4. Pak Bob, Ibu Meri, dan anak laki-lakinya (7 tahun) mau pergi ke Museum Sejarah Jakarta. Mereka harus bayar berapa?
    [Translation: Bob, Meri and their son (7 years old) want to go to the Jakarta History Museum. How much will they have to pay?]

    ○ 500 rupiah

    ○ 2.000 rupiah

    ○ 4.600 rupiah

6. Dian, Dadit, dan Dewi belajar di universitas dan mereka besok mau ke Museum Sejarah Jakarta. Mereka harus bayar berapa?
    [Translation: Dian, Dadit, and Dewi are studying at the university and they want to go to the Jakarta History Museum tomorrow. How much will they have to pay?]

    ○ 2.250 rupiah

    ○ 3.000 rupiah

    ○ 6.000 rupiah

Appendix 5

Sample of a *Post-reading page*.

Below is a page from the Post-reading section of a lesson based on a tourist map of Yogyakarta. The student is asked to read a new text that is similar to the main reading text of the lesson and then to complete a writing activity and a role-play.

JALAN-JALAN DI YOGYA

Setelah Membaca Menulis dan Bermain Peran
Homework and Classroom Activities

Section A: Writing

Write an email to your friend about a trip you took during your summer break. Describe the place(s) that you visited; be sure to state which tourist attractions you saw. Use vocabulary such as *obyek wisata*, *gunung*, *pantai*, *candi*, and *museum*.

Section B: Role-play

Situation: Two friends are speaking about a holiday. (Only Student B sees the map.)

Student A: You are meeting a friend who just got back from his/her holiday in Bali. Ask your friend what places that he/she visited and how the holiday was.

Student B: You just got back from a holiday in Bali. You are meeting your friend and he/she asks about your holiday. Answer the questions by using the map below to explain what places you visited.

Bagian A: Menulis

Tulislah email ke teman Anda tentang liburan musim panas Anda. Deskripsikanlah tempat-tempat (obyek wisata, gunung, pantai, candi, museum, dan lain-lain) yang Anda lihat waktu Anda berjalan-jalan.

Bagian B: Bermain Peran

Situasi: Ada dialog antara dua teman yang berbicara tentang liburan. (Hanya Mahasiswa B yang melihat petanya.)

Mahasiswa A: Anda bertemu dengan teman Anda yang baru pulang dari liburannya di Bali. Tanyalah ke mana saja dia pergi dan bagaimana liburannya.

Mahasiswa B: Anda baru pulang dari Bali. Anda bertemu dengan teman Anda (Mahasiswa A). Teman Anda bertanya tentang liburan Anda di Denpasar, Bali. Jawablah pertanyaan-pertanyaannya dengan memakai peta di bawah ini untuk menjelaskan ke mana saja Anda pergi.

Lihat Teks (link)
Peta Wisata Bali

Catatan   Kosakata