

Using Children's Literature in the EFL Reading Classroom

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Introduction

As Ronald Carter and Michael N. Long (1991) put it, the study of English for specific practical purposes has recently been emphasized in the teaching of English. Moreover, they add it is surprising that there is little about the teaching of literature, and hardly any controversy in TEFL/TESL writings in the 70's and early 80's. During the 1980's, however, the situation has changed quite radically and literature is undergoing an extensive reconsideration within the language teaching profession.

For the past fifteen years, "communicative" has been the big word in teaching English and because the term "communicative" implies oral skills of the language, reading and writing skills seem to have been treated as if they were not important. Communicative language skills, however, should include every skill of language and the reading skill is no exception. We should recognize that understanding reading materials such as literary works, essays and newspapers is as important as talking about something with people and conveying what we think to other people in English. In college, as the English learners have some basic knowledge of language, they now need to be exposed to more various uses of English, or authentic use of the language, if they are to get out of the beginners level and to learn communicative English. College English learners, after learning the linguistic rules for so many years, should be considered as being on a level to use the language; therefore, they should be given opportunities to know how the rules are applied and how the rules are sometimes deviated not only in conversation classes but also in reading classes. Thus reading, as much as possible, is necessary for them to be exposed to various uses of English. The role of teachers here is to give students as many opportunities to read as possible and help them feel like reading not only more but voluntarily. Krashen (1993) has recommended FVR (free voluntary reading), in which we read whatever we like to read without any assignments given on the text, and has also suggested that 'free reading in a second or foreign language is one of the best things an acquirer can do to bridge the gap from the beginning level to truly advanced levels of second language proficiency.' (1993: x) Our ultimate goal, then, is to motivate the students to eventually read in English voluntarily without the help of teachers.

In this paper, we would like to discuss the effectiveness of using literature as

teaching materials in reading classes to meet the goal of facilitating students to read. In the earlier part of this paper, our aim is to indicate why literature is appropriate for use as a teaching material and what kind of literary works are suitable for learners. In the latter part of this paper, we would like to show how we could use literary works in classrooms in actual practice.

1. Why Literature?

(1) Literary Texts

Laurence D. Lerner (1954: 5) suggests the relationship between language and literature as follows.

Language is a universal human activity: necessary in the most casual and in the most thoughtful situations. Through all uses of language there run the same tendencies, and a desire to use it well in one set of circumstances should imply a desire to use it well always. A sensitive and skillful handling of the language in everyday life, in writing letters, in conversing, making political speeches, drafting public notices, is the basis of an interest in literature. Literature is the result of the same skill and sensitivity dealing, no longer with everyday occurrences, but with a profounder insight into the life of man.

Naturally, literary works consist of language, and an interest in language leads to that in literature. According to Povey's argument (1972), literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. In addition, Sandra McKay (1986) summarizes several benefits of literature to ESL classes. First, it can be useful in developing linguistic knowledge, both on a usage level and a use level. Secondly, it may increase their motivation to interact with a text, and thus ultimately increase their reading proficiency. Finally, an examination of a foreign culture through literature may increase their understanding of that culture and perhaps spur their own imaginative writing. Therefore, we think reading literary works and enjoying them makes us understand the language better. Moreover, literary works provide learners with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions.

It is significant for Rosenblatt (1978) to make a distinction between efferent and aesthetic reading. Efferent reading is defined as reading in which the reader is concerned with what she/he will carry away. In aesthetic reading, on the other hand,

'the reader's primary concern is with what happens during the actual reading.' (Rosenblatt 1978: 24) What is the most important to a reader in aesthetic reading is the enjoyment attained by interacting with the text. This means that efferent reading is a way to read passages in order to obtain information. Efferent reading may give a reader information and knowledge about something, but unlike aesthetic reading it does not always lead to the enjoyment of reading the text and motivating him/her to read further. In this way, we could say that reading literary works can encourage readers to read them aesthetically.

Applying the categorization to the English learning situation in Japan, we could say that what the learners do in reading classes in high school is mainly efferent reading, and that opportunities for aesthetic reading are rarely given. The materials for reading used in high school are mostly explanatory type texts, and they are used in a way the learners can gain language skills on the level of usage. At college level, some literary works may be appropriate and effective to read for learners, who possess the basic rules of the language.

The problem is determining which text is a literary one as defining literature is not an easy task. In this paper, however, we will regard a story in which human beings or their lives are depicted from various kinds of aspects as a literary text. Students can learn not only the language but also other different points of view, ideas and thoughts better from literary works they are reading.

(2) Purposes of Using Literature

Carter and Long (1991) propose three reasons or purposes in using literature in the ESL/EFL classroom: the cultural model, the language model and the personal growth model. Within a cultural model, teaching literature is to enable students to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceive the tradition of thought, feeling, and artistic form within the heritage of the literature that such cultures endow. The main purpose of teaching literature within a language model is to put students in touch with some of the more subtle and varied creative uses of the language. Within a personal growth model, one of the main goals of teaching literature is to try to help students to achieve an engagement with the reading of literary texts. Moreover, Gillian Lazar (1993: 3) states, 'Using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.' These three reasons seem to challenge the common arguments against using literature in teaching English; what are considered as

drawbacks in arguments against using literature in ESL/EFL can be taken positively and considered as some of the purposes.

The three purposes provided by Carter and Long are further divided into more concrete level purposes by Gillian Lazar. She proposes six purposes or reasons for using literature in the language classroom: motivating material, access to cultural background, encouraging language acquisition, expanding students' language awareness, developing students' interpretative abilities, and educating the whole person.

We suggest that in the language model mentioned by Carter and Long, be included encouraging language acquisition, expanding students' awareness, and developing students' interpretative abilities. A cultural model is equivalent to access to cultural background, and a personal growth model, educating the whole person.

When we think of tasks to give students in reading classes, it is important to have purposes in each task. In this sense, we believe that using literature as a reading material is appropriate.

(3) Choosing Materials

What we must take account of in using literary works in the classroom is what we should select as teaching materials. As Sandra McKay (1986: 193) points out, 'the key to success in using literature in the ESL class seems to me to rest in the literary works that are selected,' we must select the text used in the class carefully. She lists two solutions for selecting texts as follows.

- (1) To select texts which are relatively easy according to readability counts. It is important to select themes with which the students can identify.
- (2) To select texts from literature written for young adults. The theme of such literature deals with the problem of personal growth and development.

(summarized by authors)

That means it is important for students to read literary texts easily and grow personally after reading them. Therefore, the literary texts with which students can identify seem more appropriate. We suggest that, in college, students should be given literary texts in which they are interested and they can identify with one of the characters. H. G. Widdowson (1978) noted that the simplification in trying to make meanings explicit within a restricted range of usage, alters the relative prominence of the elements in the original proposition and so changes their function. Therefore, we must pay attention to choosing texts suitable for students and use the original instead of

its simplified version. As Lazar (1993: 3) points out, 'being made to read texts so alien to their own experience and background may only increase students' sense of frustration, inferiority and even powerlessness.' All things considered, children's literature could be a suitable material for college students.

2. Using Literature in Reading Classes

We gave a few activities to students in order to fulfill the three purposes: culture, language, and personal growth. As the reading material, we used the first book of the Harry Potter series by J. K. Rowling, *Harry Potter and the Sorcerer's Stone* (1997).¹⁾ We decided on this book firstly because it was popular and most students had heard about it, so they would have some familiarity to the material. Also, as the book is aimed at children, the sentence structure and the choice of vocabulary are easier than those of the literary works aiming at adults. Therefore this book seems appropriate for students to learn English from three points of view: language, culture and personal growth.

(1) Activity A: with a Cultural Purpose

Firstly, we tried to give students an activity for culture. Before actually doing the activity, however, we asked our students to read in advance a part of the text taken from Chapter 3, where a letter for Harry came to the Dursely's house but his uncle wouldn't let him have it (Chapter 3: The Letters From No One, p.33 l.21-p.35). Giving this assignment was not because we expected them to fully understand the part given but because we wanted them to get acquainted with the story on their own.

The activity for cultural purpose consisted of three parts: a pre-reading activity, reading, and a post-reading activity. The part of the story we chose for this activity was taken from Chapter 4, where Hagrid comes to Harry to make sure if he has got the letter from the school for witches and wizards and Harry's uncle and aunt oppose the idea of Harry's going to the school (Chapter 4: The Keeper of the Keys, p.50 l.20-p.53 l.21). As a pre-reading activity, we instructed students to answer three questions as follows. The original questions were asked in Japanese (Appendix A), and the students answered also in Japanese.

- Q1 How do you think you would react if you were told that you were a wizard or a witch?
- Q2 If a letter of admission to a school for wizards were sent to you,
- a. how do you think you would react?

b. how do you think your parents would react?

It is possible for teachers to lead students into considering wizards or witches which are characteristics in the West, so that they become aware of the image they have about “wizards” or “witches.” The image of wizards and witches the students have may not be exactly the same as that in the western culture. However, since there are no wizards or witches in Japanese culture, the images they have are probably from the fairy tales of the West, which they probably read in their childhood.

It is of great importance to make students think of these three questions before reading the text. Answering these questions could lead students who try to read the literary text to the entrance of another world described in the text smoothly, with the idea of what wizards or witches are probably like. Such questions could also help students feel as if they were wizards or witches though the world in the text is not real.

As a main reading activity following those questions, we asked students to read the part of the text mentioned above, which was given to them for the first time on the day. Therefore, we can find how they can understand the text within the given period of time. Students were given about 20 minutes to read the text. Dictionaries were allowed so that it might help lower their affective filters, although they were more encouraged to read as many times as possible during the given period of time. After the reading, some questions relating to this section were asked to the students as a post-reading activity. The questions are as follows. The original questions were asked again in Japanese (Appendix A), and students answered in Japanese.

- Q1 How do you think Harry reacted when he was told that he was a wizard?
- Q2 How do you think Harry feels about having received a letter of admission to a school for wizards and witches?
- Q3 How do you think Harry's uncle and aunt feel about Harry's going to the school for wizards and witches?

When answering those questions, students were instructed to read the text by using a dictionary, asking the teacher when they do not understand or discussing with their peers. They were also required to point out which section in the text they got the answer or the idea from. This activity should give the students opportunities to compare ideas in different cultures, which could be either similar to or different from each other.

An important thing here is that we teachers induce students to read the text

guessing the atmosphere of the world depicted in the text. That would let them imagine the world described in the text and select a Japanese word appropriate in the context. In this case, the image in their minds could help them to guess the meaning of words used in the text. It is also important that students learn to understand a part of the text as a whole without translating word for word. Many students who have studied English by the Grammar Translation Method are not accustomed to understanding English without resort to translation into their native language. It is of great help to use a text which they get interested in and they can identify with so that they can understand what is written in the text by awakening their strong imaginations.

(2) Activity B: with a Language Purpose

The language purpose activity consisted of two different activities: jigsaw reading and drawing. First we asked them to do jigsaw reading. For jigsaw reading, the students rearrange scrambled passages in the correct order to complete the true story. This activity called 'jigsaw reading' is borrowed from language teaching and is a parallel to the occasionally used activity, 'jigsaw listening,' and it stimulates learner-learner interaction in the solving of a puzzle. (Carter: 1991) During this period, we tried to give them a language-based approach. This aim is to find the connections between each passage and understand the flow of the story. This procedure could also lead them to producing awareness of language. When they read a literary text, they must read it searching the context to understand the world in which they are involved while reading. They are forced to imagine the meaning of words and expressions they have never encountered before looking them up in a dictionary.

In this activity, firstly, the students were asked to do jigsaw reading in Japanese using the section taken from Chapter 14: Nobert the Norwegian Ridgeback (p.231 l.9-p.233 l.25), where Harry, Ron and Herminone went to Hagrid's hut to ask about the sorcerer's stone, and there they find that Hagrid has a dragon egg. After rearranging these scrambled pieces into the right story, they read a part of the story through so that they could get some ideas of the world, which was described in that part. After that, they were instructed to rearrange the English version of the scrambled pieces of the paragraph in the correct order, using exactly the same section. During this activity, reading a Japanese version in advance could be helpful in completing an English version as the true story. We believe that doing jigsaw reading in Japanese will help students be conscious of what and how they think when they try to put a scrambled story back in the correct order, and that they can transfer these techniques when they do it in English even though the rules or ideas they use while doing the activity in Japanese

may not be totally applicable when doing it in English. This activity will lead them to pay attention to the use of reference words, how a natural discourse is carried out, what is an appropriate response to a certain question or a statement within a certain context, and so on.

After jigsaw reading, we instructed them to draw a picture of the scene that they had read in the previous period. This was done either as an individual activity or as a pair activity. Students were first given about 30 minutes to read the section. They were asked to read as many times as possible during the given period of time. After that they were given about an hour to draw a picture of the scene from the section they read. When they drew pictures, they were also given brief descriptions of the four characters appearing in the section they read; the descriptions were taken from the original book. Discussing with friends as well as using dictionaries was allowed both while they were reading and while they were drawing.

Drawing pictures helps them realize how they could make out the scene they were reading. They have to describe what is written in the text in detail by using their imaginations, and this probably makes them realize more fully how much they comprehend the text or how much they do not than when they put it into Japanese. And we can say it is more likely a literary text than an explanatory one that can awaken our imaginations. While reading a literary text, it is important for us to use our own imaginations to figure out what is written in it. We do not have to translate the text into Japanese by putting it into Japanese word for word and strictly following grammatical rules while reading it. Creating images in the mind can help us guess the meaning of unfamiliar words. Literary texts, therefore, lead to cultivating imagination, which, in turn, leads us to enjoyable reading.

Though we did not give students an activity for personal growth this time, they always feel how they would behave if they were wizards or witches like Harry and his friends while reading the text. They also think of the characters and what happened to them and how they thought of those happenings in their individual ways. When we give students activities for reading, it is important to have purposes such as language, culture, and personal growth. And it is also important to notice that there are no clear-cut lines to divide each purpose; the three purposes overlap one another.

3. The Questionnaire

(1) Purpose of the Questionnaire

We asked students to fill out a questionnaire (Appendix B) on the activities we gave. There are a few purposes for the questionnaire. Firstly, we wanted to know

what kind of reading activities was more helpful for the students to understand the context. Secondly, we wanted to know if they were motivated by these reading activities more than the conventional way. Lastly, we wanted to find out what made it difficult for them to read. The questions were as follows:

- Q1. What do you think of reading, searching the answers to the given questions after the pre-reading activity? (This question refers to Activity A)
- Q2. What do you think of reading the text again after the jigsaw reading in both Japanese and English, and drawing the scene of the text? (This question refers to Activity B)
- Q3. Which of the two ways mentioned above do you think was more understandable? Why do you think so?
- Q4. Which leads you to better understanding, a conventional way of translating English into Japanese using dictionaries or the ways mentioned above? Please explain the reasons in as much detail as possible.
- Q5. Do you want to read "Harry Potter" more? Yes No
If 'yes,'
- a) in the original language (English).
 - b) in Japanese.
 - c) first in Japanese, then in the original language.
- Q6. What makes you feel it difficult to read English? Please answer as concretely as possible.

(2) The Results of the Questionnaire

According to the results of question No.1, many students think it understandable and interesting to read the text in the original language after the pre-reading activity. The reason is that they can predict the context of what they are reading through the pre-reading activity. Some students think it is helpful to read the text by feeling as if they were Harry, or imagining the context. In this case, even though they cannot translate English into Japanese completely, guessing or imagining the context could lead to their better comprehension of the text.

The result of the second question shows that a few more students think it hard to rearrange scrambled passages of the story and picture the scene. It goes without saying that poor vocabulary and usage of words lead to difficulty in doing the task well. Reading a Japanese version of rearranged passages at first, however, makes it easier for students to rearrange the English version. We find that the native language, Japanese,

can be a great help for students who study English as a foreign language. Drawing is also helpful for students to understand the context. Drawing the scene they read needs a clear comprehension of the text. Therefore, students can see if they can describe the text in detail by drawing. Drawing makes clear what goes on in the mind. On the other hand, some students feel it difficult to describe the scene by drawing because they do not like to draw.

According to question No. 3, nine out of twenty-six students said that they could understand the text better through Activity A, while fifteen out of twenty-six said that Activity B was more helpful. Many of those who preferred Activity B mentioned that this activity required them to have more imagination, and that by imagining they could understand the story better. Not all the students participated in both activities, so we may not be able to conclude that this result shows their general ideas. It still suggests, however, that having images in mind is helpful in reading.

From the result of the fourth question, we can find that more than half of them became interested in these particular activities we gave. While twenty two out of thirty-five think them better ways, eight students like to read English with the aid of a dictionary. They feel it better to read English, looking up words and phrases they do not know. There are a few reasons for that. Firstly they are accustomed to reading English with the help of a dictionary and translating it into Japanese word for word. That also makes them feel they were really studying English and feel relieved after translating whether they really understand what they read or not. However, they can get out of the conventional way mentioned above through the activities we tried. A pre-reading activity can give them some hints for reading the given text. These are background knowledge for them. Therefore they can guess what the story is going to be like through the activity without looking up all of the words they do not know. Jigsaw reading may be more difficult than the pre-reading activity. This activity requires them to guess or imagine the right story by considering the flow of the context. They have to activate their imagination fully, and they cannot probably resort to only a dictionary. They find that their knowledge of words and phrases alone does not lead to comprehending the context. Similarly, drawing the scene also requires them to guess the context through their imaginations.

The result of question No. 5 shows that thirty-six out of forty-one want to read *Harry Potter* more. Four students want to read it in English, five, in Japanese and twenty-seven want to read it first in Japanese then in English. Only five out of forty-one do not want to read at all. This means that Activity A and B give them an incentive to read the text rather than the conventional way.

Question No. 6 was asked to get students' opinions on reading English texts in general. The result of question No. 6 tells us that many students have difficulty in vocabulary including words and phrases, and English grammar. They say that they cannot understand reading materials because they have many words whose meanings they do not know and do not understand grammatical structure well. Some students say that they cannot catch the meaning of the passages when each sentence is longer.

4. Discussion

We found out, from the results of the questionnaire, that many students thought it helpful to read English through Activity A and B, unlike the conventional way. This suggests that asking students to translate texts into Japanese, which is a traditional or conventional way to check if students understand what they have read, does not always lead to their sufficient understanding of texts. Even if they are able to put texts into Japanese, that does not necessarily mean that they understand the context. There are often cases where what students call translation is merely replacing of words; that is, they do not really care about the meaning the texts convey or the coherence of the text. Such pre-reading and post-reading activities as we gave students could help them utilize the knowledge they already have and lead them to read not only the written words but also between the lines. Drawing pictures is also helpful for students as well as for teachers to make sure if they really understand what they have read. As we mentioned above, word-to-word translation often makes students feel that they understand the text, when, in fact, they do not. Tasks like Activity B require more than just replacing English words with Japanese ones. They need to understand the flow of the story and have some images of the text in order to catch the meaning it conveys. The point of the drawing activity is not actually drawing itself, but it helps students read texts with images of what they read created in their minds.

The result of question No. 6 tells us that the main causes that make it difficult to read English passages are the words they have never encountered and grammatical structures they do not understand well. From the results of questions No. 1 to No. 4, however, we might say that, even if they do not have a great knowledge of English words and grammar, reading repeatedly even with the aid of a dictionary and a teacher results in comprehending the context. Stephen Krashen (1993) focuses on the importance of reading in language education in his book, and regards FRV (free voluntary readings) as one of the most powerful tools in language education. According to him, in 38 of 41 studies, students using FRV did as well or better in reading comprehension tests than students given traditional skill-based reading

instruction. Moreover, he noted that in-school free reading programs are also effective for vocabulary development, grammar test performance, writing, and oral/aural language ability. We believe, therefore, not having ample knowledge of words and grammar is not the main cause that brings students difficulty in reading English. We should give them as many opportunities to read as possible, rather than letting them focus on grammatical details and checking the meaning of unfamiliar words in dictionaries.

5. Conclusion

Many years have passed since EFL teachers had teaching methods of English which differed from the conventional Grammar Translation Method. The reason for this is that many English learners educated in the conventional method of teaching seem less likely to use English communicatively. As a result, school textbooks in junior high schools tend to include many conversational skits and there are not many literary works as teaching materials. In senior high schools where the Grammar Translation Method seems to still remain as one of the main teaching methods, most of the reading materials are for efferent reading and few literary works are provided in their textbooks. Consequently, students are not used to reading English in a way they catch the flow of the text and read between the lines.

Literature can be a useful material in reading classes because it gives students opportunities to learn not only language skills but also to be sensitive to different cultures and to their own internal growth. What we can do as teachers is to facilitate them to read by presenting them the text through some interesting student-centered activities as we introduced above. The important thing here is that learners need to have confidence and lasting enjoyment or pleasure in reading something. Their deep satisfaction with reading could result in continuing reading further. That is our aim for teaching reading. In order to achieve our goal of motivating students to read voluntarily in English, it is effective to use literature, especially children's literature.

Notes

1) *Harry Potter and the Sorcerer's Stone* is the title of the American version of the book. The title of its original British version is *Harry Potter and the Philosopher's Stone*. (Bloomsbury, London 1997)

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Appendix A

Questions asked in Activity A

Pre-reading Activity

1. 「あなたは魔法使いです」と言われたらどう思いますか。
2. 魔法使いの学校への入学許可が突然送られてきたら ...
自分自身はどんな反応をする(どう対応する)と思いますか?

親はどんな反応をする(どう対応する)と思いますか。

Post-reading Activity

1. Harry が魔法使いだと言われたときの反応をどう思いますか。
2. Harry は魔法学校への入学許可書をもってどう感じていると思いますか。
3. Harry の叔父さんや叔母さんは Harry が魔法学校へ行くことに対してどのように感じていると思いますか。

Appendix B

Questionnaire

Harry Potter のストーリーの一部を 2 通りの違った方法で読んでみましたが、それについて思ったことを書いてください。

1. Pre-reading Activity をした後、与えられた質問に対する答えを探しながら読む。
2. Jigsaw Reading をした後、その部分を再度読み、その場面の絵を描く。
3. 上記 2 つの方法のうちどちらのほうが内容が良く理解できたと思いますか。それはなぜですか。
4. 分からない単語の意味を全部辞書で調べて、一文ごと細かく意味を調べながら読む方法と、上記の方法ではどちらのほうが内容が良く理解できると思いますか。理由等をできるだけ詳しく説明してください。
5. *Harry Potter* のストーリーをさらに読んでみたいと思いましたか？

「はい」 「いいえ」

「はい」と答えた人は次から当てはまるものを選んでください。

- a) 原文（英語）で読んでみたいと思った。
 - b) 日本語で読んでみたいと思った。
 - c) 日本語で読んでから英語でも読んでみたいと思った。
6. 英語の文章を読むときに難しいと感じることは主にどんなことですか。できるだけ具体的に書いてください。

要旨

リーディングクラスの教材としての児童文学

鵜生川 恵美子 石田 洋子

英語教育で、communicative という言葉が盛んに使われるようになって以来、英語を読んだり、書いたりするということが、軽視されがちのように思われる。しかし、これらの技能も communicative language を考えるときに忘れてはいけないものである。本研究では、特にリーディングに焦点を置いて考察を進めてみた。リーディングの目的は、Krashen も述べているように、自分の力で、しかも自発的に、楽しく読み進められるようになることである。ここでの教師の役割は、そのように学習者が動機付けられるような効果的な指導を行うことである。そのための題材として言葉、文化、複雑な人間模様を多角的に捉えることができるような、文学作品が適切ではないかと考え、また、学習者が自信を失わずに楽しく取り組めるということを考慮し、原文で比較的優しい表現や語彙を扱っていると思われる、児童文学を教材として2つの activity を試みた。教材としては、『ハリー・ポッターと賢者の石』の米語版を用いた。一つは、文化的なことに焦点を当てたものであり、pre-reading activity、reading、及び post-reading activity から成る。二つ目は、言語的なことに焦点をおいたものであり、jigsaw reading と drawing から成る。これらの activity を行った後、学生たちにアンケート調査をした。その結果から、文学を題材にしたときにありがちな訳読方式よりは、ここで試みた activity のほうがより内容理解につながるということを学生たちが認識したことがわかった。また、これらの activity をすることによって、ほとんどの学生がさらに *Harry Potter* を読んでみたいと動機付けられたことがわかった。このような作業を通して文学作品を読むことは、表現や語彙を増すだけでなく、文化的なものに目を向け、作品を通して自己の内面的な成長を促すことをも可能とする。自分の身に置き換えて、その作品世界に浸れることは、深い作品への理解につながり、さらに自発的な読書への契機になると思われる。