Dismantling conscious strategic reading assumptions for student and teacher alike

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Reference data:
Fulmer, P., & Tanabe, R. (2008). Dismantling conscious strategic reading assumptions for student and teacher alike. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT.

In our long-term effort to build our entry-level university students' confidence in authentic English reading, we have striven to give them a practical understanding of conscious strategic reading, as well as a working familiarity with the metalanguage and metaknowledge fundamental to English reading. Yet recent diary commentary informs us that our incoming learners still strongly hold three persisting notions about English reading. We accordingly focused this phase of our action research on providing clearer, simpler explanations, more practical examples, and more focused reading diary questions to challenge the working principles of our pedagogy and beliefs about students' continuing difficulties with English reading. Refining our combined explicit reading instruction and reflective diary approach helped students relinquish their originally held English reading assumptions and gave us a respectful appreciation of the hurdles involved in dismantling these notions for learner and teacher alike.

初心者レベルの大学生が実践的な英文読解に取り組む自信を育むために、学習者が意識的にリーディングストラテジーを実用し、英文読解の基礎となるメタ言語とメタ知識を習得できるように、これまで長期に渡りアクションリサーチを重ねてきた。最近の言語学習ダイアリー記録によると、初級学習者は英文読解について3つの執着した概念を固く信じ続けていることが判明した。この長期アクションリサーチの現段階では、より明確且つ簡潔なリーディング指導と、より具体的なリーディング練習、また学習ダイアリーではより的を絞った質問を提供することにより、学習者が常に抱えている英文読解にまつわる問題点に関して、教師が根強く支持し続けてきた指導法や信念に対する実用的原則の打開を目指した。明確なリーディング指導と内省的なダイアリー学習法の両者を改善することにより、当初抱いていた英文読解についての固定概念を学習者が克服するのに伴う苦悩を軽減し、それと同時に、学習者と教師の両者にとって根強く潜在する以上の概念を打破するのに伴う障害を、我々教師が適切に認識することも可能となった。

Participants and confidentiality

This intensive instruction is being given to entry-level students at a private women's university in Tokyo. The classes are integrated reading-writing or intensive reading-focused with 16-22 learners per class. We obtain oral and written permission from them to participate, and maintain their anonymity throughout except when requested to use their first names as in Pat's case here.

Action research background

This long-term action research effort has thus far been directed toward enhancing our entry-level university students' ability and confidence to read authentic English news articles (Fulmer, Tanabe, & Suganuma, 2005). In this endeavor, we have sought to give our students both a practical understanding of conscious strategic reading and a working familiarity with the metalanguage and metaknowledge fundamental to discussing an English reading. Additionally, we have been working to foster these readers' critical reflection on their personal reading problems toward effecting self-realized solutions using two language learning diaries designed for this purpose: Reiko's Reading Achievement Diary (RAD) and Pat's Guided-inquiry Directed Diary (GID) (see Appendix 1; Tanabe & Fulmer, 2004).

This focused encouragement is being done to counter several instructional realities for our entry-level students, who have *learned to read* through over-reliance on translation, stop-and-check dictionary dependence, and attention to word- and sentence-level decoding rather than getting the main idea (Gorsuch, 1998; Hino, 1988). Students have also had little exposure to progressive English reading strategies such as predicting content from the title, guessing the meaning from unknown words, making inferences about the writer's intention, and paraphrasing and summarizing in English. Further, they are fairly unfamiliar with the vocabulary, meaning, and conceptual understanding of pedagogical English reading metalanguage, and thus little understand how to read faster and comprehend more of what they read. As a consequence, among other limitations, our students cannot function well in their required overseas ESL study program without a practical knowledge of English reading and the ability to discuss their reading in English. Moreover, students have difficulty explaining their research problems and progress with seminar teachers and classmates in their final 2 years of study back in Japan.

The foregoing problems have been further compounded by incoming students' recent diary commentary and conferencing, informing us that these learners strongly hold three persisting notions about English reading: 1) it markedly differs from Japanese reading regarding skills set approach and utility; 2) comprehending a reading through post-reading question-responding is a more important reading purpose than understanding and connecting with the reading itself; and 3) predicting and inferring, and very often guessing, are difficult-to-differentiate reading strategies.

In seeking to help our learners address these notions, this phase of our action research centered on providing more focused diary questions and a beliefs-directed survey; clearer, simpler explanations; more practical examples; and more challenging reflection tasks based partially on the

work of Midorikawa, Ono, Robson, Takanashi, and Takano (2003). We also endeavored to nudge a shift in our learners' perceptions away from their originally held notions about *the nightmare of reading in English* toward more critically insightful English reading practice. Looking inwardly as well, we challenged the working principles of our own long-held pedagogy and beliefs about students' continuing difficulties with English reading as addressed in Robson, Midorikawa, Takano, and Ono (2004).

Refining this combined explicit reading strategy instruction and reflective diary approach served to facilitate students relinquishing their fixed notions (Fulmer, Tanabe, & Suganuma, 2007). Further, the approach gave us as teachers a more respectful appreciation of the hurdles involved in dismantling these assumptions for learner and teacher alike. This discovery process also opened the possibility to begin illuminating the learners' path from conscious-to-unconscious strategic reading.

Instructional refinements, student commentary, and contributions

Refining Reiko's reading achievement diary (RAD) and end-of-term reflections survey

Since introducing her weekly RADs to help students realize that translation is not the primary goal of reading (Tanabe, 2003), Reiko has refined the RAD to resolve two major remaining problems. One has been students' initial difficulty in familiarizing themselves with the diary's self-reflective entry procedure. The other has been Reiko's trouble early on in collecting students' richer post-reading self-reflection comments. In addressing these issues, she supplemented the regular weekly RADs with a letter individually written to each student to encourage deeper reflection on their perceived degree of achievement in their first eight weekly RADs. This was followed with giving students another seven weekly RADs with more personalized diary questions stemming from student's responses. At the end of the 15-week course, students were asked to complete an end-of-term reading reflection survey on the aforementioned three central beliefs and six cognitive strategy beliefs about the learners' strategic reading in English as set out in Appendix 2, followed by individual conferencing. The English-translated end-of-term reading reflections of Kikuyo and Mina, two of Reiko's mid-performing second-term reading students, exemplify how the ongoing RAD process helps students reexamine the strength of and reasoning for their beliefs.

Concerning these two students' ingrained first central belief that English and Japanese reading markedly differ, Kikuyo wrote that she no longer felt the same way since, "I've gotten used to reading English passages as I've had lots of practice reading in English so far. Now I've become able to find the main sentences like when I read in Japanese." Mina also countered her initially held first belief, indicating that, "I use the same strategies in both English and Japanese. We try to find details in both languages which also holds true for other strategies."

Concerning the students' second central belief that comprehension-question responding is more important than understanding and personally connecting with a reading, Kikuyo relinquished her opinion, answering, "By using

skipping and other strategies, I've become able to read a passage's content in more depth. I've come to realize that it's also important to express my own opinion [about the reading]." Mina qualified her reason for acknowledging the value of both comprehension-question responding and personally connecting with the reading by saying, "True or false questions would be more effective in improving reading skills over a short period of time. Over a longer period, however, understanding a reading and making a personal connection with it is more important as it arouses interest in reading a passage."

Students' discoveries made in their weekly RADs also enabled them to gain a working understanding of their professed difficulty in their third central belief of differentiating and using the three cognitive strategies of guessing, inferring, and predicting. Thus, Kikuyo and Mina's following reflections, also in translation, illuminate their changing perceptions yet lessening confusion about how these three strategies might differ in their use. Kikuyo countered her earlier held belief with, "I've learned how to use these strategies over and over in each class." And though Mina still found the strategies to be difficult to understand and differentiate, she started to change her belief by term's end: "As these three are in the same thinking category, without repetitively practicing them, it would be impossible to understand clearly their subtle differences of which I've just started to do."

Wanting to learn more from students about why differentiating and using guessing, inferring, and predicting has been particularly vexing, we followed these central beliefs questions with six questions specifically focused on these strategies (see Appendix 2). Kikuyo and Mina's responses to three of the six questions illuminate their respective struggles. Kikuyo disagreed with Strategy Belief 3—that guessing, inferring, and predicting are in the same "skills family"—saying, "I don't always use guessing and inferring together. Guessing is defined as 'to think about something vaguely' and inferring is to 'to think about something based on what you read.' These two are therefore different." Mina conversely agreed with the "skills family" notion initially, but later qualified her response: "These three are quite similar, but we don't always use them together. Once we understand the subtle differences among these three, we'll stop using them together constantly."

Both Kikuyo and Mina disagreed with Strategy Belief 4—that using guessing, inferring or predicting depends on the amount of one's understanding in each reading situation. Kikuyo wrote, "Neither guessing, inferring nor predicting can be defined based entirely on the amount of knowledge or understanding one has about a reading." Mina also disagreed, but from a different perspective: "Regardless of whether you understand the reading or no matter how much you comprehend it, I would say you use guessing if you can't find any hints." The crucial key for Mina in defining guessing, inferring, and predicting is the amount of information, or "hint" as she calls it, that she can find in the reading. She believes that "guessing is to think about something vaguely or freely without any hints." That is, if she cannot find any hints or gain any information concerning a reading question, she will use guessing, even though she may have a good overall understanding of the reading itself.

Strategy Belief 5 is the only case where Kikuyo and Mina completely disagree. In believing that predicting cannot lie between guessing and inferring, Kikuyo responded, "I agree with the definition of predicting. However, predicting, which is defined as 'to think about the future,' cannot be positioned between guessing – 'to think about something vaguely', and inferring – 'to think about something based on what you read.' Though these three are similar to each other, their practical meanings are quite distinct." Conversely, by referring to the diagram of her belief (see Figure 1) that she made in one of her weekly RADs, Mina indicated that predicting situates between guessing and inferring: "So as to predict future, we need hints or evidence up to the present, such as data over the past few years or information on the present situation. However, the future won't always be like what is expected. Therefore, we need to be flexible and free in our "*suisoku suru*", or thinking to some extent about something in advance." Mina then posed the definitions: "Guessing is to freely '*suisoku suru*' and inferring is to '*suisoku suru*' based on hints. Predicting thus locates between guessing and inferring as its practical definition incorporates both their characters, which is 'to freely think about the future based on hints'."

Kikuyo and Mina's foregoing translated responses to their end-of-term reading surveys exemplify their growing awareness that they are making insightful progress in their ability to reflect on and talk about their learning to read strategically. Notably as well, however, their reflections also mirror the confusions and differing perceptions that some other students have had at this point in our action research effort to further their strategic reading. Accordingly, we set out to reevaluate and reframe our instructional materials.

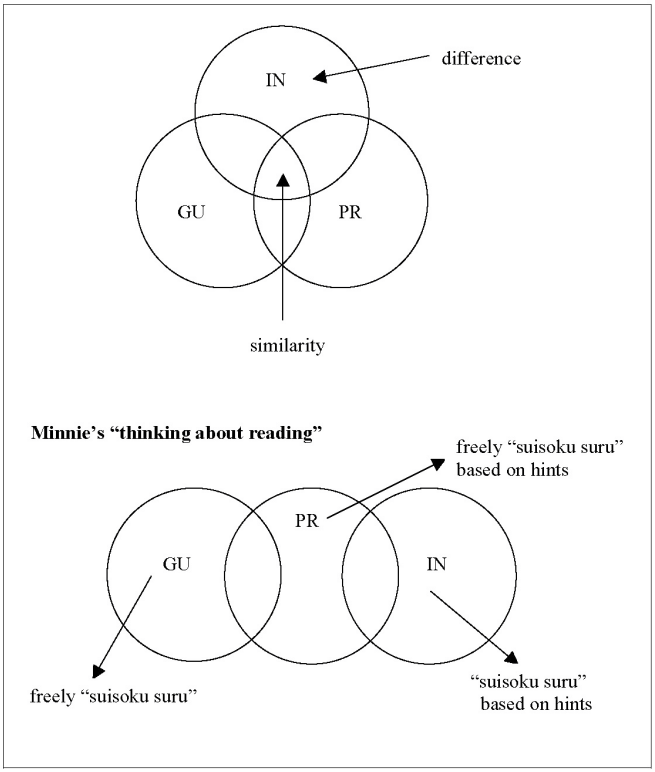

Figure 1. Mina's guessing-predicting-inferring diagram

Formulating three other pedagogical solutions

Particular reading problems students highlighted in the second phase of the research illuminated some continuing

pedagogical weaknesses. As mentioned, less-than-clear instruction and supporting materials continued to hinder students' strategic reading progress. Further, students were not sufficiently encouraged to evaluate and challenge the teaching and materials so that they would benefit from them. After considerable reflection, instructional deficiencies were rectified in three ways. Firstly, the working principles of the GID's guided inquiry "thought thread" concept were coupled with the RAD's question-reflection focus to enable students to more readily observe real-time responding and strategy choice relationships.

As a second improvement, to complement the diaries and spur students' self-reflection progress, real-time reflective reading tasks featuring a real-world-connecting element were built. These tasks, coupled into several series, were constructed in such a way that would enable students to immediately see and reflect on the relationship between their initial and secondary responses and the associated strategic thinking underlying them as students progressed through each task series. The task work would also permit follow-up whole-class discussion of the strategy choices and use in each task on completion. The readings themselves would comprise current news articles, and each series of tasks would have information-interlocking-and-exploring goals with the follow-on series. In stimulating immediate post-task reflection, or preferably during-task reflection, tasks would further ameliorate the problems that students and teachers experience with having less-proficient learners, as is the case here, attempt to generate the stream-of-conscience verbalizing commonly sought with contested think-aloud protocols (Horibe, 1995; Ramey & Guan, 2006). This resolution would seemingly be more plausible because the tasks would instead actually be realizing "think-along protocols," or making the essential thought-thread connections in pace with the task progress. Anticipated as a result, this task modification incorporating some 36 real-time reflection tasks incorporated into 12 task series that connected sequentially would enable students to springboard from diary interchanges to engaging each reading more reflectively as opposed to simply reading for responses to comprehension questions. As space does not permit here, the learning-focused composition and variety of these tasks and how they instructively interlock are explored in Fulmer (2008).

Greater student self-reflection was thirdly fostered by encouraging continued contribution to evaluating and improving the materials and teaching used. Inviting students to challenge teachers' self-assurance in the practical value of the intent and design of the instruction served to help open more fully the window on one of our principal pedagogical goals, that of accomplishing shared teaching-learning. As prominent examples of the package of student-generated teaching materials previously cited in the second-phase effort (Fulmer, Tanabe, & Suganuma, 2005), two of Pat's former students' (Asuha and Ruriko) teachings were initially developed to facilitate these learners' strategy learning and use. To review briefly, the strategy definitions shown in Appendix 3 constitute Asuha's initial effort to create "practical definitions" for the 10 reading strategies we teach. Asuha created these practical meanings to counter her frustration in finding that the English and Japanese dictionary definitions neither showed nor taught her how

to actually use the strategies. Instead of giving easy-to-understand-and-use meanings, all of the dictionaries she consulted merely gave unhelpful synonyms.

Ruriko, whose early teaching material is also shown in Appendix 3, partly agreed with Asuha's defining predicting as being time-related and a completely separate skill from guessing and inferring, but remained puzzled regarding one aspect. Believing that predicting is not simply time-related but is also possibility-related, Ruriko felt that predicting also functions in the middle range of the guessing-to-inferring continuum of possibility, depending on the quantity or quality of information or understanding a reader may have. Noticing this second use of predicting led Ruriko to create her "Predicting Puzzle."

Among others, these two student materials were intensively used together in Pat's class in hands-on strategic reading work to loosen students' hold on their central beliefs and were critically evaluated for their utility in small-group and whole-class discussion.

Summative analysis of evaluation of instructional materials

To prompt assessment of the instructional materials near end-term, Pat gave his class of 17 students a take-home English survey, for which students' relevant responses are given herein as written, followed up with small-group conferencing.

In asking the readers to specifically assess the practical utility of Asuha's and Ruriko's teaching materials, the English survey comprised six questions as follows:

1. Do you agree or disagree with Asuha's idea, and why or why not?
2. Did her "Practical Definitions" help you or not help you gain a clearer understanding of strategies use in your English reading, and why or why not?
3. Is there anything you would like Asuha to change or improve in her teaching idea?
4. Do you agree or disagree with Ruriko's idea, and why or why not?
5. Did her "Predicting Puzzle" help you or not help you gain a clearer understanding of strategies use in your English reading, and why or why not?
6. Is there anything you would like Ruriko to change or improve in her teaching idea?

Students' responses were overwhelmingly positive for Questions 1 and 2 as was hoped. Fifteen of 17 students agreed with Asuha's strategy definitions in Question 1 (Q1), and 16 felt her practical definitions were helpful in enhancing their strategic understanding and use (Q2). As one of the students expressed a dissenting opinion in both (Q1) and (Q2), the resulting two students' concerns centered on their being plagued by unknown words and their fear of reading ahead without looking the words up ("I can't skip if there is not known words for me."). Though 11 learners believed no changes or improvements needed to be made to Asuha's material (Q3), six felt that the definitions could benefit, for example, from greater use ("I want more explaining and practice."), clarity ("Guessing, predicting, inferring needs clearer Japanese for me."), and permitting

follow-up confirmation ("I still want to look up unknown words after my reading.").

In favorably evaluating Ruriko's puzzle overall, 16 students agreed with her relationship between having no or less information or knowledge prompts the reader to guess, whereas having more induces inferring (Q4). The one dissenting student wrote, "I still can't understand how to read her point." All 17 students agreed with Ruriko's suggested use of predicting in the guessing-inferring continuum of possibility (Q5). Notably as well, only 2 of 17 students felt that Ruriko could improve on her idea, offering insightful suggestions: "The percents on top can be bigger and flexible." and "How do you think about adding 'confidence' to Ruriko's?"

Insightful student contributions

Following these students' insightful suggestions, we worked with Asuha and Ruriko (personal communications, September 6~10, 2007) to revise their original teachings to those shown in Figure 2. Firstly, with Asuha's agreement, new practical Japanese definitions for guessing and inferring were incorporated into her teaching in the top of the figure. "Predicting" was changed to "Predicting1", followed by the new Japanese definition concerning "future," and her title was revised from "Practical Definitions" to "Practical Meanings." To better adjoin Asuha's and Ruriko's teachings, the note "But when thinking and deciding possibility, consider:" was added between them.

To her material, Ruriko increased the rough percentages, reordered the information-related thinking language above, and added the degree of "confidence" in the center. She moved the "hunch, instinct, etc." and logic relationship toward the bottom. She also increased the use of bold letters and arrows and made the range of considering guessing, predicting, and inferring easier to see and use. As a language hint for considering the degree of possibility, she put the "possibility bar" below for reference. Finally, the "Predicting2" definition concerning possibility was placed below the figure to emphasize the contrast with Asuha's meaning, and the title was changed to "Possibility-predicting Puzzle".

For our part in supporting students' contributions and to accelerate quicker, more applicable strategic reflection progress, we are now engaging in more intensively focused reading and task practice teaching with these materials, as well as encouraging our current students to contribute even more to the mutual learning process.

Skipping: わからない単語や文をとばして読む。	Guessing: 少ない情報の中から考えて判断する。
Skimming: ざっと流し読みしてだいたい意味を取る。	Inferring: 豊富な情報の中から結論を見つける。
Scanning: 基本的な答えを見つける。	Predicting1: （時間に関連した）次に起こり得ることは何かを判断する。
Getting the 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: 自分の意志を述べる。
Asuha's "Practical Meanings"	
But when thinking and deciding possibility, consider:	

25% or less	< -----GU < PR2* < IN----->			75% or more
No background knowledge			Much background knowledge	
No facts/evidence			Have facts/evidence	
No information			Much information	
Don't understand			Do understand	
Don't know			Do know	
No confidence			Much confidence	
GU < -----		PR2*		-----> IN
hunch			instinct	
			6th sense	
			なんとなく	
			strong feeling	
No sense < -----		< Logic >		-----> Much sense
[< --may	might	perhaps	possibly	probably-->]
Ruriko's "Possibility-predicting Puzzle"				
[*PR2:（可能性に関連した）ある程度の情報の中からあり得ることを判断する。]				

Figure 2. Revised student materials being used in the current intervention

Progress and challenges

In addition to our syllabuses' required text reading and graded reader discussion and reporting (supplemented with extensive reading activities contributed to Bamford and Day's (2004) exemplary handbook), we have been working to enhance students' ability to reflect on and relate in English their struggles and accomplishments toward gaining a self-recognizable degree of mastery in English reading. As a consequence of our shared student-teacher work, we are seeing our students reading quicker, more strategically, and understanding more; being more reflective and responsive in their reading engagement; and making more personal connections with their readings. Importantly too, our students' reflections are evidencing the transition from their ingrained assumptions about English reading toward more realistic notions of practical Japanese and English reading skills, used individually or in combination. Through encouraging their more straightforward, unreserved appraisal of our work, we are equally witnessing our students gaining confidence in directly questioning, correcting, or offering solutions to improving our materials and teaching.

Though only midway through this present fall term, due to our recent and former students' insightful contributions highlighted herein, our current readers are overall achieving quicker and more confident understanding and use of strategic reading. They are developing, earlier, a stronger ability to negotiate their way through key aspects of a reading and talk reasonably about what they are discovering along the way. Due to our own greater pedagogical flexibility, honed through suggestions from our past readers, our newer learners are also taking the cue to becoming more

fearless in expressing their own confusions and frustrations with our instructional approach.

Importantly, the student responses cited from both our classes mirror numerous examples of students' reflective work on how conscious strategic reading works for them in their diary entries, weekly reading exercises, task practices, and authentic news summarizing. Though we are reservedly pleased with this overall progress, particularly salient to us as teachers are these noted dissenting students' voices, as they comprise constructive challenges as well as suggestions. Even one student's signaling she may be experiencing disappointment with our instructional approach pushes us toward deeper reflection and more careful pedagogical refinement. At the same time, however, we recognize that building students' conscious strategic reading skills is difficult to do and track at best, but we believe we are getting better at it. We also recognize that it takes considerable teacher time and concern to nurture in each student a more competent and expressive reading ability, but that it can be done.

In our continuing work ahead, we hope to show how these learners' conscious awareness of English and Japanese reading has moved into unconscious practical application that evidences their real and lasting learning to read. Though demanding, the rewarding part of this shared student-teacher intervention continues to be teaming up with our students to take this reading journey together toward making mutually beneficial learning discoveries.

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Appendix 1

Reading diaries *(covered extensively in Tanabe & Fulmer, 2004)*

Reiko's Reading Achievement Diary (RAD) requires students to read authentic newsprint articles for the main idea and answer seven selected strategy-employing comprehension questions within a limited time. Following each reading (usually 10+ per term), students record 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.

Week 1 Reading Achievement Diary (RAD)

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

1. Which of the above 7 questions could you NOT understand?

   1 2 3 4 5 6 7

2. 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

3. Which of the 10 reading strategies above do you NOT know how to use?

   (Mark a square.)

Pat's Guided-inquiry Directed Diary (GID, given below in Day 1 form) incorporates the principles of ethnographic interviewing (Spradley, 1979) and participant observation (Spradley, 1980; Gebhard & Oprandy, 1999) 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.

My Personal R-W Diary

[Thinking about My Reading-Writing: For HW? Do this @ home please!]

Name: Class: Date:

Instructions: Please circle or write your honest responses below so I can better help you with your reading-writing skills:

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?

Appendix 2

End-of-term reading reflections survey

Your End-of-term Reading Reflections

Name: Date:

Instructions: Please carefully think about the following questions and answer them as completely as you can.

Central Belief 1. English reading is quite different from Japanese reading regarding the skills you use and how you use them. Do you still feel the same way now or not, and why?

Central Belief 2. Understanding a reading through answering comprehension questions is more important than understanding a reading and making a personal connection with it. Do you still feel the same way now or not, and why?

Central Belief 3. It is difficult to clearly understand the difference between guessing, inferring and predicting. Do you still feel the same way now or not, and why?

Strategy Belief 1 (JB1). When you define guessing, inferring and predicting in Japanese, guessing is to think about one's idea or thought, inferring is to think about something based on what you read, and predicting is to think about something in advance. Do you agree or disagree and why?

Strategy Belief 2 (JB2). The definition above is useful for you in understanding what these three strategies are or how to use them. Do you agree or disagree and why?

Strategy Belief 3 (JB3). Guessing, inferring and predicting are in the same "skills family", and they can often be used together to help you think about a reading. Do you agree or disagree and why?

Strategy Belief 4 (JB4). Using guessing, inferring and predicting depends on how much (or how little) background knowledge, information, or understanding you have in each reading situation - the less you have, the more guessing you must do, whereas the more you have, the more inferring (reasoning) you can do. Do you agree or disagree and why?

Strategy Belief 5 (JB5). Predicting (or "making a reasonable guess" about something that might happen) essentially lies somewhere between guessing and inferring? Do you agree or disagree and why?

Strategy Belief 6 (JB6). The predicting question in Strategy Belief 5 is helpful to your understanding of what English reading strategies are and how to use them. Do you agree or disagree and why?

Appendix 3

Initial student-created materials used in the first two interventions

Skipping:わ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: 基本的な答えを見つける。	Inferring: 推測してまとめる。
Getting the 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: 自分の意志を述べる。

Asuha's "Practical Definitions"

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 なんとなく strong feeling
no sense	logic	sense
< -----	+/- background knowledge	--- >

Ruriko's "Predicting Puzzle"