

# Action Research Final Report 2017

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**1. Title:** The Effects of Book Talk on Extensive Reading: A practice at a public junior high school

## **2. Context**

**(1) Students:** 3<sup>rd</sup> year students at a public junior high school

**(2) Target Class Size:** 23 students out of 31

**(3) Textbooks:**

ER Class: Extensive reading materials (Oxford Reading Tree, Foundations Reading Library, Compass Readers, Cambridge Story Books, Macmillan Children's Readers, Penguin Kids, Building Blocks Library, Pearson English Readers, Oxford Bookworms, Page Turners, Cambridge English Readers, ORT Phonics, and other series of mostly children's picture books: approx.700 books in total)

Regular Class: New Horizon 3, Tokyo Shoseki

**(4) Class Schedule:** ER class (1 out of 4 English classes a week) and regular English class (3 out of 4 English classes a week)

**(5) Problems I faced**

The target students had been working on ER for one and half years before this study. I had four questions about the way they were working on ER:

**(5)-1. What triggers students to read more?**

There were only few numbers of students who were absorbed in a story and could keep reading. So far ER had done by only sustained silent reading (SSR). Some students were taking easy without reading much, and others were still sluggish without knowing what books to read.

**(5)-2. Do students understand stories in the books?**

As a consequence of the naturalistic way of ER, there were some students who read only sloppily without understanding much. It was difficult to check if every student actually understood books without comprehension checks, which I avoided so as not to demotivate students with intrinsic motivation toward reading.

**(5)-3. Aren't some students stuck at the same level?**

Some students had trouble understanding or being afraid of moving onto higher level books since they were strictly told not to jump on books beyond their comprehension level. Therefore they stayed at the same level or read the same books again and again. This was caused because they were not sure whether they understood a story correctly since following ER methodology, it is natural that there are always something they do not understand. Thus, some cautious students were hesitant to go up to further reading at higher levels. This especially happened at around Stage 4 or 5 of ORT (Oxford Reading Tree) series, which they started as a threshold series of ER. They did not even know there were other series that might be accessible to them at around the same book level until a teacher let them know.

#### **(5)-4. Are students developing English skills through ER?**

In order to get benefits of ER, a large amount of reading is required. It is not plausible that junior high school students read such amount that empirical studies required in order to get a good result on a test. Although some students started feeling that they could read more fluently than before, it was not clear if ER had been beneficial for them to improve their English in a measurable scale.

#### **3. Goals**

- To enhance students' intrinsic (or integrated) motivation toward ER.
- To up-grade levels of books students are actually able to read.
- To minimize sloppy reading without understanding.
- To improve students' reading ability.

#### **4. Literature review**

##### **(4)-1. Extensive Reading (ER) and its effects**

###### **(4)-1.1. Fundamental ideas of ER**

Extensive reading (ER) is regarded as one of the ideal ways of input for second language acquisition (e.g, Krashen, 1993). In the approach of communicative language teaching (CLT), input is absolutely necessary for human's implicit linguistic system in order to yield output, i.e., speaking and writing (Lee & VanPatten, 2003, p.132). It is also crucial that input should be 'comprehensible' and 'meaning-bearing'. In his claim of input hypothesis, Krashen (1982, 1985), advocated that if input is comprehensible, it is the only necessary condition for second language acquisition. Being comprehensible does not mean that a learner understands a word and a sentence by translation. Terrell (1986) used a terminology, 'binding' to explain how a form and meaning are connected in the human cognitive system to process language. He says, '...a new word ultimately be associated directly with its meaning and not with a translation (p.214).'

In what condition could a language become 'comprehensible' without translation? According to Krashen's Input Hypothesis (1982), it is denoted ' $i + 1$ '. It means input ( $i$ ) plus a little bit of something new, that is beyond a learner's existing comprehension level. It had been in discussion what exactly a little bit denoted as '1' is, however, Nation's study (2013) revealed in the ER context that if unknown words are within 5 % of a whole text, a learner could guess the meanings of the words from the context, and manage to understand the text. This clear data envisioned ER as a methodology for second language acquisition, and ER has developed as a sole tool to foster language skills.

###### **(4)-1.2. The effects of ER**

If ER alone could foster a second language, the question is how much of input would be needed to develop language skills. As a result of studies on the relation of vocabulary learning and frequency of encounter, Nation (2013) suggests that a learner needs to have meaningful encounters with a new word at least 16 times to retain it. Nishizawa, et al. (2009) reported that a learner at his technical college in Japan needs to read over a million words in order to yield the positive correlation between the amount of reading and test scores on TOEIC. Waring & Takagi (2003) studied how Japanese college students learn a new word by accidental encounters through ER. They reported that

a word encountered less than 8 times could not be recalled three month later.

In sum, a large amount of reading is required to foster language skills if ER is the only way for acquisition. Then, a question arises; how could a learner maintain his motivation toward ER until he sees the effects of it, when in many school contexts in Japan exams take control over learners' motivation? Especially in a public junior high school where the pressure of entrance exams for high school is inevitable and therefore, a quicker effect is expected, what drives a learner to keep reading unless he is absorbed in a story by the effect known as 'bookstrap'? Considering the fact that the amount of books a junior high school student can read is limited, it seems difficult to improve English skills with ER alone, unlike the studies with college students above. In order to lead junior high students to get a satisfactory result, ER alone is not a sufficient tool.

#### **(4)-2. Output hypothesis and sociocultural perspective**

Swain (2013) claimed that input is not sufficient but output is also needed as a 'process of learning' for second language acquisition. According to her, the process involved in producing language is different from those involved in comprehending language. Input enhancement causes mere recirculation or rehearsal at the same and shallow level, which produces only a short-term retention. However, 'output triggers deeper and more elaborate processing of form, which led them (learners) to establish a more durable memory trace (Swain, 2013, p.475).' She outlined three functions of output in second language learning: 1) the noticing/triggering function, 2) the hypothesis-testing function, and 3) the metalinguistic (reflective) function. A learner does not notice a gap between what he wants to say and what he is actually able to say until he produces the language (the noticing/triggering function). Output also provides a chance in which a learner tests how to say or write (the hypothesis-testing function). It also has him reflect on language produced by others or by himself (the metalinguistic (reflective) function).

Her claim of Output Hypothesis is coherent with Vygotskian framework, which assumes that language acquisition occurs when learners construct knowledge by internalization through interaction (e.g., Lightbown & Spada, 2013). She cites Vygotskian works saying 'It (speech) serves as a vehicle "through which thinking is articulated, transformed into an artifactual form and [as such] is then available as a source of further reflection" (p.479)'.

Ohta (2014) actually observed various utterances learners produced and developed in her Japanese class within a university context in the USA. She mentioned that all the speech from private speech (i.e., talking to self for rehearsing) to social speech (i.e., peer interaction) helped a learner develop his Japanese. She especially focused on a role of peer interaction and said that peer interaction takes over the functions of private speech by completing each other's utterances and inserting words when a partner pauses, and it promotes a learner's language development in the Zone of Proximal Development (ZPD). According to her, given that no learners have equal abilities, peer setting in a classroom situation provides an optimal opportunity for mutual assistance to fill in a gap of proficiency rather than in a teacher-student situation. "When learners work together, ... these strengths and weaknesses may be pooled, creating a greater expertise for the group than of any of the

individuals involved (p.76).”

#### **(4)-3. Methodologies (Book talk as peer interaction, Conversation strategies, and Integration of four skills)**

In order to stimulate my students to read more, I adapted book talk as peer interaction. Jacob & Gallo (2002) emphasized the importance of peer interaction for ER in which learners suggest what book to read and high level learners assist low level learners. In book talk, it is important that a learner encounters peers with different proficiency levels in various conversational situations, so that he can develop his language during talks in real-world situations. Therefore, the teacher’s role is to create a learning community in which learners assist each other in the unpredicted situations that accidentally happen during the interaction.

Book talk is facilitated by conversation strategies to embody a strategic competence, which is one of the four competences for communication (Canale, 1983). It is well-known that they should be taught at a very early stage to make input comprehensible for learners (Krashen, 1982; Willems, 1987; Savignon, 2002). Willems (1987) defined them as tools by which a learner is able to manage unpredicted communicative situations. He emphasized their importance saying, “...weaker learners will derive some motivation for learning the L2 as they will develop a feeling of at least being able to do something with the language (p.352).” According to Willems (1987), there are interlingual ones transferred from L1 and intralingual ones that should be instructed and practiced in the classroom. Sato (2005) and Wood (2010) attested Willems’ insight and proved that there is a sequence in which a learner develops the conversational strategies and they should be taught step by step following the sequence.

Book talk should ultimately enhance learners’ reading proficiency. According to Brown & Lee (2015), language skills are better improved when they are fostered in an integrative way rather than in a discrete approach to each skill. They say, “...the added richness of integration gives students greater motivation that converts to better retention of the principles of effective speaking, listening, reading, and writing (p.315),” and “Most of our natural language performance entails connections between language and the way we think and feel and act (p.316).” Therefore, talking about books learners have read gives them opportunities to utilize their multiple skills, and as a consequence, their reading ability would be improved during the task.

#### **5. What I did:**

##### **(1) Book Talk & Self-evaluation**

This is a paired talk about a favorite book of the day. It consists of the following eight questions (Sato & Takahashi, 2017), which were asked a couple of peers every time in book talk.

- |                              |   |  |
|------------------------------|---|--|
| 1. What book did you read?   | 2. Who are the main characters?           | 3. What is the main event of the story?  |
| 4. When did it happen?       | 5. Where did it happen?                   | 6. Could you show me your favorite page? |
| 7. Why do you like the page? | 8. Do you like the story? Why or why not? |  |

Students were told that they use various conversation strategies to make the talk natural. They could skip some of the questions if they decide they were not necessary to know about a story. It was absolutely acceptable to answer such as “I don’t know,” “It was not clear,” “I’ve not finished

reading,” and so on. After each book talk, students reviewed their performance and what conversation strategies they could use, and they wrote a short self-evaluation. In order to scaffold them, if needed, follow-up activities and new conversation strategies were instructed step by step.

## **(2) Book Tree Project**

### **(2)-1. Book leaf: a book review**

This is a brief review of a book students chose as a favorite book of a month (October and December). It was written on a leaf-shaped memo pad with around 30 words. Later, the leaves were posted on a tree drawn on a large poster sheet at its book level and its book series (Figure 2).

### **(2)-2. Title search activity**

Before the book leaves were posted, students worked on an activity to look for the title of a book with the clues of a book review. This was done in a group competition. As a teacher shuffled the leaves, a student stopped it. Then, a teacher read out the book review, and students started finding its title looking at book lists. Each time they got an answer right, their group was given a sticker.

## **(3) Free Writing**

This is five-minute writing about a favorite book of a day. Students wrote anything about the book they selected for book talk. If they did not come up with any English words, they could use Japanese words in *romaji*. The rules of writing were to keep writing in five minutes without stopping, and to write over the number of words they wrote in the previous writing.

## **(4) Integration of ER class and regular English class**

### **(4)-1. Conversation strategies**

Conversation strategies were sequentially taught and practiced step by step in regular English class hours. The covered conversation strategies are as follows with numbers indicating sequence.

1. Opener (How's it going? How ya doin'? Pretty good! Terrific! Great! Okay, All right, Not bad, Not so good, etc.)
2. Closer (Nice talking with you, You, too.)
3. Rejoinders (Uh-huh, Mm-hmm, I see, Oh, yeah? etc.)
4. Fillers (Let me see (think), That's a good (difficult) question, etc.)
5. Shadowing
6. Trouble solvers (What does it mean? What is it in Japanese?)
7. Follow-up questions

-Modified from Sato & Takahashi's (2017) and Kenny & Woo's (2011).

### **(4)-2. Small talk as a starter**

Every regular English class started with small talk with three different partners like book talk, so that they could have more chances to practice interaction in English using conversation strategies. A starting question or a topic was given in each small talk.

## **6. Results**

The research started in June 2017 and ended in Dec. 2017. The speaking and reading tests were held twice each (pre and post). Also students' motivation and self-efficacy were surveyed twice (pre and post). We had 19 ER classes, followed by 19 book talks and 4 times of free writings, and 2 times of book review writing and 2 times of book search activities for Book Tree Project.

### **(1) English proficiency: Improvement of speaking and reading skills**

**Table 1. Results of speaking tests**

Speaking Tests (AVE)	Fluency/20	Appropriate words/phrases/20	Follow-up Qs/20	Other CSs/20	Volume/20	Total/100
Pre-Test (May 2017)	12.2	12.5	11.4	10.6	12.9	<b>59.7</b>
Post-Test (Dec 2017)	15.5	14.1	14.6	14.2	15.6	<b>74.8</b>
<b>gain</b>	<b>3.3</b>	<b>1.6</b>	<b>3.2</b>	<b>3.6</b>	<b>2.7</b>	<b>15.1</b>

**Table 2. Results of reading tests**

Reading Tests (AVE)	Score /10	Reading Speed (wds/ min)	Correlation bet/score and rd time
Pre-Test (Oct 2017)	3.92	61.52	$r=0.53$
Post-Test (Jan 2018)	6.04	64.69	$r=-0.08$
<b>gain</b>	<b>2.12</b>	<b>3.17</b>	<b>N/A</b>

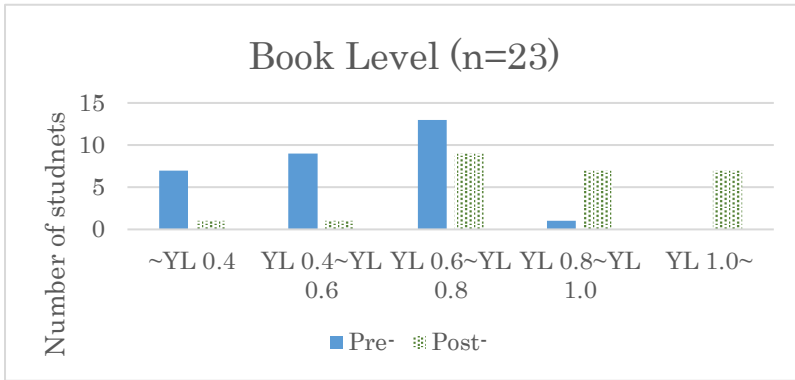
**(1)-1. Test results**

After about 6-months practice, scores on both speaking and reading tests drastically increased. The differences of pre and post-tests are both statistically significant (Speaking test (n=23):  $t=-4.75$ ,  $df=22$ ,  $p<.01^{**}$ , Reading test (n=23):  $t=-4.12$ ,  $df=22$ ,  $p<.01^{**}$ ).

As for the speaking tests, each test was evaluated by two ALTs following a rubric with five criteria, and the average points were adapted as the data. The results of pre and post-tests in each criterion are shown in Table 1. Students' performance got better were especially on fluency and the usage of conversation strategies (i.e., Follow-up Qs and Other CSs). It seems that the instruction and practices of conversation strategies helped students carry on conversation naturally.

As for the reading tests, each test consists of two sections with about 550 words each; one is from a mid-level reading passage for *Eiken grade 3* and another is from a passage from *Reading for Speed and Fluency 1* (Nation & Nalarcher, 2007). Each section had 5 comprehension questions and the reading speed was measured. Students were not allowed to refer to the passage while answering the questions. As a result, both scores and reading speed increased. Also, the correlation between score and speed turned negative in post-test whereas it was positive in pre-test (Table 2). This denotes that the quality of reading had also improved.

**(1)-2. Book levels and the amount of reading**



**Figure 1. The shift of book levels**



**Figure 2. Book Tree**

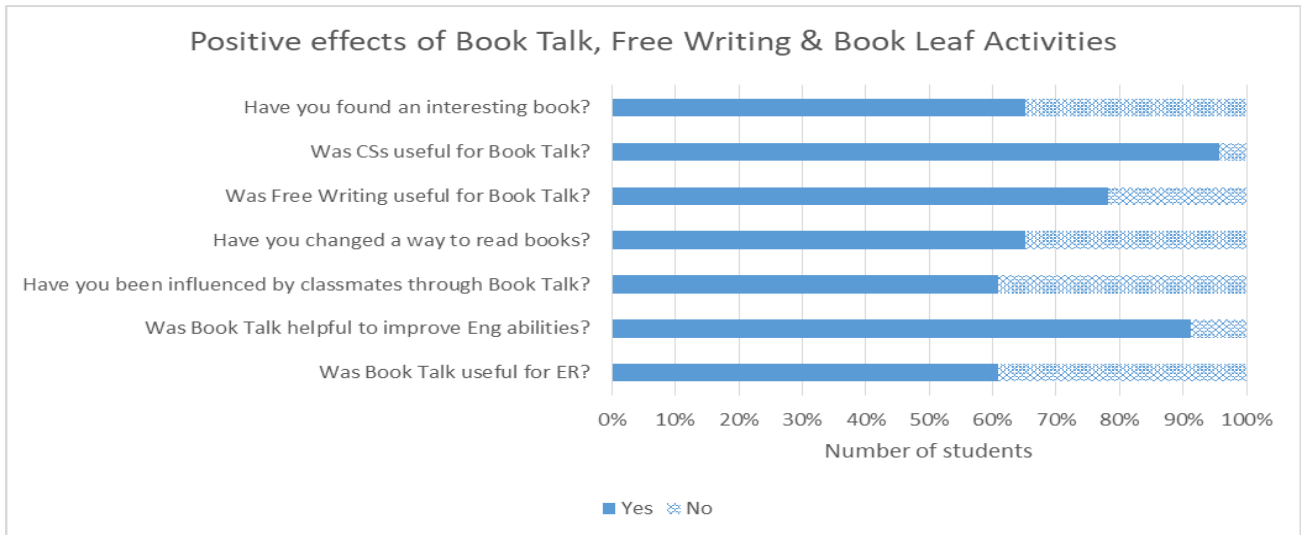
As students' reading ability improved, students' book levels went up and the amount of reading had increased.

As in Figure 1, before the implementation, the highest level books the students were reading were at *Yomiyasusa Level* (YL) 0.8~1.0 and the number of students who were reading the level was only one. However, after the implementation, 7 students were reading books at above YL 1.0. This number is significant compared with that of the third graders in the previous year when they were only working on SSR; the highest book level around the same time of the previous year was YL0.8 and the number of students who were reading that level was at most one per class. It was also seen in the book tree (Figure 2) how students up-graded their book levels as the leaf color indicates.

The total reading amount had also increased. As seen in Table 3, the average of the cumulative number of words students had read since ER started in Oct. 2015 was 185,743, and 78 % of it (144,287 words) was gained since book talk and its related activities started. Table 3 also shows the three groups of motivational change toward English learning, and their test scores and word gains during the study. The results indicates that book talk and its related activities were effective especially for lower level students.

**Table 3. Reading amount (average word counts)**

Motivation toward ENG	AVE test scores before the study (April 2017)	AVE wd counts (gain from Jun – Dec)	AVE wd counts (Total since ER started in Oct. 2015)	Wds gain (%) in total wd counts
Up	58	163,764	210,687	78%
Down	71	146,388	194,524	75%
No change	57	127,235	159,640	80%
<b>Total</b>	<b>63</b>	<b>144,287</b>	<b>185,743</b>	<b>78%</b>



**Figure 3. Effects of book talk and its related activities**

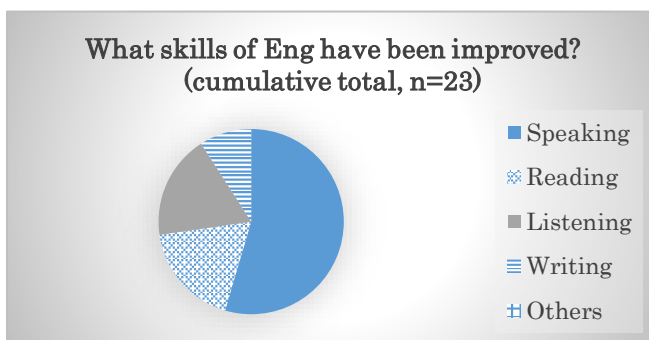
**(2) Motivational change toward ER and self-efficacy**

This section shows the result of questionnaires on what students felt about book talk and its related activities, and motivational change toward ER and English learning.

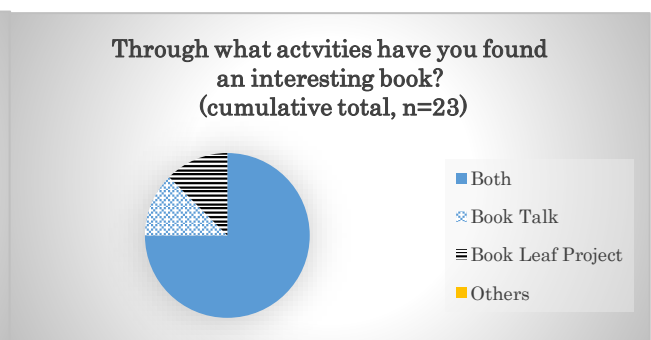
**(2)-1. The effects of book talk and its related activities, free writing, and conversation strategies**

According to Figure 3, over 60 % of students found interesting books to read, changed the attitude toward ER, and got stimuli through book talk and its related activities. Also, over 90 % of students answered that they were useful to improve their English abilities. Moreover, over 90 % of students agreed that the techniques such as conversation strategies and free writing were helpful for book talk. According to the students' comments for details, they felt that they had improved speaking skills most and reading next (Figure 4), and book talk and the book leaf project were equally useful to find interesting books. Figure 6 tells that students' attention drawn by book talk was particularly on speaking skills rather than interesting books their peers talked about.

In sum, book talk had students aware of speaking skill of themselves and others, and motivated them to speak better. It also worked for some students to find interesting books, but the



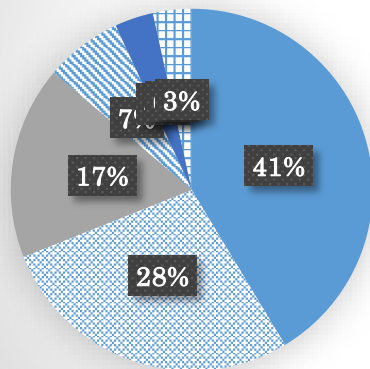
**Figure 4. English skills students had improved**



**Figure 5. Helpful activities**



## How have you been influenced by classmates through Book Talk? (cumulative total, n=23)



- I've learned how to speak from my classmates' talk.
- ⊠ I could know my Eng abilities and tried hard.
- I've found an interesting book.
- ⊠ I could know about books others are reading and I wanted to read them.
- I wanted to read more and challenge higher level books.

Figure 6. Details of the book talk effect

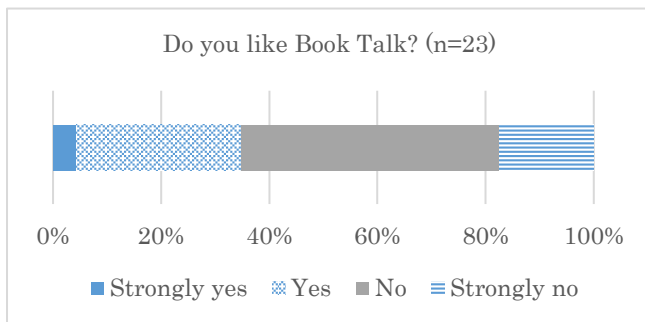


Figure 7. Do you like Book Talk?

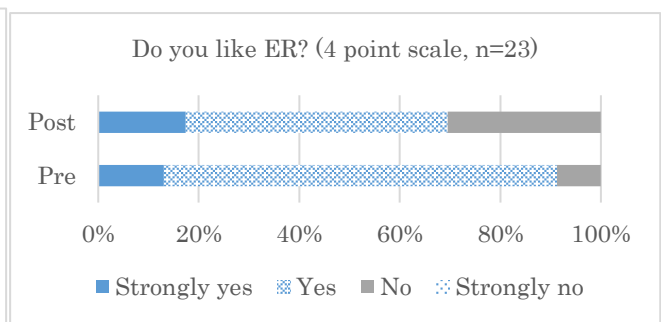


Figure 8. Do you like ER?

effect was little.

### (2)-2. Motivational change

The majority of students were, however, not fond of book talk. Those who said that they liked book talk was only 35 % (Figure 7). The reason was mainly because it was not easy. They said, “It was difficult to talk all in English,” and “I sometimes did not know what to talk about.” Some students

revealed their struggles saying, “I wish I could talk more smoothly,” and “I was repeating the same questions.” Likewise, although the number of those who liked ER and English learning increased, that of those who did not like ER and English learning also increased (Figure 8 & 9). The reasons were; they did not think ER was beneficial because their test scores were not satisfactory, and speaking and writing in English were difficult without knowing its grammatical rules.

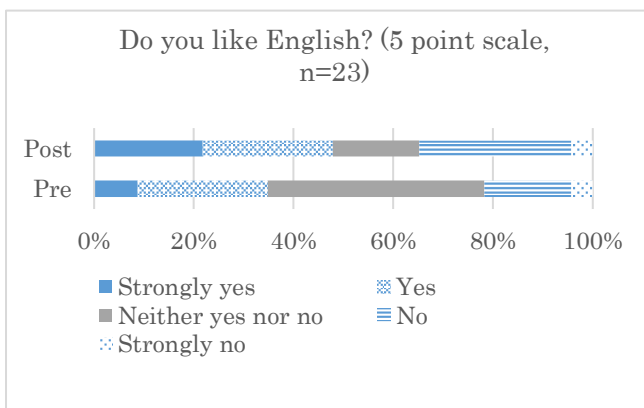


Figure 9. Do you like English?

### (3) Students' voices

The voices of target students at different proficiency levels also revealed that book talk helped them improve English abilities. Especially as for reading ability, those who already liked ER before this study told how the quality of reading has changed through book talk.

#### Student M (Male)

(upper level student (test score in April: 72), motivation level: ER ○→○(No change), Eng ○→○(No change), word gain: 169,135, total word counts: 221,562, gain: 76%)

Um..., we do not only understand a story, but also tell (classmates) about it. So it (book talk) helped me know if I understood the story or not, .... Um, ....in order to talk about it, if I looked for keywords while reading, (it made me understood in talk). I had trouble making me understood when I talked about a long story, ....so, I think I was reading books looking for keywords (of the story).

#### Student K (Female)

(upper-middle level student (test score in April: 68), motivation level: ER ○→○(No change), Eng ○→○(up), word gain: 100,174, total word counts: 121,120, gain: 83%)

I think my abilities appeared through book talk. Before book talk started, I needed CD because I wanted to know how to pronounce some words. But now I can guess what they are pronounced. (When did it start happening?) Around the beginning of the second term in the third year.

#### Student F (Female)

(low level student (test score in April: 45), motivation level: ER ○→○(No change), Eng ×→○(up), word gain: 139,256, total word counts: 176,521, gain:79%)

I was just looking at pictures, but now I can understand what is written in English. It made ER more interesting. (When did you start understanding written words?) I think it was around the beginning of the third year. (Do you think you've improved your reading skills through ER?) Um, yes?, no? I don't know. Before (the study), I was understanding a text word-by-word. But now I can understand a couple of lines without following each word. It's like lines were 'standing up' when I am reading.

Even those who did not like ER and English learning felt their English improved through book talk. Student B, who did not like both ER and English, enhanced his attitude toward ER and English learning because he thought he could improve his English through them. Even Student A and D, who unfortunately did not enhance their motivation toward ER and English, admitted the effects of book talk on their English skills.

#### Student B (Male)

(low level student (test score in April: 46), motivation level: ER ×→○(up), Eng ×→○(up), word gain: 68,511, total word counts: 90,381, gain:76%)

When I am studying at *juku*, I can answer more easily to fill-out-blanks questions in a long text. (Do you think you've improved your reading skills through ER?) Yes. I feel it has become easier to read a long text on a test.

#### Student A (Male)

(middle level student (test score in April: 61), motivation level: ER ○→×(down), Eng ×→×(down), word gain: 135,659, total word counts: 185,509, gain:73%)

I think now I can read more difficult books than before. Also, my reading speed became faster. (Do you think you've improved your reading skills through ER?) Yes, a little. (When did you start feeling so?) Maybe at around beginning of the third year.

#### Student D (Female)

**(lower-middle level student (test score in April: 52), motivation level: ER ○→×(down), Eng ×→×(No change), word gain: 82,472, total word counts: 108,496, gain:76%)**

(Do you think you've improved English skills since book talk and its related activities started? If so, what skills?) Do you mean including test scores? Yes, I think so. In the beginning (of the study), I hated long passages. As soon as I looked at them, I immediately thought I did not want read them. **But now I got used to those long passages. I sometimes feel like reading them spontaneously.** (Do you think you've improved your reading skills through ER?) **Yes, I could answer more comprehension questions.**

All of them told that they were positively influenced by book talk. Student M, K, F and A told that they were good occasions to know new books. Student B, and D told that it helped them understand books better.

#### **Student M (Male)**

Um..., we are in the same (learning) environment, ... if others are reading something interesting, most likely I feel so, too. If I meet somebody who is reading a long and thick book, I think it's great, I feel like reading that level... Um..., **a book which looks interesting..... just by looking at the front page, it's not enough to know the story. Um...., I was told about such a story...., then, I felt like reading the book.**

#### **Student K (Female)**

**I got to know about FRL series, which I am reading now, through book talk.** I got to know they are interesting. That's how it is.

#### **Student F (Female)**

**I was surprised to know that other students understand books very much.** They were great. But more than that, **I was astonished to know that I was only reading fictions while some students read nonfictions,** too. **Book talk is a good occasion for me to collect book resources.** (Did you change the way to read ER books through book talk?) Yes. I was just looking at pictures while teacher read out a story, **but now I could follow written words.**

#### **Student B (Male)**

**Book talk made me read more details of a story because otherwise I cannot explain the story. Before (book talk started), I was reading only shallowly.**

#### **Student D (Female)**

There were some books which I got interested in, and **I tried to read them a little.** (How was it?) **Ah...., they were a little easier to understand because I already knew about the story in book talk.**

#### **Student A (Male)**

**There are occasions when I found interesting books.** (Did you read them?) **Yes.** (Were they interesting to you?) **Yes, they were.**

Although they thought that talking about books in English was difficult, they all of them admitted that CSs were a useful tool to help book talk proceed.

#### **Student M (Male)**

Um..., conversation strategies..., there were various kinds..., **if we could use them, what to say..., we could feel we are speaking English. Ah...., um...., for those who had trouble understanding (what I said), they were good help.** Also, filling time (I could not say any word), especially, myself..., ah, there were CSs called "fillers", weren't there? Those..., while reading I found a word, "fill", then I thought it means "umeru", "jikan-o umeru", ...time..., when I had a trouble talking, that's something I could put in. That made sense.... **When asking questions, I could help others, I used them a lot. They were helpful.**

### **Student K (Female)**

For book talk, ah,... also for speaking tests, they are like maps. I have become able to use them naturally... Before, ...when we had just learned them, they only appeared when I tried to use them consciously, but now..., I could use them more naturally like “ah, ah” (in Japanese).

### **Student F (Female)**

In book talk, how can I say..., in the beginning of conversation, it is difficult to know how to start. In that case, (we can say) “hello”..., it helps it go naturally. It's like warming-up.

### **Student B (Male)**

They were useful... before... (Were they useful for book talk?) Yes. (Explain how they were useful.) ..... (Were there any differences with and without them?) Yeah..., they helped me talk.

### **Student D (Female)**

Yes, they were useful. When I was worried (if I could myself understood), if my partner says “Oh, I see.” I was relieved.

### **Student A (Male)**

When I had trouble without knowing what to say, I could ask “what does it mean in Japanese?” When my partner has trouble, I could say, “For example, ... (Did you help your classmates a lot by using them?) Yes.

Free writing also helped book talk proceed. Noticeably, none of them told that they just read out what was written for book talk. They said it was useful to summarize what they wanted to tell beforehand.

### **Student M (Male)**

Yes, it was useful. We had to write in free writing. If it were only talk, we could use gestures such as pointing (at a picture), we do not have to tell in words much. But in writing, I could explain more details (of a story).... That's why I think free writing was useful as a step (to talk). (How did you use it for book talks?) I did not look at the free writing memo. To me, free writing was already like book talk. I explained once in written words, and in book talk I revised it while talking. This writing was not good, I could explained it better..., this was also revisable..., in these cases, I revised the summaries.

### **Student K (Female)**

Before (we started free writing), we were like reading (out some sections of a story as they were), that's how I felt... But in free writing, while writing, I felt I was understanding... That's how I felt. I used them only as reference. (I did not read out what was written.) In free writing, what can I say..., I could make sure the structure of sentences we had learned. It was like reviewing what we had learned in class.

### **Student F (Female)**

Uhm..., in English (book talk) , I sometimes could not summarize what I wanted to say. In such a case, if I take a look at the free writing note, ah, I remembered such and such... When I settled and reviewed what I wrote, I often recalled what it (a story) was about. Basically, I did not look at my note while talking. I just said whatever I had in my mind. But if I could not come up with what to say, I looked at it..., only a glance. (Did you read a word or a sentence which were written in your note?) I looked for sections where I wanted to say, ah..., that was what it was, now I remembered..., like this. It was a word or a sentence. But I did not read out what it was written as it was. I said it with my understanding at that moment.

### **Student B (Male)**

Yes (it was useful). With a glance, I remembered what the story was about. (Were there any differences with or without it?) Yes, I was looking at the note while talking. (Did you read out what was written as it was?) I just used it as reference.

### Student D (Female)

Yes. Ah..., ah..., what was it? (Do you remember free writing? That was one of the activities inserted in the middle of the term...) Ah..., we wrote (what we read), ah..., book talk..., yes, that is the one which made book talk easier. Yes, it was better than without. (Does it mean that free writing was useful for book talk?) Yes. (Did you read out what was written?) Yeah..., the plot was written.... so I changed it a little (while talking)...(So you did not read what was written as it was, did you?) No, I did not.

### Student A (Male)

Yes, it was useful. (How was it useful?) By looking at it..., for my reference...(Did you read out as it was written?) No.

Book tree project also gave them stimuli to read more. Especially the book-title search was not only fun, but also it gave students an opportunity to compare their reading amount with others'.

### Student M (Male)

I, .... Um..., Writing a book leaf was one-time change, it would be posted... So, I remember there were two chances for that..., at the first time, I knew it would be posted..., (the reviews of) high level books were posted at high places of the tree..., so..., I wanted mine to be posted up high. I felt like challenging (higher books). It was like competition to me, I did not like been defeated by others. I targeted at vacant places... That's why, probably, the amount of my reading had increased.

### Student K (Female)

Uhm..., that was similar to book talk. It was a good occasion to know other series I did not know. If I encountered a book I had already read, ah..., I knew it... It gave me a good chance to exchange information. (Was the game fun?) It was fun. I could answer some of the questions. If I could not, I felt like reading the book, which series was it...? I was glad that we had such a chance.

### Student F (Female)

Ah..., it was difficult to guess which book it was just by listening to a book review... But the more difficult I felt, the more I wanted to read. Having such a feeling was fun. I was really happy when my answer was right. It made me read more. I occasionally read posted leaves written by others. They were all written in English, but I could understand them instantly. That's why I felt it's fun.

### Student B (Male)

It (the book title game) was fun. It was not like no stimulus. I chose books my neighbor students in my group read and I thought were fun.

### Student D (Female)

Ah..., I thought there were many stories I had not known. I thought everybody else was astonishing. They knew many stories. I did not know that many. I felt like reading more. I thought I had to read more.

However, Student A, who admitted that it was enjoyable but could not have any right answers, was not motivated by it:

### Student A (Male)

The game was fun. The one in which we guess book titles. (Did you get it right?) Not at all. (Didn't you read more for that?) No.

One of the benefits of book talk is that learners can monitor themselves. This function prevent them from *suberiyomi*, reading without understanding. In above-mentioned comments,

Student A and F told that book talk helped them do so. Here, Student M told about the details how to select an appropriate book to read:

### **Student M (Male)**

Um, in book talk..., this is what I already said, ah..., as for keywords..., if I have the purpose of book talk, explaining a story, ...I read only important parts (picking up keywords), and that was sufficient to understand the content..., uhm..., if I think it's difficult, maybe it is not a right book for me. But that was a way to challenge ...until I had a feeling that I could explain the story... It went a little by little... That's how I could reach higher level books. Ah..., it was easy to adjust my level in this way. That's why I could read higher level books.

### **7. What I learned:**

- Book talk helped students improve not only their speaking skill but also reading skill.
- Book talk and its related activities helped them find interesting books to read.
- Book talk and its related activities motivate students to read more either by giving them pressure or stimulating their intrinsic motivation.
- Conversation strategies and free writing facilitate book talk.
- Book talk is one way to help students read more in ER with good quality.
- Book talk and its activities are necessary for ER at junior high schools to elicit students' language skills

### **8. Future issues:**

- Some students still think that talking about a book all in English is difficult. Therefore, it is not easy to motivate students to English learning.
- Although book talk and its related activities helped improve students' proficiency, the degree of improvement differs individually. Slower learners need more scaffolding until they feel self-efficacy.

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1 から 5 番の質問は自分の多読記録用紙を見ながら答えてください。

1. これまでに読んだ多読本の中で、気に入った本はありましたか。(はい / いいえ)
2. その本はどのシリーズの本ですか。
3. そのお気に入りの本を紹介してください。
4. どうしてその本が気に入ったのですか。理由を書いてください。
5. 読んで理解できる本の YL レベルが上がりましたか。(はい / いいえ)
6. 多読は好きですか。(4-point scale)
7. なぜ、そうなのですか。
8. Book Talk は多読を進める上(読む量が増えたり、理解できる本のレベルが上がったりして、多読の進行状況がよいこと)で役立ちましたか。(はい / いいえ)
9. Book Talk で英語力は伸びたと思いますか。(はい / いいえ)
10. 上の質問で、「はい」と答えた人にたずねます。どんな力が伸びましたか。
11. Book Talk で仲間から影響を受けましたか。(はい / いいえ)
12. 上の質問で「はい」に印をした人にたずねます。どんな影響がありましたか。
13. Book Talk が導入されてから、多読の仕方(読み方の質)に変化がありましたか。
14. 上の質問で、「はい」と答えた人にたずねます。どのように変わりましたか。
15. Book Talk が導入されてから、多読の量(授業時間に読む語数)は増えましたかと思いませんか。(はい / いいえ)
16. なぜ、そうなのでしょう。
17. Book Talk が導入されてから、理解できる本のレベルは上がりましたか。(はい / いいえ)
18. なぜ、そうなのでしょう。
19. Book Talk は好きですか。(4-point scale)
20. なぜ、そう思いませんか。説明してください。
21. Free Writing は Book Talk を進める上で役に立ちましたか。(はい / いいえ)
22. なぜ、そう思いませんか。説明してください。
23. CSs(Conversation Strategies)は仲間と対話するうえで役に立つ。(はい / いいえ)
24. なぜ、そう思うのですか。理由を書いてください。
25. これまで、興味がわく本に出会うことができましたか。(はい / いいえ)
26. 上の質問で、「はい」と答えた人にたずねます。その際に Book Talk は役に立ちましたか。Book Leaf はどうでしたか。また、その他の理由があれば、空欄に書いてください。
27. 上の質問で、「いいえ」が一つでもあった人にたずねます。なぜ、出会うことができなかったのでしょうか。その理由を書いてください。
28. あなたは英語が好きですか。(5-point scale)
29. 上の問いで選んだ答えについて、その理由を自由に書いてください。

- (1) あなたは多読が好きですか。それは、どうしてでしょう。
- (2) Book Talk が導入されてから、多読の本の読み方に変化がありましたか。もし、ある場合は、導入される前と比べてどのように変わりましたか。
- (3) Book Talk で仲間の読んでいる本を知ることにより、何か刺激がありましたか。あったとしたら、どのような刺激で、それにより、あなたはどう変わりましたか。また、それはどうしてでしょう。
- (4) Book Talk で仲間と英語で話すことにより、何か刺激がありましたか。あったとしたら、どのような刺激で、それにより、あなたはどう変わりましたか。また、それはどうしてでしょう。
- (5) Free writing は Book Talk に役に立ちましたか。役に立ったとしたら、どのように役立ちましたか。
- (6) Book Leaf で仲間にお気に入りの本を紹介するために、短い文章を書き、授業で仲間の紹介文から本のタイトルを当ててクイズを行いました。それは、あなたが多読を進めるうえで何か刺激になりましたか。なったとしたら、どのような刺激で、それにより、あなたは何が、どのように変わりましたか。また、それはどうしてでしょう。
- (7) Book Talk や Free writing、そして Book Leaf Project などの活動が加わりましたが、これによりあなたは自分の多読が進んだと思いますか。これらの活動が導入される前を思い起こして比べてみてください。
- (8) CSs(Conversation Strategies)は使えるようになりましたか。また、それは Book Talk に役立ちましたか。
- (9) Book Talk をするとき、あなたは、英語でうまく話せるかどうか気がになりますか、それとも相手の紹介する本の内容が気になりますか。
- (10) あなたの Book Level に関わり、理解できる本のレベルが（上がった・下がった・変わらない）理由は何ですか。
- (11) 授業外（学校の休み時間、朝読書、家など）でも多読の本を読みたいと思ったことはありますか。また、その気持ちは Book Talk や Book Leaf などの活動導入以前でもありましたか。
- (12) Book Talk や Book Leaf などの活動が加わってから、あなたは自分の英語の力が伸びたと感じますか。また、それはどんな力で、どのような時に感じますか。
- (13) 卒業後も、もし多読の本が身近にあるとしたら、授業で多読の時間がないとしても、自主的に読みたいと思いますか。また、そう思う理由は何ですか。
- (14) 多読をすることで、reading の力は伸びましたか？ また、そのように感じた具体例があったら教えてください。
- (15) 多読や book talk の活動は、ふつうの英語の授業を理解することに役立ちましたか？ また、それはなぜですか。



## Speaking Test 1&amp;2

Criteria (point)	Description
<p>A) 英語だけで対話し続けることができたか S/he was able to carry on the conversation only in English. Yes (5) (4) (3) (2) (1)No</p>	<p>5. The examinee is able to ask and/or answer questions with natural speed without any unnatural silence throughout the given time 4. The examinee is able to ask and/or answer questions. However, the speed is unnaturally slow, fast. 3. There are short but unnatural and unnecessary pauses and gaps, disrupting the flow of conversation 2. There are repeated and lengthy, unnatural and unnecessary pauses and gaps. No conversational flow is established. 1. The examinee is unable to communicate. Mostly silence, interspersed with words and sounds that make little or no sense.</p>
<p>B) 正しい語句や表現が使えたか? S/he was able to use appropriate words/phrases. Yes (5) (4) (3) (2) (1)No</p>	<p>5. The examinee is able to use words and phrases in an accurate, effective and natural manner over the full course of the conversation. 4. The examinee mostly uses words and phrases effectively but with an occasional lapse in grammar and a loss of conversational flow. 3. The examinee can only occasionally use words and phrases correctly. Mistakes in grammar are frequent and communication lacks natural flow. 2. The examinee shows little evidence of understanding words and phrases and employs them haphazardly. There is no conversational flow. 1. The examinee is completely unaware of the appropriate words and phrases to employ. Communication is not possible at a meaningful level.</p>
<p>C) わかりやすい声の大きさだったか? Appropriate voice volume. Yes (5) (4) (3) (2) (1)No</p>	<p>5. The examinee speaks in a clear, natural, audible voice. There is tone and intonation. 4. The examinee is mostly clear and audible but with moments of inaudibility also. There is some control of tone and natural intonation. 3. The examinee is sometimes inaudible. Speech is often uncertain and monotone. 2. The examinee is close to entirely inaudible. Speech that is heard is very unclear and completely lacks tone and intonation. 1. The examinee is inaudible. Nothing can be understood.</p>
<p>D) Follow-up Qs (つっこみ Qs) が尋ねられたか? S/he was able to ask follow-up questions. Yes (5) (4) (3) (2) (1)No</p>	<p>5. The examinee is clearly comfortable with the concept of follow-up questions and employs a variety of them in a natural manner. The examinee uses them always at the appropriate time, to maintain the flow of conversation and in order to elicit further information from their conversation partner. 4. The examinee understands the concept of follow-up questions but employs them less effectively. Although using them correctly, follow-up questions appear less often and in a usually more simplified form. 3. The examinee is only able to use follow-up questions of the most simple kind and then only rarely. 2. The examinee does not fully understand the concept of follow-up questions and can only make an occasional ill-formed and ill-timed attempt at using them. 1. The examinee clearly has no understanding of the concept of follow-up questions and therefore is unable to employ them at all.</p>
<p>E) Follow-up Qs 以外の Conversation strategies が適切に使っていたか? S/he was able to use other conversation strategies appropriately. Yes (5) (4) (3) (2) (1)No</p>	<p>5. The examinee comfortably employs a range of conversation strategies, appropriately and effectively, throughout the full course of the conversation. Communication is natural and expressive. 4. The examinee uses a more limited range of conversation strategies and less often, albeit still effectively and appropriately. Communication is efficient. 3. The examinee only very occasionally and less effectively employs conversation strategies, using mostly those of the simpler kind. Communication is more basic. 2. The examinee only makes a vague attempt at any conversation strategy and cannot use them at all effectively. Communication is stilted, awkward and unnatural. 1. The examinee makes no use of conversation strategies. Communication is very limited, close to non-existent.</p>

**ER Class**

Time	Interaction	Activities
5 min		Greeting, book selection
30 min		Sustained Silent Reading (SSR): Students read books they select and write the book titles, word counts and levels in their book logs.
2 min		- Hand out a free writing log.
5 min		Free writing about the best book they read for the day. (Preparation for the book talk in the next class.)
3 min		Closing, returning books.

Total: T-Ss: 5 min S-S: 0 min

**Regular class**

Time	Interaction	Activities
5 min		- Greeting - Warm-up talk - Students review their free writing about the best book in the previous ER class.
15 min	T-S (Demo) S-S S-S S-S	- Book talks with three classmates: Students are encouraged to use conversation strategies which had been learned, e.g., opener, closer, rejoinders and some fillers. - Mini Questionnaire
10 min	T T-Ss	Students work on today's activity. - Explanation, input activity, and teacher's demo
15 min	S-S S-S S-S S-S And more if time allows	Students work on the activity task. (Teacher encourage them to use conversation strategies, and give them feedbacks between iteration.)
3 min		Wrap up: Students write what they uttered during the interaction.
2 min		Closing, self-evaluation

Total T-S(s):10 min S-S: 30 min

Conversation Strategies (Book Talk) : 対話を広げよう (応用編)



この sheet は、毎回の Book Talk で必要な Conversation Strategies (CSs) をまとめたものです。このシートを参考に、いろいろなストラテジーを使いながら、英語だけで対話ができるようにしよう。  
また、もう一つの book talk の質問に慣れてきた君たちは、自分が知りたい情報を得るために、自由に質問の順番を変えたり、省略したり、会話の流れに従って、さらに Follow-up Qs (つっこみ Qs) を加えてもよいです。英語の間違いを気にせず、本の内容を覚えることに集中して、なるべくたくさんの英語を使って対話をしよう。(また、Home Run (HR) sticker はもたらしたら、下の星マークの中に貼ろう。)

Date: / /

Topic / Starting Question: **What book did you read?**

Opener:

☆ How's it going? ☆ How *ya* doin'?

☆ Pretty good! ☆ Okay ☆ Not so good! ☆ Not bad.  
☆ Great! ☆ All right ☆ Terrific! ☆  
☆ Others (...)

Body:

☆ **Shadowing** (相手の言ったことの繰り返し) ..  
☆ **Rejoinders** (あいづち) ..  
Uh-huh, Mm-hmm, I see. Oh, yeah?

☆ **Fillers** (間つなぎ) ..  
Let me see (think) ..  
That's a good (difficult) question ..

☆ **Follow-up Qs** (つっこみ Qs) ..  
MEMO: \_\_\_\_\_ !

☆ **お助け Phrases** ..  
What does 「分からない語」 mean? ..  
What is 「分からない語」 in Japanese? ..

HR!

Closer: ..  
Nice talking with you. You too ..

Book Talk Qs: ..

1. What book did you read?
2. Who are the main characters?
3. What is the main event of the story?
4. When did it happen?
5. Where did it happen?
6. Could you show me your favorite page?
7. Why do you like the page?
8. Do you like the story? Why or why not? ..

3- ( ) No. ( ) Name: \_\_\_\_\_

I 今日の Book talk を振り返って、1~3の数字で答えましょう。  
(Review today's book talk and circle one of the numbers to answer each questions.)

- 1) CSs (Conversation Strategies) を使って対話できた。  
(I was able to talk using CSs.) ..  
1.....2.....3.....4.....  
全くできなかった あまりできなかった まあまあできた はいできた
- 2) 自分なりの言葉や表現で言い換えるなどして、適切な言葉を使って対話できた。  
(I was able to use proper words/phrases.) ..  
1.....2.....3.....4.....  
全くできなかった あまりできなかった まあまあできた はいできた
- 3) Free writing が book talk に役に立った。  
(The free writing was useful for book talk.) ..  
1.....2.....3.....4.....  
全く役に立たない あまり役に立たない まあまあ役に立つ はいとても役立つ

II 今日、仲間と book talk をして、新たに気づいたことや感想があれば書きましょう。

(これは先生に自分ができて嬉しかったことややり感を伝えるチャンスです。)

(Please tell us what you think about today's book talk.)

★ 本を授業外で読みたい人は貸出をしますので、票下または他の英語の先生に申し出てください。授業時間だけでは、多読の効力が出にくいので授業外(家でもOK)で読んでください。  
多読では、リーディングだけでなく、リスニング、スピーキング、ライティングの総合力がアップします。また、ジョイフルワークなどのワークブックの問題を解くときも、「スラスラ感」を得る人が多いです。そのためには、常に「英語脳」にしておくことが大切なので...

たくさん読みましょう!

Handout 1. Conversation Strategies for Book Talk, Self-evaluation

Tell us about your favorite character!

Step 1:

- (1) Book Talk の後、同じ登場人物が好きで仲間を集まり、グループになりましょう。
- (2) 仲間とジャンケンをして、勝った人から時計回り(clockwise)にそれぞれの口にある辞句を読むものから一つずつ読み上げていきます。つまったら奥付です。

<input type="checkbox"/> brave (形) .. 	<input type="checkbox"/> smart (形) .. 	<input type="checkbox"/> cute (形) .. 	<input type="checkbox"/> wonderful (形) .. 
<input type="checkbox"/> run fast (動) .. 	1. Floppy is _____ 2. Floppy _____		<input type="checkbox"/> bark (動) .. 
<input type="checkbox"/> chase cats (動) .. 			<input type="checkbox"/> funny (形) .. 
<input type="checkbox"/> kind (形) .. 			<input type="checkbox"/> clever (形) .. 
<input type="checkbox"/> fun (形) .. 			<input type="checkbox"/> fantastic (形) .. (= wonderful) .. 
<input type="checkbox"/> noisy (形) .. 	<input type="checkbox"/> nice (形) .. 	<input type="checkbox"/> helpful (形) .. 	<input type="checkbox"/> playful (形) .. 

- (3) 合戦み上げた辞句で、Floppy に当てはまることがあったら、□にチェック印をつけよう。
- (4) Floppy について、1か2の文に合わせて書いてみよう。(ジャンケンをして、負けた人から counter-clockwise に)

Step 2:

- (1) 自分のお気に入りの人物(登場人物)について、同じような表を作りましょう。その際、空欄のボックスには、その人物にあわしい辞句を入れてみよう。(形容詞と動詞の両方をましよう。)
- (2) Step 1 の(4)に書いて、紹介してみよう。その際、以下のモデル辞句を参考にすること。また、下の口の Follow-up Qs も専ねて、会話を盛り上げよう。

A: What is your favorite character (person)?  
B: It's Floppy.  
A: How is he?  
B: He is cute and playful.  
A: What does s/he do? ..  
B: He barks and runs fast.  
.....  
A: What is your favorite character?  
.....

Possible Follow-up Qs and As (例)

Why do you think he is cute and playful?  
Because he barks and runs fast.

When does he bark?  
He barks when he sees cats.

When does he run fast?  
He runs fast when he chases a cat.

Handout 2. Supplementary Handout for Book Talk

### Conversation Strategies 3.

● **Rejoinders 1**

Uh-huh.

Mm-hmm.

Listen to your partner read the sentences below. Each time he or she pauses, respond with one of the phrases above.

**Family**  
I really like my brother. // He's three years older than me. // He's funny // but he can be serious\* too. // He's like a good friend. // Some people say we are liked good friends // and not like brothers. // He talks to me about lots of things. // We talk about school, cars, our friends, and many other things. // I really respect him.

\*serious: じゆうじん

**shopping**  
I don't have so much money. // so I go window-shopping more than real shopping. // I usually buy something fun for myself. For example, I may buy clothes, // or some music, // or a magazine. Shopping is kind of like entertainment\*, isn't it? // There's a lot to see // if you go to the right places.

\*entertainment: エンターテインメント

● **Rejoinders 2**

Oh, year?.

I see..

Really?.

Listen to your partner read the sentences above one more time. Each time he or she pauses, respond with one of the five phrases above.

**Practice:** [Example 2]の対話を、fillers や「困ったとき」のフレーズを使って解らまさせてみよう。

[Example 2-2] Situations: Aさんはgood at English. But Bさんはnot.

A: Who's the most talkative\* person in your family?  
B: What does 'talkative' mean?  
A: It means 'talk too much'.  
B: Oh, I see. What is your question again?  
A: Who's the most talkative\* person in your family?  
B: Oh, talkative person? Let me see... I think it's me.  
A: Oh, I see. Nice talking with you.  
B: You too.

[Practices] Please ask your partner following questions. (Time: 2 min. Please talk as much as possible!)

\* as much as possible: できるだけたくさん

**[Topic: food]**

A: What is your favorite food?  
B: ...  
A: ...  
B: ...  
....

**[Topic: TV]**

A: What is your favorite TV program?  
B: ...  
A: ...  
B: ...  
....

**[Topic: Sports]**

A: What is your favorite sports to watch? (OR: What is your favorite sports to play?)  
B: ...  
A: ...  
B: ...  
....

● **Fillers**

When a partner asks a question, sometimes you can't answer quickly. Use these phrases to get time to think.

Hmm... Let me see..  
Hrm... Let me think..

That's a good question..  
That's a difficult question..

[Example 1]

A: Who's the most handsome person in your family?

B: Hrm... Let me see... That's a difficult question. Maybe my brother.

You can also repeat the question (shadowing).

[Example 2]

A: Who's the most talkative\* person in your family?

B: The most talkative person? I guess\* it's me.

番外編：「困った：相手の言葉の意味が分からない！」こんなときをのさなるCSs  
[Example 2]の対話で、'talkative', 'guess'という言葉の意味が分かりましたか、もし分からなかったら、対話が渡をませぬ。そのためのお助けフレーズがこれです！

What does 'talkative' mean?

It means 'talk too much'.

What is 'guess' in Japanese.

It is 'suisokusuruu.'

