

Enhancing Learner Autonomy Through Reading Circles

Ayako Hisatsune
Kanazawa Institute of
Technology

Reference Data:

Hisatsune, A. (2012). Enhancing learner autonomy through Reading Circles. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT.

Reading Circles are a student-centered approach to teaching reading. Teachers provide an environment where students work in small groups to study the reading and share the information with the rest of the class. In this paper, based on the author's experience, a step-by-step method for incorporating Reading Circles into English classes is detailed. Subsequently, a survey study of learners' attitudes toward the Reading Circle and student-centered learning is presented, the results of which suggest that this method not only helps learners prepare better for those English classes but also become more autonomous as learners. An additional benefit of Reading Circles is that they enable the teacher to gain insights into the students' thinking and understanding.

リーディングサークルとは、学生主体の英語教育法である。教師は、学生を各グループに分け、長文を読ませる。そしてそれを他の学生に対して発表させることで、その内容を共有する環境を提供する。本論では、筆者の経験に基づき、リーディングサークルを授業に取り入れる方法を、段階を追って詳しく述べる。その後、リーディングサークルに対する学生の態度を調べるアンケートを紹介する。アンケート結果は、このメソッドが英語の授業の準備に役に立つだけでなく、学習者として自律するのに役立つことを示唆するものだった。リーディングサークルのもう一つの利点は、教師にとって学生の思考を垣間見るための助けになるということである。

TEACHERS ARE always looking for methods that foster students' confidence and skills so that students can become capable and autonomous learners. It is the teacher's responsibility to provide a clear purpose for studying in and outside class. When teaching reading material, many teachers will walk into the classroom expecting students to have read the article, studied the vocabulary, done the exercises in the textbook, and prepared for any discussions on the content in class. In my own experience, I have tried to motivate students to read before class by, for example, encouraging them verbally, giving vocabulary exercises as a pre-reading activity, and creating pre-and post-reading worksheets. These activities were often unsuccessful because most students did not read or study before class. When a worksheet was given as a homework assignment, students copied each other's answers before class. If a pair-work activity was provided, some students refused to work with their partners or do the activity, and in the worst case, some fell asleep pretending to do the work. If the class time was used to teach vocabulary or explain the meaning of certain sentences, there was no time to teach the content. I have found it very difficult to motivate students to read in advance, regardless of the level, content, or the length of the reading.



Reading Circles

Reading Circles are small groups of students who meet in the classroom to talk about assigned readings (Furr, 2009). Students form small groups of four to six, depending on the class size. Each student in the group plays a different role in the discussion. There are six student roles/tasks: (1) explaining vocabulary, (2) finding the key sentence, (3) making a visual aid, (4) creating a mini-quiz, (5) making a summary, and (6) giving a presentation. Each student works on their task while discussing meanings of words, sentences, and possible ways to explain their section of the reading to the rest of the class. As Brown (2009) observes, the power of this method comes from the roles that require the students to approach the text from different angles and look closely at specific aspects of the text. In addition, working together in groups ensures that discussion content, pace, direction, and lexical complexity are at students' own level rather than that of the instructor (Williams, 2010).

Students are given role sheets, which prompt each member of the group to read a story from different perspectives and to prepare for a group discussion based on their reading. Students learn there are both a number of different reasons for reading and varying perspectives on any given text. While Reading Circles have been used successfully in L1 contexts, in an EFL context, they provide students with an opportunity to use English to solve problems in collaboration with their peers that they would be unlikely to be able to deal with on their own (Furr, 2004). They all work toward the goal of helping others understand the content of an article by working to understand the assigned material themselves first.

The Reading Circle method can be tailored to any language course which involves reading. Most English textbooks have some readings, and a presentation project can give both students and the teacher a break from monotonous reading comprehension exercises, since most of the reading exercises in

the textbook can be done silently and alone. It is also possible to change the class pace by giving students more preparation time to match the level of the reading or course objectives.

Research Questions

To address the problem of the lack of motivation to read and study before class as well as the lack of study habits in the students in my reading class, I decided to implement a Reading Circle method. The method was based on the directions in the *Teachers' Handbook of the Bookworms Club Stories for Reading Circles* (Furr, 2009) and adapted to suit the needs of my students. One of the reasons for introducing the Reading Circles was so that students would use all four skills (reading, writing, speaking, and listening) to explore the content of their reading. I hoped in addition that they would help students to be more engaged in the texts they read and then in group discussions.

In order to assess the efficacy of the approach, I conducted pre-course and post-course surveys addressing the following research questions:

- Do student presentations required in Reading Circles motivate students to study before and after class?
- How do Reading Circles help students become autonomous learners/readers?

Preparing for the Reading Circles

1. Group forming

Each class was first divided into groups of four to six students, depending on the class size. For example, in one class there were 32 students, so there were four groups of five students and two groups of six students making a total of six groups. Group members can be assigned by the teacher or the students can make their own groups. When I let my students choose their

own group members, each student appeared to do their very best to complete their task so that they did not let down their friends.

2. Assigning sections to the Reading Circle groups

A reading passage was divided by the number of groups and each group was assigned one section. For example, if a unit in a textbook had a reading passage which consisted of 10 paragraphs, one or two paragraphs were given to each group, depending on the length of the paragraphs. The textbook used in the class described in this study was *Reading Explorer 1* (Douglas, 2009), which has a main text, a shorter passage to practice vocabulary, and a story/exercise with a video clip in each unit. All of these components were used and assigned to students.

3. Explaining schedules

The English class met twice a week, one hour each time, and the first class was used for the Reading Circle activities where students discussed their readings and prepared their presentations. The second class was used for student presentations and teacher feedback/evaluation, as well as any supplementary short lectures by the teacher. The students repeated this process for the entire semester. For this class, students had the opportunity to ask questions about the exercises in the textbook and took a quiz on the previous unit at the beginning of the preparation class. The exercises in the textbook were not done in class: students had to do them at home to prepare for quizzes.

4. Teacher's role as a facilitator

While students worked in circles, I walked around the class offering help. Before students began their work, I showed some examples of good and bad PowerPoint slides and gave a dem-

onstration presentation. It seemed to help students if they could see a sample presentation at the beginning of the semester. Students initially needed a lot of help in order to complete each task properly, and I asked them to show me their work before the presentation.

5. Teacher's role during the presentations

It was important to go to class early to set up the computer, the projector and the screen. I also provided a pointer and true/false cards which students used for the T/F question section of the presentations. Presenters (students) usually came and asked last-minute questions related to pronunciation or content while I set up the equipment. I sat at the back of the class. Before each presentation began, a representative of the presenting group came to me to hand in Class Participation Cards (Hisatsune & Baird, 2004, see Appendix A) and a Task Sheet (Appendix B). Class Participation Cards are postcard-size cards with students' class numbers and names on the front, and the number of presentations and blanks for each presentation on the back. This card was used during the class and returned to the teacher at the end of each class. A single Task Sheet was used for each group throughout the semester, and so I could easily make sure students took turns doing different tasks. While looking at the Task Sheet to check each student's responsibility, I then evaluated the presentation and wrote the points on the Task Sheet, Class Participation Cards, and a Reading Circle group record sheet. All students in the same group received the same points. The Task Sheet and the Class Participation Cards were returned to the students after each group presentation so students could see my feedback immediately. When appropriate, I wrote comments on the Task Sheet such as "Find more relevant pictures to your section next time," or "Excellent summary!" next to the name of the student who was in charge of that particular task in the presentation. Positive feedback fosters an immediate

sense of accomplishment (Jeffery, 2003). The students could read the comments by quietly circulating the Task Sheet among the group without disturbing the next presentation. The Reading Circle group record sheet was for me. Once the student presentations began, I kept track of time with a timer. Whenever a presenter had difficulty pronouncing a word, I helped during the presentation by prompting correct pronunciation. If some sentences did not make sense and the audience did not understand them, I interrupted the presentation to clarify the meaning. If any of the students or myself had questions at the end of a presentation, they were given the opportunity to ask them, and it was my responsibility to keep the Q & A session short so that everyone could finish their presentations in a single class period. I also gave very short lectures at the end of class to provide complementary or supplementary information about the articles in the unit.

Task Sheet

The Task Sheet, a revised version of Furr's (2009) Role Sheets, was distributed to students once they had formed their groups on the first day of the semester (see Appendix B). One sheet was given to each group. Instead of giving a lengthy explanation of what the Reading Circle involved, simply showing the students the tasks on a piece of paper seemed to help them understand the procedure better, and they started deciding their first tasks and working on them immediately. Students were told to take turns and change their task for each reading text. Once they had chosen their first tasks, I explained what each task entailed. The nature and the details of the tasks below were modified and simplified to suit the level of the students in my class who had an average TOEIC score of 250.

1. Vocabulary: Read your section of the story, choose five words that are difficult to understand and explain their meanings in simple English.

2. Visual aid: Read your section of the story and find relevant pictures on the Internet. The goal is to help the audience understand the reading better with visual aids. The pictures can connect the story with our experiences or provide new information.
3. Key sentence: Read your section of the story and find one or two sentences that are difficult but essential to understanding the text. Digest the sentences first and then explain them in simple, easy-to-understand English to the audience.
4. Mini-quiz: Read your section of the story and make five true or false questions about the reading. Make sure pronouns (it, she, they, etc) are replaced with appropriate words in the text so that the audience understands the statements.
5. Summary: Read your section of the story and retell the key points in simple English. If a summary is well done, the audience should be able to understand each section, and when all the presentations are done, they should understand the whole story.
6. Presenter: Collect all the information, type it onto PowerPoint slides, practice presenting and give a presentation on the presentation day.

Students experienced all of the above tasks by taking turns. The six tasks were of varying difficulty. When there were six students in a group, they could each take one of the above tasks. For a group of five, one person prepared the visual aids and gave the presentation. Where there were only four students in a group, one task could be omitted depending on the level of the students. Writing key sentences and summaries seemed to be more challenging than doing vocabulary or making mini-quizzes. As Williams (2010) also noted, the summary role was seen as both time-consuming and difficult. The summary task was omitted when necessary in this class because the participants' level of English was low.

Methodology

The participants of this study were 237 Japanese students majoring in engineering at a university in north-western Japan. Each class had from 17 to 40 students. The data was collected from the spring of 2010 to the fall of 2011. The students were from 18 to 23 years old, and 85% of the group were males. Only 25% had their own study methods, and 80% had never been to an English-speaking country. Ninety-seven percent of the students had studied English for three years in high school, and 84% believed it was very important or important to become fluent in English. Forty-six percent of the students said they wanted to study English for future careers, while 39% said they studied English because it is a compulsory subject for graduation.

A survey (group-administered questionnaire) aimed at eliciting students' language learning experiences, attitudes and motivations, adapted from O'Donnell (2003), was chosen as the tool for gathering information. A pilot study was conducted in the spring of 2010, as a result of which numerous changes were incorporated between the fall of 2010 and the spring of 2011 in an attempt to make the wording of the questions clear and the responses accurately reflect the opinions of the participants (Nunan, 1992). Likert-scale questions were used, as this method is commonly used to investigate how respondents feel about a series of statements (Brown, 2001). Convenience sampling (Dörnyei, 2003) procedures were adopted. The students were of similar age, gender, ethnicity, academic capability, educational background, social class, and socioeconomic status and were all taught by the author.

Pre-Course Questionnaire

The pre-course questionnaire (Appendix C) was distributed in the classrooms before students were given any instructions on the Reading Circle and the students completed the survey dur-

ing the first class. The survey comprised 17 questions regarding students' demographics, class style experiences, attitudes toward self-study, and motivation.

Post-Course Questionnaire

A revised version of the Student Attitude Questionnaire (Scholnik & Kol, 1999) was used as a post-course questionnaire from the fall of 2010 (Appendix D). This reflected students' attitudes toward the effectiveness of the Reading Circle, and consisted of 19 questions. The post-course questionnaire was administered after they had completed their final Reading Circle presentations at the end of the semester.

Questionnaire Results

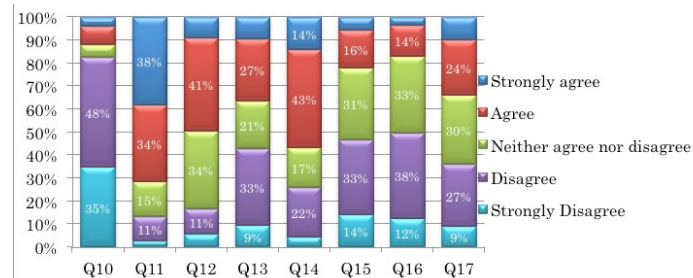


Figure 1. Pre-course questionnaire results

The answers to pre-course questionnaire questions 10 to 17 are shown in Figure 1. These questions relate to students' experience with English presentations and class style (Q10, 11), their attitudes toward English classes up to high school (Q12), study habits (Q13, 14) and motivation (Q15). Answers to these questions were scored on a scale of "a" to "e," where "a" cor-

responded to “Strongly agree” and “e” to “Strongly disagree.”

As Figure 1 shows, 83% of the students had never given a presentation in English prior to taking this English course (Q10). Seventy-two percent of the students said that the English classes before entering university were teacher-centered (Q11). Only half of the students thought that previous English classes improved their English (Q12). Question 13 asked if students had a habit of studying English before class, and 37% said they did. Forty-seven percent of the students did not find previous English classes interesting. The results on Q16 and Q17 showed the lack of study habits and motivation. This lack of motivation and study skills may or may not have come from the teacher-centered approach often used in secondary education in Japan, but these results added further incentive to the author to try the Reading Circle method. Furr (2004) claims that Reading Circles transformed Japanese university students in his study from passive, shy, reticent individuals into students who eagerly pointed at their texts in order to support their arguments while sharing their opinions in English. The pre-course questionnaire results also indicated that my students needed to be motivated to study outside class, and thus may be encouraged to do so through the Reading Circles.

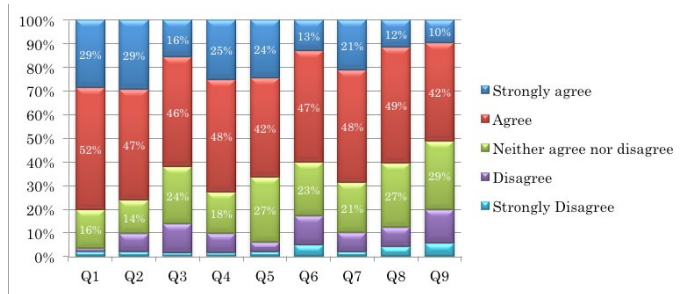


Figure 2. Post-course questionnaire, Questions 1 to 9

From the post-course questionnaire, Figure 2 and Figure 3 show the students’ perceptions of the utility of the Reading Circle. The post-course questionnaire had 18 questions. One-hundred and fifty-six (66%) students said that the skills they gained through the Reading Circle would be useful to them in the future (Q5). The most notable result was that over 70% of the students said the Reading Circle required them to read and study before class, compared to their previous reading classes (Q14, 15). Overall, the results indicated that the students reacted positively to these reading classes and thought the Reading Circle helped them gain skills and study habits.

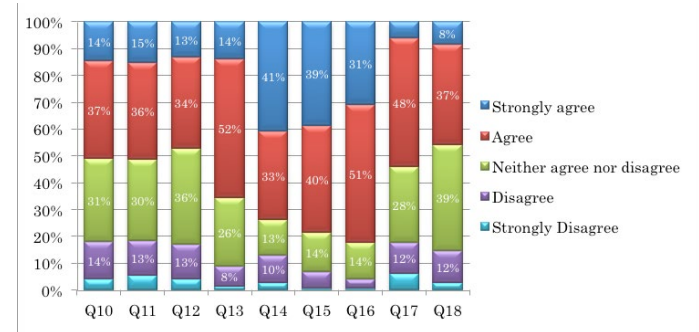


Figure 3. Post-course questionnaire, Questions 10 to 18

Questionnaire Comments From the Post-Course questionnaire

Of the 237 participants in this study, 197 provided written comments (83%). This feedback showed that students had a positive attitude toward the Reading Circle, and that they had gained the habit of studying English on their own. As has been mentioned, one of the difficulties the author faced before the introduction of the Reading Circle was students’ failure to prepare for the

classes. Some students noted, “My responsibility and teamwork motivated me to study before class.” Experiencing the shift from a teacher-centered approach often used in secondary education to the student-centered method of the Reading Circle, some students remarked, “The class style was different from my English classes in the past, so it was difficult at first. This method is good because the students do the tasks, not the teacher.”

To explain the decrease in the absenteeism observed since the introduction of the Reading Circle, some students stated, “I felt responsible for my task and I tried not to be absent from class.” The following comment from one student summarizes the overall attitude toward the Reading Circle:

The Reading Circle prompted me to study before class and that helped me understand the class content much better. It was fun to do the Reading Circle and it is a very effective method.

Limitations

The participants in this study were from the university where the author works, and were not selected according to any other criteria. While this allowed the author to access groups of similar age, gender, ethnicity, academic capability, educational background, social class, and socioeconomic status, respondents were not randomly selected. This means the data collected is representative of only this institution.

Another limitation of the survey was that the responses were elicited by means of a questionnaire using Likert-scale questions. Thus, some of the respondents may have chosen the neutral no-opinion option “neither agree nor disagree” in the survey which was used in this study. For further research, eliminating the neutral choice “neither agree nor disagree” would be advisable. The validity of the information drawn from the data is also questionable, since it is not possible to determine

if the respondents answered the questions truthfully. However, the principal goal of the pre- and post-course questionnaire was to learn students’ opinions regarding their previous English classes and the effectiveness of the Reading Circle, and I believe this has been achieved.

Discussion and Conclusions

The data collected in this study suggests that the Reading Circle method used with the Task Sheet is an effective way of making students prepare for a reading class. It also helps students gain good self-study habits, since students became motivated to study before and after class.

Prior to introducing the Reading Circle, students would be studying other subjects or just chatting before class. Instead, students now use the time to ask the teacher the pronunciation of unknown words to prepare for their presentations or ask for a final check on their PowerPoint slides.

In the early stages of the course, students read only their section of a reading and tried to prepare for their presentations, but they eventually learned that they needed to understand the whole article in order to give a good presentation on their section. Now, almost all students study outside of the class and have a good working knowledge of the article before they come to class.

According to student comments, working in a group to achieve the common goal of producing a presentation together appears to give students a strong sense of responsibility. The motivation to not let down teammates seems to be very powerful, and students, especially presenters, are almost never absent.

The most important attribute that was revealed in this study was that, through the Reading Circles, students learned the skills necessary to tackle a new reading, which has helped them become autonomous learners. When presented with a new

article, these students knew how to check vocabulary, find a key sentence, and write a summary in their own words. They also knew how to find relevant information on the Internet, ask simple true or false questions and tell others about their findings through a presentation. Students developed these skills intuitively through using the Reading Circle method. All of these skills can help students with future reading in English and aid their development as autonomous learners and readers.

The Reading Circle is a truly student-centered approach in which students do most of the talking in class. It seems to give students the power to take the initiative in their own learning. Students use all four skills in order to fulfill their responsibilities. The Reading Circle is also a valuable tool for teachers. Students' presentations give the teacher some insights into students' thinking, since they show what they understand and misunderstand from the sentences they produce for their presentations.

Although it takes a few presentation cycles for everyone involved to get used to this method of teaching a reading, it soon becomes a joy going to class. I started to look forward each time to what the next class might produce. It is fulfilling as an educator to see students' eyes lit with intellectual curiosity and satisfaction when accomplishing a difficult task. By implementing the Reading Circle method in English classes, educators can help students appreciate the responsibility and satisfaction of being autonomous learners.

Bio Data

Ayako Hisatsune teaches at Kanazawa Institute of Technology, Ishikawa, Japan. Her research interests include learner motivation/autonomy, student-centered learning, and learning strategies.

References

- Brown, H. (2009). Literature circles for critical thinking in global issues classes. In A. M. Stoke (Ed.), *JALT2008 Conference Proceedings*. Tokyo: JALT.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge University Press.
- Dórnyczi, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Douglas, N. (2009). *Reading EXPLORER 1*. Boston, MA: Heinle Cengage Learning.
- Furr, M. (2004). Literature circles for the EFL classroom. *Proceedings of the 2003 TESOL Arabia Conference*, Dubai. Dubai, UAE: TESOL Arabia.
- Furr, M. (2009). *Bookworms Club stories for reading circles: Teacher's handbook*. Oxford, UK: Oxford University Press.
- Hisatsune, A., & Baird, P. (2005). Tools to reach the student in the corner. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.), *JALT2004 Conference Proceedings*. Tokyo: JALT.
- Jeffrey, D. (2003). Participation points system to encourage classroom communication. *The Internet TESL Journal*, 9(8). Retrieved from <<http://iteslj.org/Techniques/Jeffrey-PointsSystem.html>>.
- Nunan, D. (1992). *Research methods in language learning*. Melbourne, Australia: Cambridge University Press.
- O'Donnell, K. (2003). Uncovering first year students' language learning experiences, attitudes, and motivations in a context of change at the tertiary level of education. *JALT Journal*, 25(1), 1-32.
- Scholnik, M., & Kol, S. (1999). Using presentation software to enhance language learning. *The Internet TESL Journal*, 5(3). Retrieved from <<http://iteslj.org/Techniques/Scholnik-PresSoft.html>>.
- Williams, D. A. (2010). Student reactions to literature circles in content-based instruction. *Proceedings of the KOTESOL, Korea*, 219-228.

Appendix A

Class Participation Card (front and back)

Name : _____

Student number : _____

e-mail address : _____

Participation Card Nickname _____

Unit points = Group work (all members will receive the same points) = 6 points

Unit 7A ___/6	Unit 7B ___/6	Unit 8A ___/6	Unit 8B ___/6
Unit 9A ___/6	Unit 9B ___/6	Review 3 ___/6	Unit 10A ___/6
Unit 10B ___/6	Unit 11A ___/6	Unit 11B ___/6	Unit 12A ___/6
Unit 12B ___/6	Review 4 ___/6		

Total ___/84--20%

Appendix B: The Task Sheet

Page __, paragraph __ ~ __		Page __, paragraph __ ~ __	
Task	Class-number Name	Task	Class-number Name
1 Vocab	___-___	1 Vocab	___-___
2 Visual-aid	___-___	2 Visual-aid	___-___
3 Key sentence	___-___	3 Key sentence	___-___
4 Mini-quiz	___-___	4 Mini-quiz	___-___
5 Summary	___-___	5 Summary	___-___
6 Presenter	___-___	6 Presenter	___-___
/6		/6	
Page __, paragraph __ ~ __		Page __, paragraph __ ~ __	
Task	Class-number Name	Task	Class-number Name
1 Vocab	___-___	1 Vocab	___-___
2 Visual-aid	___-___	2 Visual-aid	___-___
3 Key sentence	___-___	3 Key sentence	___-___
4 Mini-quiz	___-___	4 Mini-quiz	___-___
5 Summary	___-___	5 Summary	___-___
6 Presenter	___-___	6 Presenter	___-___
/6		/6	

Reading Circle Questionnaire (Pre-course)

English III Reading Circle Questionnaire

Please answer the following questions.

Student Background 経歴

1. Age 年齢 a.18 b.19 c.20 d.21 e.22 f.23以上
2. Sex 性別 a.男性 b.女性
3. Major 専攻 a.工学部(E) b.環境・建築学部(V) c.情報フロンティア学部(H) d.情報(I) e.バイオ・科学部(B) f.その他
4. Academic year 学年 a.一年生 b.二年生 c.三年生 d.四年生
5. How long did you study English in high school?
高校で英語をどのくらい勉強しましたか。 a. 1年間 b. 2年間 c.3年間
6. How important is it for you to be fluent in English? 英語が流暢になるのは、あなたにとってどのくらい重要ですか?
a.とても重要 b.重要 c.あまり重要ではない
7. Why do you study English? どうして英語を勉強したいのですか。
a.言語・文化に興味があるから b.英語を話す友達がいるから
c.卒業する為の必修科目だから d.将来の就職の為に必要だから
e.旅行の為に必要だから
8. Do you have your own study habits? 自分の英語の勉強方が
a.ある b.ない
9. Have you ever been to an English speaking country? 英語圏の国へ行ったことがありますか。 aはい b.いいえ

次のaからeを使い、高校までの英語の授業について、1 0 番から 1 7 番までの質問に答えてください。

- | | |
|-------------------------------|-----------|
| a. Strongly agree | 強く同意する |
| b. Agree | 同意する |
| c. Neither agree nor disagree | どちらともいえない |

- | | |
|----------------------|----------|
| d. Disagree | 同意しない |
| e. Strongly disagree | 強く異議を唱える |

10. 英語でプレゼンテーションをしたことがある。
I have given a presentation in English before.
11. 高校までの英語の授業は、先生が説明し、生徒が聞く、先生中心の授業だった。
Before entering university, the teacher gave lectures and the students listened in English classes: they were teacher-centered classes.
12. 高校までの英語の授業は、自分の英語能力(読む、書く、聞く、話す)を向上させた。
Before entering university, the English classes improved my English skills (reading, writing, listening, and speaking).
13. 高校まで、授業の前には長文を読む(予習をする)習慣があった。
Before entering university, I had a habit of reading and pre-studying English readings.
14. 高校まで、授業の前には単語を調べる(予習をする)習慣があった。
Before entering university, I had a habit of checking and pre-studying vocabulary before class.
15. 高校までの英語の授業は楽しかった。
Before entering university, English classes were interesting.
16. 英語を自学自習する習慣がある。
I have a habit of self-studying English.
17. 高校まで、英語の能力を向上させたいという動機が自分にあった。
Before entering university, I was motivated to improve my English skills.

Appendix D

Reading Circle Questionnaire (Post-course)

The method used in class for giving presentations was called “The Reading Circle”. Please answer the following questions about the Reading Circle using the following scale.

授業で使われた、発表の仕方 (Vocabulary, Visual aid, Key sentence, Mini-quiz, etc) は、リーディングサークルという方法です。次のaからeを使い、リーディングサークルについて、1番から19までの質問に答えてください。

- | | | |
|---|-----------|---|
| a. Strongly agree | 強く同意する | 6. リーディングサークルは、楽しかった。
The Reading Circle was interesting. |
| b. Agree | 同意する | 7. リーディングサークルは、教科書以外の、他の情報源(インターネットなど)からの情報を取り入れるのに役立った。
The Reading Circle made it easy to integrate ideas from different sources such as the Internet. |
| c. Neither agree nor disagree | どちらともいえない | 8. リーディングサークルは、時間的にも、能力向上のために、取り組む価値があった。
The Reading Circle was worth the time and effort to improve my English. |
| d. Disagree | 同意しない | 9. リーディングサークルは、他のグループの発表を理解するのに役立った。
The Reading Circle helped me understand my classmates' presentations. |
| e. Strongly disagree | 強く異議を唱える | 10. リーディングサークルによって、段落ごとのつながりがよく理解できた。
The Reading Circle helped me make connections between ideas in different paragraphs. |
| 1. リーディングサークルは、プレゼンテーションを作るのに役立った。
The Reading Circle helped me organize my presentation. | | 11. リーディングサークルによって、勉強の習慣が見に付いた。
The Reading Circle helped me gain a habit of studying English. |
| 2. リーディングサークルは、長文の重要な箇所を見つけ、それについて集中して勉強するのに役立った。
The Reading Circle helped me find the key information in the reading and study it. | | 12. リーディングサークルは、勉強する気を出させた。
The Reading Circle was motivating. |
| 3. リーディングサークルは、やりがいがあった。
The Reading Circle was worth doing. | | 13. リーディングサークルは、自分の英語能力(読む、書く、聞く、話す)を向上させた。
The Reading Circle helped me improve my English skills (reading, writing, listening, and speaking). |
| 4. リーディングサークルは、同じグループのメンバーと情報交換するのに役立った。
The Reading Circle was useful in exchanging information with my group members. | | 14. 普通のリーディングの授業に比べて、リーディングサークルを使った授業のほうが、授業の前に長文を読む(予習をする)が多かった。
Compared to the reading classes I had before, classes with the Reading Circle required more reading and studying before class. |
| 5. リーディングサークルによって身に付けた能力は将来役に立つと思う。
The skills I gained through the Reading Circle will be useful to me in the future. | | 15. 普通のリーディングの授業に比べて、リーディングサークルを使った授業のほうが、授業の前に単語を調べる(予習をする)が多かった。 |

Compared to the reading classes I had before, classes with the Reading Circle required more checking and studying vocabulary before class.

16. プレゼンテーションを作るために、自分が担当し調べたことは、毎回先生にきちんと評価してもらえた。
What I did and studied for each presentation was properly evaluated by the teacher.
17. 他のグループの発表から、英語や長文の内容を学ぶことができた。
I learned English skills and the content of a reading from other group presentations.
18. 発表中、文法や長文の内容についての先生の質問に答えることができた。
I could answer the teacher's questions about grammar and the content of the text during presentations.
19. リーディングサークルについて、自由に感想を書いて下さい。
Please feel free to write any comments about the Reading Circle.