



# Building a community of EFL readers: Setting up Literature Circles in a Japanese university

Poh Leng Mark

*Kanda University of International Studies*

## Reference Data:

Mark, P.L. (2007). Building a community of EFL readers: Setting up Literature Circles in a Japanese university. In K. Bradford-Watts (Ed.) *JALT 2006 Conference Proceedings*. Tokyo: JALT.

Literature Circles are student-led book discussions and they have their beginnings in first language classrooms in North America. This paper outlines why and how Literature Circles were incorporated into a university reading program in Japan. In order to conduct Literature Circles in a foreign language classroom, issues pertaining to foreign language learners have to be addressed. This paper highlights one issue related to students in Japan: the fact that they are used to intensive reading but not extensive reading in English. It also presents data collected on students' reactions to these Literature Circles, as well as data on their attitude towards reading before and after experiencing Literature Circles.

Literature Circlesは、生徒主導型の、本についてのディスカッションで、北アメリカの第一言語のクラスで始まった。本論文は、日本の大学のリーディングコースにLiterature Circlesを取り入れた理由や方法を述べる。外国語のクラスでLiterature Circlesをするためには、外国語学習者に関する問題点に取り組まなければならない。本論文は、日本ではほとんどの生徒が、英語の精読には慣れているが、多読には慣れていないという問題に焦点を当てる。また、Literature Circlesに対する生徒の反応のデータや、Literature Circlesを経験する前後のリーディングに対する生徒の態度のデータを提示する。

**T**he journal entry below, reproduced unedited, was written by a first year university student after experiencing a semester of extensive reading and book discussions:

Start of semester, I really didn't like reading. However, now I like reading a little. Like graded reader stage 3 and 4 are easy to read for me. So I noticed I can read an English book. During summer vacation, I'm gonna read two books for a month if I can.

This student's lack of enthusiasm for reading in English in the beginning of the semester is typical of most of my Reading students in the beginning of the semester. After a semester of book discussions, however, his attitude towards reading in English changed. This paper describes the book discussions he experienced.

In book discussions, participants read the same text before coming together to discuss this text. Book discussions have been used widely in various reading programs from the elementary to college level (Daniels, 2002, p. 16). Different teachers use book discussions for different reasons. Some teachers use them for content learning (Highfield & Folkert, 1997), and others use them to develop literacy skills (McMahon & Raphael, 1997). In the study presented here, book discussions were used for the latter purpose. More specifically, they were used to develop extensive reading skills, and to encourage students to experience a text in different ways.

Books discussions go by various names. They have been referred to as *book clubs*, *reading circles*, *reading groups* and so on. There are also many ways of conducting book discussions. Harvey Daniels and his colleagues in Chicago, through years of experimentation, developed a way of doing book discussions which they called *Literature Circles* (Daniels, 2002). In this paper, I present the pedagogical issues that motivated me to use book discussions, in particular Literature Circles, to teach extensive reading. After that, I give a brief outline on how Literature Circles were set up in a university program in Japan. The feedback and reactions from students are also presented along with suggestions for other teachers.

## Literature review

In this section, a brief summary of reader response theories, which have largely influenced how I teach reading, is presented here. This is followed by an overview of how reading is typically taught in English classes in Japanese high schools. One issue resulting from these instructional methods and how extensive reading could be used to address this issue is outlined here. The role of book discussions in extensive reading programs is also described. This is followed by a more specific look at Literature Circles and the issues related to using Literature Circles with English learners in Japan.

## Pedagogical issues

Rosenblatt (1978, p. 14), one of the earliest authors of reader response theories, distinguished between two ways in which a reader experiences a text: in the efferent mode, and in the aesthetic mode. In the efferent mode, the reader reads to acquire information, or to comprehend what the text is saying. For example, when a reader has to answer comprehension questions based on a text, he or she will be driven by a need to read in the efferent mode. On the other hand, in the aesthetic mode, the reader is responding to a text according to their own experiences. For example, when a reader becomes emotionally involved with a story, or when a reader relates his or her experiences to the story, the reader is responding in the aesthetic mode. Bleich, a theorist who has made significant contributions to advocating aesthetic responses when reading, asserts that these two modes of responding to a text complement each other (Beach, 1993, p. 53). When a reader understands a text, he or she will

able to, for instance, relate to it more. Conversely, when a reader makes connections to a text, he or she will be able to understand the content better. A proficient reader fluctuates along a continuum between these two modes.

In Japanese junior and senior high schools, students are seldom encouraged to respond to the text in the aesthetic mode. It is not uncommon for students to learn how to read through a method of instruction called *yakudoku*, which literally means *translation reading* (Porcaro, 2005). This method of instruction has also been referred to as the grammar-translation approach (Furr, 2004). Word for word, sentence for sentence translations are presented and practiced. Meaning is taken at the sentence level rather than at the text-level. In tests, students are assessed on their ability to translate sentences from English to Japanese. As a result, most Japanese high school graduates are used to reading in the efferent rather than the aesthetic mode whenever they read in English.

This has been raised as an issue that needs to be addressed in English programs in Japan, and one way to address this issue is through extensive reading (Furr, 2004). In recent years in Japan, extensive reading programs have gained more popularity and recognition (Oxford University Press, 2006). In extensive reading programs, students are encouraged to experience their books both the efferent and aesthetic modes. In some programs, students choose their own books and different students may end up reading different titles. Students then introduce what they have read to their classmates. However, this is not the same as having book discussions where students share their opinions on a common text. What benefits are there from reading the

same text and discussing it in a book discussion? The main pedagogical concepts that motivated me to do this are as follows.

Firstly, interactions among readers of the same text help readers construct meanings of the text (Fish, 1980). Readers of the same text can help each other understand the content of the text when there is confusion about the story. In addition, when readers share their opinions and views on a text, they serve to enhance each other's aesthetic response of the text. In sum, interacting with readers of the same text can help readers improve in reading in both the efferent and aesthetic mode.

Secondly, as Vygotsky (1981, p. 163) suggested, mental functions first begin on a social, interpersonal plane before it becomes internalized at the internal, intrapersonal plane of the learner. He referred to this process as "internalization". A book discussion provides an opportunity for students to practice different ways of responding to a text on the social, interpersonal level. Hopefully, this leads to the internalization of these skills such that learners will become more proficient at experiencing texts in the efferent and aesthetic modes at the independent, intrapersonal level.

Thirdly, book discussions provide an opportunity for teachers to monitor and to provide assistance in the zone of proximal development (McMahon & Raphael, 1997). In a book discussion, students tell their group their thoughts. This gives the teacher the chance to listen in to get an indication of what and how students are thinking. This information is useful for the teacher. It tells the teacher areas in which students need more scaffolds in.

Finally, another reason I use book discussions is to help my students in their overall language development, not just their reading. My students are foreign language (FL) learners, and book discussions provide an opportunity for them to use the target language and to have comprehensible input in the target language (Peregoy & Boyle, 2001). In addition, when discussing their texts, they have opportunities to recycle the new words they learned from the text. Since the other students in the group have read the same text, they will probably have come across these words too. On the other hand, when a student is introducing a book to a student who has not read it, using new words from the book might hinder communication since the other person may not be familiar with the new words. The recycling of vocabulary is an important element in learning new words (Nation, 2001, p. 74).

### Literature Circles

Literature Circles are one way of conducting book discussions. So how are Literature Circles different from other book discussions? Literature Circles are “small, peer-led discussion groups whose members have chosen to read the same story, poem, article, or book” (Daniels, 2002, p. 2). Variations of different Literature Circles exist, and according to Daniels, Literature Circles will have most, if not all, of the eleven “key ingredients” below:

1. Students *choose* their own reading materials.
2. *Small temporary groups* are formed based on book choice.
3. Different groups read *different books*.

4. Groups meet on a regular, *predictable schedule* to discuss their reading.
5. Kids use written or drawn *notes* to guide both their reading and discussion.
6. Discussion *topics come from students*.
7. Group meetings aim to be *open, natural conversations about books*, so personal connections, digressions, and open-ended questions are welcome.
8. The teacher serves as a *facilitator*, not a group member or instructor.
9. Evaluation is by *teacher observation and student self-evaluation*.
10. A spirit of *playfulness and fun* pervades the room.
11. When books are finished, readers *share with their classmates*, and then *new groups form* around new reading choices. (Daniels, 2002, p. 18)

One reason I chose to conduct my book discussions as Literature Circles is because it encourages learner autonomy and learner engagement. Students choose their texts, and they also take charge of their discussions. This student-led aspect of Literature Circles encourages students to play an active part in making decisions about their own learning process, and this leads to learner autonomy (Scharle & Szabo, 2000). In addition, when students are provided with choices, different students’ interests can be met (Tomlinson, 2001). Both student choice and student interest are very strong motivators for learner engagement (Bess, 1997). I

felt that these two factors, learner autonomy and learner engagement, were important for the success of an extensive reading program, especially since in such programs, most of the reading is done outside of class.

One of the first people to write about their experiences using Literature Circles in Japan is Furr (2004). Furr states that because Literatures Circles originated in first language classrooms, they need to be modified for FL classrooms because FL learners have different learning needs and objectives. In implementing Literature Circles with university students in Japan, Furr replaced the first three of Daniel's ingredients with the following:

1. Instructors select materials appropriate for their student population.
2. Small temporary groups are formed, based on student choice or Instructor's discretion.
3. Different groups are reading the same text. (Furr, 2004, p. 3)

Furr felt that EFL students need more guidance in choosing not only language appropriate texts, but also texts that could be a basis for discussion in English. In addition, because he felt it beneficial if the teacher helps students with the content of the text, he modified the last ingredient as follows:

11. When books are finished, readers may prepare a group project, and/or the instructor may provide additional information to "fill in some of the gaps" in student understanding.... After the group projects or additional instruction, new groups are formed, based on student choice or the Instructor's discretion. (Furr, 2004, p. 4)

While Furr highlighted the important issue that first language learning is different from FL learning, I do not agree that this warrants his revisions to Daniels' original ingredients. I do agree that FL learners may need more help with choosing their books. After all, they may not have prior or adequate experience in selecting a book for independent reading in their target language. However I felt that the element of student choice is very important element of the Literature Circles and should not be removed.

In addition, while I do see Furr's point in providing additional instruction to help students understand the content of what they read, I believe that FL learners, when discussing in their groups, can help each other negotiate the meaning of their texts too. If they are not able to do this, it might be because the text they are reading is too difficult for them rather than because they are FL learners. In addition, if the teacher takes over the role of helping students understand the text, the discussion becomes less student-centered and therefore less empowering.

## Method

### *Research questions*

This paper outlines a semester-long, classroom based research on Literature Circles in a Japanese university. The research questions are:

- How can Literature Circles be incorporated into a university reading program in Japan? What modifications, if any, need to be made for FL learners, especially if they have not been encouraged to read in English in the aesthetic mode in the past?

- What are students' attitudes towards Literature Circles after one semester?
- What are students' attitudes towards reading before and after experiencing Literature Circles for one semester?

### *Data collection*

To collect data on student attitudes, two questionnaires were given to students from six classes – a pre-survey and a post-survey. The pre-survey was administered in the beginning of the semester, in other words, before book discussions started ( $N=142$ ). The post-survey was administered at the end of the semester, in other words, after students had experienced six book discussions ( $N=134$ ).

### *Program and materials*

The Literature Circles were part of a reading program for first year students that included both intensive and extensive reading. Students had two reading lessons a week, and each lesson was ninety minutes long. One lesson each week was meant for extensive reading, and the other for intensive reading.

Extensive reading is not new in the program. In previous years, students read graded readers from the Oxford Bookworm Library series but did not have book discussions. The graded readers were shelved in the university's library. Since these books were already available, we continued to use them. To ensure that all six reading classes had enough copies of each title to for Literature Circles, there were

fifteen copies of each title from Stages 3 to 6. Based on the experience of teachers who had taught in the program before, students came in with an ability to cope with at least Stage 3, if not higher.

The students were English majors and their English level were intermediate or above. At the start of the school year, most students reported that they had never read a book in English before.

### *Book list*

One key ingredient of Literature Circles is that students choose what they read. At the same time, in order to organize Literature Circles in a class, the same title has to be read by at least two students. To facilitate this, students were given controlled choices: for each book discussion, students had four titles to choose from. The choices were different for each book discussion. Each student was provided with a list of the choices for each book discussion in the beginning of the semester (Appendix 1). To avoid a situation where a title is chosen by only one student, students were asked to inform their teachers of their choices. Some teachers did this via email. When a title was chosen by only one student, that student would be informed and advised to choose another title. Each of the six classes had a different book list so that different classes would not have to compete for copies of the same title.

When creating the book list, two things were considered – the genre and the level of difficulty of the book. For each book discussion, the four choices were from different genres to ensure that different interests among the students were met.



As for the level of difficulty, the teachers decided that for the first two book discussions, the titles would come from Stage 3. For subsequent book discussions, the choices would come from Stage 4. This decision was made based on the experience of teachers who had taught in the program before. According to them, the weakest student would be capable of coping with Stage 3, and would have little trouble reading Stage 4 after reading two Stage 3 books. In addition, because most of our students had never read an English novel before, students who were of a higher ability would still find reading Stage 3 in the beginning challenging. As such, the level of difficulty of the books in the book list reflected what we, the teachers, felt would be the progression of most of our students. This was also explained to the students. To accommodate students who were stronger, different teachers had different strategies. In my classes, I allowed students who wanted to more difficult books to do so; however, they had to find another classmate who would read the same title so that they could have a book discussion. In the three reading classes I taught, for the second book discussion, there were at least three students who wanted to read a Stage 4 book when the recommended level was Stage 3.

The sixth and last book that students read for the semester did not involve book discussions so students were free to choose any title they wished. After reading their book, students had an interview with their teacher and were assessed on the interview.

### *Reading Journal*

Another key ingredient of Literature Circles is that students use written or drawn *notes* to guide both their reading and

discussion. Daniels (2002, p. 13) used “roles sheets” to assign different roles -- like summarizer, illustrator and so on -- to each student in a group. For almost all of our students this would be their first experience reading and discussing books, so written notes were essential. I have used Daniel’s role sheets in other teaching situations, and they work very well: students choose the book they want to read, form groups based on their choices, assign roles, and then start reading their books. Ideally, the roles should be assigned before students start reading their books. This gives students a purpose for reading. However, in our program, the logistics of using role sheets would not work out. After each book discussion, students would go to the library after class to pick their next book. They should then start reading their new books. By the next lesson, they should be halfway through their books. It would be too late to assign roles. As such, the Reading Journal (Appendix 2) was created to guide students in their reading and discussions.

This Reading Journal is a compilation of Daniels’ various role sheets (2002). It has sections like Summary, Discussion Questions, Response, and Warmer. These different sections are meant to encourage students to respond in both the efferent and aesthetic mode. According to Keene and Zimmerman (1997), proficient adult readers undergo the processes listed in Table 1 as they read. The first, summarizing, is an efferent response to a text. The other processes are aesthetic responses. How the different sections in the Reading Journal correspond to these processes is shown in Table 1.

**Table 1. Reading processes and the Reading Journal**

What proficient adult readers do as they read	Corresponding section in the Reading Journal
• create ongoing summaries or syntheses	Summary
• look for important elements or themes	Summary
• make inference or judgments	Response
• make personal connections	Response
• ask questions	Discussion Questions
• create sensory images	Book Discussion Warmer

These sections are self-explanatory except for *Book Discussion Warmer*. For this section, students were asked to draw or act out scenes from their books. This is similar to Daniel's role of illustrator. It is called the *Book Discussion Warmer* because it is used in the beginning of each Literature Circle discussion to warm up the students, and to create a fun and playful mood, a key ingredient for Literature Circles.

In the Reading Journal, there is a section called *Reflections* which is filled in after each Literature Circle discussion. This is where students make informal evaluations on their group's and their individual performance. As mentioned, a key ingredient of Literature Circles is student self-evaluation.

The different sections in the Reading Journal were introduced separately to students and practiced in class during a *training period* in the beginning of the semester. This took place once a week for four weeks with short stories from a Grade 3 graded reader. After the training period, students were expected to complete all the sections before each book discussion.

### Schedule

Another key ingredient of Literature Circles is that students meet on a regular, predictable schedule. The schedule that was distributed to our students is shown in Appendix 3. After the training period, students had two weeks to read their first book, and then one week for subsequent books. This was designed to ease students into extensive reading. For the first semester, students read a total of six graded readers independently. This does not include the short stories read during the training period.

Each lesson was ninety minutes long, and Literature Circles would take about an hour to set up, run and wrap up. What typically happens during this one hour is shown in Table 2. For the remaining thirty minutes, some teachers did more extensive reading activities-- like getting students to introduce their books to each other, and others used the time for intensive reading.

**Table 2. Typical Literature Circle procedure**

Activity	Time (minutes)
Get into Literature Circles	5
Discussions	30 to 35
Reflections	15
Introduce the books for the next discussion	5

### Results

In the post-survey, students were asked to rank how much they agreed with some statements about Literature Circles. A Likert scale from 0 to 5 was used. The results from two items are shown below.



**Table 3. Attitude towards Literature Circle discussions**

Questionnaire items	Mean	SD
Overall, the book discussions helped me to understand the content of my graded reader.	4.25	0.96
Overall, the book discussions helped me to appreciate my graded reader.	4.33	0.89

Note: 0= not at all, 5= very much

In both the pre-survey and the post-survey, students were asked to indicate their answers to the question, “Do you like reading?” Students had a choice of four answers to choose from -- ranging from, “Yes, I love reading”, to “No, I hate reading.” The responses to this question in the pre-survey and the post-survey are compared in Table 4 below.

**Table 4. Responses to the question, “Do you like reading in English?”**

Responses	Pre	Post	Difference
Yes, I love reading.	8%	8%	0%
Yes, I enjoy reading somewhat.	37%	46%	9%
I don't hate it and I don't like it.	47%	40%	-7%
No, I hate reading.	7%	6%	-1%

The following journal entries were written by students in the last week of the first semester:

*Student A*

I'm sad that reading class is over, and I enjoyed this class. For me, reading books is little tough because I don't read books even in Japanese often, so, reading books everyday was tough for me.

However, when we start to read Graded Reader, I'm gradually interested in to read books. Some of Graded Reader books were not interesting, but I found some good books such as “Oliver Twist”. Then I noticed I can meet more and more interesting books for now through life. Plus *my reading speed has been faster than before. And I get the skill that I can guess unknown words from sentences* [italics added].

*Student B*

I became to feel more comfortable with Reading than before. *I used to read difficult ones which not even suitable for my level, so normally I didn't really like reading* [italics added]. However, since I have started this reading class, reading was no more punishment. I enjoyed this class a lot.

**Discussion**

The questionnaire results show that, overall, students felt that Literature Circles were helpful for them in responding in the efferent and the aesthetic modes. In addition, there was a slight change in their attitude towards reading. As shown in Table 4, in the beginning of the semester, before participating in book discussions, 47% of the students were neutral to reading — they did not like it or hate it. This figure went down to 40% at the end of the semester after they had participated in six book discussions. Also, in the beginning of the semester, 37% of the students said they enjoyed reading somewhat. This figure increased to 46% at the end of the semester. Overall, the attitude towards reading became more positive.

The journal entries provide further information on what may have caused this change in attitude. Student A wrote, "... my reading speed has been faster than before. And I get the skill that I can guess unknown words from sentences." She was aware that her reading fluency had improved, and that she had acquired vocabulary guessing strategies. Student B wrote, "I used to read difficult ones which not even suitable for my level, so normally I didn't really like reading." She realized that, in the past, she did not like reading because she read books that were too difficult for her. She has learned that it is possible to enjoy reading if she reads at a suitable level. Both students realized that reading in English can be an interesting activity.

### Conclusion

This paper discussed why Literature Circles were conducted with FL learners, and outlined how this was done in one university reading program in Japan. The implementation was based on the eleven key ingredients identified by Daniels (2002, p. 2). Factors such as available resources, the students' ability and the scheduling of lessons also influenced how Literature Circles were implemented. Teachers looking to implement Literature Circles in their curriculum will have to consider their context and make the necessary adjustments.

The reaction from students in this research was encouraging: students found Literature Circles helpful, and their attitudes towards reading showed some positive change. This shows that Literature Circles can work in the EFL classroom even though they were originally created for first language classrooms. Hopefully, the results shown here

will encourage more EFL teachers to use Literature Circles in their classrooms to promote reading.

**Poh Leng Mark** currently teaches in Kanda University of International Studies, Chiba, Japan. Her research interests include experiential learning approaches in language teaching and learner autonomy. <pohleng.mark@gmail.com>

### References

- Beach, R. (1993). *A teacher's introduction to reader response theories*. Illinois: National Council of Teachers of English.
- Bess J. (1997). *Teaching well and liking it: motivating factors to teach effectively*. Baltimore, MD: The Johns Hopkins University Press.
- Daniels, H. (2002). *Literature circles: voice and choice in book clubs and reading groups*. Portland, Maine: Stenhouse.
- Fish, S. (1980). *Is there a text in this class? The authority of interpretive communities*. Cambridge, MA: Harvard University Press.
- Furr, M. (2004). Literature circles for the EFL classroom. Retrieved March 10, 2006, from <http://www.eflliteraturecircles.com/litcirclesforEFL.pdf>
- Highfield, K. & Folkert, J. (1997). Book club: The content-area connection. In S.I. McMahon, T. E. Raphael, V.J. Goatly & L.S. Pardo (Eds.), *The book club connection* (pp. 286- 98). New York: Teachers College Press.

- Keene, E. & Zimmerman, S. (1997). *The mosaic of thought*. Portsmouth, NH: Heinemann.
- McMahon, S. I. & Raphael, T. E. (1997). The book club program. In S.I. McMahon, T. E. Raphael, V.J. Goatly & L.S. Pardo (Eds.), *The book club connection* (pp. 3-25). New York: Teachers College Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Oxford University Press. (2006). *Graded reading programs: the experience of school and university teachers in Japan*. Japan: Oxford University Press.
- Peregoy, S. F. & Boyle, O.F. (2001). *Reading, writing, and learning in ESL: a resource book for K-12 teachers*. (3<sup>rd</sup> ed.) New York: Addison Wesley Longman.
- Porcaro, J. W. (2005). Extensive reading in college EFL programs. *International Communication Department* 3(1), 191-202. Retrieved March 10, 2006, from [http://library.tuins.ac.jp/kiyou/mokuji/2005\(mokuji\).htm](http://library.tuins.ac.jp/kiyou/mokuji/2005(mokuji).htm).
- Rosenblatt, L. M. (1978). *The reader, the text, the poem*. Carbondale: Southern Illinois University.
- Scharle, A. & Szabo, A. (2000). *Learner autonomy: a guide to developing learner responsibility*. Cambridge: Cambridge University Press.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Vygotsky, L. S. (1981). The genesis of higher mental functions. In J.V. Wertsch (Ed. & Trans.), *The concept of activity in Soviet psychology* (pp. 144-188). Armonk, NY: Sharpe.

## Appendix 1

## Book list

Graded Readers Oxford Bookworm Library			
Reading Journal	Title	Author	Stage
1	<i>The Railway Children</i>	Edith Nesbit ; retold by John Escott	3
	<i>The Secret Garden</i>	Frances Hodgson Burnett ; retold by Clare West	
	<i>Skyjack!</i>	Tim Vicary	
	<i>The Star Zoo</i>	Harry Gilbert	
2	<i>Tales of Mystery and Imagination</i>	Edgar Allan Poe ; retold by Margaret Naudi	3
	<i>Through The Looking-Glass and What Alice Found There</i>	Lewis Carroll ; retold by Jennifer Bassett	
	<i>Tooth and Claw: Short Stories</i>	Saki ; retold by Rosemary Border	
	<i>Who, Sir? Me, Sir?</i>	K. M. Peyton ; retold by Diane Mowat	
3	<i>Silas Marner : The Weaver of Raveloe</i>	George Eliot ; retold by Clare West.	4
	<i>The Songs of Distant Earth, and Other Stories</i>	Arthur C. Clarke ; retold by Jennifer Bassett	
	<i>A Tale of Two Cities</i>	Charles Dickens ; retold by Ralph Mowat	
	<i>The Thirty-Nine Steps</i>	John Buchan ; retold by Nick Bullard	
4	<i>Three Men in a Boat</i>	Jerome K. Jerome ; retold by Diane Mowat	4
	<i>Treasure Island</i>	Robert Louis Stevenson ; retold by John Escott	
	<i>The Unquiet Grave : Short Stories</i>	M. R. James ; retold by Peter Hawkins	
	<i>Washington Square</i>	Henry James ; retold by Kieran McGovern	
5	<i>We Didn't Mean to Go to Sea</i>	Arthur Ransome ; retold by Ralph Mowat	4
	<i>The Whispering Knights</i>	Penelope Lively ; retold by Clare West	
	<i>The Eagle of the Ninth</i>	Rosemary Sutcliff ; retold by John Escott	
	<i>Mr Midshipman Hornblower</i>	C. S. Forester	
6	Your choice		Your choice

## Appendix 2

### Reading Journal

Name: \_\_\_\_\_

## READING JOURNAL #\_\_

TITLE:

AUTHOR:

SUMMARY

NEW OR INTERESTING WORDS

- 1.
- 2.
- 3.

RESPONSE (50 WORDS)

DISCUSSION QUESTIONS (indicate page, and ¶ or / number)

- 1.
- 2.

REFLECTIONS

A. THREE INTERESTING THINGS MY GROUP DISCUSSED

- 1.
- 2.
- 3.

B. THREE THINGS ABOUT THE GROUP WORK (at least one thing that your group did well, and one thing that you group can do better in future)

- 1.
- 2.
- 3.

GROUP MEMBERS:

BOOK DISCUSSION WARMER



## Appendix 3

### Schedule

Week	Graded Reader lesson
1	Introduction to Reading Graded Readers
2	Discussion: Short Stories(1)
3	Discussion: Short Stories(2)
4	<b>GOLDEN WEEK</b>
5	Discussion: Short Stories (3)
6	Mid-point check on GR
7	Book Discussion 1 <b>Reading Journal #1 due</b>
8	Book Discussion (2) <b>Reading Journal #2 due</b>
9	Book Discussion(3) <b>Reading Journal #3 due</b>
10	Book Discussion(4) <b>Reading Journal #4 due</b>
11	Book Discussion(5) <b>Reading Journal #5 due</b>
12	Book Discussion(6) <b>Reading Journal #6 due</b>
13	GR Interview (Open choice of book)
14	<b>Reading Journal #7 due</b>