

Final Report

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March 24, 2012

1. Title: What students learn from their peers and how they become autonomous extensive readers

2. Context:

(1) Information about the class:

- 14 third-year students of senior high school (13 girls and one boy)
- Their previous extensive reading experience varied from three days to six months.

Only two students had extensive reading class in the previous year.

(2) Subject: English Reading (elective class), 2 lessons a week, 50 minutes for each lesson

(3) Textbook: More True Stories Level 4 (Longman), Graded Readers, Leveled Readers

(4) Level of the students: third-year students of senior high school,

(5) Problems:

- The amount of reading in regular English classes is limited and students have little opportunities for developing reading fluency.
- Students are slow, reluctant readers.
- They have little experience of reading for pleasure.

3. Goals:

- (1) Students read a large quantity of books for pleasure so that they can develop their reading fluency.
- (2) Students learn from their peers through interactive ER activities and develop their reading skills.
- (3) Students become autonomous readers through reflection diaries and semester reports.

4. What I did:

(1) Individual Reading and ER activities

In-class Sustained Silent Reading (SSR), Interactive Book Talk, 'My Favorite Books' posters

(2) 'More True Stories' and ER activities

'My Best Five Stories' posters, Mini-lessons for literature circles (Summarizer, Passage Person and Connector), Literature Circles (Discussion Leader, Summarizer, Connector, Passage Person, Word Master) *Use "More True Stories" as extensive reading materials

(3) Class readers and ER activities

Reading class readers with audio CDs, Mini-lessons for literature circles (Discussion questions, Passage Person and Connector), Literature Circles (Discussion Leader, Summarizer, Connector, Passage Person, Word Master)

(4) Alternative Assessments

Reflection diaries, Semester reports (Reflections, Language learning history, My homerun experience, My advice to juniors), Reading logs, Performance tests (Interactive Book Talk, Literature Circles), 'My Favorite Books' & 'My Best Five Stories' posters

The List of Extensive Reading Activities Done in 2011

	a) Sustained Silent Reading	b) Interactive Book Talk	c) Other Interactive Extensive Reading Activities	d) Home Reading Projects
Apr to June	-Read either ORT series or FRL series	-3-minute conversation based on 5 questions of the handout	-What can good readers do? -‘My Favorite Books’ poster -‘My Favorite Stories’ poster (from ‘More True Stories’)	-Let’s read one or two books at home! (golden week in May)
July to Sep	-Continue to read ORT series or FRL series -Read the starter level of graded readers	-4-minute conversation based on 5 questions + follow-up questions	-Book Pass -Book Review (FRL) - Language learning history -Mini-lessons for literature circles using the textbook of ‘More True Stories’ -‘My Favorite Stories’ poster (from ‘More True Stories’)	-Let’s read 1,000 words at home every day or read 5,000 words a week. -Let’s read 6,000 words at home! (two weekends in Sep)
Oct to Jan	-Read any graded readers and leveled readers	-5-minute conversation without referring to the handout	-Class reader + prediction -Class reader + Literature Circles -Think aloud -‘My favorite book’ poster -‘My homerun experience’	-Let’s read 1,000 words at home every day or read 5000 words a week. (From Dec to Jan) -Let’s read 10,000 words a week. (fourth week of Jan)

5. What happened:

(1) Reading Amount

Based on the participants’ self-report, the amount of reading was computed. The amount of reading was measured by the total number of words and the total number of books the students read. Table 1 shows that the average numbers of words and books students have read are 186,478.45 and 142.50 respectively. Only four students read more than 200,000 words, which was the reading amount I set for my students to read this year.

Table 1 Reading Amount from April to January (N=11*)

	Mini	Max	Mean
Σ of the words	131,470	262,940	186,478.45
Σ of the books	104	174	142.50

*Three out of fourteen students lost or didn’t hand in their log books.

(2) Reading Rate

The reading rates were measured in the beginning and the end of an academic year by reading a graded reader which was approximately 900-word length. Students read the same title of a graded reader in April and in January. The mean of reading rates improved from 121.4 wpm (pre-test) to 158 wpm (post-test) and gained score was 36.6 wpm. All the students except two students who had no data improved their reading rates from 8 to 77 wpm.

Table 2 Reading rates of Extensive Reading materials in WPM (N=14)

	Σ of words read	WPM in April (pre-test)	WPM in January (post-test)	Gain	Improvement (%)
S1	179,059	100	130	30	30%
S2	138,402	119	150	31	26%
S3	198,466	121	150	29	24%
S4	-	140	171	31	22%
S5	161,814	115	154	39	34%
S6	262,940	103	180	77	75%
S7	136,872	102	152	50	49%
S8	131,470	116	171	55	47%
S9	227,365	108	138	30	28%
S10	230,869	133	174	41	31%
S11	246,770	150	168	18	12%
S12	137,214	113	-	-	-
S13	-	150	158	8	5%
S14	-	-	129	-	-
Ave*		121.4	158	36.6	32%

* Average scores were calculated after excluding the data of S12 and S14.

(3) Interactive Book Talk (Pair-conversation about the book)

In April and May, students tried out 3 to 4 – minute conversation about the book they had read. Five basic questions were given for the conversation. However, it was very difficult for them to keep talking for three to four minutes. Their talk started in English but often ended in Japanese.

Then one speaking test (4-minute Interactive Book Talk) was given as a part of mid-term test in June. Students made a great effort to ask and answer five basic questions, and most of them succeeded in talking for four minutes for the first time. Even though they didn't ask any follow-up questions and used little conversation strategies, students finally could manage to have 4-minute conversation. In July, reflection diaries were introduced, and students started to write many comments on Interactive Book Talk. They noticed that Interactive Book Talk was useful for their ER performance. They were encouraged to read more by modeling their friends and sharing the

information about the books. They also started to enjoy having conversations.

In September, a mini-lesson of follow-up questions was given. Students made a pair and they made a list of possible follow-up questions in order to have a more spontaneous and interesting conversation. Since then, I introduced several conversation strategies (hmm...that's a difficult question. Let me see...., Sounds interesting!), which they might use in Book Talk or Literature Circles. Gradually students managed to keep talking for five to six minutes although they had difficulty summarizing the story as they read longer one.

When a mini-lesson for Literature Circles was given in November, the role of summarizer was focused on. Students developed the skill of summarizing the story in Interactive Book Talk when they were more aware of the role of summarizer in this mini-lesson.

Interestingly, as their speaking skills improved, they started to talk about not only the content of the book but also how to read and when to read the book. That is, they started to consult about reading with their friends and gave advice to each other in November.

(4) 'My favorite book' posters / 'My favorite stories' posters from 'More True Stories'

Students wrote a book review about the best book(s) they had read and made a poster for it. They wrote a short summary and personal comments about their favorite book(s) in either Japanese or in English with colorful illustration on A4-size paper. Students made four posters in May, June, September and November. In May, June and September, students made posters in Japanese. In December, several students made posters in English.

(5) Literature Circles (LC)

From June to September, I introduced the role of Passage Person and Connector using the stories in 'More True Stories.' (See handout #1) Compared to graded readers, each story was short, which was good for beginners. First, students had a pair-discussion based on the role of Passage Person and/or Connector. In October, they tried out a full Literature circles, a student-led discussion. This was done by using stories in 'More True Stories.' These mini-lessons for LC were helpful to get familiar with the roles of LC. When students finally tried out LC on the book 'Let Me Out' (2000 running words, Cambridge English Readers), they could manage to have a discussion in English for 25 minutes.

(6) Semester Reports

Students wrote a reflection report four times a year in June, September, November and January. Semester reflection reports consisted of questions about extensive reading activities of both in-class and out-of-class. In addition to them, in September, students wrote their reading history (language learning history). Four students reflected their language learning history well and wrote a long reading history. In the first class of the second semester, students read two reading histories (language learning history) in class and had a discussion about their own reading experience referring to these two students' reading history. This mid-year Language Learning History spiced up the atmosphere of the class. As a final semester report, students wrote their 'Homerun Experience' and 'My advice to juniors.' Students reflected both successful experiences and their troubles (unsuccessful experience) and wrote what they learned from the experiences.

(7) Reflection Diaries and Newsletters

In April and May, students wrote monthly journals and only one newsletter was issued. Then they wrote a mid-semester report in June. Nobody mentioned about the peer influence on their reading performance. I thought students needed more reflections and more interactive activities in order to promote their peer-learning. Then, in June and July, two activities were introduced; 1) mini-lessons for literature circles 2) writing reflection diary and sharing their comments in newsletters. Surprisingly, students started to write things they had learned from their peers in a reflection diary. About 20 newsletters were issued based on their reflection diaries. (See handout #2) By reading newsletter, students learned from comments of their peers as well.

Comments from Reflection Diaries

A) 'Interactive Book Talk' and Peer Influence

<book information>

Students were more interested in what their peers were reading and 'Book Talk' can provide the information about students' reading experience.

- 1 最近 FRL を読み始めた。ペアの子はもう Level5 を読んでいた。すごくおもしろそうだったので早くそのレベルまでいきたい。
2. その本のどこがおもしろいかを聞くことができた。おすすめされた本は読みたいと思った。
3. 自分が読んでいない本を紹介してもらうと、その本の楽しさが伝わってきて、早く読んでみたいなって思う。

<rediscovery of the contents>

Students rediscovered the interesting points of the book they have read before from their peers.

4. お気に入りのページを見せるときは、自分がすでに読んだ本でも相手のと自分のとは違うことがほとんどで、理由を聞くとそのページの良さが伝わってきていい。

<encouragements>

Students were encouraged to read more when they saw their peers enjoy reading.

5. たくさん読んでいる人がいると、自分も読まなくてはと励まされる。
6. たくさん語数を読んでいる人を見ると、私もその人みたいに読みたいなって思う。

<comprehension reading skills>

Students learned how to enjoy reading the book from their peers.

7. 絵を楽しんで、文には書かれていないことを自分なりに解釈して話すのも楽しいことだと思った。相手にも、より楽しさが伝わると思う。
8. いろいろなことを考えながら読んでいる人が多いから、自分もそんな風に読んでいけるとよいと思った。

<the motivation toward having conversation>

Students found that sharing their reading experience in English exciting, which motivated to speak in English.

9. もっと英語で話していきたいと思った。
10. 友達と話していると、英語への苦手意識がなくなってきた。
11. 前は、英語を話すときに文法とか気にしていたし、わかんなくて日本語になっていたけど、今日は、単語つなぎだったけど伝わったから本当に嬉しかった。

<conversation strategies>

Students learned how to talk in 'Book Talk' from their peers.

12. Book Talk では、プリントにはない質問を相手に投げかけることによって新しい発見ができると思った。
13. Book Talk の話の中で、自分の知らない単語が出てきたとき、その単語の意味を聞くとその単語を覚えやすいと思った。
14. Book Talk でペアの子が英語でおおまかなあらすじを話していたのすごいなと思った。私も簡単な英語でいいから、なるべく No Japanese で話したい。
15. ペアの子は一生懸命 Book Talk のとき英語で説明してくれて、私の知らない単語とかも知っていてすごいなと思った。私も自分の思っていることをジェスチャーとかも使って説明できるようになりたい
16. 質問するだけでなく、また、質問に答えるだけでなく、様々な意見をやりとりして、そこから話題を広げていくことも Book Talk では大切であると思った。

B) 'Newsletters' and Peer Influence

<Sharing the reading experience>

Students learned what they had learned from pair-sharing.

- 1 みんなそれぞれペアトークを楽しんでいるんだとわかった。やっぱり相手と自分の思ったことなどを話し合うとためになるなと思った。
- 2 「みんなで読む楽しさ」で「自分とは目のつけどころが違うから新しい発見ができる」ということにすごく共感した。同じ本でも一人一人の考えが違うことによって、より深く内容に入っていけるし、おもしろいです。
3. 同じ本を読んでも、自分とみんなの考えが違ったり、お気に入りのページが違ったり、その本が好きなのか嫌いなのかということも違うということが分かった。
4. みんなのコメントをみて、こういう発見もあるのかと勉強になった。自分が本を紹介するときも、相手に楽しさが伝わるようにしたい。

<How to read and when to read>

Students learned how to read and when to read books from their peers.

5. 語数が多い本と少ない本を組み合わせながら読むといい。取り入れたい。
6. 気分が落ちこんでいたりイライラしたりしている時は、本を読んでも頭に入ってこないの、思い切ってその日は読まない方がいいと聞いて、私もその通りだと思った。
7. 友達の工夫した読み方や感じ方を教え合うことは大切だし、そうすることで次の多読にも取り入れてより楽しく読めると思った。
8. 文だけでなく、絵も楽しんでいること。話の展開を予想しながら読む楽しさ。

<near peer roles>

Students were encouraged to read more by seeing the model students.

9. 友達が5万語達成して、FRL を読破していたり ORT の Stage9 とか読んでいたこと。本当にすごいと思ったし、私も頑張らなくては！って思った。

<encouragement>

Talking about the goal and reading experience with their peers encouraged them to read more.

10. Book Talk や友達と多読状況を報告し合うことで「もっとがんばろう」と思うことが、自分にもあてはまるなと思った。

C) 'Literature Circles' and Peer Influence

<Conversation Strategies>

Eye-contact

11. アイコンタクトとあいづちがあると自分の意見が伝えやすくなる。
12. アイコンタクトをとると、そのグループが明るい雰囲気になると思った。今まで以上に、どのグループも笑いがおこっていた気がするし、楽しそうだった。私達はみんな英語が完璧に話せるわけではないけど、逆にそういうのが、人の目を見て聴いたり、一生懸命聴いたりして理解しようっていう思いにつながるのだと思った。
13. all English でできたけど、すごく大変で、伝わるかどうかとても心配だったけど、今日はアイコンタクトに気をつけてやってみたら、みんなあいづちをしてくれて、心配が一気になくなった。
14. 私はまだアイコンタクトができないので、グループの子を見習いたい。

Gesture

15. ジェスチャーを取り入れると相手に伝えたいことがよくわかる。特に、Nさんがよく使っていていいなあと思った。

Offering other words

16. RさんとKさんが、Nさんが困っているときに、alone? とか no family? とか助けていてすごいと思った。
17. わからない単語 (emotion) をのぞみさんが助けてくれた。嬉しかった。
18. Discussion Leader の役をやった。メンバーの人が助けることがとても難しかった。次回はもっと助けたい。
19. 友達の質問に答える時、少し日本語を使ってしまったので、....means ~ など英語を使っていきたい。

Agreeing

20. Kさんが Me, too! と反応していてよかった。I think so, too. も使えるようになりたい。

Asking the same question

21. How about you? をたくさん使った。discussion leader の助かるフレーズ。

Clarification

22. Nさんが Do you know what I mean? をよく使っていたので、私も使えるようにしたい。
23. Do you know what I mean? I know what you mean. などの会話が活用できたのもよかったし、この表現を使うことで話の内容がさらに深く理解でき、話がふくらんだ。
24. 質問を勘違いして答えてしまったけど、もう一度聞き直して答えることができた。

<Use of Easy English>

25. 知っている単語で何とか説明しようと思ったら相手に伝わるんだと思った。
26. 難しい単語を使うのではなく、簡単な単語でわかりやすく話すと、みんな納得してくれて話し合いも盛り上がると思った。

<Enjoyment>

27. 楽しくやることも大事だと思った。
28. 英語で思っていることを伝えるのは大変だけど、楽しかった。

<Good Discussion Questions>

29. If you were John, which would you like, Nolan or a dog? のように、一見簡単な質問のようでも、よく考えると難しい質問でいろいろな意見が出た。もし、、、ならばという質問は自分の意見を言うことになるので、いい質問だ。

30. グループのみんなが答えやすいように、質問した人がまず率先して話している姿がよいと思った。(→まず自分の考えを述べてから、メンバーの人に尋ねるとその人たちも答えやすくなることが多いです。Discussion Questions は Discussion するための Questions です。自分の Discussion Questions に対して必ず自分の意見を準備しておくこと。)
31. 本の中の絵を見せながら、「これについてどう思う？」という質問している子がいて、本の中の挿絵や文を見せると、わかりやすいし、考えやすいと思った。
32. それぞれの role から出てくるメンバーの Questions は、自分で読むときには思いつかなかったものばかりですごい。挿絵に注目して話し合っただけでさらに理解が深まったり、もし、John だったらと想像したり。例えば、If you were John and you were shouting in a bathroom, what would you do next? という質問は全然思い浮かばなかったから「なるほど！」と思ったし、考えたことがないから、今日考えるのが楽しかった。
33. Discussion Question に対してあえてみんなと違う意見を出してみても、話し合うのもいい。いろいろな意見が出ると盛り上がるから。
34. 誰にいつ嫉妬するかという Connector からの質問で盛り上がった。Connection はみんなそれぞれ自分のことを話すので面白い。盛り上がる。
35. Do you need love? という Connector の質問でシンプルな質問ながらも、盛り上がった。
36. 答えがいろいろ出てくる質問は面白い。例えば、If you were John, how would you escape from the bathroom? 死んだふりをするとか、窓を探して助けを求めるとかおもしろい答えが出て盛り上がったのでよかった。

6. What I learned

- (1) Interactive extensive reading helped build a learning community, which supported students' extensive reading performance and promoted peer-learning.
- (2) Individual reading developed their reading fluency. Interactive extensive reading activities developed various reading skills. According to the students' learning stages, both activities should be offered.
- (3) In Literature Circles, students learned different reading strategies by focusing on different roles. In addition, they shared their reading process by sharing their emotion, their life-experiences and their values. As a result, they developed not only their reading skills but broadened their values.
- (4) Reflection Diaries showed that students learned a lot from their peers. They can have more opportunities to learn from their peers when students are engaged in the interactive and collaborative activities.
- (5) Reflection Diaries and newsletter were powerful tools for learning. Both students and a teacher can reflect and share what students have learned and what they need to learn. As they noticed that they could learn from their peers as well as learn by themselves, they actively participated in collaborative activities. They also became more and more autonomous readers.
- (6) Speaking skills plays an important role in interactive activities. This year, students didn't learn much from their peers in April and May. During this period, only 'Interactive Book Talk' was given as an

interactive extensive reading activity. However, since students hadn't developed their speaking skills by learning conversation strategies in the previous year, they couldn't manage to have a conversation. If students had had chances to improve their speaking skills in English Writing class last year, for example, their peer-learning could have promoted more from the beginning.

- (7) The roles of a teacher in extensive reading are an observer, an advisor, a coach and a designer. As an observer, I monitor students' ER performance carefully. As an advisor, I give good advice to students as a more experienced extensive reader especially when they cannot keep reading or they cannot enjoy reading. As a coach, I give mini-lessons and scaffolding activities. I also give some reflections for students to notice what they have learned and what they haven't learned. As a designer of the learning environment in a classroom, I decide what interactive extensive reading activities should be offered and when and how they should be offered according to the students' learning stages.

Lesson Plan (Extensive Reading class in July)

Objectives of today's lesson

Students can

- 1) enjoy reading self-selected materials
- 2) bring a book they've read at home and talk about it in pairs
- 3) ask follow-up questions when they have "Interactive Book Talk"

Activities

1. Newsletter and small talk: (5 minutes)

Students share the reflection their classmates wrote down. Then Teacher introduces one book by showing some pages from the book.

2. Interactive Book Talk (18 minutes)

Step 1: Before the class, students are required to read at least one book and bring the book(s) in class.

Step 2: In pairs, they introduce the book they've read by asking questions.

Q1: Who are the main characters?

Q2: When did it happen?

Q3: Where did it happen?

Q4: (Please show me your favorite page.)What happened?

Q5: Do you like this story? Why or why not?

Step 3: Students change their partners and have 'Interactive Book Talk.'

<notes>

*Teacher encourages students to use Conversation Strategies and follow-up questions when they have a conversation.

*This kind of interaction with peers can provide a good source of information about books, and it also helps build a reading community in a classroom.

3. Sustained Silent Reading (SSS): (17 minutes)

Step 1: Students select the books they want to read and read them at their desk.

Step 2: After reading, they write a reading log. In their log book, students write the date, the title, the level, the total number of the words, rating and a short comment.

<notes>

*SSS can give students time to read a book. Everyone in the classroom is reading different books.

*SSS can also give Teacher a chance to observe individual students' reading. Who is a slow reader? What level of books are they reading? Teacher gives advice to students if necessary.

*The Three Golden Rules are introduced in our class;

1) No dictionaries while reading. 2) Skip over difficult words.

3) Stop reading when it is boring or too difficult.

*Students record the dates, the titles, the publisher and level and a brief comment in Japanese. They also total the number of words they read every after reading one book. By totaling the words, both students and a teacher can estimate the students' English (reading) levels easily.

4. Pre-reading (5 minutes)

Students look at the picture and the title of Unit 11. They predict the story in pairs.

<note>

*Students read the story of Unit 11 based on two roles of Passage Person and Connector. (Handout#1)

5. Reflection (5 minutes)

Students write a short reflection at the end of the class. They reflect on their reading experiences in and out-of class by describing 1) the amount of reading, 2) class activities (interesting / useful) 3) what they learned in class and what they learned from their friends 4) problems in Happy Reading (Handout #2)

<note>

*It takes more than 5 minutes to finish writing their reflection. Thus, students finish writing it out-of class and hand it in on the next day.

Handout #1

Passage Person

Story _____

The Passage Person's job is to

1. 本を読みながら、重要な部分や印象に残った部分を探します。2回読みましょう。
2. あらすじ、本のテーマ、登場人物についての説明やせりふなど、このストーリーで、重要で、印象に残った部分を2つ選びます。
3. なぜ、その部分を選んだのか、英語で説明します。
4. 最後に、選んだ部分についてグループのメンバーに尋ねたい質問を作ります。
5. Reading Circle discussion で自分の passage を説明し、メンバーにコメントを求めたり質問したりします。

Passage は1段落になっていることが多いですが、1—2文でもよいです。それを選んだ理由は

@ important @ informative @ surprising @ funny @ confusing @ well-written

Passage

Reason for choosing the passage

Page _____ Line _____		
Page _____ Line _____		
Page _____ Line _____		

Questions

Connector

Story _____

The Connector's job is to ...

1. 本を読みながら、本の世界と自分の世界とのつながりを探します。2回読みましょう。
2. つながりを1つ見つけ、自分自身の経験、家族や友達など身近な人の経験、もしくは現実の世界での出来事などと結びつけます。
3. 本の世界と自分たちの世界がどのように結びついているか、英語で説明します。
4. 最後に、グループのメンバーに尋ねたい質問を作ります。
5. Reading Circle discussion で自分の connection を説明し、メンバーにコメントを求めたり質問したりします。
以下の質問を参考にして、Connection を見つけてください。

Events: 出来事

- 1) 同じような出来事があなた、またはあなたの知り合いに起こりましたか。
- 2) 本の中のどんなことが、現実の世界でのどんな出来事を思い出しますか。

Characters: 登場人物

- 1) 登場人物の誰が、あなたの知り合い、またはあなた自身と結びつきますか。
それはなぜ? どんな風に結びつくのですか?
- 2) 登場人物の心の動きに注目しなさい。同じような気持ちになったことはありますか。または、同じような態度や考え方をする人を誰か知っていますか。

My Connection:

Question

Reflection Report **Happy Reading**



1. I've read () books by July 8. 累計を書いてください。
I've read () words by July 8. 累計を書いてください。

2. 今日の授業について

English Used ()% (pair-talk)	Interesting					Useful				
1. Newsletter	1	2	3	4	5	1	2	3	4	5
2. Book Talk	1	2	3	4	5	1	2	3	4	5
3. Happy Reading	1	2	3	4	5	1	2	3	4	5
4. Pre-reading (True Stories)	1	2	3	4	5	1	2	3	4	5

3. 今日の授業で学んでことは？

友達からどんなことを学びましたか。具体的に。

4. Happy reading はできていますか。悩みは？

<Assignments>

- Happy Reading : 目標は1日1000語以上。好きな本を読み続けよう。
- More True Stories : Unit 11 (Passage Person の役割で2つ抜き出す。理由も英語で！ Connector の役割で Connection を書いてくる。英語で！)

Class () No () Name ()