

# What Might Student-teacher Struggle in EFL Reading Diaries Reveal About Their Strategic Reading Perceptions?

Patrick Fulmer, Reiko Tanabe, and Ruriko Suganuma\*  
*Showa Women's University*

## Reference Data:

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We review two mid-performing first-year university students' entries made over a one-term period in two language learning diaries we are refining for encouraging EFL readers: reading achievement diary and guided-inquiry directed diary. We are refining these diaries in an endeavor to foster learners' richer awareness of and self-reflection toward solving their personal reading problems. We demonstrate on one hand how student-teacher exchange spurs students to reduce their reading confusion and inability toward effecting practical reading solutions. On the other, we highlight in this effort the struggle for both student and teacher to gain a clearer perception of the value and practice of initial conscious strategic reading leading to second-nature English reading. We further illuminate perceptual difficulties in determining the extent of students' developing EFL reading and avail insights on avoiding appropriation and interpretation of learners' diary responses.

本論では、中級レベルの二人の大学1年生のリーディングのクラスでの一学期間に渡る学習記録—EFLリーダーの読解力の上達を図るために改良を重ねながら使われている2種類の言語学習ダイアリー（リーディングにおける成果を記録するダイアリーと焦点を絞った質問を教師が投げかける誘導質問形式のダイアリー）について論述する。両者のダイアリーは、学習者の自己認識と内省をより一層高めることにより、個人のリーディングにおける問題点の解決を目指し改善されてきている。本論ではまず、生徒と教師間のダイアリーのやりとりが、どのようにリーディングに関する戸惑いや読解力欠如を軽減し、実用的なリーディング力の習得へと導くのかを実証する。次に、当初は意識的に使っていたリーディングストラテジーを、訓練を重ねて習慣的に運用できるようになることの重要性を、生徒と教師の両者がより明確に認識するにあたっての奮闘に焦点をあてる。更に、EFLリーディングにおける上達の度合いを判断する上での知覚的困難を説明すると共に、ダイアリーへの学習者の応答を私用に解釈することをいかに回避するかについての洞察を加える。

## Formative Background and Focus of Present Research: Fostering Self-reflection in English Reading through EFL Reading Diaries

We previously discussed in considerable detail our continuing collaboration in involving our university and high school entry-level EFL readers in a combination of explicit conscious strategic reading instruction and intensive practice (Tanabe & Fulmer, 2003). As summarized below, we explained and exemplified the reflective language-learning diaries we use in our reading classes and offered brief insights into the discoveries we are making in them with our students about their reading struggle (Tanabe & Fulmer, 2004).

“Tanabe’s reading achievement diary first requires students to read authentic newspaper articles for the main idea and answer selected strategy—employing comprehension questions within a limited time. Following each reading (usually 10 or more per term), students record in their diary how much they believe they consciously understand and use strategies in comprehending the article. Their semester-long

record of achievement helps students build their confidence and overcome their fear of reading text-only passages peppered with unfamiliar words. Fulmer's directed diary incorporates the principles of ethnographic interviewing in written or email form. Through guided inquiry, students narrow their perceptions of their reading difficulties over time toward self-discovered solutions. The student-to-teacher-generated responding and questioning in English stimulates student self-reflection and self-awareness, key factors contributing to their more successfully learning to read.

"We collaboratively engage our students in these diaries for several reasons. Coupled with our continuing reading instruction and practice, we believe our diaries afford our students a personalized opportunity to reflect on their perceived and actual reading 'problems,' opening on the possibility of self-discovered practical solutions (Fulmer & Tanabe, 2003). Additionally, through our diary interchanges, we see students witness firsthand their developing awareness of reading metalanguage and metaknowledge in their strategic reading practice (Fulmer, Tanabe & Sukanuma, 2004a). Equally in our diary endeavor, though we expect university entry-level students' initial and continuing confusion in learning to read, we gain an ever-richer appreciation of their difficulties with this language art" (Fulmer, Tanabe & Sukanuma, 2004b).

Our earlier very detailed introductory focus (Tanabe & Fulmer, 2004) was on: the reasons for our diary use with university entry-level EFL reading students; the principal grounding of each in the instructional literature and experience; the purposes and working principles of each;

how we reflect on and what we discover in them with our students about their actual and perceived language-learning progress; what the diaries help students reflectively explore and recognize; and the merits and demerits of both our diaries.

As working examples, we presented two mid-performing students' work in progress and their initial developing strategic reading awareness at the sentence and paragraph levels. We acknowledged the difficulty in determining whether to what degree beginning readers may actually understand and use strategic reading. We also recognized the difficulty in illuminating whether students in fact develop a working English reading metaknowledge and metalanguage enabling them to reflect on their perceived reading problems and solutions. Finally, we intimated that our endeavor to foster more active, self-reflective readers is not without struggle for student and teacher alike.

Our present research as reported (Fulmer, Tanabe & Sukanuma, 2004b) then seeks to address or exemplify these issues more closely with a focus on three research questions. Firstly, what might EFL reading students and teachers discover by end-term through their reading diaries about their actively and consciously engaging English reading? Secondly, in narrowing the gap between their perceived and actual reading abilities through their reading diary work, to what degree might EFL reading students become more self-reflective and self-expressive English readers? Finally, how might students' diary reflections on their reading difficulties and achievements serve to personalize our teaching attention to refining this diary effort and our reading instruction?

In exploring these questions through our students' voices in their diaries and conferencing here, we seek to open the window further on the particularly demanding task shared learning-teaching of EFL reading is for student and teacher alike. We respectively detail two mid-performing student examples and one personal example of developing readers struggling to derive workable solutions to progressively more difficult conscious strategic reading problems and how their discoveries inform our more thoughtful instruction along the way. Tanabe's example highlights one student's (Rinka) endeavor to reduce her confusion and inconsistency in her working definitions and use of the two information-finding strategies of skimming and scanning to better her reading performance. Fulmer's example illustrates another student's (Asuha) reasoning for stepping beyond the limitation to her more practical reading of differentiating between guessing, predicting and inferring as separate thinking strategies and proposing instead their collective use. Continuing from Fulmer's example of Asuha's difficulty, Suganuma details her self-reflectively coming to make sense of how the "predicting puzzle" works for her not separately in her reading but rather in a connected way with guessing and inferring.

As this primarily qualitative action research being conducted at a private women's university in Tokyo continues, our instructional setting and participants remain similar (Tanabe & Fulmer, 2004). Although our respective course foci differ somewhat, both Tanabe and Fulmer meet their first-year lower-intermediate students twice weekly for 90 minutes each class. Though there is also a book report and article summary requirement, Tanabe's principally

critical reading class of 21 students is designed to build learners' reading skills and increase their vocabulary to support their content-based classes. The focus is on steering students away from their customary passively ingesting information and toward analyzing what they read critically. In addition to these reading goals, a principal aim of Fulmer's integrated reading-writing class numbering some 23 students is to prepare them for the considerable amount of reading expected in their required 4-month ESL study program at our U.S. East Coast campus and in their later academic work on their return.

The reading difficulties our diaries seek to begin addressing for our students coming into our classes are many. Students have "learned to read" through, among other approaches, over-reliance on translation, stop-and-check dictionary dependence, and attention to word- and sentence-level decoding rather than getting the main idea. They have had little opportunity to explore the potential to quicker, more comprehensive reading of balancing their traditionally taught bottom-up reading strategies with more progressive top-down strategies. Our very intensive reading-writing program for first- and second-year students further challenges their already hobbled "reading ability." Specifically, "three instructional realities for our entry-level EFL students remain prominent. Baseline data from Day 1 surveys confirm students' relative unfamiliarity with the vocabulary, meaning, and conceptual understanding of pedagogical English reading-writing metalanguage. They little understand *how* to read faster and comprehend more of what they read or *how* to write clearly and logically in English. Students also cannot function well in their overseas

study program without a practical knowledge of English reading-writing and the ability to talk reflectively about these language skills” (Tanabe & Fulmer, 2004).

The participants in this present aspect of our research are two current mid-performing students, Rinka and Asuha, and one graduated student and participant observer, Ruriko, who formerly completed Fulmer’s reading-writing class during her first year. Qualitatively, all student interviews continue to be tape-recorded and their in-class reading activities and diary pages are either copied if handwritten or saved on computer file if emailed. Students’ small-group workshop talk tasks are very often video- and audiotaped as well for later review and analysis. All students have given their oral and written consent to participate in this study.

In presenting our students’ reflective in-class and diary work here, we wish to allow them to verbalize their own perspectives rather than have us as teachers appropriate or assume what they may be saying or thinking in their deepening thought threads. We believe doing so more clearly illustrates the difficulty these developing readers experience in coming to understand and use reading strategies consciously and in learning to talk about their reading struggle in the appropriate English metalanguage. We underscore here that our intervention, when we are at all unclear, involves continuing to pose more directed inquiries which encourages students to explain more and minimizes possible teacher interpretation of what each reader comes to mean or understand. Our considerable experience has far too often shown us that not being cautious with our teacher speculation at best negatively impacts students’ deepening reflective progress.

Nevertheless, we do not wish to showcase our instruction here but rather illuminate our students’ determined effort toward self-reflection through constant strategic reading practice and guided-inquiry response. Neither do we want to be overzealous with our findings in the prescriptive sense but rather simply report descriptively what we are discovering with our students in their diaries as their reading progress continues. We believe setting out in an unglossed manner some of the confusion and frustration our students actually experience as developing second-language readers may equally benefit other teachers’ strategic reading and diary instruction as well.

### Reiko Tanabe’s RAD: Illuminating Rinka’s Confusion with Skimming and Scanning Leading to Her Reflective Strategic Reading Discoveries

My “Reading Achievement Diary” (RAD) given in Figure 1 is principally designed to illuminate our entry-level EFL students’ problematic approaches to English reading mentioned above. By enhancing the students’ practical metalanguage and metaknowledge of English reading through explicit instruction and intensive practice with authentic newsprint articles, my diary helps our beginning readers gain greater, more informed confidence as English readers.

**Reading Achievement Diary** (= How well did you do with today's reading?)

1. Which of the above 9 questions could you NOT understand?

1   2   3   4   5   6   7   8   9

2. Circle all the reading strategies below you especially used for each of today's questions. Then put the question numbers next to each strategy you used for them.

Finding Skills:

Skipping (SKP)  
Skimming (SKM)  
Scanning (SC)  
Getting main idea (MI)  
Finding details (FD)

Thinking Skills:

Guessing (GU)  
Predicting (PR)  
Inferring (IN)  
Summarizing (SU)  
Opining (OP)

3. Which of the 10 reading strategies above do you NOT understand? (Mark a triangle.)

4. Which of the 10 reading strategies above do you NOT know how to use? (Mark a square.)

**Figure 1. Reiko's Reading Achievement Diary (Example)**

Procedurally, we set up a series of authentic newspaper reading practices. We choose an approximately 350-word article from The Japan Times and prepare 5-9 strategy-

employing comprehension questions. We follow these with the RAD. Students have 6 minutes to complete the reading and answer the 5-9 questions. They then have another 4 minutes to complete the diary for 10 minutes total. Pair or small-group talk follows to confirm or correct question responses and strategy choices. The activity closes with teacher review and commentary as necessary. Our continuing explicit strategies instruction, practical language familiarization, and intensive practice (Tanabe & Fulmer, 2004) is difficult at best for student and teacher alike but is richly informative for both as we will endeavor to show below.

I exemplify the foregoing by looking at part of the diary work of Rinka, one of my mid-performing students as it progresses. Particularly instructive here is Rinka's confusion or inconsistency between her in-reading and post-reading reflections about her skimming and scanning strategies use and her actual performance with these.

Rinka's Day 3 diary entry for her practice "Squishy pillows prove a big hit" from The Japan Times (June 12, 2004) (See Appendix 1) exemplifies the inconsistency in her skimming use responses. She uses skimming for Questions 1 and 4 (Q1 & Q4), respectively "What's this article about?" and "Is Mogu only popular in Japan and the U.S.?" In her post-reading diary reflection in her RAD Q3, however, she indicates she does not understand what skimming is by marking a triangle over it.

In her in-reading reflection on her Day 6 practice "Batman descends on royal grounds" (to champion single fathers' visitation rights) from The Japan Times (Sept. 15, 2004) (See Appendix 2), Rinka marks skimming and summarizing



for Q1 (“What’s this article about?”) and skimming for Q2 (“Where is the man in the picture standing?”). Yet in her post-reading reflection in RAD Q4, by boxing over skimming and scanning, Rinka indicates for the first time since her Day 1 reading that she does not understand how to use either of these. Notably here, Rinka believes she is aware of using skimming while reading for her answers. But her post-reading diary reflection shows her continuing confusion about her use of skimming as evidenced by her boxing over it in Q4. Conversely, she does not choose scanning as a strategy for any question during her reading. But here, her post-reading reflection boxing indicates with consistency that neither does she understand how to use it.

As a follow-up, I gave my customary end-term Reading Diary Questionnaire (See Appendix 3) to Rinka’s class after this Day 6 reading to reflect on what the students had been learning since the start of their course. For additional clarification, I also held lunch conferences with Rinka and her classmates as does Pat.

In the following, I briefly summarize three major findings from Rinka’s questionnaire and the key aspects of what Rinka said to me in her lunch talk. The first finding is Rinka’s difficulty in distinguishing between skimming and scanning. For Q1 (“Describe the meaning of each reading strategy below either in English or Japanese.”), Rinka writes these two strategy definitions: Skimming – ざっと読むこと (流し読み?) or look over the text/skim through, and Scanning – じっくり読むこと or read carefully. In her talk, however, Rinka says: “I don’t know which is skimming and scanning. As for scanning, I think of a CT scan at the hospital. So maybe scanning is to examine the reading closely. But I

can’t remember what skimming is, so I’m not quite sure. If my definition of scanning is wrong, I don’t understand which is skimming and scanning.”

As for the second finding, on Days 1 and 2, Rinka is not aware of the difference between the two markers of triangle: “I don’t understand what it is” and box: “I don’t understand how to use it.” In addition, in Q3 (calling for her to circle Yes/No for her reading strategies use with respect to “Understood how to use?”, “Got used to using?”, and “Actually using?”), Rinka reveals her strategies confusion. For skimming, she marks: I don’t understand how to use, I haven’t got used to using, and I’m not actually using it, whereas for scanning, she marks: I don’t understand how to use, I’m not actually using, and I’ve got used to using it. Reflecting in her lunch talk, however, Rinka says: “I can’t distinguish skimming from scanning. I’m wondering whether ‘Understand how to use’ and ‘Got used to using’ are the same. I’m used to using it, but don’t understand how to use it. Hmmm, my answers are contradicting.... ”

In the third finding, in her lunch talk, in looking over all her diary entries, Rinka believes three things. First, since Day 3, she has begun to think more reflectively about how she works on her diary entries: “At the beginning I worked on the diary without thinking. In the middle of the semester, maybe on Day 3, I came to realize that these two strategies, skimming and scanning, are completely different. So I began to answer that I use each strategy separately.” Second, she is starting to understand the difference between the triangles and boxes, and therefore the difference in meaning between skimming and scanning: “I was not aware of the difference between the triangle mark for ‘I don’t understand

what it is' and the box mark for 'I don't understand how to use it.' Then in the middle of the semester I noticed that one is 'I don't understand the way I use it' and the other is 'I don't understand the concept itself.'” And third, she is now reflecting on her own practical definitions for these and her other reading strategies: “I have to think about my own definitions of the strategies and my reading approach. Consequently I learned to define the strategies by myself and my understanding of them is becoming less inconsistent.”

This diary example detailing Rinka's confusion about two of these strategies – skimming and scanning – demonstrates how the RAD begins to acquaint our learners like Rinka with the practice of conscious strategy choice leading to more second-nature strategic reading. Through the reflective learning process, our entry-level readers begin to focus on their perceived and actual strategic reading problems and achievements. Particularly with authentic readings, the diary helps our readers do what had at first seemed impossible for them: to fairly quickly read and understand an authentic news article. Their growing self-confidence comes not simply from more correctly answering comprehension questions but from being able to more quickly and deeply explore and connect with the reading and the world it opens. Yet again we recognize the struggle this challenge involves for both our students and ourselves.

We will now look at a second example of this struggle for another mid-performing reader and writer from Pat's last class whose name is Asuha.

### Pat Fulmer's GID: Exploring Asuha's Perceptual Reading Difficulties with Guessing, Predicting, and Inferring and Her Self-realized Learning Solutions

The diary I use in addition to Reiko's RAD is the guided-inquiry directed diary (GID) given in Figure 2. One principal working aspect of the GID is getting students to reflect in English on the reading (and writing) metalanguage and metaknowledge they will need in their required ESL study abroad program at our U.S. East Coast campus and in their later academic work on their return to Tokyo. The focus here is on the diary's first two reading questions and on how the diary complements Reiko's RAD.

1. I am (    ) in my English reading ability.  
very confident   so-so confident   a little confident   not confident
2. About reading in English, I want to learn more about how to:
3. I am (    ) in my English writing ability.  
very confident   so-so confident   a little confident   not confident
4. About writing in English, I want to learn more about how to:
5. I (want/do not want) to talk in English about Reading-Writing with my classmates. Why/Why not?

Figure 2. Pat's Guided-inquiry Directed Diary

Procedurally, as previously detailed (Tanabe & Fulmer, 2004), students complete this diary as part of their Day 1 homework assignment, and are asked to make at least one entry a week for the first 8 weeks and then continue it optionally. The directed inquiry dialogue continues between student and teacher employing such question types as “Can you tell me...?” and “Could you explain...?”. Prompting/inquiring is done using an extensively tabbed and categorized database built over several years of reading diary experience. Asuha and my beginning diary exchanges below (given exactly as written) exemplify how an entry-level reader-writer’s diary might begin.

Following Asuha’s initial “a little confident” response to Q1, I ask Asuha to tell me some things that would increase her English reading confidence. In responding by email, she writes, “I want to read fast and understand the meaning fast. I am weak on memorizing. I’d like to conquer it.” As Asuha’s “add the vocabulary” response to Q2 prompts me to ask her for an example, she writes, “I want to increase the vocabulary, because I want to be able to read many article smoothly.” As is evident, Asuha begins thinking a little more deeply about her English reading as her reading practices progress.

Asuha’s responses and strategy choices for her Day 6 reading practice given about mid-term (11/20/03) offer an example of both our diaries at work and what we might discover in them. Her practice here is on the authentic reading “Patched-up Little Mermaid returns to harbor pedestal” from The Japan Times (10/28/03) and the Hans Christian Andersen story behind it (See Appendix 4).

In Asuha’s RAD (Refer to Reiko’s Figure 1) for this reading, there is seeming evidence of some perceptual confusion in

strategy choice and practice. Asuha’s circling of “7” in Q1, for example, appears to indicate that she does not understand Q7 (“When did Hans Christian Andersen write this fairy tale?”). Nevertheless, she acceptably responds with “I don’t know.” Q2 calls for her to circle all of the reading strategies she used for the reading and then to write the corresponding reading questions next to them which she does for all strategies except guessing (GU), predicting (PR), and inferring (IN). Notably, by not marking skipping and guessing, the respective first “finding” and “thinking” skills, Asuha appears to indicate that she used neither of them. Marking triangles over predicting and inferring in Q3 tell us that, at this point in her reading practices, she does not seem to understand either of these strategies. Finally, in Q4, by also boxing over predicting and inferring, Asuha further appears to not know how to use these strategies. Not circling either of these two skills nor writing a question number next to them further seems to denote that Asuha remains unfamiliar with or perhaps confused by both skills. Yet reasonably responding with “I don’t know” to Q3 (“Will she be damaged again in the future?”) and “Yes” to Q4 (“Will more tourists visit Copenhagen now?”), for example, necessitates one or a combination of these thinking skills.

For brevity’s sake, looking only at the guessing, predicting, and inferring reading Questions 3, 4, 6, 7, and 8 included in Table 1, closer examination reveals that Asuha’s responses in Qs 3, 4, 7, and 8 are acceptable. Her strategies indications in Qs 3, 4, and 6 are appropriate as well. To arrive at her “correct” answers, however, she would also seem to have had to use one or more of the thinking skills “called for but not marked” though she did not indicate so in her RAD.



**Table 1. Strategies marked/unmarked for GU PR IN Qs 3, 4, 6-8**

Q# Stgs indicated <u>“appropriately”</u>	Additional Stgs called <u>for but not marked</u>
3 SC “I don’t know”*	GU PR IN OP
4 SC + FD “Yes”	GU PR IN OP
6 X FD “She have to wait for 300 years.”	GU IN [IN more likely]
7 -- “I don’t know”	GU IN [IN more likely]
8 -- “Yes” & partially circled “Maybe”	GU or IN OP [GU more likely but depends on background knowledge/experience]

In Q6 (“How many more years does she have to wait to become a real person?”), for example, although finding details (FD) is correct as the initially used strategy, Asuha also needs inferring to get “300 years – X number of years” as an acceptable response. Thus, at this point, we believe she is only half correct according to our strategy choice scheme.

As mentioned, for Q7, asking about when Andersen wrote this story, she acceptably writes “I don’t know” but does not mark guessing or inferring. The response necessitates finding details leading to either “no information,” guessing about some number of years, or reasoning that Andersen perhaps lived and wrote in the 19th century from which she could maybe infer over 100 years ago. Her responses would also naturally depend on her background knowledge of the reading about which she comes to realize by her Day 10 reading.

To continue, Asuha’s response for Q8 (“Are Anderson and

the Little Mermaid popular in Japan?”) is acceptable but she marks neither guessing nor opining (OP). Notably also, she indicates no strategy number for Q8 though it is principally a guessing response question also affected by background knowledge or experience. Accordingly, we find that all nine of Asuha’s responses seem reasonable. Nevertheless, there are apparent inconsistencies between her question responses and her strategies use as also seen with Reiko’s student, Rinka.

Asuha’s corresponding diary Entry 14 (11/20/03) reveals a consequent sense of her developing struggle to understand strategic reading. We read, “About last test [Day 6 practice], I felt a little complex. I could understand about article contents substantially, but I couldn’t understand how to use reading strategies. Concretely, I can’t distinguish Guessing and Predicting and Inferring. I’d like to know difference of them. If I understand about reading strategies completely, I’ll be able to get deep knowledge of English [reading].”

I respond to her on the same day that I will be clearer in my instruction, and also decide to give a supplementary diary exercise on strategic reading definitions similar to Reiko’s end-term survey, part of which is shown in Figure 3. To encourage students to reach a fundamental understanding about English and Japanese reading, I customarily ask them to complete this worksheet using Japanese only and to bring it back to our small-group workshop the next class to confirm or correct it in their talk. Ruriko will explain in the next section the significance of what Asuha writes here.

Skiping: 分からない単語や文をとばして読む。	Guessing: 考えや思いを推測する。
Skimming: ざっと流し読みしてだいたい意味を取る。	Predicting: 前もって考える。
Scanning: 具体的な答えを見つける。	Inferring: 推測してまとめる。
Getting main idea: 基本的なことを理解する。	Summarizing: 手短に明らかに主題をはっきりと述べる。
Finding details: 支えている情報をさがし出す。	Opining: 自分の意思を述べる。

**Figure 3. Asuha's "Today's thinking and talking" survey**

To continue, Asuha writes in Entry 15 (11/21/03) about this thinking and talking exercise: "It was a little difficult lesson for me in last class. I still have obscure things about reading strategy." As our conscious strategic reading and practice continue in the weeks ahead, Asuha makes an important discovery and returns to the same thought thread in Entry 16 (1/23/04): "I found the reason which I couldn't understand difference of GU, PR, and IN. They have very similar Japanese meaning. Especially, IN and GU are almost same in Japanese. So, I can't understand." In asking her to explain her idea and how she might teach these strategies if she were the teacher, she writes in Entry 20 (1/24/04): "I was thinking about reading strategies. I suppose that "Inferring" has facts, evidences and cause but, "Guessing" don't have them. And "Predicting" has meaning that we must think in advance, but "Guessing" has meaning that we may think promptly and offhand.

don't understand \*GU < PR < IN \* understand

I know only them. Am I wrong? If these my thought are right, I would teach my students like this." I ask in reply (1/25/04) if she thinks these skills are used separately or collectively with the other two and if she could describe an example of how she decides which one/ones to use. In Entry 21 (1/25/03), Asuha continues: "I think that 'each of these skills is used collectively with the other two'. When I read something, if I understand that completely based on evidences, it is 'IN'. But if I can't understand anything, I'll answer at random. It is 'GU'." In my (1/26/04) reply, I write that her response is quite interesting to me and ask her if she would not mind teaching her classmates what she had found out about these strategies the next day after her Day 10 reading practice. Asuha kindly agreed to teach her classmates in her Entry 22 (1/26/04), and then again in her follow-on Intermediate Reading-Writing class. Ruriko visited the class later as a participant observer and will explain Asuha's teaching in greater detail in the next section.

For comparison, moving to Asuha's Day 10 Reading Activity, given near end-term (1/27/04), we used The Japan Times article about Tamura and Tani's wedding in Paris ("Tamura, Tani exchange vows" 12/13/03) (See Appendix 5.). Evidence again emerges of Asuha's apparent continuing confusion in trying to practically understand and use guessing, predicting, and inferring in particular as well as skipping, skimming, and scanning but to a lesser degree. At first glance, there appears to be considerable discrepancy between her responses and strategy choices she notes in pencil and my teacher's choices and comments she overlays in green.

**Table 2. Asuha's responses and Pat's initial comments****Q# Asuha's acceptable responses (and Pat's initial comment)**

- 1 Acceptable
- 2 OK (but also possible to infer correct answer)
- 3 OK ("Yes" <-- IN; "I don't know" --> GU)
- 4 OK (She thought it was my joke/error.)
- 5 OK (but not GU)
- 6 OK (with GU, but "Yes"/"No" with PR best)
- 7 Acceptable (but PR best choice)
- 8 Acceptable (but close scrutiny of IN best)
- 9 OK (but my error in leaving off the strategies choice bar)

Asuha also said in another conference that she recognizes having background knowledge affects her strategy selection. Particularly, for example, she acceptably discloses that having little or no background knowledge or experience relative to the reading (such as from TV news) nearly always pushes her choices away from inferring and predicting and over toward guessing. This little-to-no background-affected guessing is readily apparent in her Day 10 strategy choices, highlighted in bold letters in Table 3, with many of her strategy choices down the scale from Reiko's and mine as in Qs 3, 4, 6, 7, and 8.

There are two exceptions for Asuha for which she expresses acceptable reasons. In Q2, as previously noted, she infers rather than finds the answer from the unknown vocabulary about Tamura's having "fulfilled her dream."

Evaluating Asuha's responses and choices using Reiko's and my scheme, we find in Table 2 that Asuha seems to respond acceptably to all nine comprehension questions. Conversely, in Table 3, she appears to incorrectly make all nine strategy choices. To better understand what this discrepancy between her responding and strategies selection actually reflects, I ask Asuha in a later lunch conference to explain her own strategic reading scheme. She tells me that for Q1 ("What's this story about?"), for example, she believes that skipping, skimming, and scanning as a strategy cluster work together to support getting the main idea (MI) and finding details (FD) as was her strategy choice in Q4 ("What did British Prime Minister Tony Blair do at their wedding ceremony?"). In the same way, she feels that clustering guessing, predicting, and inferring together in responding to Qs 2, 3, and 5 to 9 help her more deeply explore the reading and enable her to summarize (SU) and opine (OP) when called to do so.

In Q2 ("Whose dream was it to get married in Paris?"), as the vocabulary phrase "fulfilled her dream" in the first paragraph is unfamiliar to her, she infers that it means getting married in Paris was Tamura's dream, an acceptable deduction. In Q4, believing I had mistyped Prime Minister Tony Blair as a joke, Asuha finds (FD) Dr. Tina Blair had played the music, a reasonable alternative to inferring "Nothing" as her answer.

In sum, if she were the teacher, Asuha feels that all of her strategy choices for Day 10 are both reasonable and acceptable. And considering her prospective scheme, we would have to agree.

**Table 3. Reiko & Pat's initial evaluation of Asuha's strategy choices and Asuha's reconsidered acceptable strategy choices**

Q #	Asuha's stgy choices	R & P's stgs called for	R&P's choice evaluation	Asuha's evaluation
			[O: OK; N: Not OK]	
1	MI	SKP SKM SC MI	N	O
2	IN	FD	N	O
3	GU	IN	N	O
4	FD	IN	N	O
5	PR	GU	N	O
6	GU	PR	N	O
7	GU	PR	N	O
8	GU	IN	N	O
9	--	(GU)*	(N)	O
*: I mistakenly left off the strategies choice bar but she said she would have circled GU.				

Asuha's going up the scale and choosing predicting over guessing in Q5 ("What happens next in this picture?") is "obvious" for her because she says the picture shows "throwing the bouquet which is traditional." Of further interest here, in Q7 ("Will Tamura and Tani win gold medals at next year's Athens Olympics?"), Asuha used guessing rather than predicting to answer "Yes" because she says she is "guessing with my hope" that Tamura and Tani would both win gold medals in Athens. Finally, in Q9, as noted earlier, her selection would have been guessing, the same

as ours, because she reports "When I don't know, I guess" as she does in Qs 3 and 6, particularly with no background knowledge.

To summarize, through Asuha's reasoning for her strategies choices and her scheme of clustering, particularly guessing, predicting, and inferring, we find all of Asuha's choices to be acceptable as shown in Table 3 on the far right. From her participant observation of Asuha's class, Ruriko's insights on Asuha's struggle to learn and teach strategic reading as well as her own experience with guessing, predicting, and inferring as reported in the following section are pertinent to the foregoing discussion.

### Ruriko Suganuma's Insights on Asuha's Beliefs and Teaching and Her Own Strategy Experience

Asuha emphasized four main points in her teaching. Firstly, for Asuha, guessing, predicting, and inferring have similar meanings in Japanese. Separating them in English is therefore confusing for her as a Japanese EFL reader. Secondly, she wants to use these strategies together or collectively instead of separately. The working relationship she proposes for this is: "don't understand \* GU < PR < IN \* understand", ranging from not understanding to guessing, predicting, then on to inferring when she understands more. Thirdly, using the dictionary for direct translation of these strategies does not make sense to her because dictionary meanings are not practical for her and do not tell her *how to use* the reading strategies. Finally, Asuha wants Pat to allow more flexibility in her responses to reading questions. She wants him to let her put together strategy clusters or groupings for both skipping, skimming, and scanning as

well as guessing, predicting, and inferring. She believes this is a more practical and “natural” approach to reading, and I agree.

Reviewing Asuha’s homework worksheet used in her teaching (See Figure 3) illuminates her effort to write practically applicable meanings for these strategies. As is evident, her definitions are not merely dictionary meaning look-up with no attention given to how to use the strategies practically. Rather Asuha’s inclination to define the strategies in practical utilitarian terms and connect them together reflects her desire to keep everything simple, practical, and useful.

Even so, Asuha continues to remain somewhat confused about predicting and did not talk much about this skill in her teaching except to say that perhaps it is in the middle between guessing and inferring because Pat writes it in that order as in Figure 3. Thus, mirroring the relationship between skipping, skimming, and scanning, Asuha thinks predicting is probably in the middle between guessing and inferring.

Asuha can intuitively understand predicting but she could not explain how to use it well in the best words to her classmates. I agree with her because at one time in Pat’s class I was also equally confused about predicting. My confusion was that if I circled inferring, it meant that I found or had some reason for my choice. If I did not have any such reason, then I circled guessing. I knew that “pre-” means “before,” and later that “dict” means “to tell.” But like Asuha, I still could not understand Pat’s explanation well. I could not catch when or how to use predicting because I did not know how to get from the dictionary meaning to the

practical meaning. Thus, if I attempted to answer the reading questions, I could not circle predicting because I could not really understand the practical meaning. I was later thinking that predicting has a considerably wide range of meanings, for example, something like what we are now tentatively calling “The Predicting Puzzle” in Figure 4.

10% or less				90% or more	
don't understand	GU < PR < IN			understand	
don't know no facts/evidence				know facts/evidence	
GU	? <	---	PR	---	> ? IN
hunch	instinct			6th sense strong feeling	
no sense	logic			sense	
< -----	-/+ background knowledge			--- >	

Figure 4. Ruriko’s “Predicting Puzzle”

We are basing our idea for this Predicting Puzzle on what Asuha originally said about having 10% or less understanding, knowledge, facts, or evidence as compared to having perhaps 90% or more. I have accordingly been considering that there may be differing degrees of predicting. When I have less understanding or evidence as on the left, there is the possibility of having a “hunch.” Moving toward more understanding, facts, evidence, or knowledge is maybe



instinct, sixth sense, or even perhaps having a strong feeling or response. The writer's sense making and the reader having a degree of background knowledge in approaching a reading also similarly affect the reader's thinking and strategy choice. This then is Asuha's and my present idea of how we might understand how to use predicting better in combination when we are first learning about this skill.

As a consequence, what I told Pat earlier in conference was, "When I read, I need some strategies and these strategies are connected. So we naturally use them together. And that's why I choose 2 or 3. Most other students write "suisoku suru" (推測する) which is correct for them in Japanese, making these strategies connected by Japanese definition. So that's why it's difficult for us as Japanese to separate exactly into guessing, predicting, and inferring. This is my experience. We must connect and practice using these strategies as one to make us natural, or second-nature, English readers." Though Asuha and I remain somewhat confused about this "middle" predicting strategy, we believe this idea may make clearer sense to beginning-level readers.

### Concluding Remarks

We would like to emphasize two key points here. Both Asuha and Ruriko have come to recognize the critical difference between our initial "separate strategy teaching"—that is, to enable conscious strategic choice and enhanced awareness in our university entry-level students—and their "clustered strategy use" significant to them as developing English readers. In just finishing her first year, Asuha appears to be well on her way to getting beyond single strategies use and to talking about her reading struggle in English.

Our data would also seem to suggest that Asuha has passed a key second-language reading threshold. That is, she is starting to push her conscious strategies choice in strategic reading into her subconscious use of them together. More specifically, her awareness appears to be growing that strategies do not actually work separately most often but rather in concert with each other. She senses correctly, we think, that quicker, more comprehensive reading begins with building seemingly unfamiliar initial English reading strategy vocabulary and conscious strategy choices. Reading proficiency then importantly progresses with the reader approaching the text with a subconsciously infused combination of interrelated practical skills. Both Asuha and Ruriko suggest that making connections in getting into, getting through, and getting the most out of an English reading is the path to becoming a second-nature English reader. This also seems equally true for Reiko's student, Rinka.

We further emphasize two salient points our university's reading research team has made. If teachers show learners that progressive strategies (i.e., from skipping to opining, understanding reading structure) are more practically useful than are traditional ones in engaging and exploring English reading (i.e., word-for-word reading, dictionary look-up) and get students to reflect on and understand their use, it will confirm for students that these progressive strategies do indeed work and serve to build more proficient, strategically conscious English readers (Midorikawa, Ono, Robson, Takanashi & Takano, 2003). Robson further stresses: "It is necessary to get students to 'actually' use strategies and then reflect on their use if found to be effective to change learner

behavior. Just [the teacher] talking about them doesn't get it" (Robson, Midorikawa, Takano & Ono, 2004). We agree.

In closing, we set out our reading diary examples in our students' own voices to illuminate what might be possible when using this diary work. We detailed one strategic progression attainable through continued practice in conscious strategic reading and reflection: from Rinka's confusion with skimming and scanning to Asuha's frustration with initially separating guessing, predicting, and inferring and finally to Ruriko's clarifying Asuha's difficulty in readily applying these strategies and then formulating her own working solution to the "predicting puzzle." In our wish to stimulate further exchange among interested reading educators, we hope we have given our readers a sense of how these diaries actually enable student and teacher alike to interact in furthering both our students' language learning and our own instruction in the reading journey we are sharing together.

\*Ruriko Suganuma graduated from British and American Literature Department, Showa Women's University, Tokyo in March 2004, receiving recognition with honors (Shu, 秀) for Best Graduation Thesis in Linguistics for 2004. She is currently assisting as a graduate researcher while considering her graduate school opportunities, and has presented and published with Fulmer and Tanabe on several occasions.

## Acknowledgments

We would especially like to thank Asuha Y. and N.K. ("Rinka") for their tireless effort to gain a practical familiarity with strategic reading and for their willingness to allow us to exemplify their struggle to read and reflect on it with us herein.

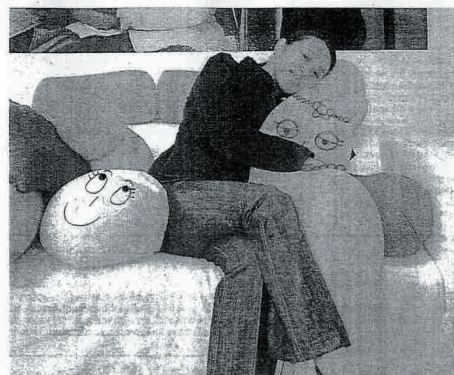
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## Appendix 1

## Rinka's Day 3 Reading Activity



A WOMAN relaxes on Mogu pillows at a store in downtown Manhattan. KYODO PHOTO

## Squishy Mogu pillows prove a big hit

By CAROLYN NARDIELLO

NEW YORK (Kyodo) Yoshinobu Ishida, walked through the plastic foam manufacturing company his father founded, pondering a way to sustain the business.

He picked up some of the tiny beads left on the floor, wrapped them in fabric and realized the answer he was looking for was right in front of him.

This was in 2000, and the beads, taken from the remnants of bicycle helmets, led Ishida to create what ultimately became known as Mogu, an ultra-squishy, uber-comfortable pillow.

Mogu products are designed not only in standard square and rectangular shapes, but in hearts, stars, tubes and even chairs, coming in a variety of bright and pleasing colors.

Since the opening of a flagship store in January in downtown Manhattan, sales of Mogu have been very good, according to Mogu America CEO Hiroshi Matsumiya.

"I am worried about stock due to the fact that our products are selling out so quickly. We pile shipments of new pillows on top of new pillows but they disappear so rapidly," said Matsumiya, 46.

Under the parent company, Osaka-based Ebisukasei Inc., Ishida launched a home

furnishings division for the product — originally called the Pom Pom Cushion.

In the first nine months of 2002, Ebisukasei's sales soared from \$10 million to \$30 million.

The success of Mogu at the Salone de Mobile design show in Milan, Italy, in the spring of 2000 made Ishida decide to look for a way to launch it in the United States.

The first initial test run saw as many as 20,000 pieces sold per week in notable U.S. retail shops, such as Brookstone and Urban Outfitters.

Collaborating with American and Japanese entrepreneurs during the same year, Mogu gained a firm foothold in the United States.

Prices at Mogu start at \$19.99 and the most expensive item, at \$2,499, known as an ovalball, is an egg-shaped seat you sink your body into.

"We believe that people want comfort — many kinds of comfort — in the environment around them," said Geoff Roesech, director of business development for Mogu America.

A new cushion set, slated for arrival in autumn, is called Mogu People, a collection of 18 cushions representing ideas such as "joy," "courage" or "patience."

June 12, 2004

## Day 3 Reading Activity

Name:

Date: 2004. 6. 21 Today's Score: /6 points

**Instructions:** Answer the following questions about today's reading. You don't have to write every answer; find those you can and mark them! Then circle all the reading strategies you especially use for each question.

- What's this article about?  
[SKP] SKM SC MI FD GU PR IN SU OP]
- Who is Yoshinobu Ishida?  
[SKP] SKM SC MI FD GU PR IN SU OP]
- What does Mogu look like?  
[SKP] SKM SC MI FD GU PR IN SU OP]
- Is Mogu only popular in Japan and U.S.?  
Yes No I don't know  
[SKP] SKM SC MI FD GU PR IN SU OP]
- Do you think you can get comfort out of Mogu?  
Yes No I don't know  
[SKP] SKM SC MI FD GU PR IN SU OP]
- Do you think a new cushion set, called Mogu People, will sell well in autumn?  
Yes No I don't know  
[SKP] SKM SC MI FD GU PR IN SU OP]

## Reading Strategy Codes:

SKP: Skipping  
SKM: Skimming  
SC: Scanning  
MI: Getting the main idea  
FD: Finding details  
GU: Guessing  
PR: Predicting  
IN: Inferring  
SU: Summarizing  
OP: Opining

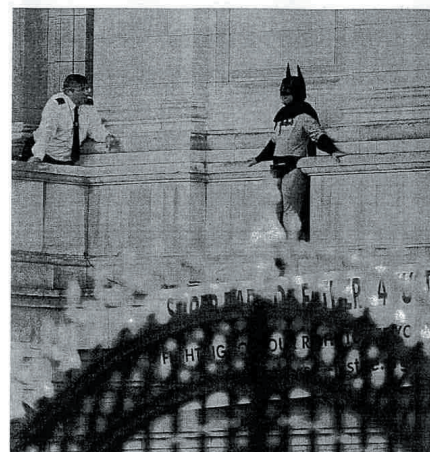
Reading Achievement Diary (= How well did you do with today's reading?):

- Which of the above 6 questions could you NOT understand?  
1 2 3 4 5 6
- Which of the 10 reading strategies below do you NOT understand? (Mark a triangle.)  

Finding Skills:	Thinking Skills:
Skimming	<u>Guessing</u>
Scanning	<u>Predicting</u>
Getting main idea	<u>Inferring</u>
Finding details	<u>Summarizing</u>
	<u>Opining</u>
- Which of the 10 reading strategies above do you NOT know how to use? (Mark a square.)
- Tell me something you have learned to do through the past 3 reading diaries.

## Appendix 2

## Rinka's Day 6 Reading Activity



FATHERS' RIGHTS campaigner Jason Hatch, dressed as Batman, protests Monday on a balcony at Buckingham Palace in London. *Reuters/ICFO*

## Batman descends on royal grounds

Los Angeles Times

LONDON — Golly, whoosh, wham! Batman invaded Buckingham Palace on Monday.

A 25-year-old man dressed as the caped crusader from Gotham City scaled an iron fence around the palace grounds and sprinted past guards, then ascended to a judge next to the royal family's second-floor balcony at the front of the palace.

He unfurled a banner that said, "Super Dads of Fathers 4 Justice: Fighting for Your Right to See Your Kids," and remained there for about five hours. A partner, dressed as Robin, was stopped by guards before he could reach the ledge. Both men were later arrested.

While the incursion was meant to be a colorful act of civil disobedience, palace security officials were not amused by the latest in a series of serious security breaches at the palace and other British institutions.

The chief of the Metropolitan Police Department, John Stevens, said Hatch might have been shot if guards had not immediately determined he was not a terrorist. Home Secretary David Blunkett told Parliament there would be an urgent review of security procedures.

Neither the queen nor any other royal family members were at the palace.

Jason Hatch, of Gloucester, a father of two who says he has been denied visitation rights, carried out the protest to dramatize the cause of his organization of divorced fathers. The group contends British family law and the courts discriminate against them in custody cases.

Hatch's accomplice, Dave Pyke, 41, told the BBC in an interview that it had not been difficult to breach the palace. "We are totally untrained, just ordinary guys, and if we can get in there, anybody can get in there," he said.

### Day 6 Reading Activity

Name:

Date:

Today's Score: /5 points

**Instructions:** Answer the following questions about today's reading. You don't have to write every answer; just those you can and mark them! Then circle all the reading strategies you especially use for each question.

- What's this article about?  
(SKP) (SKM) SC MI FD GU PR IN (SU) OP
- Where is the man in the picture standing?  
(SKP) (SKM) SC MI FD GU PR IN SU OP
- What does the message written on the banner mean?  
(SKP) SKM SC MI (FD) GU PR IN SU OP
- Do you think it was quite easy for the man to climb up the fence?  
Yes (SKP) No (SKM) I don't know SC MI FD (GU) PR IN SU (OP)
- Do you think the Metropolitan Police Department will tighten the security?  
Yes (SKP) No (SKM) I don't know SC MI FD (GU) (PR) IN SU (OP)

#### Reading Strategy Codes:

SKP: Skipping  
SKM: Skimming  
SC: Scanning  
MI: Getting the main idea  
FD: Finding details  
GU: Guessing  
PR: Predicting  
IN: Inferring  
SU: Summarizing  
OP: Opining

#### Reading Achievement Diary (= How well did you do with today's reading?):

- Which of the above 5 questions could you **NOT** understand?  
1 2 3 4 5
- Which of the 10 reading strategies below do you **NOT** understand? (Mark a triangle.)

Finding Skills:	Thinking Skills:
Skipping	Guessing
Skimming	△ Predicting
Scanning	△ Inferring
Getting main idea	Summarizing
Finding details	Opining

- Which of the 10 reading strategies above do you **NOT** know how to use? (Mark a square.)
- Tell me something you have learned to do through the past 5 reading diaries.

Jason Hatch was a little strange man, but he was interesting.  
dramatic.  
security must be more strong.



**Appendix 3****Reiko's Reading Diary Questionnaire****Reading Diary Questionnaire**

Name:

**1. Describe the meaning of each reading strategy below either in English or Japanese.**

Skipping  
 Skimming  
 Scanning  
 Getting the main idea  
 Finding details  
 Guessing  
 Predicting  
 Inferring  
 Summarizing  
 Opining

**2. How do you use these strategies?**

Look at the five reading questions and your answers in your Day 6 Reading. Describe how you used the strategies you circled for each question to reach your answers?

- Q 1.  
 Q 2.  
 Q 3.  
 Q 4.  
 Q 5.

**3. Answer the following questions about your reading progress to date:**

(1) My English reading speed (Circle one.):

Did not increase      Increased      Increased      Increased  
 at all                  only a little                  a lot

(2) My English reading comprehension (Circle one.):

Did not improve      Improved      Improved      Improved  
 at all                  only a little                  a lot

(3) Check Yes/No for the 3 questions below for all reading strategies use:

Reading Strategies	Understood how to use?	Got used to using?	Actually using?
	Yes / No	Yes / No	Yes / No
skipping	Yes / No	Yes / No	Yes / No
skimming	Yes / No	Yes / No	Yes / No
scanning	Yes / No	Yes / No	Yes / No
getting the main idea	Yes / No	Yes / No	Yes / No
looking for details	Yes / No	Yes / No	Yes / No
guessing	Yes / No	Yes / No	Yes / No
predicting	Yes / No	Yes / No	Yes / No
inferring	Yes / No	Yes / No	Yes / No
summarizing	Yes / No	Yes / No	Yes / No
opining	Yes / No	Yes / No	Yes / No

(4) For me, learning “strategic reading” was:

Not at all helpful    Not very helpful    Helpful    Very helpful

(5) Write your reason(s) below for your answer to Question (4).

## Appendix 4

## Asuha's Day 6 Reading Activity



THE WORLD FAMOUS Little Mermaid statue is returned to her perch Monday in Copenhagen after vandals used explosives to blow her off her perch and into the water last month. AP/WIDEWORLD

## Patched-up Little Mermaid returns to harbor pedestal

COPENHAGEN (AP) After a face lift and a nose job to repair damage done by vandals, the Little Mermaid returned to her pedestal overlooking Copenhagen's harbor Monday.

The 1.6-meter-high statue was blown off her perch in September by vandals who used explosives, police said. No arrests have been made. The 172-kg statue had holes in her knee and wrist and her face was severely scratched.

"We have given her a new

knee, a new nose tip and a new lip," said welder Peter Jensen. The repairs cost 135,000 kroner (\$21,000), which the city government paid for.

Vandals have often targeted the 90-year-old statue. She has been beheaded twice. Once, her arm was amputated. Hoodlums have doused her in paint six times, most recently in May.

The statue is based on a mythical sea king's mermaid

daughter who, according to the Hans Christian Andersen tale, falls in love with a prince and must wait 300 years to become human.

The statue's return drew more than two dozen tourists and just as many reporters. "Hans Christian Andersen is big in China; every child knows him and the Little Mermaid," said Zhang Ping, a Chinese tourist. "That's why I needed to see her while visiting Copenhagen."

## Day 6 Reading Activity

Name: Asuha RWIIB9 Date: Today's Score: /9 pts.

Instructions: Answer the questions below about today's reading. You don't have to write every answer; find those you can & mark them!

1. What happened to the Little Mermaid? The Little Mermaid given the Little Mermaid damage done
2. Is this the first time this has happened? damage, and patched-up.  
Yes Maybe No I don't know
3. Will she be damaged again in the future?  
Yes Maybe No I don't know
4. Will more tourists visit Copenhagen now?  
Yes Maybe No I don't know
5. What's the Little Mermaid story about?  
The Little Mermaid falls in love with a prince.
- IN X How many more years does she have to wait to become a real person?  
She have to wait for 300 years.
- IN (7) When did Hans Christian Andersen write this fairy tale?  
I don't know
8. Are Hans Christian Andersen and the Little Mermaid popular in Japan? Yes Maybe No I don't know
9. Would you like to go to Copenhagen some day to see her?  
Yes Maybe No I don't know

Reading Achievement Diary (= How well did you do today?):

1. Which of the above 9 questions could you NOT understand?

1 2 3 4 5 6 7 8 9

2. Circle all the reading strategies below you used for today's reading: Which strategy/strategies did you especially use for each question? (Put the question numbers next to each strategy you used.)

Finding Skills:

Skipping

Skimming 1

Scanning 1 3 4

Getting main idea 1

Finding details 2 5 6 4

Thinking Skills:

Guessing

Predicting

Inferencing

Summarizing 1

Opining 4

3. Which of the 10 reading strategies above do you NOT understand? (Mark a triangle.)

4. Which of the 10 reading strategies above do you NOT know how to use? (Mark a square.)

## Appendix 5

## Asuha's Day 10 Reading Activity



JUDO STAR RYOKO TAMURA throws her bouquet in the air outside the American Church in Paris on Thursday following her wedding to baseball player Yoshitomo Tani of the Orix BlueWave. AP PHOTO

## Tamura, Tani exchange vows

PARIS (APF-JS) Japanese judo queen Ryoko Tamura on Thursday fulfilled her dream of a white wedding in Paris when she tied the knot with professional baseball star Yoshitomo Tani of the Orix BlueWave.

The duo, who had a civil ceremony in Japan earlier this month, had an intimate Christian ceremony at the American Church in Paris, surrounded by just their immediate family.

Tamura, 28, and Tani, 30, an outfielder for the StarWave, had registered their marriage at the city office in Nishinomiya, Hyogo Pref., on Dec. 1 after a two-year courtship.

But the bride had always

wanted to be married in the world's most romantic city, and the pair arrived at the church on the left bank of the Seine River in a long stretch limousine awaited by a throng of Japanese media and well-wishers.

Defying the chilly weather the bride wore a traditional halter neck white wedding gown encrusted with pearls, precious stones and white roses. A diamond tiara topped off her eight-foot train.

The music Ave Maria was played during the ceremony which was performed by Dr. Tina Blair and afterward the pair held a reception in the chic George V hotel off the Champs Elysees.

Tamura said she had wanted

to get married at the church, near the famed Eiffel Tower, since training in the area in recent years.

They will honeymoon by visiting Europe with Italy on their program.

The newlyweds are also scheduled to celebrate the event when they arrive back in Japan with a \$2.6 million reception in Tokyo on Dec. 26.

Both Tamura and Tani are chasing gold medals at next year's Athens Olympics. But Tamura, the Sydney Olympics 49 kg champion, who won a record-stretching sixth straight world judo title in September, said her immediate goal was to improve her domestic skills. 11/10/04

## Day 10 Reading Activity

Name:

Asuha

Date: 1/27/04

Today's Score: /7 points ( /9 points)

Instructions: Answer the following questions about today's reading. You don't have to write every answer; find those you can and mark them! Then circle all the reading strategies you especially use for each question. よろしく!

1. What's this story about? *Marriage of Tamura and Tani*

[SKP SKM SC MI FD GU PR IN SU OP]

2. Whose dream was it to get married in Paris?

[Tamura] Tani's I don't know

[SKP SKM SC MI FD GU PR IN SU OP]

3. Is this Tamura and Tani's first wedding?

Yes No *I don't know*

[SKP SKM SC MI FD GU PR IN SU OP]

4. What did British Prime Minister Tony Blair do at their wedding ceremony?

*She played the music Ave Maria.*

[SKP SKM SC MI FD GU PR IN SU OP]

5. What happens next in this picture? *She person caught the bouquet.*

[SKP SKM SC MI FD GU PR IN SU OP]

6. Did it snow in Italy when the couple honeymooned there?

Yes No *I don't know*

[SKP SKM SC MI FD GU PR IN SU OP]

7. Will Tamura and Tani win gold medals at next year's Athens Olympics?

*Yes* No I don't know

[SKP SKM SC MI FD GU PR IN SU OP]

## BONUS QUESTIONS:

8. Who do you think caught the bouquet? (Draw a circle around the person's face.)

[SKP SKM SC MI FD GU PR IN SU OP]

9. What's happening at the Eiffel Tower in Paris right now?

*I don't know.*

## Reading Strategy Codes:

SKP: Skipping

SKM: Skimming

SC: Scanning

MI: Getting the main idea

FD: Finding details

GU: Guessing

PR: Predicting

IN: Inferring

SU: Summarizing

OP: Opining

Reading Achievement Diary (= How well did you do with today's reading?):

1. Which of the above 9 questions could you **NOT** understand?1 2 3 4 5 6 7 8 92. Which of the 10 reading strategies below do you **NOT** understand? (Mark a triangle.)

Finding Skills:

Skipping

Skimming

Scanning

Getting main idea

Finding details

Thinking Skills:

Guessing

Predicting

Inferring

Summarizing

Opining

3. Which of the 10 reading strategies above do you **NOT** know how to use? (Mark a square.)