

DESIGNING L2 LITERATURE CIRCLE DISCUSSION:  
TOOLS FOR TEACHERS AND RESEARCHERS

by

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## ABSTRACT

*This dissertation examines the qualities of literature circle (LC) discussion contributions produced by upper-intermediate and advanced EFL students at a mid-sized, private Japanese university. Five Oxford University Press Bookworms role sheets were adapted: Discussion Leader, Summarizer, Word Master, Passage Person, and Experience Connector. Two additional roles were created: Unprepared Contributor and Devil's Advocate. Qualitative and quantitative procedures were combined to explore the qualities of language elicited by members of both classes. While being Mixed Method Research (MMR) (Brown, 2014), the study is underpinned by understandings of Communities of Practice (CofP) (Lave & Wenger, 1991) and Naturalistic Study of Reading (NSR) (Peplow & Carter, 2014). All members received readers and read six stories over one semester. Students rotated roles. The six discussions of all four groups in both classes were recorded, yielding 48 recordings. A pre- and post- LC motivation survey measured Willingness to Communicate (WTC), Intrinsic Reading Motivation (IRM), and Self-Efficacy (SE) for LC discussion. Proficiency scores and motivational data were used to select focus groups and individual learners for in-depth analysis. Overall findings include support of role-based LCs in L2 contexts, a new coding system, and tools to help teacher-researchers analyze and assess LC discourse in future studies.*

## **DEDICATION**

‘In general, and as long as it is not too esoteric and requiring of specialist knowledge, literary fiction is something that all of us (or none of us) can be expert about.’ – Michael Toolan

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## LIST OF ABBREVIATIONS

LC	Literature Circle
BCD	Book Club Discussion
UC	Unprepared Contributor
DL	Discussion Leader
Sum	Summarizer
WM	Word Master
EC	Experience Connector
PP	Passage Person
DA	Devil's Advocate
WTC	Willingness to Communicate
IRM	Intrinsic Reading Motivation
SE	Self-Efficacy (for LC discussion)
WPM	Words per Minute
WPT	Words per Turn
IRF	Initiation – Response – Follow-up
GSE	Global Scale of English

# CHAPTER 1

## INTRODUCTION

This study is the third module of a dissertation examining language elicited by role-based scaffolding for L2 literature circles (LCs). Module 1 consisted of an extensive literature review of teaching and researching LCs in both the L1 and the L2 (see supplemental modules, this volume). The module concluded that there are multiple levels of L2 LC materials needed to support pre-independent L2 readers, including graded-reader library orientation and the gradual introduction of role-based scaffolding. Module 2 (see supplemental modules), technically a pilot study, included analysis of 39 discussions from three different classes, taught by three different teachers. The pilot study was an in-depth, out-of-the-box review of the Oxford Bookworms Reading Circles series (Furr, 2007), especially with regard to the language elicited by the role-based scaffolding adapted from Daniels (2002). The system included the following roles: Discussion Leader, Summarizer, Connector, Word Master, Passage Person, and Culture Collector. The population of learners involved in that study came from the pre-intermediate level at a mid-sized Japanese university, where almost all the learners were domestic Japanese learners of English. In spite of being placed in the same level (pre-intermediate) the actual levels of these participants varied, as the program tracked pre-intermediate learners into high TOEFL scoring students (CEFR A2+), high achievers (received a grade of A+ in the previous semester, CEFR A2+), and regular, continuing students (CEFR A2). An important finding from the pilot study was that the CEFR A2 level students can only carry a limited cognitive load (Robinson, 2005) having limited attentional resources during discussions. Scaffolding designed to elicit monologic output successfully aligned planning with grammatically sentential contributions that directed attentional

resources into one careful turn in the discussion. Contrastingly, scaffolding designed to create dialogic exchanges, such as the Passage Person prompts, also resulted in monologic contributions. It is disconcerting to find exchanges in the transcripts where learners cite a passage, ask a question, and then, without waiting, go on to another question. Learners at the CEFR A2 level could not pivot into a dialogic exchange at such attention-dispersing points. For example, learners would not wait to hear an answer after asking a prepared question, would not wait for students to find a page and line number, and certainly would not pivot to reading aloud. The source of the problem may be a combination of various factors that include cognitive overload, shyness, face-threat, low motivation, or performance anxiety, but the concept of pivoting was incorporated in the teaching and self-assessment process for Module 3.

Another finding from Module 2 was that students who had not read and those who had not planned (unplanned) created needs for improvising that easily led to discussion breakdown. Student absences also produced similar results. In the high-end group of the pilot study, there was found to be a lack of stylistic and critical thinking support necessary for crossing over from extensive to academic learning. Thus, to reiterate the findings from Module 2: The Oxford Bookworm role system, while appropriate for CEFR B1 students, needs the addition of level and goal specifications.

The present module now extends the Module 2 study to upper intermediate and advanced level students in order to provide data from the CEFR B1+ through CEFR B2 to the CEFR C1 range, thus extending my data collection and analysis of role-based L2 scaffolding throughout all L2 proficiency levels. In Module 3, evidence of monologic talk and shifts to dialogic talk will be key points to notice in the more advanced LC students of this study.

Due to the extensive coverage of relevant literature and theoretical constructs in Modules 1 and 2, Chapter 2 of this module will move directly to introducing the five research questions in terms of the relevant research and assume the reader is already familiar with theoretical underpinnings and literature discussed in prior modules. After introducing the research questions, Chapter 3 provides a very detailed description of research context and methods.

Chapter 4 comprises results and discussion for each of the five research questions, each in its own sub-section. The first two research questions explore quantitative results. Section 4.1 is more related to pre- and post-semester survey results. Section 4.2 presents quantitative discourse analytics for both classes involved in the study, which require some patience, but is necessary to create a basis for exploring new analytic tools. Section 4.3 shifts toward qualitative discourse analysis and discussion of a teaching assistant joining the circle. Section 4.4 shifts to qualitative descriptions of language production related to each of the six role scaffolds. The last section in Chapter 4 reports preliminary findings for a new coding system for language produced in LC discussions.

Chapter 5 presents conclusions from this module. The chapter starts with a summary of contributions this dissertation offers to language teachers and researchers. The second part considers limitations that impact the research and results. The last part of the conclusion presents theoretical and practical implications of use to teachers and researchers interested in refining their own or our shared understanding of the practice of book club discussions in a second language.

Finally, the manuscripts of Module 1 and Module 2 are provided in their entirety for those interested in reviewing the arc of this dissertation from the original literature review through the pilot study.

## CHAPTER 2

### LITERATURE REVIEW AND RESEARCH QUESTIONS

There are a number of works essential to this study with reference to literary interpretation and the integration of LCs into L2 classrooms. Due to length considerations for this module, this chapter assumes the reader is familiar with the literature and concepts reviewed in Module 1 and Module 2 of this dissertation (See supplemental modules). One distinction not yet clarified is “group-task” versus “role-based” scaffolding for LCs. There are some practitioners who give all members of a group in an L2 LC discussion the same task. This “group task” approach is typical in L1 book clubs where role-based scaffolding introduced by Daniels (2002) has been eschewed (Young & Mohr, 2016) but also embraced by some L2 practitioners (Mark, 2007; Baurain, 2007). Role-based scaffolding is differentiated because it provides L2 learners space to acquire various sub-skills and strategies for internalizing new language needed for developing L2 speaking and reading skills. In brief, the most fundamental concepts relevant to L2 role-based scaffolding come from Furr (2004) and his L2 permutations of Daniels’ (2002) principles for L1 LCs. Furr’s first L2 LC principle is ‘teachers should select reading material appropriate for their student population’. By contrast, Daniels has advocated that students choose their own reading material. Furr adopted Daniels’ second principle, ‘small temporary groups are formed’, except that Daniels’ groups are formed based upon book choice, while Furr’s groups are based upon ensuring each group has at least one confident speaker. Where Daniels said, ‘different groups read different texts’, Furr said ‘different groups read the same text’. Both Furr and Daniels agree that groups need to ‘meet on a regular, predictable schedule’ and use ‘written or drawn notes to guide their discussion’. Both also agree that ‘discussion topics should come from the students’ and that

discussions aim to be ‘open, natural conversations about books’. Additionally, it is important to note that both authors agreed the ‘teacher serves as a facilitator, not a group member or instructor’ and that ‘a spirit of playfulness and fun pervades the room’. From the findings of Modules 1 and 2 of this dissertation, principles stated without reference to learner proficiency levels, library ecosystem familiarity, and evidence-based research create confusion. While the practice of L2 teaching with role-based scaffolding has received pedagogical description with useful theoretical justification (Furr, 2004; Shelton-Strong, 2011; Maher, 2015), there is a lack of published, in-depth analyses of such L2, role-based LC discussions and the related processes for conducting such research. Thus, this dissertation’s aim is to create analytic tools to empower teacher-researchers to develop systems appropriate to various learner levels, contexts, and specific stages of literary interpretation. Ultimately, the application of better research methods will yield the evidence and frameworks needed to support best practice.

## **2.1 Research Question #1: How did learners perceive their role experience at the end of the semester?**

At the end of the semester, after all learners have experienced all the roles, it will be important to know the learners’ impressions of their experiences, but how do these experiences relate to levels of literary interpretation? Literary interpretation and especially stages of literary comprehension are essential to this study, and the most fundamental of such frameworks is Bell’s (2011) Arc of Interpretation. With a view toward eliciting a wide range of language from learners, this study aims to capture authentic learner language from students at various proficiencies as they traverse all six stages in Bell’s (2011) Arc of Interpretation:



1. Estrangement
2. Preview
3. Proto-understanding
4. Analysis
5. Understanding
6. Ownership

Peplow (2016b) has used conversation analysis to identify points of disagreement in native speaker talk about books. He showed that these disagreements could identify cognitive shifts between stages in Bell's Arc in the minds of book club members. In this way, Bell's Arc is a valuable framework for the naturalistic study of reading. While Bell's framework describes the reader's responses in relation to a text, a related framework by Hillocks and Ludlow (1984) is especially useful for coding questioning skills as they relate to specific text features in narrative. Ramonda and Sevigny (2019) have used Hillocks and Ludlow's framework to code graded reader quiz questions that aimed to check if learners had 'read the book'. They have reported that Stated Relationship questions in Hillocks and Ludlow's taxonomy, which only appear once and define a relationship between two narrative elements, are the best way to discriminate between those who have 'read the book' and those who have not. These two frameworks are complementary in the sense that Hillocks and Ludlow's (1984) system helps to relate questions and comments to specific narrative text features, while Bell's Arc is more suited to relating reader contributions to stages of cognitive interpretation.

In fact, a research direction that emerged from Module 2 was the need to control for performance in different phases of the reading process. For example, there were times when learners confessed to not having read the story in the discussion, but at the same time managed to produce a carefully worded negative evaluation of the story. This raised the possibility that a learner could have been unprepared (did not read) yet could have planned

(maybe even mentally rehearsed) a contribution for the discussion. While pre-discussion quizzes could be used to determine a starting point for discussion on Bell's Arc, this study takes a discourse-analytic approach. Specifically, it was postulated that assigning a reader the 'role' of not reading the story, and then asking the same learner to spend planning time in reviewing question generation, could help learners to inculcate question forms and routines helpful for participating in LCs. Furthermore, the addition of this 'Unprepared Contributor' role could potentially enhance dialogic practice at the lower end of Bell's Arc, which while perhaps not adding to the depth of discussion might actually help to develop dialogic skills. This discovery may have better application at the lower levels of LC discussion, but I decided to try adding this role to the Module 3 research project to see how more capable learners, purposefully put into the estrangement phase of Bell's (2011) Arc of Interpretation might cope. After all, everyone encounters times of feeling estranged in meetings or conversations.

While the Unprepared Contributor role could pull discourse down to the bottom of Bell's Arc, I decided to push the discourse toward the 'Ownership' level of Bell's Arc at the same time. To do this, I created the Devil's Advocate role. The rationale for creating the Devil's Advocate role relates more to the students' need to practice making claims and arguing with evidence, especially when the student may not personally support the claim. Thus, the Devil's Advocate role would theoretically provide a challenge for the highest-level students but, when applied to narrative, would be potentially accessible enough for even upper intermediate (CEFR B1) students. If disagreement pushes learners further up the Arc (Peplow, 2016b), then encouraging learners to make controversial statements about interpretations would enhance this process. The main problem that emerged from Module 2, that LC discussion scaffolding does not address learners' varying levels of preparation and

proficiency, has been addressed with the addition of these two new roles. The discourse elicited by these roles are described in the results section for Research Question #4.

The approach to this study, like Module 2, continues to be exploratory and can still be described as Mixed Method Research (MMR) according to the characterization in Brown (2014) since the study strategically mixes various research methods. One primary control methodology has been to study the motivations of the learners both before and at the end of the semester. There are three aspects of motivation in this component: Willingness to Communicate (WTC) (Yashima, 2009), Intrinsic Reading Motivation (IRM) (Sevigny & Pattison, unpublished research), and Self-Efficacy (SE) for LC discussion (Sevigny, unpublished research).

There are additional considerations regarding motivation. Gee (2014) talks about discourse and identity, pointing out that people say things to be someone or to obtain social goods. In this regard, I anticipate some problems with prescribed roles. This also connects to Bourdieu's (1977) *habitus*, which he defines as 'the identity gained through the language habits a person practices'. Researchers who have further explored this idea include Eckert (1989; 2000) in her ethnographic studies of American high school subcultures such as stoners, jocks, and burnouts. More germane to language acquisition is Dornyei's L2 Motivational Self System (2009) that includes the *ideal self* and the *ought-to self*. These ideas are very relevant to LC discussions with prescribed roles, especially when assigning an ideal-self student to be the Unprepared Contributor or an ought-to self student to the role of Devil's Advocate. In addition, five Oxford Bookworm roles were adapted to stages in Bell's Arc: Discussion Leader, Summarizer, Word Master, Experience Connector, and Passage Person.

## **2.2 Research Question #2: What are the basic discourse features of each focus group at the end of the semester?**

Another aspect of the learners' experience has to do with basic discourse features over the six discussions. For Module 3, I have developed systems for quantifying these basic features for both the roles and the individual learners. Thus, I am able to describe the amount of time each learner held the floor in each turn, the total time holding the floor in each discussion and for all six discussions combined. Additionally, I have created a system for calculating the number of words spoken in every turn and the number of turns a student takes. From these units each learners' average speech rate and number of words per turn can be calculated. Because these systems are extremely time-consuming, they have not been carried out for all eight groups of the study but only for those groups identified from the first question to be worthy of this highly detailed quantification.

## **2.3 Research Question #3: When should Teaching Assistants (TAs) or teachers join LCs, and in what capacity?**

A third finding from Module 2 concerns the roles of the TA/teacher. The findings from Module 2 of this dissertation suggest learners desire TAs/teachers to join in LCs at least some of the time. This may have some basis in Japanese culture, where learners often express the desire for teachers to 'remain in the equation'. In order to begin addressing this question, a new TA in the Upper-Intermediate class was asked to join one reading group for the duration of the semester and perform roles as a 'co-worker'. Clifton (2006) describes the setting aside of the typical teacher-fronted Initiation/Response/Follow-Up (IRF) sequence and three problems with this format: the topic is in the teacher's control, the student's response is open to evaluation by the teacher in the third turn, and the students do not normally nominate the

next speaker. After handing down the power to the students in peer-led reading groups, is it a good idea to have a TA join the circle?

To set the background for this question, it is important to review both Furr's (2004) and Daniels' (2002) agreement on the principle, 'The teacher serves as *facilitator*, not a group member or instructor' (p. 18). This choice holds some validity as other practitioners with both L1 and L2 groups also prefer not to join in discussions but rather observe from outside (Sevigny, 2012; Sevigny & Berger, 2014). Why would Japanese university students come to such a different conclusion as their teachers? Samway and Whang (1996) provide insights for teachers who feel they should join in LCs with students, and they point out that teachers need sensitivity training to learn how to interact when joining LCs. They suggest that teachers need to embrace silence to give thinking time and replace their own question agenda with questions that come from the learners. In this module, I will explore some facets of task-based language teaching, skill-based language teaching, and Socio-Cultural Theory (Vygotsky, 1934/1978) when exploring this question about TA/teacher involvement.

The core issue here is whether LCs can work in mixed-level groups. In reality almost no classroom of learners is really homogeneous in proficiency, and teachers in most classes have to work with mixed-level groups of learners. This is what I have done in this study, but is that the right approach? Going deeper into this assumption, we face the norm in schools to create leveled cohorts within programs such as Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate. However, this runs counter to one of the theories I claim underpins this study, that is, Community of Practice (CofP) (Lave & Wenger, 1991). The idea in apprenticeships is that novices work together with journeyman-level workers and masters, learning skills in a hands-on approach. Larking and Stilp (2018) studied mixed-proficiency, expert-novice dyads and found that the novice in such pairings is able to expand their

knowledge and provide extended responses with the help of an expert learner (cf. Storch, 2002) and further, that the expert in such dyads also benefits as a listener, through learning how to extend the responses of the novice and by rephrasing and providing meaningful responses for the novice as a speaker. In other words, experts can help less experienced readers and group members by letting their contributions scaffold the lower level learners in strategic ways. Discovering ways TAs/teachers can contribute in LCs with specific examples of grammatical, lexical, stylistic, and strategic language would make a significant contribution to the extant literature about reading groups, precisely because of the absence of observer's detailed insights from actual LC discussions. Whether TAs can naturally develop productive 'expert-novice' relationships, or need training to do so, and whether mixed-level LCs inhibit the lower proficiency learners from getting sufficient practice, are similar issues. In the context of this study, high advanced level L2 students are part of the same population recruited to be TAs with lower level students. Thus, this question could be paraphrased as 'when do mixed-level LC discussions become less conducive to SLA than homogeneous-level LC groups?'

Another really important aspect of TA/teacher involvement comes not only from coaching and facilitating styles, but how and where that coaching intervention takes place. With LCs, most published accounts refer to anticipatory scaffolding like worksheets of some kind that learners fill out before the discussion and then post discussion activities that are extensions of the discussions (Daniels, 2002; Furr, 2007). Marley (2014) compared different groups' performances in LCs based upon either using anticipatory scaffolds or classroom coaching/facilitating, and she concluded that learners receiving face-to-face coaching, rather than anticipatory scaffolds, produced better contributions in discussions over time. In essence, Marley (2014) reported that teacher involvement in the circle resulted in learners gradually

making higher quality contributions. This is very interesting in that she was violating both Furr and Daniels' principle that teachers shall not join the circle.

#### **2.4 Research Question #4: How do the contributions of a high- and low-proficiency student with similar motivation profiles compare as they experience each role?**

Researchers like Young and Mohr (2016) have developed a system that aims learners at higher levels of cognitive processing. They have taken Costa and Kallick's (2000) 'three-story intellect' framework and are aiming at ways to teach learners how to make higher level elicitations. While this might be a good idea in L1 elementary schools, where learners are essentially native speakers, L2 teachers need to avoid stigmatizing certain cognitive functions as less valuable, especially when such functions align with acquisition sequences appropriate for the learner. For example, here are Costa and Kallick's level descriptors:

Level 1: Name, Recall, Restate, Reread, Locate, Describe, State, Inform, Define, Identify, List

Level 2: Compare, Contrast, Classify, Distinguish, Explain (Why), Infer, Sequence, Analyze, Synthesize, Make Analogies, Reason

Level 3: Evaluate, Generalize, Imagine, Judge, Predict, Speculate, If/Then, Apply a Principle, Hypothesize, Forecast, Idealize

(Costa & Kallick, 2000)

In many L2 contexts like Japan, reading ability leads speaking ability, and there are large gaps in high frequency vocabulary, especially in matching aural/oral encodings to the previously known orthographic, visual encoding. It is usual that less common words, especially proper nouns, are seen but cannot be sounded out easily. Thus, while it would be fine to aim more advanced L2 learners at high level aspects of a text, it would be helpful to know just how Costa and Kallick's (2000) cognitive functions are employed by learners as they trace Bell's

Arc of Interpretation. Thus, exploring how similarly motivated learners approach and linguistically express their understandings of each role is worthy of analysis.

**2.5 Research Question #5: What coding system best describes the data for LC discussions, and how can this coding system inform item creation for the Self-Efficacy scale for literary discussion?**

While Module 2's findings suggested a move towards smaller groups and more qualitative research would be advantageous, the need to still collect data from diverse proficiency levels and the uncertain nature of class dynamics required me to run the data collection in two classes simultaneously. One consequence was that more groups produced data in this final module than in Module 2 of this dissertation. Thus, at this stage of research, I am not able to shift from MMR toward more grounded research avenues involving detailed methods such as stimulated recall and interviews.

As stated in Module 2, this study in part follows in the vein of the Naturalistic Study of Reading (NSR) (Richards, 1929; Swann & Allington, 2009; Peplow, 2011; Peplow & Carter, 2014), Communities of Practice (Lave and Wenger, 1991), and, to a lesser degree, Grounded Theory research (Corbin & Strauss, 2008). As a grounded theory investigation of the themes that emerge with regard to role sheets in L2 LCs, I hope to more clearly describe specific factors affecting L2 development in this learning environment. The assumption being made is that role-based scaffolding, while perhaps not the ideal form of scaffolding for L2 LCs, helps to isolate more specific properties of language, tasks, and skills learners need in order to build confidence in making discussion contributions.

One of the issues at the heart of coding discussion data is the question of whether I need to create a new coding system to explain the discourse data or whether there is an



existing coding scheme that is adequate to the task. The plan is to first try to create open codes on the discussion transcripts following a grounded theory method of ‘constant comparison’. However, it is not clear to me whether this will only lead to rediscovering basic principles in conversational description. Young and Mohr (2016) attempted to do this very thing with L1 elementary school LC data. They coded every utterance in the system and found the following categories:

1. Exploratory Talk
2. Elaborative Feedback
3. Topic Management
4. Confessionals
5. Accountability
6. Non-Facilitative

The use of utterances as a unit of analysis has been questioned by applied linguists, so my first attempt after trying to develop my own set of open codes will be to code a discussion using the A-S Unit. Foster, Tonkyn, and Wigglesworth (2000) developed this system for coding spoken data with very clear instructions and cases. My third option for coding the data comes from Tsui (1994) and her approach to describing conversation in English as ‘linguistic description’, which she differentiates from Conversation Analysis. Her approach is helpful in the review of classroom discourse systems. Connected to this coding problem is the question of how to connect learner contributions with the segments on Bell’s (2011) Arc of Interpretation. More practically, I would like to mine the data to find potentially new and helpful items for the Self-Efficacy scale for LC discussion.

## CHAPTER 3

### METHODS

#### 3.1 Participants

Ritsumeikan Asia Pacific University (APU) is a dual-language university, so all students are admitted with either Japanese or English as the basis language or medium of instruction for their major area of specialization. Domestic Japanese students are Japanese-basis students, and study English as their second language. International students at APU are English-basis for their major courses, and study Japanese as their second language. The English Program at APU has two tracks: The Standard Track and Advanced Track. Domestic students (Japanese-basis students) placed in the Standard Track of the English Program take up to four semesters of English, with the goal of reaching the equivalent of 500 on the TOEFL ITP. Four levels comprise the Standard Track: Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. Each level is divided into two courses: Listening, Speaking, and Writing (A class) and Reading and Vocabulary (B class). The A class meets four times per week for 95 minutes per meeting, and B class meets twice per week for the same amount of time. One class in this study is an Upper-Intermediate English A (UIE A) class of Japanese learners of English.

The UIE A students in this course had all placed into either the Elementary or Pre-Intermediate levels and had continued up to the Upper-Intermediate level. None of these learners were first semester students, and all of the learners grew up in Japan with Japanese as L1. These students are required to take the TOEFL ITP test every semester. The average TOEFL ITP score in this class at the end of the semester was 478 (SD 25.2)—a fairly homogeneous group proficiency-wise. Hereafter, I will frequently refer to them as the

‘Bronze’ class because these students read the Oxford Bookworms Bronze (Furr, 2007a) book, which is considerably less advanced than the Silver and Gold books.

The Advanced English 2 A (AE2A) course draws from a more complex pool of students. As previously mentioned, there are two main sources of students: domestic and international. Most domestic students’ L1 is Japanese, and most placed into the Advanced Track as a required course to complete before graduation. There were 14 domestic students in the AE2A course. The AE2 level courses, however, are also open for international (English-basis) students to take as electives. In the spring of 2018, there were nine international students enrolled in AE2A. To add another layer of detail, because APU is a dual-language university, students are classified as either English or Japanese basis, which means that their major area content courses are taken in one of these two base languages. In AE2A, there were two Japanese domestic students who were English-basis students, as they demonstrated sufficient English skill to be admitted on that language basis. On the other hand, there were also citizens of Pakistan and Nepal in this class who were classified as domestic students because they had lived in Japan during high school and were recruited from within Japan. Both these students were also admitted as English-basis students. Thus, the AE2A group presents diversity in terms of both English and Japanese language abilities and cultural experiences. Many domestic learners, for example, had experienced long terms of study abroad during middle and high school years, although there were also domestic Japanese L1 students who had never studied abroad and had placed into the Advanced Track. Some of these students had struggled and were retaking the course after having failed one or more times previously. Thus, the eclectic nature of this group also extends to English proficiency levels of the students, with the estimated average TOEFL ITP score being 553 (SD of 56.4). Note the standard deviation is double that for the UIE A class and thus much more

heterogeneous in proficiencies. I will refer to the AE2A class as the ‘Gold’ class because they read and discussed the stories in the Oxford Bookworms Gold anthology (Furr, 2007b).

All the students from both of these classes have consented to be part of this study. Additionally, the TA assigned to the UIE A class also consented to be part of the study, and no one who consented has changed their mind. The consent forms for the study are included in Appendix F. To be clear, this study is emic in nature, with the researcher serving as the teacher in both data collection sites (classes).

### **3.2 Materials and Procedures**

This study was approved by the director of English at APU and was officially approved by the University of Birmingham PhD Research Ethics Committee. All students in both classes were briefed on the research project during the first week of the semester, and all students absent on that day received individual briefings. At the end of the first week of the course, participants completed consent forms giving permission for the researcher to receive their recent TOEFL ITP scores. All students submitted a consent form and received a signed copy for their records (Appendix F).

Also, during the first week of the semester, a survey was administered that included the WTC (Yashima, 2009), IRM (Sevigny & Pattison, unpublished research), and SE for book club discussion scales (Sevigny, unpublished research). Supplemental questions asked about students’ L1 background, thoroughness in doing homework, and whether they tend to make others laugh. The results were used to create groupings that would ensure that all groups had an equal chance of success; this follows the Oxford Bookworm Teacher’s Manual (Furr, 2007), which recommends that one or two strong leaders be placed in each group. The same

survey was administered on the last day of the course along with a second survey, the Book Club Discussion Survey (Appendix E).

SE is extremely important in language teaching today because it is the construct that underlies the very heart of the learning and teaching transaction, that is the fundamental belief that one has the power to produce effects by one's actions (Bandura, 2001, p. 10). When students perceive they have mastered what teachers designed for them, then there is validation between the two stakeholders. Consider the seven SE items on the SE survey below. The asterisked items were framed in the negative.

- 10. I can explain the main themes of a story (in English).
- 12. I can re-tell the events of a story to a friend in a discussion (in English).
- 14. I can explain the main problems in a story (in English).
- 16. I can explain the relationships between characters in an English story.
- 18. I can explain where and when a story takes place (in an English storybook).
- 20\* I have difficulty asking questions about what I've read for discussion (in English).
- 22\* I have difficulty directing my classmates' attention (in spoken English) to a specific page & line in a story.

These statements assess each learners' perception of mastery of LC discussion skills that are at the heart of each of the six discussions in a way that embeds the act of literary interpretation within perceived verbal English L2 ability (Appendix E). The following paragraph provides the story of how these motivation surveys were developed but may not be as helpful as merely looking at the surveys in Appendix E.

As the IRM and SE for LC discussion surveys are not yet published, it is worth noting that in the winter of early 2013, I asked my colleagues, Steven Pattison and Maiko Berger, to help me adapt Guthrie, Coddington, and Wigfield's (2009) reading motivation survey for extensive reading with Pre-Intermediate students. Our adapted but yet untested survey had four parts: Perceived Difficulty (9 items), Self-Efficacy (14 items), Avoidance (8 items), and Intrinsic Reading Motivation (8 items). It was first administered in the spring of 2013. These survey results were used to control for motivation levels in Sevigny and Berger (2014) by

using the median-split profile logic of Guthrie et al. (2009). Pattison and I administered the survey again in the spring of 2016, and we conducted interviews with individual learners who appeared at extreme points of reading motivation to generate descriptions of avid, ambivalent, apathetic, and averse readers in the words of learners themselves (Pattison & Sevigny, 2016, October). At the time we did not use the adapted SE section of the survey. In the summer of 2016, I conducted exploratory factor analysis on the four factors in the adapted survey and corresponded with Bodo Winter at the University of Birmingham. The results determined that our adapted versions of Avoidance and Intrinsic Reading Motivation items were not actually separate Likert scales as Guthrie et al. (2009) reported. In fact, the Avoidance and Intrinsic Reading Motivation items loaded as negative and positive items of the same factor. Thus, for this dissertation, I rewrote the IRM survey items to balance negatively and positively framed items of the same motivation scale, reducing the two original (intrinsic and avoidance) scales to one seven-question scale with a Cronbach's alpha of 0.878. Additionally, with the exploratory factor analysis results, I was able to reduce the 14 items in the adapted SE scale to just seven items solely focused on discussion of literary elements, and these seven items returned a Cronbach's alpha of 0.879 (Sevigny, unpublished research) (Appendix E).

### **3.2.1 Proficiency Score Controls**

The UIE A class proficiency scores are quite reliable because the students have to take the TOEFL ITP every semester as a component of their grade. In the Advanced class, however, I had to rely on self-reporting of official scores through a survey. In order to control for the numerous types of test scores, I followed Sasayama's (2016) use of Brown's (1980) cloze test 'Man and his Progress' designed for this purpose (Appendix G). Every seventh word was deleted starting from the third sentence. All students took the Brown (1980) cloze test. I used

acceptable scoring (see Brown, 2002). For the UIE A class, I used a concordance to convert from TOEFL ITP to Pearson GSE scores. For the AE2A course, I had to use a concordance to convert the learners' self-reported score to TOEFL ITP. For the AE2A participants, I averaged the results from the cloze test with their self-reported scores. The reported proficiency scores are estimates of each learner's Pearson GSE score. I used the cloze and TOEFL ITP results from UIE A class to double-check my proficiency averages for the AE2A students. I hope to encourage a movement toward assessment systems that produce diagnostic feedback for learners and that also provide reasonably-priced speaking test components.

### **3.2.2 Revised Oxford Role Sheets and Self-Assessments**

After completing Module 2 of this dissertation, I made some modifications to the set of Oxford Bookworms role sheet scaffolds provided in the Oxford Bookworm Teacher's Manual and in the back of each student book. These modified role sheets, along with two new role sheets, are included in Appendix A. The seven roles are the Unprepared Contributor, Summarizer, Word Master, Experience Connector, Passage Person, Devil's Advocate, and Discussion Leader. In revising the role sheets, I was roughly aligning them with sections of Bell's (2011) Arc of Interpretation. The Experience Connector role conflated the Oxford system's roles of Connector and Culture Collector into one role. As I was not sure what stage of Bell's Arc it targeted, I did not add a comprehension meter symbol to that sheet. Please take time now to review the role sheet instructions in Appendix A. To review, here are the abbreviations for the seven roles:

- UC    Unprepared Contributor
- Sum   Summarizer
- WM   Word Master
- EC    Experience Connector

PP	Passage Person
DA	Devil's Advocate
DL	Discussion Leader

Students also completed a self-assessment sheet to submit with their role sheet at the end of every discussion. There is a separate rubric for the Unprepared Contributor (Appendix B).

### **3.2.3 Classroom Data Collection**

The format of this study springs from eight longitudinal case studies. To help visualize the schedule of roles, see Appendix C. The UIE A course consisted of 19 students who were organized into four long-term reading groups. Each reading group met six times over the semester. Each student received a copy of the Oxford Bookworms Bronze anthology of short stories. Each of the four reading groups in this class comprised five students, with Group 4 having only four students. As there were only four students left for Group 4 in the Bronze class, I asked the class TA to join this reading group as a co-worker for the six discussions. Each student submitted their completed role sheet at the end of each discussion. These completed role sheets became part of the final database. The Unprepared Contributor role continued throughout the semester and the Devil's Advocate role was piloted during the second quarter of the 15-week semester only.

Six book discussions were held over the course of the semester. All were audio recorded. I asked all the learners to hold the recorder like a microphone and identify themselves at the beginning and occasionally during each discussion. This method is an implicit 'talking stick' or informal instantiation of Eric Law's 'mutual invitation protocol' (Law, 2007). The Bronze and Gold level anthologies appeared to be graded a little below the right level for each of these groups, which definitely follows the Oxford guidelines. The LCs were timed, at first being limited to 20 minutes, gradually being lengthened as necessary



during the semester. The students knew that I listened to their discussions on my way to and from work and understood that my 25-minute commute was the time I was their audience. Of course, then in class as I monitored the progress, I would add more time to the clock if everyone was working productively. This system helped to minimize long pauses at the end of turns, and it is one of the reasons why I have not practiced pruning speech rate measurements (Ortega, 1999). The students rotated through the different roles as the term progressed as prescribed by the Oxford program, with two modifications. The first was the addition of the Unprepared Contributor role. The second was the addition of the Devil's Advocate role during the second quarter. Additionally, during the second quarter, I asked the classes how to best make room for adding the Devil's Advocate role. The students in both classes wanted to continue the Unprepared Contributor role, and they asked to combine the Word Master and Passage Person roles, as they could easily identify key vocabulary while they were looking for specific passages. The discussion component of the course satisfied part of the class participation and homework grade--about 5% of the total course grade. In addition to the role worksheet, each student submitted a self-assessment rubric (Appendix B) after each discussion.

Another modification of the Oxford instructions was an added peer-coaching (jigsaw) technique at the beginning of class. Before every discussion, I had students form 'role-specific groups' to compare their preparation. For example, three Summarizers would meet and share their preparation; three Discussion Leaders would meet, and so on. This way peers could coach each other on their readiness for the discussion. After the role-specific coaching session, the students would then form their reading groups with all the different roles represented. I did not provide extra language support for discussion language as I did in Module 2 for two reasons. The UIE A class was receiving explicit instruction and support for

discussion language during the semester, and the AE2 class groups were sufficiently mixed level, so I believed conversational maintenance gambits would be provided through advanced learners' examples.

Labov (1972) outlines the problem of the Observer's Paradox (p. 209) and the struggles involved in gathering data about a speech community in a systematic way. In this dissertation, where Labov was concerned with 'hyper-correctness' potentially corrupting natural speech data, I believe the audio recording put learners more 'on their mettle' knowing that they are being recorded. On the other hand, after the first discussion, the use of the audio recorder becomes routine and part of the 'shared repertoire' for all involved. In this study, the audio recording felt comfortable and not overly interventionist.

### **3.2.4 Motivation Survey and Proficiency Scores**

The results for the three scales (WTC, IRM, SE) for the post-semester observation were averaged, converted to z-scores, and then standardized to t-scores. In this study, to transfer from TOEFL, IELTS, and iBT scores for all the participants in the study, scores were converted to Pearson Global Scale of English (GSE) scores, which are also expressed in t-scores, ranging from 10 to 90. This change also allows readers to use the Pearson Teacher Toolkit to access GSE 'can do' statements (operationalized forms of CEFR statements) and thus allow teachers to ensure CEFR compliance. This system also enables researchers to write new GSE statements (e.g., related to text-based discussion) and cross check the level of linguistic features of participant utterances relative to the GSE. This will also help to develop SE statements that can eventually lead to level-specific forms of the LC Motivation Survey developed for this dissertation. The motivation survey results were also compared from the beginning and end-of-semester observations. Two-tailed paired t-tests were used to compare

means of each scale from the pre and post semester observations. Power and effect size analysis was conducted using G\*Power (Faul, Erdfelder, Buchner, & Lang, 2009). Additionally, in order to check effect size for WTC correlations, the data from Module 2 was combined with that from Module 3.

The data collected over the course of the semester are summarized in Table 1 below. A total of 48 LC discussions were recorded. The 48 discussions represent approximately 1200 minutes, or 20 hours of recording. The analysis of the data has followed a step-wise decision system. All recordings were first roughed into transcripts using an online hybrid AI/human service. The next step was to download each transcript and anonymize it with pseudonyms. As the decision framework emerged and criteria were met, then selected group data were processed in greater detail. The next step was to import the transcript data into Excel with each speaker turn in one cell, preceded by the turn number and a time stamp. Excel facilitated several quantitative discourse measures as well as the qualitative coding processes. The transcription process attempted to encode embedded backchannels and filled pauses, as well as retracings and repetitions. The recordings were transcribed following Peplow's (2016 a) conversation analysis system with simplifications (Appendix D). Even after receiving the rough transcript, finalizing transcripts was very time-consuming.

Table 1  
*Data Collection Summary*

Spring 2018 Data Collection Summary	AE2A Fall 2018 AVG TOEFL: 553 CEFR: B1 to B2+	UIE A Fall 2018 Continuing Students AVG TOEFL: 478 CEFR: A2+ to B1	Total Column
Oxford Bookworms Club Set used in the class	<b>Gold book</b>	<b>Bronze book</b>	
Number of intact groups completing six book club discussions	4	4	8
Number of recorded book club discussions	24	24	48
Consenting n size	20	23	43
Number of LC Motivation Surveys returned	19	17	36
Number of Book Club Discussion Surveys returned	19	17	36

## CHAPTER 4

### RESULTS AND DISCUSSION

#### **4.1 Research Question #1: How do the participants perceive their learning experience at the end of the semester?**

##### **4.1.1 Surveys: LC Motivation and Book Club Discussion**

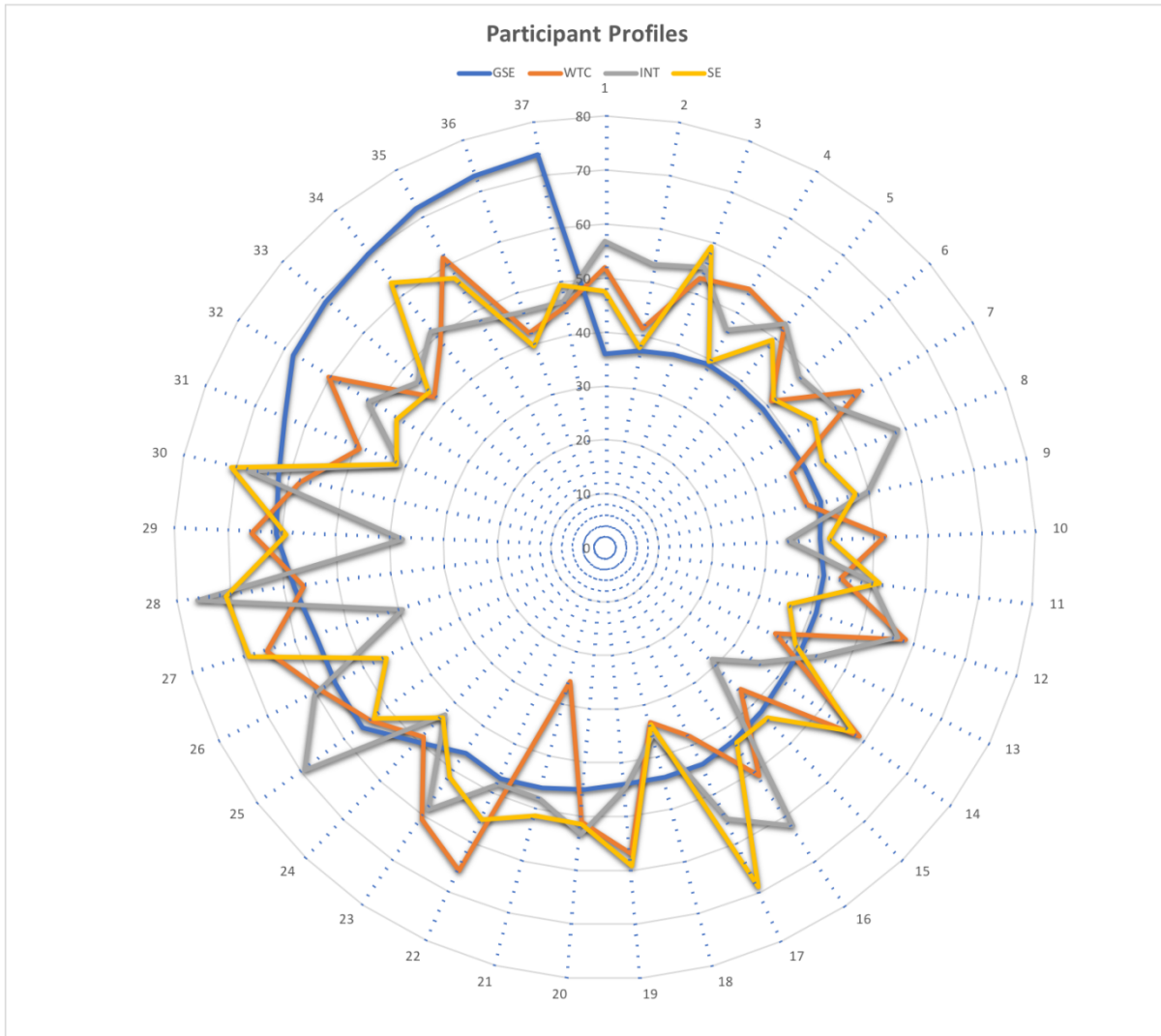
On the last day of class, the participants took two surveys: the LC Motivation Survey and the Book Club Discussion (BCD) Survey (Appendix E). The LC Motivation Survey included sections on WTC, IRM, and SE for LC discussion. The BCD Survey included learners' subjective impressions of each of the seven roles experienced over the course of the semester.

Figure 1 presents results of the LC Motivation Survey in a radar chart—standardized t-scores calculated from z-scores allowing the reader to quickly see how the 42 participants in the study relate to each other with regard to these factors. The chart is sorted from lowest to highest current standardized proficiency test scores, expressed in a t-score form that estimates the learner's Pearson GSE. For those unfamiliar, the Pearson GSE scores are expressed in a range from 10 to 90, the same as for t-scores. T-scores all have the same range and thus standardize all scores on a scale from about 25 to 76 for all factors, making them comparable with regard to the distance from the cohort mean for all 37 participants. The radar chart has no concentric circle for a score of 90 because there were no scores between 80 and 90.

The lowest GSE score was 36 (student #1), and the highest GSE score was 74 (student #37). Student #1 (Mika) has the lowest estimated Pearson GSE score for all participants.

Mika's motivational scores, however, are all higher than her proficiency scores in relative terms. Mika's score for SE for LC discussion is 48; her score for trait-like WTC is 52 and for IRM is 57. These results suggest that Mika might feel best about her performance in reading the short stories, followed by her WTC, then her performance in the LC discussions, and

finally her global proficiency. The last participant on the radar chart, student #37, Ichiro, has an estimated Pearson GSE score of 74, a trait-like WTC score of 45, an IRM score of 46, and an SE score of 50. Ichiro's best standardized test score, estimated as a GSE score, stands far and above his motivation scores, which are relatively similar to each other. Table 2, following the radar chart, provides a key to the student numbers on the radar chart, their pseudonym in the transcripts, and each student's class and group numbers. Recall that the Bronze and Gold classes each had four groups. This learning factor data allows the reader to reference and compare specific learner traits with regard to their transcript contributions throughout this study.



*Figure 1.* Participant learner variable results (Sorted by est. Pearson GSE Score) Pearson GSE, WTC, IRM, SE for LC Discussion (Reported in t-scores).

Table 2

*Radar Chart Key to Student Pseudonyms and Groups (Ascending by Est. Pearson GSE Score): Classes and Group Numbers: B1-4=Bronze, G1-4=Gold*

Student # on Radar Chart	Pseudonym	GSE Score	Group	Student # On Radar Chart	Pseudonym	GSE Score	Group
1	Mika	36	B2	20	Mina	45	B1
2	Takuma	37	G1	21	Mari	46	B2
3	Nana	38	B2	22	Polat	47	G1
4	Asako	39	B2	23	Toshi	47	B1
5	Natsumi	39	B3	24	Shizuka	50	G2
6	Momo	39	B3	25	Budi	56	G4
7	Amaya	39	B1	26	Hartaj	56	G3
8	Aiko	40	B4	27	Temur	56	G4
9	Kiyoshi	41	G3	28	Margo	58	G2
10	Mai	40	B3	29	Yuuki	61	G4
11	Sayuri	41	B3	30	TA	62	B4
12	Ran	41	G2	31	Shintaro	64	G1
13	Kei	41	B1	32	Jinsoo	68	G3
14	Sakura	41	B4	33	Ai	69	G1
15	Sho	42	G3	34	Tam	70	G4
16	Yukio	43	B3	35	Cecilia	72	G1
17	Hiroshi	44	B4	36	Tatsuya	73	G2
18	Kenji	44	B4	37	Ichiro	74	G3
19	Gin	44	B2				
CEFR	A2+	B1		B1+	B2	B2+	

On the last day, the students also completed the BCD Survey (Appendix E). The results from this survey mainly refer to the students' sense of efficacy related to each of the specific roles played and their enjoyment in playing each of these roles. The results from these questions are reported in Table 3. Questions were on a forced-choice, six-point Likert



scale. In Table 3, the results have been collapsed to quickly show overall positive or negative impressions. Except for the Devil's Advocate role (which was only deployed in the second quarter), the majority of students reported a sense of self-efficacy, or capability, with regard to each role. The highest role-specific self-efficacy scores on average were for the Unprepared Contributor and Experience Connector roles. The participants enjoyed the Experience Connector and Passage Person roles more than the Unprepared Contributor role. The Discussion Leader and Devil's Advocate roles posed the greatest challenge overall, with lower role-specific self-efficacy and enjoyment ratings.

Overall, the reaction to LC discussion was positive, and the perception that the activity improves second language acquisition (SLA) was widespread, with answers to questions 15 through 18 all registering well above 90 percent on the agreement side of the Likert scale. The arrangement for meeting with the same group of students regularly was very well received, as was the jigsaw pattern of meeting in role-specific groups to share notes before the actual recorded discussions. The role-specific groups also afforded learners a second group of classmates with which to work on a regular basis. One pair of questions at the end of the BCD Survey asked for open-ended comments regarding their feelings about doing reading groups at the beginning and then again at the end of the semester. At the beginning, some students felt apprehensive, and some were not very excited about reading short stories. At the end of the semester, the comments were overwhelmingly positive. The students loved the social connections they developed with their classmates and teacher and commented that working in the same groups challenged and made them accountable to prepare correctly. There were numerous expressions of increased self-efficacy for reading and discussion, and several expressions of increased appreciation for narrative, deeper comprehension of English, and greater empathy for classmates' viewpoints. There were some comments regarding perceived

difficulty with one respondent saying the task was very difficult, but others who said it was ‘gentle’ reading and enjoyable. There were two expressions of regret for not having worked harder, but the overwhelming number of comments were that the discussions were fun, enjoyable, a bit challenging, very meaningful, and good for language acquisition and social connections. In the end, the students were relieved and satisfied.

Table 3  
*Last-Day Book Club Discussion Survey Results: Simplified % from Likert Scale (n=36)*

Q#	Survey Statement	Disagree (%)	Agree (%)
1	I can do the role of a Discussion Leader.	22.22	77.78
2	I liked doing the role of Discussion Leader.	27.78	72.22
3	I can do the role of the Summarizer.	19.44	80.56
4	I liked doing the role of Summarizer.	19.44	80.56
5	I can do the role of Experience Connector.	8.33	91.67
6	I liked doing the role of Experience Connector.	13.89	86.11
7	I can do the role of the Word Master.	11.11	88.89
8	I liked doing the role of the Word Master.	27.78	72.22
9	I can do the role of the Passage Person.	13.89	86.11
10	I liked the role of the Passage Person.	16.67	83.33
11	I can do the role of the Devil’s Advocate.	22.22	77.78
12	I liked doing the role of the Devil’s Advocate.	30.56	69.44
13	I can do the role of the Unprepared Contributor.	8.33	91.67
14	I liked doing the role of the Unprepared Contributor.	19.44	80.56
15	Book Club Discussions (BCD) are a good way to understand a text.	0.00	100.00
16	BCD help me to know different viewpoints of my classmates.	2.78	97.22
17	BCDs help me to improve my English speaking.	2.78	97.22
18	BCDs are good for overall English language development.	5.56	94.44
19	Meeting with the same students each time in BCDs helped me feel connected.	2.78	97.22
20	Meeting in “role-specific groups” before the book discussion prepared me to do well in the BCD.	8.33	91.67

The affective data can help to control for the individual learners whose data are to be analyzed in the next part of the Results section. One way to break down the results of the affective data is to total all three motivation subscores—WTC, IRM, SE for LC discussion—and then to find the quartile break points. The ‘high achievers’ then, with regard to motivation, would be those whose total is above 163 points, which is the upper quartile split point. The normality test results in Table 4 show the Sig. value for Shapiro-Wilk is 0.756, which is greater than 0.05.

Table 4  
*Shapiro-Wilk Normality Test Results for the Total of WTC+IRM+SE*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.089	37	.200*	.981	37	.756

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Then, using the Pearson GSE concordance for CEFR Scaling, the CEFR Level was estimated, and learners of high motivation can be reported as those with the total summed t-score being above 163 points. Each learner’s T-score Total (TsT) is reported in Table 5 along with the learner’s group and CEFR level.

Table 5

*High Motivation Learners by CEFR Level: T-Score Total >163 (Upper Quartile)*

Student # on Radar Chart	Pseudonym	TsT: WTC+IRM+SE	Group	CEFR Level
34	Tam	163	Gold 4	B2+
26	Hartaj	165	Gold 3	B1+
3	Nana*	167	Bronze 2	A2+
35	Cecilia	167	Gold 1	B2+
22	Po'lat	169	Gold 1	B1
23	Toshi*	171	Bronze 1	B1
25	Budi	177	Gold 4	B1+
30	TA	196	Bronze 4	B2
28	Margo	204	Gold 2	B1+

\*Only two of the Bronze class *students* were in the top quartile for overall motivation.

Table 6

*Low Motivation Learners by CEFR Level: T-Score Total <132.16 (Lower Quartile)*

Student # on Radar Chart	Pseudonym	TsT: WTC+IRM+SE	Group	CEFR Level
18	Kenji	102	Bronze 4	B1
15	Sho	109	Gold 3	A2+
13	Kei	120	Bronze 1	A2+
21	Mari	125	Bronze 2	B1
10	Mai	128	Bronze 3	A2+
36	Tatsuya	128	Gold 2	B2+
31	Shintaro	132	Gold 1	B2
33	Ai	132	Gold 1	B2+

A second way to look at perceptions at the end of the semester is to compare the learners' end-of-semester perceptions on the motivation survey with their perceptions from the first week of the semester. Comparing the means for each of the motivation scales between the pre- and post- semester surveys can be analyzed statistically with two-tailed paired t-tests. The results show that changes to the means of WTC and IRM are not significant. The fact that the mean change in these scores both increased from the pre- to post-test is good, but neither is significant. The p-values are above 0.05. These results verify that WTC and IRM did not decrease either.

Table 7  
*Increases in WTC and IRM from Pre to Post Not Significant*

Bronze Class		Gold Class	
Mean Diff. WTC	4.07	Mean Diff WTC	7.11
df	17	df	14
p-value	0.114	p-value	0.121
Mean Diff IRM	0.11	Mean Diff IRM	0.04
df	17	df	14
p-value	0.326	p-value	0.79

In contrast, the results are very different for SE for LC discussion as the difference in means is statistically significant at  $p < 0.05$  for *both* the Bronze and Gold classes. Shapiro-Wilke tests first confirmed normality for both classes with regard to SE in both observations. While there was no control group as part of this study, significant p-values indicate that more specific evaluation of the changes in SE scores is worth considering.

Power analysis for the Bronze class shows an effect size (Cohen's d) of 1.001 with 18 students, the t-statistic to be 4.24 for a corresponding power of 0.97, which is much higher than what is commonly hoped for (0.80). The Gold class shows an effect size (Cohen's d) of 0.732 with 15 students, the t-statistic to be 2.836 for a corresponding power of 0.75. Thus, not

only are the increases in SE for both classes significant, but they are high power with a strong effect in the Bronze class and medium power in the Gold class with a medium effect size. This means that for class sizes of around 20, like the Bronze class, if teachers are careful to capture the LC survey as a pre- and post-test, there is a 97 percent chance of finding a significant result with strong effect size. This is an extremely interesting finding for this dissertation, mainly because of the overlapping validity offered by the SE scale which quantitatively measures how individual gains in SE can be compared to other qualitative and quantitative data in the study, but even more interesting because a single teacher with a class of only twenty learners, using LC methodology, can likely provide data-driven evidence for learning. Furthermore, this methodology easily allow for a full experimental study between two classes with one as a control group.

Table 8 shows there is a significant, positive change in the mean SE score from the first week to the last week of the semester for both classes and an average increase for each reading group, which offers insights into SE at the group level. It can be seen that the greatest changes took place in Bronze Group 2 and Gold Group 2, and thus it appears that these two groups warrant closer investigation, especially considering both groups include members from both the overall high and overall low motivation groups as reported in Tables 5 and 6. The SE survey is a six-point Likert scale, and thus practically speaking, the 0.57 difference for the Bronze class is very impressive as is the very low p-value. The average change in the Bronze class was more than twice the change in the Gold class, so practically speaking, there are much more dramatic changes registered by the survey at the lower proficiency levels, but Gold Group 2 represents an average increase in SE that resembles that of those in the Bronze class on the whole.

Table 8  
*Average Changes in SE by Group*

<b>Increases in Self-Efficacy for Discussion</b>			
Bronze 1	0.64	Gold 1	0.215
Bronze 2	0.74	Gold 2	0.523
Bronze 3	0.516	Gold 3	0.114
Bronze 4	0.36	Gold 4	0.2367
Mean Diff.	0.57111	Mean Diff.	0.24733
df	17	df	14
p-value	0.000542	p-value	0.013

In contrast to the biggest increases in SE, Bronze Group 4, with the presence of a TA as a group member appears to have produced different results for an otherwise very homogeneous group of students, and specifically, Kenji’s drop of -1 in SE is cause for concern in spite of the large positive changes for his group mates after experiencing six LC discussions. Note that the TA’s change in SE is not considered in this analysis as she is not actually a student placed into the course. In Gold Group 1, there are several interesting results that can be displayed in Table 9. The fact that these groups still contributed to an overall positive change in SE before and after the LC experience is good, but the facts that Ai’s SE score remained the same and Takuma’s score slightly decreased at the end of the semester are both worth investigating. Of further interest is Shintaro’s great increase in SE despite the fact that he still placed into the lowest overall motivation quartile. Thus, for the balance of the study, analysis of changes in SE scores supports more careful analyses of Bronze Group 2, Bronze Group 4, Gold Group 1, and Gold Group 2.

Table 9  
*SE Changes for Bronze 2, Bronze 4, Gold 1, and Gold 2 Groups*

Bronze G2	Delta SE	Bronze G4	Delta SE	Gold G1	Delta SE	Gold G2	Delta SE
Asako	0.42	Aiko	0.29	Ai	0	Margo	0.57
Gin	0.57	Hiroshi	1.29	Cecilia	0.14	Shizuka	0.29
Mari	0.71	Kenji	-1	Shintaro	0.86	Tatsuya	0.71
Mika	0.72	Sakura	0.86	Takuma	-0.14	Misha*	
Nana	1.28	TA*		Kisaki*		Ran*	
*Absent on last day						Minsun*	

Finally, since the Gold class actually includes two main populations—international English-basis students taking the course as an elective and domestic Japanese-basis students required to take the course—further evaluation of the increases in SE scores is warranted. It appears that the domestic students required to take the course reported smaller gains in SE from the beginning to the end of the semester. The fact that the domestic learners in the Gold class experienced smaller SE gains than the international learners also supports the idea that speech rate differential is problematic at least in one case—when you are one of the slower speakers in the group.

Considering that the Bronze class students are also all domestic students required to take English classes, the fact that the Bronze class domestic learners reported an average 0.57 gain while the Advanced Track learners posted a 0.18 gain also supports homogeneous proficiency and speech rate groupings over mixed speech rate groupings.

Table 10  
*Gold Class Average Increases in SE Broken by Language Basis*

	SE Avg Gain	Avg GSE est
Japanese-basis	0.18	55.88
English-basis	0.32	63.43
	0.25	



To summarize the first apparent result in this chapter, consider my initial rationale for creating the LC survey. I wanted a survey that would allow me to predict which learners have the most confidence for discussion so I could be sure as I set up groups during the first weekend of the semester there would be at least one very confident leader in each group. While the results from Table 5 support this hypothesis, the initial survey results show that a learner like Shintaro (Gold Group 1) might have real problems in the discussions, and yet he was unquestionably one of the leaders. Additionally, placing Shizuka and Tatsuya (both low motivation) together turned out to be a very good move for them. On the other hand, the survey's prediction that Ai would have difficulty turned out to be true. For learners in the middle, some, like Takuma struggled and others did fine, so it appears that the confidence survey for placing students is a bit hit and miss, and thus the following hypothesis in 4.1.2 is offered as a result from this chapter.

#### **4.1.2 Self-Efficacy for LC Discussion Hypothesis**

*SE for LC discussion is a highly effective measure of motivation for LCs in paired observations, but it is sensitive to severity/leniency of assessment in one observation.* This means that multiple observations for individuals are needed to measure changes and for these learners, in this study, there were highly significant gains in SE for LC discussion over one semester. Unfortunately, comparing this measure between learners in the same observation is not always helpful.

## **4.2 Research Question #2: What are the basic features of each of the four focus groups at the end of the semester?**

### **4.2.1 Four Focus Groups**

The Results for Research Question #1 have already identified four of the eight reading groups as valuable for qualitative analysis: Gold Group 1, Gold Group 2, Bronze Group 2, and Bronze Group 4. However, it is still unclear whether combining all the motivation scores or just looking at the changes in SE for discussion is best. For example, Shintaro in Gold Group 1 presents the biggest positive change in SE over the semester for his group but is in the lowest overall motivation quartile at the end of the semester. Similarly, Tatsuya in Gold Group 2 presents an increase of 0.71 in SE over the semester but is also in the lowest quartile for overall motivation. Mari in Bronze Group 2 fits this same category. Her overall SE gain was the same as Tatsuya (0.71), and she also placed into the lowest overall motivation quartile. Thus, it appears that ‘high motivation’ may not be well-defined by simply summing up the learner’s perceptions of the survey results at a single observation point. And thus, the four groups chosen allow for analyses of learners’ contributions which fall into two emerging categories of motivation:

1. Overall high motivation based on both trait-like and state-like survey results.
2. High motivation based on the overall gains in SE for discussion as this has been shown to be readily increased.

Several Bronze class learners present high motivation data at lower levels of proficiency. Nana from Bronze Group 2 is the only low proficiency learner (CEFR A2+) who is in the highest quartile for overall motivation. To add to this, her gain in perceived SE over the semester was extreme at 1.28 (her Likert rating increased from 3.86 to 5.14 from the beginning to the end of the semester). Mika, also from Bronze Group 2, is the lowest proficiency learner in the study (student #1 in the radar chart in Figure 1). While being in the

mid-range for overall motivation, Mika's gain in SE over the semester was 0.72, significantly greater than the average increase. Sakura from Bronze Group 4 (CEFR A2+) also presented a high SE gain of 0.86. Similarly, Hiroshi, also from Bronze Group 4 (CEFR B1), while mid-range for overall motivation, presented a large gain in SE of 1.29.

In Table 5, the top quartile results for the summed motivation t-scores show that the Bronze class had members in three groups whose motivation results appear in the upper quartile for overall motivation: Toshi from Bronze Group 1, Nana from Bronze Group 2 and the TA from Bronze Group 4. Bronze Group 3 was removed from consideration for further analysis because there were no learners from the group who appeared in the upper quartile for overall motivation. Of the remaining groups, Bronze Group 2 and Bronze Group 4 presented low motivation learners at the CEFR A2+ level of proficiency. Bronze Group 1, however, did not produce a high motivation learner at the lowest proficiency level, and thus, Bronze Group 1 also washed out of the more detailed analysis. Furthermore, Toshi, from Bronze Group 1, was an outlier as he had significant study abroad experience that other learners in the class did not. Thus, Bronze Groups 2 and 4 present themselves for analysis from two different methods of analysis.

In AE2A, however, there were highly motivated participants in every group: both Cecilia and Po'lat in Gold Group 1, Margo in Gold Group 2, Hartaj in Gold Group 3, and Tam and Budi in Gold Group 4 (all international, English-basis students). Gold Group 1 also produced two very low motivation participants: Ai and Shintaro. Gold Group 3 presents one high motivation and one low motivation learner: Hartaj and Sho, respectively. Neither Hartaj nor Sho, however, are at the highest proficiency level (CEFR B2) and thus would not present contributions from the highest proficiency band. Gold Group 4, however, presents Tam, who is both high motivation and high proficiency and no learners who were among the lowest

quartile for overall motivation levels. The fact that Gold Group 1 and Gold Group 2 provided such a wide variety of learner profiles to explore allowed me to settle on these two groups for deeper analysis with a rigor that could be explored in the space available in Module 3 of this dissertation.

Table 6 identifies low motivation students. These include one from each Bronze group in the UIE A class. Kenji (Bronze 4) had a total motivation score of 102, and Mari (Bronze 2) had a total motivation score of 125. For the advanced class, Ai and Shintaro (Gold 1) both had the same score of 132, which is just under the cut-off point but still in the lowest quartile for overall motivation. Tatsuya (Gold 2) had a low motivation quartile score at 128, and Shizuka (Gold 2) was just above the lower quartile hinge point at 135 points. These learners may provide important counter-examples with regard to contributions made in discussions.

Another factor in determining which learners to compare was whether the learners performed the same roles during the semester. Table 11 reveals that most of the roles' performances can be compared within the same motivation bands, with the addition of comparing high SE increases for overall low motivation learners. In Table 11, the right-most column provides the roles corresponding to the abbreviations in the table, which are also color-coded to hopefully make it easier to read. The roles played by each learner go down each column in the order that he or she performed them. While the paired sets of learners in Table 11 are worth looking at in detail, there is limited space for making all of these comparisons in Module 3. Certainly, there is a lot to learn from analyzing the discourse from these three pairs of learners.

Table 11  
*Role-Order Comparison for In-Depth Analysis*

High Motivation Overall		High SE increase Low Overall		Low Motivation Overall		Key to Role Title Abbreviations
Cecilia Gold 1	Nana Bronze 2	Tatsuya Gold 2	Mari Bronze 4	Shintaro Gold 1	Kenji Bronze 4	Summarizer
WM	UC*	UC	PP	Sum	EC	Experience Connector
Sum	DL/WM	DL	UC*	EC	PP	Passage Person
EC	Sum	Sum	DL/WM*	PP	UC	Unprepared Contributor
DA	EC	EC	WM/PP	UC	DL/Sum	Discussion Leader
UC	DA	DA	EC	DL	WM/PP	Word Master/ Passage Person
DL	UC	UC	DA	Sum	EC	Devil's Advocate

\*Absent

One problem that affected making comparisons was the slightly smaller UIE A class size, which resulted in the need to combine some roles that had been separate in the AE2A class. In the first quarter, the Discussion Leader and Word Master roles were combined in the UIE A class. For the low motivation comparisons, the Discussion Leader and Summarizer roles were combined in the UIE A course. The Word Master and Passage Person roles were combined in the same way in the two classes for the low motivation learners. While that may appear problematic, the fact is that each interpretive exchange in a discussion is a separate unit of discourse. Some of the roles produce iterations of interpretive exchanges, but again, it is very easy to separate out the exchanges and identify which exchange was produced by which role.

In order to set the stage for this comparison, the four groups are compared with regard to basic discourse characteristics for both the learners in each group and the roles in each group. The baseline characteristics include the following: turns, time holding the floor, words

spoken, words per minute (WPM), and words per turn (WPT). These measures are also computed as percentages and averages for clearer comparison.

Additionally, for comparison sake, one more control discussion was recorded between English faculty and TAs, in order to understand what native and near-native speaker paraprofessional educators do with the same types of roles. There were four faculty members and four TAs who read and discussed ‘Mr. Harris and the Night Train’ by Bassett in Furr (2007a). While this was a Stage 1 Graded Reader, these educators spent 44 minutes discussing it based on eight roles.

Table 12  
*Faculty/TA Literature Circle: ‘Mr. Harris and the Night Train’*

Faculty/TA ‘Mr. Harris and the Night Train’									
Participant	Role	Turns	%turns	Floor (m)	%floor	Words	%Words	WPM	WPT
Conner(Fac)	DL	88	19.34	6.63	14.95	1,079	15.47	162.66	12.3
Anne(Fac)	Librarian	39	8.57	3.70	8.34	615	8.81	166.22	15.8
Dusty(TA)	Sum	31	6.81	3.60	8.11	609	8.73	169.17	19.6
Gabe(Fac)	WM	58	12.75	6.23	14.04	1,147	16.44	184.01	19.8
Gwyn(TA)	EC	61	13.41	4.80	10.81	620	8.89	129.17	10.2
Mick(Fac)	PP	89	19.56	8.20	18.48	1,140	16.34	139.02	12.8
Sonja(TA)	Guest Star	41	9.01	5.27	11.87	769	11.02	146.01	18.8
Chris(TA)	UC	48	10.55	5.95	13.41	998	14.30	167.73	20.8
		455	100.00	44.38	100.00	6,977	100.00	158.00	16.3

There were two experimental roles for this discussion: Librarian and Guest Star. Native speakers in this discussion spoke at around 165 WPM with other native speakers. One of the native speakers, Mick, spoke at 139 WPM. The four TAs in the group spoke at an average of about 150 WPM. This group produced 6,977 words in 44 minutes. It took the full 44 minutes for all to feel they had shared adequately. It is clear to me now that native speaking expatriates living in Japan for several years speak at 165-170 WPM. Also, our non-native,

international student TAs range significantly in their speech rates. The last column, WPT, conveys words per turn and is a measure of monologic and/or dialogic-ness.

With respect to inclusivity, the results for the percentages of turns, time holding the floor, and words spoken begin to describe the contributions yielded by both the participants and the roles they were allotted. To more clearly characterize inclusivity, it is useful to consider what a fair share of turns, time holding the floor, and words spoken might be. Thus, for a group of eight members, 12.5 percent for each would be a fair share of the load. Figure 2 shows the Turn, Time (holding the floor) and Word shares spoken by each role in the Faculty/TA discussion. This analytic allows for a simpler way to compare peer performance in a particular group discussion. Ideally, a member would take one Turn, Time, and Word share each. Since participants in a discussion must share turns, the floor, and words, one can conceive that a given discussion member's performance can be described by TurnShares, FloorShares, and WordShares, where an equal portion can be calculated by dividing the total number of turns, discussion time, and words spoken by the number of group members. In the Faculty/TA discussion, we see that the Discussion Leader, Word Master, and Passage Person all exceeded one share for each of the three discussion components (turns, floor time, and words spoken). In this case, I was the Discussion Leader, and this analytic helped me to see who in my group needed to be empowered. Such analytics taken over multiple discussions can help material developers in designing roles more equitably. Such analytics can help teachers in determining group and role assignments.

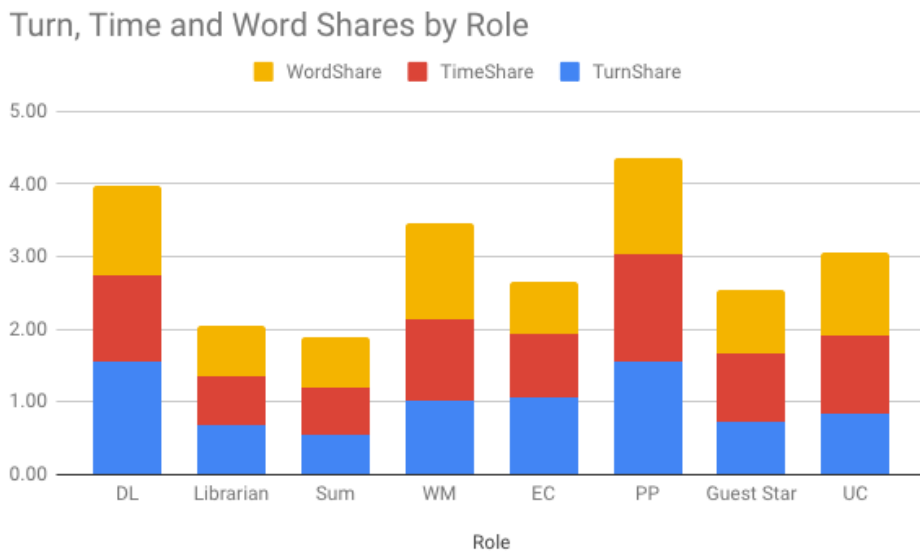


Figure 2. TurnShares, FloorShares, and WordShares by role.

While at times it is helpful to look at these particular factors more specifically, a quick glance at Figure 2 reveals that for most participants, there seems to be a natural balance between the share of turns, time holding the floor, and words spoken, at least when each analytic is expressed as a percentage. Occasionally, there are performances where these analytics are not proportional for a participant or role. In Figure 2, the Unprepared Contributor's role exemplifies a slightly asymmetrical relationship with the proportion of turns taken being slightly less for Chris (TA) than his time holding the floor and words spoken. A more general analytic for an individual performance in an LC can then take the average of these three and in this study will be simply called Shares. An overall Share (of turns, floor, and words) gives the reader an aggregated measure of the load a particular member carried in the discussion, even if it does not tell us anything about the quality of contributions made. Figure 3 illustrates the simplicity of Shares to characterize the power a member held in terms of basic discourse components. Conner, Gabe, and Mick exceeded one share, and Chris was almost exactly at one share. The other members' contributions were less than an equal share.



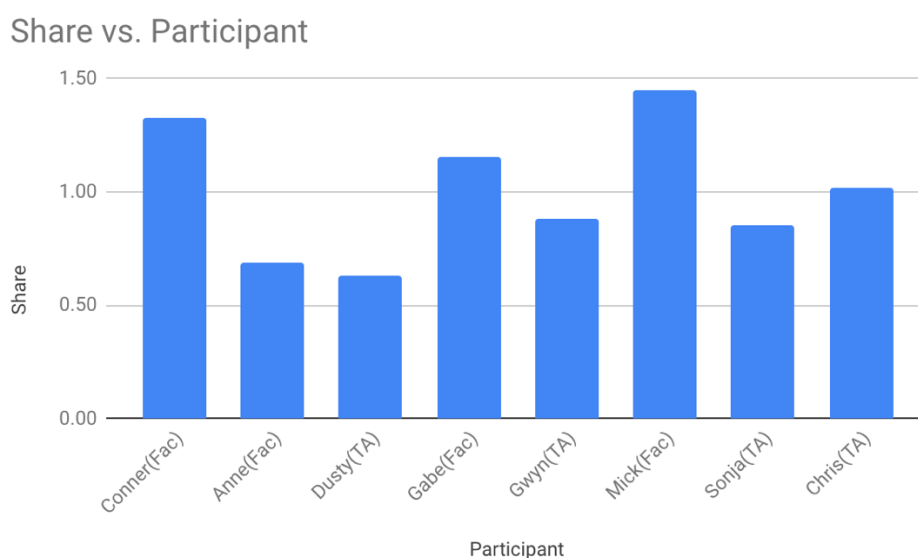


Figure 3. Faculty/TA discussion example and shares by role.

#### 4.2.1.1 Gold Group 1

The first group context for detailed study is Gold Group 1. All six members of the group consented to be in the study, although one member, Kisasi, stopped coming to class during the second half of the semester and thus did not complete the end-of-semester surveys.

Takuma, student #2 in Figure 1, although not low motivation for reading, was definitely low motivation as shown by his results for WTC and SE for LC discussion. His two absences from LCs and his poor preparation for the fifth discussion were definitely evidence of his low motivation levels in these areas. Table 13 gives some results from each learner's post-discussion self-assessment rubric.

When a learner volunteered to take over a role for someone who was absent, that is represented as 'Imp' which means 'Improvised'. For example, in the very first discussion, Cecilia was scheduled as the Word Master (WM), but she also improvised as the Experience Connector (ImpEC). Beneath the role abbreviations there are three numbers rating the

participants' performance for categories A-B-C. These are results taken from the student's post-discussion self-assessment rubric:

- A. I read the story carefully: 1 low - 5 high
- B. Role sheet complete: 1 low - 5 high
- C. Comprehension level achieved: 1 low - 5 high

The lower half of each column of Table 13 includes a short comment regarding how the discussion proceeded along with the average score from the post-discussion rubrics that estimates the student's perception of the level of interpretation achieved. This five-point scale was made to roughly correspond to the levels on Bell's Arc of Interpretation. Finally, the squares in Table 13 are color coded to give a quick indication of the relative strength of the learner's performance in that discussion: Yellow is a very good effort, orange is an average effort, and mauve/pink is a below average or failing effort. At a glance it is apparent that Cecilia, Shintaro, and Po'lat are all very prepared and planned, and/or when the anticipatory scaffold was not complete, such as in Po'lat's first try as Discussion Leader, his performance made very clear that despite not filling out the worksheet, he had very clearly read and prepared his mind for the discussion. At the same time, the results for Ai, one of the low motivation learners, show that she evaluated her own reading as less than thorough until the last two discussions and was less than thorough on most of her planning sheets (anticipatory scaffolds). Ai also had some bright moments and made thoughtful contributions, so the squares are coded yellow to illustrate this. While there are some examples of dissonance between teacher observation and learner self-assessment, overall there is a high degree of validity between the post-discussion assessment scores and teacher observation (through listening to each discussion multiple times and reading through the finalized transcripts).

Table 13

*Gold Group 1 Role Preparation and Results Summary for Each Learner*

<b>Gold Group 1</b>	<b>The Black Cat G1.1</b>	<b>Sredni Vashtar G1.2</b>	<b>Railway Crossing G1.3</b>	<b>Daffodil Sky G1.4</b>	<b>Moment of Madness G1.5</b>	<b>The Secret G1.6</b>
Cecilia	WM ImpEC 5-4-4	Sum 5-5-4	EC 5-5-5	DA 5-5-5	UC 0-0-4	DL ImpDA 5-4-4
Shintaro	Sum 5-5-4	EC 5-5-4	PP 5-5-4	UC ImpDL 0-0-4	DL 5-5-5	Sum 5-5-5
Po'lat	DL 5-0-5	WM ImpDL 5-5-4.5	Sum 5-5-4	EC 5-5-5	DA ImpEC 5-3-5	UC 0-0-5
Ai	PP 3-1-3	UC 0-0-4	DL 4-3-3	Sum 3-0-4	WM/PP 5-4.5-4 5-5-5	EC 5-4-3
Takuma	EC Absent	PP 5-3-5	UC 0-0-4	DL Absent	Sum 1-3-5	WM/PP 5-0-5 5-0-5
Kisaki	UC 0-0-5	DL Absent	WM 2-2-4	WM/PP Absent	EC Absent	DA Absent
Comments re Bell's (2011) Arc of Interpretation	The group progressed through the Arc and into analysis. Ai's inability to summarize the end of the story and Shintaro's inability to separate author from narrator leave the group in the lower end of understanding. AVG Bell Score: 4.2	Kisaki's absence was disappointing, but Po'lat showed willingness to take leadership. The group progressed up to analysis but needed more time to work on a deeper interpretation. AVG Bell Score: 4.3	The group progressed through the Arc into themes. Kisaki was obviously naive re vocabulary for talking about crime (alibi was unknown), and toward the end, Cecilia in pursuit of her role, moved the discussion to weddings across cultures. AVG Bell Score: 4.0	Cecilia's pursuit of the DA role pushed this group on for 39 minutes! Combined with Shintaro's most active UC performance, they went into deep analysis. AVG Bell Score: 4.5	Takuma gave a fairly flawed summary, and Cecilia as UC took 62 turns to pull the story from the team, with even Ai stepping up to fill in key gaps. Po'lat and Shintaro took the discussion into analysis and to the understanding stage with the help of Cecilia all the way. AVG Bell Score: 4.5	Cecilia and Shintaro had to carry most of this discussion as Po'lat was the UC. Takuma made a good effort for him. Ai, however, definitely struggled as the EC as she could not find personal connections. The group was still able to move into the analysis stage. AVG Bell Score: 4.5
Key: The three-digit pattern below each role code: A-B-C A. I read the story carefully: 1 low - 5 high B. Role sheet complete: 1 low - 5 high C. Comprehension level achieved: 1 low - 5 high				Color Code: Yellow - Strong contribution	Color Code: Orange - Needs improvement	Color Code: Mauve - Failing contribution

For some learners who are always present, but not always participating well, like Ai, there are other more powerful analytics that can shed more light on performance. Table 14 reveals the total resulting turns, time holding the floor and speech rates for all six discussions after transcription. Some turns with multiple speakers are not included. Also not included are a few turns by the teacher when giving instructions or warning about the amount of time left. For Gold Group 1 there were similarities in speech rate between Takuma and Kisasi, who speak at about 80 WPM, and between Ai and Po'lat, who speak at about 105 WPM. The third tier of similarity in speech rate was between Shintaro and Cecilia, who ranged from 121 to 132 WPM on average. Speech rates directly correlate to the amount of words spoken and the amount of time holding the floor, and the same three tiers with regard to total output can be seen to carry from speech rate over to the percentages of turns, floor time, and words spoken overall. In 177 minutes of discussion time, this group spoke almost 20,000 words, took almost 1,000 turns, with an average speech rate of 105 WPM. Overall, it is easy to see that Shintaro and Cecilia, at least in magnitude, were the top performers in this group. They were top performers with regard to turns taken and words spoken, with Cecilia holding the floor a bit longer, making up the difference between her speech rate and Shintaro's speech rate. Po'lat occupies the next place with 171 turns and 4,172 words, but with almost the same amount of time holding the floor as Shintaro. Again, he held the floor longer at a slower speech rate demonstrating strong volition to contribute. Ai, also with no absences, took 122 turns and held the floor for almost 33 minutes over six discussions. She produced about 700 words less than Po'lat even though she speaks a little faster than he speaks. There is a great difference detectable between Ai and Po'lat in terms of their motivation for LC discussion. Po'lat volunteered to take on additional responsibilities twice, improvising to be the Discussion Leader and Experience Connector when Kisasi was not present. Ai demonstrated no such

leadership interest. Takuma’s contributions amounted to 66 turns for 14 minutes holding the floor and a contribution of just over 1,000 words. From the statistics in Table 14, mixed-level reading groups like this might better be characterized as reading *spirals*, rather than reading *circles*. There is much more to consider with regard to these differences in the upcoming role analyses and in the discussion.

Table 14  
Gold Group 1 Overall Statistics

Gold Group 1 Overall Basic Statistics									
Participant	Absences	Turns	%Turns	Tfloor (m)	%floor	Twords	%Words	WPM	WPT
Po'lat	0	171	17.57	40.53	22.82	4,172	20.79	102.9	24.4
Shintaro	0	300	30.83	41.12	23.15	5,442	27.12	132.3	18.1
Cecilia	0	295	30.32	46.27	26.05	5,595	27.88	120.9	19.0
Takuma	2	66	6.78	14.33	8.07	1,131	5.64	78.9	17.1
Ai	0	122	12.54	32.42	18.26	3,433	17.11	105.8	28.1
Kisaki	4	14	1.44	2.4	1.35	210	1.05	87.5	15
		968		177.1		19,980		AVG 105	AVG 20.3

While it is helpful to consider the percentages of turns, floor and words contributed by a given participant, these percentages do not always clearly characterize the inclusivity or lack of inclusivity in a group. To this end, I have created the analytic of Shares, with the overall average shares being called AvgShares. Similarly, the analytic TurnShares, FloorShares, and WordShares can easily be calculated for a given discussion by taking the total turns, floor time, or words spoken and dividing by the total number of participants in that discussion. When a learner is absent the share for each person present becomes greater, so semester share totals are averages. For example, in Table 15, over all six of the semester discussions, Po’lat contributed almost exactly one equal share of all the words spoken (WordShare 1.04), and his AvgShare was 1.02 for the semester, so in terms of inclusivity, his performance was

‘perfectly average’. He had neither too much need for the limelight, nor was he afraid to take the lead when necessary. Ai performed at about 80 percent of Po’lat in terms of shares overall, and she almost took her share of floor time but was much weaker in terms of TurnShares. At the same time, Shintaro and Cecilia somewhat dominated the semester with AvgShares of 1.35 and 1.40 overall. Note that these analytics clearly show that Shintaro and Cecilia take greater shares of turns and that their speech rate really alters the shares of floor time taken. Variance in speech rate quickly emerges as the individual difference among learners impacting inclusivity and is an important factor to consider with regard to varying performance levels in such a mixed-level group. The bottom line of Gold Group 1 shows that the teacher was actually not involved in this group at all—except for some occasional comments at the beginning or end of the discussions from the front of the class and at his typical expatriate native speaker pace of 165 WPM. Takuma and Kisaki, learners who were placed into a program track without a speaking component on the placement test, both evidence the struggle to reciprocate as one would want in a collaborative discussion.

Table 15  
*Gold Group 1 Share Statistics*

Gold Group 1 Discussion Shares					
Participant	TurnShare	FloorShare	WordShare	WPM	AvgShare
Po’lat	0.88	1.14	1.04	102.94	1.02
Shintaro	1.54	1.16	1.36	132.34	1.35
Cecilia	1.52	1.30	1.39	120.92	1.40
Takuma	0.34	0.40	0.28	78.93	0.34
Ai	0.63	0.91	0.86	105.89	0.80
Kisaki	0.07	0.07	0.05	87.50	0.06
Teacher	0.03	0.01	0.02	165.38	0.02

Table 16 displays the results for Gold Group 1 by role. The letter k represents the number of times the role was performed by the group over the semester. Not unexpectedly, the role of

Unprepared Contributor emerges as an encumbrance in terms of the resulting opportunity to contribute. At the same time, it is clear that the Unprepared Contributor role also results in short turns (dialogic). Note that when Shintaro played Unprepared Contributor and Improvised Discussion Leader he had an even lower average turn length (about eight WPT). On the other hand, the Passage Person is the most monologic turn producer at almost 50 WPT and the Experience Connector, Word Master and Summarizer averages around 30 WPT. It is interesting that the Discussion Leader is almost as dialogic as the Unprepared Contributor.

Table 16  
Gold Group 1 Role Statistics

Gold Group 1 Role and Discussion Shares							
Role	K	TurnShare	FloorShare	WordShare	AvgShare	WPM	WPT
UC	4	0.89	0.48	0.49	0.62	103.43	13.13
WM/PP	2	0.55	0.79	0.66	0.67	98.24	19.28
PP	3	0.55	0.71	0.75	0.67	107.32	49.33
EC	4	0.65	0.85	0.90	0.80	113.55	28.54
UC+ImpDL	1	1.90	0.89	0.93	1.24	122.83	7.89
DA	2	0.89	0.98	1.00	0.96	118.79	18.76
WM	1	0.96	1.03	1.16	1.05	134.24	28.29
WM+ImpDL	1	1.63	1.59	1.47	1.56	89.26	44.33
SUM	6	1.15	1.49	1.48	1.37	109.08	27.17
DL	4	1.81	1.51	1.49	1.60	113.84	16.98

#### 4.2.1.2 Gold Group 2

All the members in this group also consented to be part of the study, but there were some absences and several who did not complete the end-of-semester surveys. Minsun had to drop the course after the first discussion which required making changes to the role schedule for the second quarter. Misha and Ran did not complete the end-of-semester surveys which was a disappointment. Misha and Margo were very strong contributors. Ran, actually an English-

basis student, struggled with every aspect of the course and will clearly need a lot of support in English lecture courses, which she will have to take in order to graduate. Shizuka and Tatsuya were success stories in that they passed this class. The students in this group successfully built a support network through these discussions.



Table 17

*Gold Group 2 Role Preparation and Results Summary for Each Learner*

<b>Gold Class Group 2</b>	<b>The Black Cat G2.1</b>	<b>Sredni Vashtar G2.2</b>	<b>Railway Crossing G2.3</b>	<b>Daffodil Sky G2.4</b>	<b>Moment of Madness G2.5</b>	<b>The Secret G2.6</b>
Minsun	WM 5-5-5	Sum Absent	Dropped			
Misha	Sum 5-5-4	EC 5-4-4	PP 5-3-3	UC 0-4-4	DL/Sum 5-4-4	WM/PP 4-4-?
Margo	PP 5-5-4	UC 0-0-?	DL/WM 4-5-4	WM/PP Absent	EC 5-0-?	DA 5-3-5
Ran	DL 4-3-4	WM 4-2-2	EC 3-2-?	DA 3-1-3	UC 0-0-5	DL/Sum 4-3-?
Shizuka	EC 5-5-3	PP 5-5-3	UC Absent	DL/Sum 4-5-3	WM/PP 4-4-3	EC 2-0-3
Tatsuya	UC 0-0-3	DL ImpSum 4-3-3	Sum 4-3-4	EC 3-3-3	DA 3-2-4	UC 0-5-?
Comments re Bell's (2011) Arc of Interpretation	Ran had no idea how to proceed at the beginning. Misha gave a very detailed summary, and Margo asserted herself right away to make contributions at appropriate points. Confusion about the meaning of 'cellar' and Shizuka's connection exchanges about mistakes and counseling were highlights. AVG Bell Score: 3.83	Tatsuya showed excellent leadership by taking the Sum job as an improvised role. His summary was a very long monologue from memory. Misha's exploration of idolatry was fascinating and the Japanese students shared well about religion! AVG Bell Score: 3.0	Margo showed her intrinsic love of crime fiction. The summary was more dialogic today with Margo and Misha co-facilitating. Ran was completely disabled by the UC role-not good for her at all. AVG Bell Score: 3.7	Shizuka's empathy for UC drew Misha into a dialogue to bring him up to speed. Misha's active listening led from the backchannel. Tatsuya's question about types of homes desirable in each culture elicited good contributions. His initiation re local pubs was great. Ran actually asked good questions as DA. AVG Bell Score: 3.25	Ran did a good job of backchanneling, and Misha was confirmation checking. Tatsuya did not do his part as DA although had planned and contributed on other questions. Margo's exchange on moments of madness shows how much trust they have. AVG Bell Score: 4.0	Tatsuya demonstrated very good echoing and active listening skills. I was sad that Ran could not produce a summary but Margo's improvised summary was epic as well as her bringing in Wikileaks. AVG Bell Score: 4.0?
Key: The three-digit pattern below each role code: A-B-C A. I read the story carefully: 1 low - 5 high B. Role sheet complete: 1 low - 5 high C. Comprehension level achieved: 1 low - 5 high				Color Code: Yellow - Strong contribution	Color Code: Orange - Needs improvement	Color Code: Mauve - Failing contribution

Basic discourse statistics are shown in Table 18 for Gold Group 2. As for monologic contributors, Tatsuya outdid his group with his average of over 44 WPT. The combination of his slower speech rate with his very shy personality and his anxiety about group work were important factors for him. Shizuka and Ran had the shortest average turn lengths but almost the same number of total turns as Margo, who averaged almost twice the turn lengths. Misha was able to play the role of a collaborative expert in that he had shorter turn lengths but many more turns and held the floor less than Margo, which is fascinating as Misha was never absent while Margo was absent one time. Overall, this group’s personal sharing was detailed and very meaningful for community building.

Table 18  
*Gold Group 2 Overall Statistics*

Gold Group 2 Overall Basic Statistics									
Participant	Absences	Turns	%Turns	Tfloor (m)	%floor	Twords	%Words	WPM	WPT
Minsun <sup>1</sup>	5	9	1.09	1.05	0.64	187	1.02	178.10	20.78
Misha	0	260	31.48	42.65	25.81	5,544	30.17	129.99	21.32
Margo	1	170	20.58	50.98	30.86	5,720	31.13	112.19	33.65
Ran	0	162	19.61	17.78	10.76	2,011	10.94	113.08	12.41
Shizuka	1	158	19.13	20.00	12.10	1,915	10.42	95.75	12.12
Tatsuya	0	67	8.11	32.77	19.83	2,998	16.32	91.50	44.75
		Total 826		Total 165.23		Total 18,375		Avg 108.5	Avg 24.85

Due to dropping the class, Minsun’s WPM and WPT are not included in these averages.

Gold Group 2 provided counter-evidence for the notion that speech rate always correlates the greatest WordShare. Margo took a larger WordShare than Misha while speaking at a slower rate of speech, and in these discussions, not surprisingly, there is a strong feeling at times she is holding the floor for a long time. Misha actually carried a lot more cognitive load by

eliciting more from the other members of the group. Tatsuya and Shizuka demonstrated great empathy for the characters and were patient in letting others hold the floor.

Table 19  
*Gold Group 2 Share Statistics*

Gold Group 2 Discussion Shares					
Participant	TurnShare	FloorShare	WordShare	WPM	AvgShare
Minsun	0.05	0.03	0.05	178.10	0.04
Misha	1.52	1.25	1.46	129.99	1.41
Margo	0.99	1.49	1.50	112.19	1.33
Ran	0.95	0.52	0.53	113.08	0.67
Shizuka	0.92	0.59	0.50	95.75	0.67
Tatsuya	0.39	0.96	0.79	91.50	0.71

In Gold Group 2, the results for particular roles are most helpful for the Experience Connector (k=6) and the Unprepared Contributor (k=5). The Experience Connector in this group typically generated 0.8 share of the discussion while the Unprepared Contributor was generating almost the same. There is a connection here in that the Experience Connector's questions, being about connections, were often a place where the Unprepared Contributor could (and did) contribute. The difference though was that the Experience Connector often prepared monologic contributions about their personal association and thus the longer average turn length of over 23 WPT.

Table 20  
*Gold Group 2 Role Statistics*

Gold Group 2 Role and Discussion Shares							
Role	k	TurnShare	FloorShare	WordShare	AvgShare	WPM	WPT
DA	3	0.80	1.22	1.25	1.09	114.13	29.01
DL	1	1.60	0.77	0.70	1.02	109.66	8.65
DL+ImpSum	1	0.74	2.32	1.89	1.65	81.33	67.00
DL/Sum	3	1.53	1.55	1.55	1.54	108.14	19.58
DL/WM	1	1.68	2.45	2.38	2.17	107.14	48.26
EC	6	0.82	0.78	0.78	0.80	105.47	23.46
PP	3	1.32	1.25	1.33	1.30	118.91	24.45
Sum	2	0.56	0.91	0.88	0.78	107.89	38.24
UC	5	0.98	0.67	0.70	0.78	110.77	12.98
WM	2	0.53	0.24	0.29	0.35	141.59	13.54
WM/PP	2	0.82	0.45	0.46	0.58	105.98	13.02

#### 4.2.1.3 Bronze Group 2

The third group to look at more closely is from the Bronze class (Upper-Intermediate English). While the Gold class is definitely mixed level, this group exemplifies the typically narrow proficiency band of a medium to large size, highly-coordinated Japanese university EFL program, with the learners in the class ranging from GSE scores of 36 to 47, or CEFR A2+ to B1 levels. Bronze Group 2 quickly came together as a strong group. There was the sense that all of these students truly enjoy studying English together and feel comfortable in school and with homework. The fact that the person in the Unprepared Contributor role was absent for the first two discussions prompted me to ask them if that was an intentional decision, but they claimed it was chance. Nonetheless, I had the feeling asking members of this group to NOT read was somehow asking them to not be themselves. Mari who is a bit stronger in reading and grammar than others, but quieter verbally, was the only one absent for a double-role day. She was also absent on the day she was to be the Unprepared Contributor.

In spite of her low overall motivation scores and her especially low WTC, she was always very well prepared. She was not afraid to ask challenging questions in spite of her quietness. In this group Gin is more directive than others as a leader and he expects a lot from himself and his team. Nana is very empathetic and has a very keen ability to read characters' and her classmates' feelings. She might be a bit overly lenient with self-assessment, but her willingness to lead multiple exchanges demonstrates her true self. Mika and Asako are also very good listeners and show that in their backchanneling behavior. This group displayed an excellence in attitude that teachers desire. They also had some challenges in the discussions which are overviewed in Table 21.

Table 21

*Bronze Group 2: Role Preparation and Results Summary for Each Learner*

<b>Bronze Group 2</b>	<b>The Horse of Death B2.1</b>	<b>Little Hunters by the Lake B2.2</b>	<b>Mr Harris and the Night Train B2.3</b>	<b>Sister Love B2.4</b>	<b>Omega File 349 London B2.5</b>	<b>Tildy's Moment B2.6</b>
Gin	DL/WM 4-4-4	Sum 5-4-4	EC 5-5-?	DA 5-4-5	UC 0-4-3	DL/Sum 5-5-5
Asako	Sum 3-0-3	EC 3-3-3	PP ImpDL/WM 5-5-3	UC Absent	DL/Sum 5-5-3	WM/PP 4-3-?
Mika	EC 5-5-4	PP 4-5-4	UC 0-0-4	DL/Sum 5-5-3.5	WM/PP 5-5-4	EC 5-5-5
Mari	PP 5-5-5	UC Absent	DL/WM Absent	WM/PP 5-5-4	EC 5-4-4	DA 5-5-5
Nana	UC Absent	DL/WM 4-4-5	Sum 5-5-5	EC 4-5-5	DA 4-3-4	UC 0-5-4
Comments re Bell's (2011) Arc of Interpretation	Asako's summary was very rough. They had a literal understanding of 'riding the black horse of death' but were starting to make inferences about the theme and author's purpose but did not get past literal level. AVG Bell Score: 4.0	This discussion, like the first, did not dwell on summary much but did a nice job of exploring possible themes and passages. It certainly moved above the literal level, although not in detail. More eliciting questions and quick improvised, relevant answers were utilized. AVG Bell Score: 4.0	Mika worked very effectively as UC with more backchannels than regular turns to pull the story from her peers. They did not take this much beyond the literal level, but they said they made it to the inference stage. AVG Bell Score: 4.0	The group was well prepared and active, demonstrating a good understanding of the details and making strong connections to their own lives, so they definitely were in the inferential stage if not further. AVG Bell Score: 4.38	This is one story for which learners' lack of thematic, extra-textual vocabulary caused barriers. They could not articulate the idea of corruption and collusion at a governmental level, as well as talk about clinical medicine trialing. AVG Bell Score: 3.6	Students drew on a great deal of personal experience with alcohol and relationship knowledge and thus were very keen and very insightful in dealing with this story. AVG Bell Score: 4.75
Key: The three-digit pattern below each role code: A-B-C A. I read the story carefully: 1 low - 5 high B. Role sheet complete: 1 low - 5 high C. Comprehension level achieved: 1 low - 5 high				Color Code: Yellow - Strong contribution	Color Code: Orange - Needs improvement	Color Code: Mauve - Failing contribution

Another aspect of this group is the pattern of one male working with four females.

This arrangement actually makes transcription much harder as in this group it was sometimes

difficult to distinguish female voices. Overall, Gin (male) slightly edged out Mika for taking the most turns, floor time, and speaking the most words. The group also displayed remarkable similarity with regard to speech rates with an average of 68 WPM. In this regard, with cognitive processing speed in English seemingly on a par, it is not surprising that Mika produced longer monologic turns.

Table 22  
*Bronze Group 2 Overall Statistics*

Bronze Group 2 Overall Basic Statistics									
Participant (GSE)	Absences	Turns	%Turns	Tfloor	%floor	Twords	%Words	WPM	WPT
Asako (39)	1	188	17.87	28.02	19.72	1,956.00	20.09	69.82	10.40
Gin (44)	0	273	25.95	35.33	24.87	2,390.00	24.55	67.64	8.75
Mari (46)	2	82	7.79	16.52	11.63	1,205.00	12.38	72.96	14.70
Mika (36)	0	271	25.76	33.40	23.51	2,187.00	22.47	65.48	8.07
Nana (38)	1	189	17.97	25.80	18.16	1,694.00	17.40	65.66	8.96
		1003		139.07		9,432.00		Avg 68.31	Avg 10.18

In fact, Mika and Gin were the only two who were never absent. In terms of average shares, Table 23 indicates that Asako, in spite of being absent once as the Unprepared Contributor, still edged Mika out for the second greatest share of turns, floor time and words spoken overall. Mari’s two absences are also clearly evident in her AvgShare of 0.73. It is also important to point out the lack of variance in speech rates that accompanies the relative lack of variance in the other discourse analytics in this table.

Table 23  
*Bronze Group 2 Share Statistics*

Bronze Group 2 Discussion Shares					
Participant (GSE)	TurnShare	FloorShare	WordShare	WPM	AvgShare
Asako (39)	1.03	1.08	1.11	69.82	1.07
Gin (44)	1.19	1.11	1.09	67.64	1.13
Mari (46)	0.62	0.75	0.81	72.96	0.73
Mika (36)	1.17	1.02	0.99	65.48	1.06
Nana (38)	0.83	0.95	0.92	65.66	0.90

By taking the overall averages for learners at similar levels, the cognitive load of each role and these learners' ability to perform a role becomes more evident. In Table 24 it appears that the Devil's Advocate role was not performed completely, as the three learners were only able to take 0.64 AvgShare of the turns, floor time, and words spoken. More predictable was that the Unprepared Contributors also had trouble taking a full share of the discussion (0.68 AvgShare); however, the Unprepared Contributor took 0.91 of a share of the turns per discussion on average. The stark difference in proportion of turns, floor, and words for the Unprepared Contributor is unusual in its dialogic character. The Passage Person at 0.69 AvgShare, like the Devil's Advocate role, appears not to be completely actualized. There does appear to be a good balance between turns, floor, and words for this role. When the Passage Person and Word Master's roles were combined the AvgShare moved to 1.10, while retaining the equal proportions between turns, floor, and words. The Summarizers, when just performing that role, were taking nearly one full share of the discussion (0.94). The more monologic character of the Summarizer role is also apparent from the smaller share of turns associated with the role relative to share of floor time and words spoken. The Experience Connector role garnered 0.85 AvgShares with the same equal proportions. The combined roles of DL/PP/WM and DL/Sum and DL/WM were accumulating about 1.5 shares of the



discussion. There were very significant increases in the total numbers of turns when the Discussion Leader role was combined with the Summarizer or Word Master, whereas when the Passage Person role was combined with the Word Master, the share of turns came down to a more ideal level.

Table 24  
*Bronze Group 2 Average Role Statistics*

Bronze Group 2 Role Statistics (CEFR A2+/B1-)							
Role	k	TurnShare	FloorShare	WordShare	AvgShare	WPM	WPT
UC	3	0.91	0.61	0.53	0.68	56.45	5.62
Sum	3	0.77	0.98	1.07	0.94	78.56	12.37
DL/Sum	3	1.54	1.58	1.53	1.55	63.60	8.89
DL/WM	2	1.63	1.69	1.45	1.59	61.16	8.17
DL/PP/WM	1	1.23	1.57	1.61	1.47	73.19	11.78
WM/PP	3	1.07	1.13	1.08	1.10	63.06	10.03
PP	2	0.72	0.67	0.69	0.69	75.68	7.88
EC	6	0.87	0.81	0.88	0.85	74.22	9.15
DA	3	0.64	0.63	0.66	0.64	69.32	9.05

#### 4.2.1.4 Bronze Group 4

Bronze Group 4, the other group in the Bronze class that merits study, differs in two main respects from Bronze Group 2. First, there were only four student members of this group. The insufficient number of students allowed for the addition of the TA/teacher as a group member. While this is not recommended by Furr (2007), the results of final surveys in Module 2 of this dissertation indicate that Japanese learners want the TA/teacher as part of the equation. From the orange color coding, it is clear to see that introducing the TA/teacher as a group member creates new issues needing to be unpacked carefully. Undoubtedly, when a TA/teacher is new to LCs, rules of engagement are required. Overall, there was certainly an impression of improvement over the semester in Bronze Group 4 for both the learners and the TA.

Table 25

*Bronze Group 4: Role Preparation and Results Summary for Each Learner*

<b>Bronze Class Group 4</b>	<b>The Horse of Death B4.1</b>	<b>Little Hunters by the Lake B4.2</b>	<b>Mr Harris and the Night Train B4.3</b>	<b>Sister Love B4.4</b>	<b>Omega File 349 London B4.5</b>	<b>Tildy's Moment B4.6</b>
Sakura	DL/WM 5-5-4	Sum ImpDL/WM 5-5-?	EC 5-5-3	DA 5-5-3	UC 0-5-4	DL/Sum 5-5-5
Aiko	Sum Absent	EC 5-4-?	PP 5-4-4	UC 0-4-5	DL/Sum 5-5-4	WM/PP 5-4-5
Kenji	EC 5-5-5	PP 5-3-4	UC 0-4-5	DL/Sum 5-5-5	WM/PP 5-5-5	EC 5-5-5
TA	PP Imp Sum 5-5-4	UC ?-?-?	DL/WM 5-5-5	WM/PP 5-5-5	EC (Teacher) 5-5-4	DA 5-5-5
Hiroshi	UC 0-5-4	DL/WM Absent	Sum 5-4-4	EC 5-5-4	DA Absent	UC 0-5-5
Comments re Bell's (2011) Arc of Interpretation	New TA took over right off instead of giving the lead to the DL. TA covered for Aiko as Sum. Hiroshi did a great job of backchanneling per the instructions for his role and came up with the best alternative ending. Kenji's point that they don't understand the story deeply is right. AVG Bell Score: 4.25	Hiroshi was absent so Sakura improvised as DL/WM too. TA used a lot of backchanneling, clarification requests, and echoing. Aiko as EC used cherry blossoms to explain taboos. It was nice to have TA's country viewpoint in group. How did TA as UC answer toughest PP questions? She said she read it on the spot. AVG Bell Score: 4	TA really dominated this discussion. Double role given to TA magnified power, but she did a nice job as WM choosing idiomatic expressions. All prepared and made good efforts. Good hypothesizing by Kenji! AVG Bell Score: 4.2	TA does a nice job of helping Kenji elaborate his Sum with clarification questions. Co-facilitating was good. They had a good understanding of this story after analyzing it together. AVG Bell Score: 4.4	The TA was absent, so I joined as EC. Aiko did a nice job of leading through main problem. It was irresistibly difficult to not explain about corruption. I tried to help engage UC. I felt I spoke too much. Co-worker not a good role for teacher. AVG Bell Score: 4.25	I have to say that in this story, TA was an excellent mentor for her peers. She elicited their stories of drunken revelry in a trusting way and then asked them to put themselves in Tildy's shoes and consider the owner did wrong. All had a strong grasp of this story's value. AVG Bell Score: 5
Key: The three-digit pattern below each role code: A-B-C A. I read the story carefully: 1 low - 5 high B. Role sheet complete: 1 low - 5 high C. Comprehension level achieved: 1 low - 5 high				Color Code: Yellow - Strong contribution	Color Code: Orange - Needs improvement	Color Code: Mauve - Failing contribution

In Table 26, the statistics are totaled from all six discussions for each of the participants. The TA/teacher data are averaged in the bottom row. In terms of the overall numbers, discussions averaged 25 minutes, with six discussions being recorded over the semester. In a 25-minute discussion, these learners were each speaking for between two and five minutes and speaking about 250 to 430 words per LC discussion. On the other hand, the TA/teacher averaged about 40 turns per discussion, spoke for over five minutes per discussion, and spoke 960 words per LC. It is clear that average speech rate plays a key role in these different results as the average speech rate for the TA/teacher is almost double that of the average learner here.

Table 26  
*Bronze Group 4 Overall Statistics*

Bronze Group 4 Totals by Participant									
Participant	Absences	Turns	% Turns	TMin	%Floor	TWords	%Words	WPM	WPT
Aiko	1	88	13.62	23.05	17.68	1,443.00	13.60	63.10	16.40
Hiroshi	2	94	17.32	11.45	11.47	1,004.00	11.81	85.72	10.68
Kenji	0	210	26.42	37.13	24.80	2,569.00	20.42	66.58	12.23
Sakura	0	153	19.53	25.17	17.28	1,610.00	13.30	62.33	10.52
TA/Teacher		240	29.85	52.92	35.34	5,758.00	46.01	110.02	23.99
		785		149.72		12,384.00		69.44	14.77

While these four students are of very similar tested proficiency (CEFR A2+/B1-), Kenji took the greatest number of turns and spoke the most words among the students. This is very interesting considering his very low motivation scores (see Figure 1) and even more interesting in that his SE scores went down by the end of the semester. In my mind, Kenji is a very disciplined student who works hard in English in class at every chance. The other students were less consistent but not very different from Kenji. The TA/teacher pair was actually more monologic in comparison with 24 WPT on the average. The overall percentage of shares taken by the TA/teacher as members of this group is an important result of this

dissertation and the power that native and near-native speakers hold in comparison with non-native speakers could potentially be simply the validation of what other researchers have found before, although these findings might also suggest that the dictum also extends to TAs. There is certainly much more to discuss regarding this issue, and it will be helpful to look at qualitative samples of discourse.

Table 27  
*Bronze Group 4 Overall Share Statistics*

Bronze Group 4 Share Statistics					
Student	TurnShares	FloorShares	WordShares	WPM	AvgShares
Aiko (40)	0.62	0.79	0.61	63.10	0.67
Hiroshi (44)	0.82	0.55	0.57	85.72	0.65
Kenji (44)	1.18	1.09	0.90	66.58	1.05
Sakura (41)	0.87	0.78	0.60	62.33	0.75
TA/Teacher	1.34	1.60	2.08	110.02	1.67

In order to give some more specific baseline data to reference as the results shift to more qualitative data, Table 28 compares shares of discussion taken by role, with the TA/teacher data coming in the subsequent row to the students' average. The inclusion of the TA/teacher as a member in each discussion starkly highlights how easily even the Unprepared Contributor role can turn monologic. This is a surprising result as it might be expected that the TA would ask a lot more questions than answer. Giving the TA combined roles demonstrates the multiplier effect that allocating more responsibility to the TA yields. The TA's performance as the Discussion Leader and Word Master provides the most extreme case with WordShares jumping to a value of 2.95. The teacher's performance (yes, the author of this dissertation), in spite of the teacher grading his speech rate from his typical 165 WPM to a modest 104 WPM in his performance of the Experience Connector role, demonstrates that even highly skilled teachers, when juxtaposed with CEFR A2+/B1 speakers, can still easily take two shares of the words spoken by the whole group. The results overall highlight what I

frame as the ‘Speech Rate Differential Hypothesis’—a principle for studying L2 LC discussion in settings claiming to be CoP (Lave & Wenger, 1991).

Table 28  
*Bronze Group 4 Overall Role Statistics Comparison of Students and TA/Teacher*

Bronze Group 4 Role Statistics							
Participant	k	Role	TurnShares	FloorShares	WordShares	AvgShares	WPM
Student (A2+)	1	DA	0.52	0.47	0.31	0.43	55.69
TA (B2)	1	DA	1.47	1.28	1.81	1.52	109.35
Students (A2+)	3	DL/Sum	1.10	1.29	1.03	1.14	65.39
Student (A2+)	1	DL/WM	1.01	0.86	0.64	0.84	72.09
TA (B2)	1	DL/WM	1.20	2.27	2.95	2.14	107.70
Students (A2+)	5	EC	0.88	0.93	0.83	0.88	76.20
Teacher (C1)	1	EC	1.51	1.58	2.05	1.71	104.22
Students (A2+)	2	PP	0.88	0.91	0.72	0.84	63.62
TA (B2)	1	PP	1.06	1.48	1.86	1.47	120.93
Student (B1-)	1	Sum	0.89	0.67	0.66	0.74	80.95
Student (A2+)	1	Sum + ImpDL/WM	1.05	1.05	0.89	1.00	69.13
Students (A2+)	5	UC	0.76	0.36	0.28	0.46	65.65
TA (B2)	1	UC	1.17	1.05	1.50	1.24	116.59
Students (A2+)	2	WM/PP	0.97	1.09	0.83	0.96	60.67
TA	1	WM/PP	1.63	1.92	2.29	1.95	101.32

This chapter has provided an overview of the reference LC discussion by Faculty and TAs and has begun to answer two important research questions by systematically identifying four specific reading groups within the data set for further analysis. Additionally, the second research question has provided numerous useful quantitative elements for describing L2 LCs. The important analytics developed for describing LC discussions can be described in the following hypothesis.

#### **4.2.2 Literature Circle LoadShare Hypothesis**

*The cognitive load carried in L2 LC discussion can be tracked with the number of turns, floor time, and words spoken.* To summarize the results for Research Question #2 regarding the basic discourse features of LC groups in general, the share of discussion work by a particular student in a group of  $n$  learners is equal to the load/ $n$  and can be calculated for each variable TurnShare, FloorShare, and WordShare. Accordingly, these measures can indicate how well grouping and scaffolding systems build privilege and inclusivity. The analytic TurnShares, FloorShares, and WordShares can be calculated for a given discussion by taking the total turns, floor time, or words spoken and dividing by the total number of participants in that discussion. Then the fraction of one TurnShare, FloorShare, or WordShare is the load one member is ‘carrying’.

#### **4.3 Research Question #3: When should TAs/teachers join LCs, and in what capacity?**

In Bronze Group 4, the TA was asked to be a co-worker and fifth member of the reading group. The TA was a newly hired undergraduate, a highly capable, non-native speaker. While her initial instinct was to take over control from the student assigned to be the Discussion Leader, in many instances she functioned in the expert-novice mode first described by Storch (2002). When did her performance veer off track from the collaborative, but more highly proficient learner as in the mixed-proficiency AE2A class?

First, consider the baseline role statistics in Table 29. It is pretty clear that having the TA/teacher taking any of the Oxford Bookworm roles leads to the reduction of work done by the students, but the Unprepared Contributor role did reduce the work by the TA/teacher to the lowest of any of the given roles. From the perspective of maximizing speaking practice, it is apparent that the TA/teacher should not join the LC in the capacity of a co-worker as this

study tried, and this is all the clearer considering what a double role did to the results, such as the DL/WM where the TA took 2.95 WordShares.

At the same time, it is interesting to consider the speech rates overall. The native speaker teacher, who normally speaks at 165 WPM, graded his speech rate to 104 WPM as the Experience Connector, and yet still garnered 2.05 WordShares. The TA, who normally speaks about 140 WPM, slowed her speech rate to about 110 WPM for these students. In the Gold class, the high advanced students were speaking about 125 WPM with their classmates. Interestingly, the teacher and TA both graded their speech rates to a close margin between 105 and 110 WPM. Yet, this speech rate differential still leads to a reduction in practice opportunity for the students.

Table 29  
*Bronze Group 4 Role Statistics for the TA/Teacher*

Bronze Group 4 Role Statistics							
Participant	k	Role	TurnShares	FloorShares	WordShares	AvgShares	WPM
TA	1	DA	1.47	1.28	1.81	1.52	109.35
TA	1	DL/WM	1.20	2.27	2.95	2.14	107.70
Teacher	1	EC	1.51	1.58	2.05	1.71	104.22
TA	1	PP	1.06	1.48	1.86	1.47	120.93
TA	1	UC	1.17	1.05	1.50	1.24	116.59
TA	1	WM/PP	1.63	1.92	2.29	1.95	101.32
TA/Teacher	6	Averages	1.34	1.59	2.49	1.67	110.02

#### 4.3.1 TA as Unprepared Contributor

Perhaps the role of the Unprepared Contributor could be a better fit for the TA/teacher as an occasional guest. When the TA was the Unprepared Contributor in the second discussion of the semester, the group discussed ‘Little Hunters by the Lake’ (Ural, retold by Bassett in Furr, 2007a). In Table 30, the TA performs very effectively as a group member with the directive in

turn 7, ‘tell us a story’. Further, in turn 9, she laughs and repeats her request, and this is indicative of the expert-novice role of eliciting language. The rightmost column points out the increases and decreases in speech rate that characterizes the flow of the conversation. The TA is adding energy in this extract. It is also easy to conceive that the amount of input provided here by the TA, while maximal in elicitation power, is *minimal* in terms of WordShare.

Table 30  
*Extract Bronze Group 4.2.1*

Turn	Participant	Time	Contribution	WPM	Accel/ Decel
5	Sakura:	0:36	And Hiroshi is not here. (2) Let's get started. Okay?	300	
6	Aiko:	0:38	Okay.	12	--
7	TA:	0:43	Just, ahh, tell us a story...	180	++
8	Sakura:	0:45	Ahh...	60	--
9	TA:	0:46	(laughs) Tell me the story.	300	++
10	Sakura:	0:47	Yeah, yeah, yeah... I am summarizer, yes.	210	-

Sakura’s summary continues in Table 31. The TA uses embedded backchanneling to show she is listening, the [mhm] in turn 23. Ruhlemann (2018) points out the pragmatic way that backchanneling leads in a conversation, especially after a deceleration in narrative. Now that the aim is to see where the TA is minimizing the amount of her input, clearly the backchannel is an ideal way to engage. Similarly, the TA’s repair of the gender marking slip in turn 27 also represents minimal intrusion, and finally, the acknowledgement follow-up in turn 32 works the same way. Thus, Extract Bronze 4.2.2 has at least four clearly foregrounded, minimally invasive turns by the TA that demonstrate the positive ways a TA/teacher can impact the LC, which is further supported by Sakura’s acknowledgement of the correction in turn 27 and Kenji’s retracing of the pronoun in turn 28. The examples in both Tables 30 and 31 illustrate ways TAs could interact in LCs that, in the Japanese EFL context, would meet the students’ expectation of the teacher ‘staying in the equation’. Allowing a TA



to join the LC, not as a co-worker, but as a listener, trained to give minimally invasive feedback is very promising. In addition, there is abundant research and theory in SLA that demonstrates the connection between interactive feedback, modeling, noticing, and uptake that justify the TA/teacher taking a minimalist Unprepared Contributor role (Yule & MacDonald, 1990; Ortega, 2007; Leeman, 2007; Chaudron, 1977). In addition, from coding transcripts, it is also clear that a TA/teacher in this role could record many teachable moments not taken (Eeds & Wells, 1989) for follow-up afterwards. The evidence in this section from SLA theory and from Tables 30 and 31 rebut Furr (2004) and Daniels (2002) position that the teacher or TA should never join the circle if the defined role could be as a genuine listener with minimally invasive, effective feedback and elicitation techniques.

Table 31  
*Extract Bronze Group 4.2.2*

Turn	Participant	Time	Contribution	WPM	Accel Decel
23	Sakura: [TA]	1:25	Okay. Uhh, children want to do same thing as the hunter? [mhm] bird hunter. Eto, Then Hikmet bring the bag, the bag. Hikmet open the bag and we looked at the long beautiful gun of of his father. De we began to walk to the lake. We could see the hunters and hear the noise of their dogs but there were no birds on the lake or in the sky. And uh because during the day the bird hide around the lake so there were no birds. (3.0) uh we find the bird, so, the boy, shoot two guns. hh Two guns. And uh. Two bird.	73.95	
24	Kenji:	2:51	mm shoot gun xxxx	80.00	+
25	Sakura:	2:54	But, one bird survived and escape. de we (.) we pick up the one bird.	75.00	-
26	TA:	3:06	They. They, they.	180.00	++
27	Sakura:	3:07	Yeah, yeah, yeah.	22.50	--
28	Kenji:	3:15	They pick up the one bird and bring it to the bird seller (.) yeah. They, they pick up one bird and bring it to the bird seller.	152.73	++
29	TA:	3:26	Mm-hmm	60.00	--
30	Kenji:	3:27	But, bird seller said it's...	30.00	-
31	Sakura:	3:37	Bird seller. You can't eat this bird, because this bird is crane. And so...hmm? Crane. And crane, and the crane is symbol of love.	84.71	++
32	TA:	3:54	Okay, ohhh.	120.00	++

There is more to the story, however, because the TA brings her very high processing speed, and I thought she should have a copy of the book with her at the table during the LC discussion when she was the Unprepared Contributor. In Table 32, Aiko’s transaction as Experience Connector is under way, and she has asked everyone, “If you kill crane, what do you think about?”, which is a schema activation question in the LC coding system and is an example of the hypothetical statements designed into the Experience Connector worksheet in Appendix A. Note that the TA, when answering an Experience Connector question, is no longer the Unprepared Contributor because the sheer volume of knowledge she has about her own life and culture are extensive, which now makes the work she can do almost infinite, and she readily takes 51 seconds in turn 59, which is meaningful and interesting in its own right, but is also repeated two turns later. Furthermore, her work could be justified since allowing the students to get accustomed to her variety of English is also worthwhile, but the point here is that now the input she is providing is not being minimized.

Table 32

*Extract Bronze 4.2.3*

58	Sakura:	9:35	(laughs) If I kill crane? Hmm. I didn't know crane is symbol a love and so, hmm? I- I didn't want to kill the animal and crane so ((laughs)) ne I- I will make grave for the crane, too. n How about you [TA]?
59	TA:	10:20	Uh, I personally..I think everyone would react like Ken...uh.. Kenta oh, I'm sorry! (laughs) I'm still xxxxx people, sorry. Like, um, because we, if we go hunting, we don't really know that it is symbol of love or anything, like, what it symbolize for. Like if we see flowers, if a foreigner go into Japan and they see cherry blossom, right? They don't really know what it symbolize for. So we just act in the normal way. What usually do is shoot a bird, they eat it. They see a pretty flower, they want to own, so they pick it up. Like that. So I probably I think- I didn't know so I bring it home, I cook it. I share with people, maybe. ((laughs))
60	Aiko:	11:11	So, what (1) what (.5) in (.) your (.) country (.) ya (.) what have- what do you have like.

After the role leader changes from Aiko to Kenji, with Kenji as the Passage Person, the TA has made an identity shift. This is a new TA who is an undergraduate student and a very

gifted English speaker, and whose ideal self is definitely tied to her bilingual gifts. In other words, she wants to show that she is a good student. In Table 33, turn 74, Kenji begins his first elicitation move and makes a focusing move ‘I will ask a question’ and points to the page and line number. In this brief span of 59 seconds, the TA is reading the page of the story and falls right into answering Kenji’s question. As an inexperienced TA, she is faced with a teachable moment regarding wait time, and for designing roles for TAs, it is an indication of the rules of engagement needed in an LC discussion. In a matter of minutes, the TA has gone from demonstrating ideal TA behavior in a group discussion to being an interesting addition but in danger of taking over to now, finally, in turn 75 as one short-circuiting the L2 learning process for the students. Interestingly, when the TA takes over these turns, it is with monologic turns with speech rates accelerated from the prior turn. In other words, these turns represent shouldering a load that should not be shouldered. This is the reason that the TA’s WordShare in this discussion climbed to 1.50, that is, 1.5 times an even share of all the words spoken in the discussion.

Table 33  
*Extract Bronze Group 4.2.4*

Turn	Participant	Time	Contribution	WPM	Accel/ Decel
74	Kenji:	13:50	No. Passage person. (laughs) Okay. I will ask question. We got page eighteen, line three till seven. ((page flipping)) <i>ich, ni san eh, chotto matte</i> , Ehh. His eyes let from crying, <i>chigau, ich, ni, san</i> (.) Ah Lines six. His eyes went from crying, why did he cry? I don't- Hikmet, Hikmet cried a lot. (.5) Why did he cry a lot? Kay des.	55.65	
75	TA: [Kenji]	14:59	I guess that, like in the previous page I just read, they never get to go to the grave every spring. And, that one morning when the main character woke up. He saw a pair of cranes at his window. So I think that like, they actually were touch by seeing like the image another couple of cranes, still visiting them after what they have done before in the past. And they still feel regret about they did. [m] So. After they see that image. They actually, like, burst out of tears because they feel guilty for what they did. Yeah.	140.93	++
76	Aiko:	15:42	So, I think children want crane to forgive us so. So, yeah. (7)	33.91	----

77	Kenji:	16:05	But, I think it doesn't mean they forgive them. Children. They just, (3.0) they just were there. They don't speak. And they don't say anything. Right? But, why children think they were forgiven? (6)	58.29	+
78	TA:	16:40	Um, I think that like, I feel like they, they can see that after everything horrible they, they've done to another couple cranes. Still, maybe, of course other couple of cranes at other window don't- don't know about what they did before. That they feel like after everything bad happen in the past, they're still- they're still gonna be a solution. And like, their, they will- it will all be okay. They will be forgiven in what past is past. What do you think?	126.00	++

With regard to Research Question #3, clearly the experiment of the TA as co-worker led to mixed results in the Bronze class, although there is evidence suggesting that within the confines of the Unprepared Contributor role and combined with other training, a TA could be very effective and well-received by students in Japan. The caveat, however, is that as a co-worker, the TA clearly has the greater fluency (reflected in a faster WPM, a wider, richer vocabulary, and the ability to talk in much more sophisticated terms), greater response speeds, and greater status, so it seems obvious that putting a TA in with the students as a *co-worker* runs counter to the level-playing-field, notional equality of learners around the ‘round table’ of the LC.

The findings for this research question can be summarized with another hypothesis: **the speech rate and power differential hypothesis.** When the differential in speech rates and power between participants in an LC is too great, as between a TA/teacher and students, joining the circle requires specialized knowledge of SLA and interaction techniques, but with carefully designed rules of engagement, there appears to be a productive role for the TA/teacher, most likely as a rotating visitor.

#### **4.4 Research Question #4: How do the contributions of a high and low proficiency student with similar motivation profiles compare over the course of a semester?**

This section will systematically compare the performances of several L2 learners as they trace Bell's Arc of Interpretation in their experience of the roles adapted from the Oxford Bookworm series. The data on which the comparison is based have been presented in sections 4.2.1.1 and 4.2.1.3. The high motivation students whose contributions will be compared are Cecilia (CEFR B2+) from Gold Group 1 and Nana (CEFR A2+) from Bronze Group 2. In fact, both of these learners have exactly the same sum of t-scores (167) when WTC, IRM, and SE for discussion are totaled. There is a big difference in these learners when comparing the overall increase in SE for discussion from the beginning to the end of the semester. Cecilia's raw average score increase is just 0.14, while Nana's is an increase of 1.28, which for a Likert scale average is a very large increase and was the second largest increase for all the learners in this study.

In this chapter, Cecilia and Nana's performances of the same roles will be compared one by one, and short extracts from other focus groups will be used to supplement the concepts introduced through Cecilia and Nana's work. The roles will be compared in the following order:

1. Unprepared Contributor
2. Summarizer (with Unprepared Contributor present)
3. Word Master
4. Experience Connector
5. Passage Person (Margo Gold Group 2 and Mari Bronze Group 2)
6. Devil's Advocate
7. Discussion Leader

Generally, both learners self-assessed as being very well prepared for their parts with the exception of the Unprepared Contributor role, where both learners reported that they did NOT read the story per the role instructions.

#### **4.4.1 Unprepared Contributor**

The creation of the Unprepared Contributor role was a way to control for when students do not read and sought to locate the learner in the Estrangement section of Bell's (2011) Arc of Interpretation. This idea stemmed from the Module 2 data collection where some performances were clearly more planned and others were improvised and yet others seemed to lack knowledge of the story. While it seemed an obvious disadvantage to the learner, I wondered if a learner might still contribute to the discussion in this mode by reviewing vocabulary for literary elements and studying different types of questions to ask during the coaching time before the LC discussions. The underlying assumption is that instructional support needs to be minimal as LCs are not integrated into the course as a whole, and thus the system needs to be self-sustaining. Thus, the system could work in a Self-Access Learning Center where students observe an LC discussion first as a Unprepared Contributor before joining a group—'legitimate peripheral participation' according to Lave and Wenger (1991). See Appendix A for the details of the Unprepared Contributor role.

Nana (UIE A, Bronze Group 2) took the Unprepared Contributor role in the last LC discussion of the semester, and thus, by this time she was very accustomed to the format of these discussions. The story for that day was 'Tildy's Moment' by O. Henry as retold by Diane Mowat (Furr, 2007a). The last of six discussions returns to the same role assignments as for the very first discussion of the semester, so it gives the sense of returning to the resolution tone for the LC component of the course. In Bronze Group 2, all members were

present for this day. The first Extract B 2.6.1 shows that Gin, the Discussion Leader and Summarizer, gave his summary without receiving any questions from Nana. This was surprising as Gin's summary was not especially clear. For example, while he did clarify Seeder's lack of sobriety, he misspoke the gender pronoun referencing Mr. Seeder in the last line of turn 28 as 'she'. Actually, however, Nana's handwritten notes on her Unprepared Contributor role paper accurately recorded 'he' for Mr. Seeders, and it seems clear that she comprehended the main points of the story. Nonetheless, this was very different from what happened in the Gold class when Cecilia was the UC and asked questions non-stop. Shintaro (low overall motivation) from the Gold class also asked a lot of clarification questions as the Unprepared Contributor. Kenji (low overall motivation) only clarified a page reference as the Unprepared Contributor and did not ask referential questions as one might expect. The pattern here seems to be that when the learner is in equal or low position proficiency-wise, they do not actively engage as the Unprepared Contributor.

#### Extract Bronze 2.6.1

- |    |                      |  |
|----|----------------------|--|
| 28 | Gin: 2:02<br>[Asako] | And, she is popular among men. Men customers, as a waitress. And next character is Tildy, who is also waitress. But she is fat and isn't beautiful. Mmm they worked at Bogle's Family Restaurant, as a waitress. Okay? And, Tildy doesn't have jealousy to Aileen about she has popular among men. But, she feels that she wanted love, by men. She wanted a man love her. Okay. One day the man who came to Bogle's-- Bogle's Restaurant was a young man called Mr. Seeders[Seeders] Mr. Seeders. She noticed that she- he cannot hmm... Near the Aileen because she is popular among men, so she was with uh Tildy. She- uh no. After that, he kissed her. |
| 29 | Women: 4:39          | Whoa...  |
| 30 | Gin: 4:40            | Whoa. But, it isn't have many because of beer (sic). (clears throat) But she felt-- but she felt it was really love.   |
| 31 | Women: 4:55          | (high pitched sound)   |
| 32 | Gin: 4:55            | Wow. And, then she was changed her looks because of love really love. To be more beautiful, however after few days he came again. At, you know Bo Bogle's family restaurant and he- he said about(clears throat) he said about that, so she noticed it's not really love. It's almost story. Okay, next please-- please talk passage person.   |

Surprisingly, Nana's performance in the Unprepared Contributor role lacks backchanneling and initiations—eliciting, requesting, or directing Gin to elaborate. Other than one tag question at the end of turn 66 in Extract Bronze 2.6.2, Nana asked no questions in all her 23

turns in the discussion. One possibility could be that I requested the Unprepared Contributor to open the book during the discussion so that any text references could be followed. Due to the short length of this story, it is possible that Nana was reading along during the discussion and thus did not find it necessary to ask questions. In fact, Nana helped elaborate the theme with more detail, catching Tildy's state of mind very quickly. She actually co-authors (Clifton, 2006) the resolution of the exchange in Bronze 2.62. Notably, she nailed the theme in the 14-second gap between turns 63 and 64.

#### Extract Bronze 2.6.2

- |    |       |       |  |
|----|-------|-------|--|
| 63 | Mari: | 11:13 | Pages fifty-eight, line eleven. Hmm... In this part Tildy looks like very happy. Because he kissed by Seeders, so I think the theme-- theme of this story is feeling of when people fall in love. So, what do you guys think the theme of the-this story?[Hmm](14) |
| 64 | Nana: | 12:14 | I think this story's theme is aaa love power love power  |
| 65 | Gin:  | 12:20 | Love.  |
| 66 | Nana: | 12:23 | Love magic, yeah. Love change our looks, beautiful more beautiful. So it's love power yeah. Okay?  |
| 67 | Mika: | 12:33 | Oooh   |
| 68 | Nana: | 12:34 | Okay   |

Cecilia's turn at Unprepared Contributor came in the fifth discussion when they were reading 'A Moment of Madness' by Thomas Hardy as retold by Clare West (Furr, 2007b). This was a difficult task for her because Takuma, the Summarizer, was known for reticence, which when combined with the narrative's complexity made for a challenging situation. Essentially, this transaction continues for about 80 turns starting with Takuma's brief monologue that is quickly questioned. Takuma manages one more reprise attempt at the summary before passing the torch to Shintaro, who as the Discussion Leader is prepared for the task, but even so, is lucky to have Ai as another backup, and she is prepared as the Word Master and Passage Person. During these 80 turns, Cecilia initiates 21 requests for clarification in the interpretive response sequence to Takuma's initiation of a summary and



takes 33 turns of the 80 total in a transaction characterized by highly engaged input negotiation. The juxtaposition of Cecilia in high position with Takuma in low position proficiency-wise seems to be good in this situation, although Takuma's SE score decreased by 0.14 from the beginning to the end of the semester. From Extract Gold 1.5.1, it is clear Takuma might have felt less than satisfied with his ability to retell the story.

In terms of coding, in turn 10 Shintaro asked Takuma, 'Can you explain the story?' Tsui (1994) might call Shintaro's question a request for action, but this can also be construed as a directive as well. In this data, when the Discussion Leader invites the Summarizer to take lead, I have coded this as an initiation of an interpretive exchange (or transaction as in the following case) through an elicitation coded as a directive. In turns 12, 14, and 25, Cecilia asks for substantive elaboration, and thus, I would also call these the initiations of new interpretive exchanges within the same transaction and code them as elicitations for information. Also, in turn 14, Cecilia makes a second move (follow-up) which starts with 'okay', an acknowledgement of more information, and she paraphrases its significance, which is a part of interlanguage coding in my system. Cecilia's laughter in turn 17 could be taken as positive or negative, so according to Tsui's system would be a temporization. In any case, Takuma confesses in turn 26 that he does not know the details. This confession is double coded per Young and Mohr (2016) as it is also functioning as a follow-up move to pass his speaking turn to another and is facilitative overall. It is possible to see why Takuma may not feel completely confident in his ability to retell a story after this experience. Also, it is important to note Cecilia's average speech rate is 121 WPM while Takuma's is 79 WPM. In fact, this transaction is so completely different from Nana's performance in the Bronze class that it made me wonder if Nana might have covertly prepared for the discussion, which would not be surprising considering her group's disposition toward being very responsible. There

could also be other factors involved in the Bronze class. For example, there may be more listening anxiety with regard to understanding your classmate's summary, and hence students would not want to make each other feel embarrassed. The other possibility is that the simple narrative structure of 'Tildy's Moment' combined with Nana's empathy makes this story very accessible.

#### Extract Gold 1.5.1

- 11 Takuma:2:10 Okay. Um, so there's uh, the main character ... uh three main characters who's Baptista, she's a very normal girl, and uh, uh, she's a teacher but she didn't enjoy her job. So, she quit the teacher, and she loved Charles, ah who is her old friend and uh, they loved each other and, they go to the hotel. And(laughs) but(laughs) uh, she, but uh, accidentally ah Charles died when he swimming in the pool. And, and, and after that, ah Baptista met with uh, her neighbor, uh, Hedig, um, xxx and they decided to marry each other. And uh, they goes to honeymoon, uh-
- 12 Cecilia: 3:36 Sorry, who's married to who?
- 13 Takuma:3:39 Uh, married to Hedig.
- 14 Cecilia: 3:39 Hedig? Okay. So, third character.
- 15 Shintaro: 3:39 Heddegan, maybe?
- 16 Takuma:3:39 Heddegan. Yeah.
- 17 Cecilia: 3:39 (laughs)
- 18 Takuma:3:53 And uh, he goes to honeymoon which, which uh, where Charles died at there. And they slept a night where Charles was died and uh, they go back home and they spend normally life, normal life for for and one day uh, witness of Baptista came to her home and he asked to Baptista that, uh, did you slept with Charles and uh, uhhm, she, she said to him that, shut up and uh, she uh, she give him the money to uh, to a stop telling him the truth stop telling to husband the truth. Uh, okay.
- 19 Cecilia: 5:07 First, you say Baptista and Charles went to the love hotel when-
- 20 Takuma:5:12 Yeah.
- 21 Cecilia: 5:12 And then Charles went in the swimming pool-
- 22 Takuma:5:12 Um hmm.
- 23 Cecilia: 5:12 And died.
- 24 Takuma:5:12 Yeah.
- 25 Cecilia: 5:27 So, what about Baptista? Didn't she like find the body and like, xx?
- 26 Takuma:5:28 I don't know the details.

#### 4.4.2 Summarizer

In Bronze Group 2, Nana was the first Summarizer to be presented an Unprepared Contributor, Mika. The third story in the Bronze Bookworm anthology is 'Mr. Harris and the Night Train' by Jennifer Bassett (Furr, 2007a), and the summary is an interpretive transaction comprised of several exchanges. In what quickly becomes shared repertoire according to CoP (Lave & Wenger, 1991), Asako, the Improvised Discussion Leader, starts with a polite

elicitative move (turn 8), then topic-focusing move (giving the title), and then a directive. At the beginning of turn 9, Nana starts with ‘Okay’ as an acknowledgement (follow-up) and begins her summary. The exchange generated by the Summarizer scaffolding usually has a very simple interpretive initiation move delivered from the Discussion Leader as explained above, and the Summarizer’s talk is coded as the interpretive response for the exchange.

#### Extract Bronze 2.3.1

8	Asako:	0:43	My name is Asako and my job is Passage Person and Leader. Discussion Leader and Word Master. First, please summarize the book, the book name is “ Mr. Harris and the Night Train.” Summarizer...
9	Nana:	1:06	Okay I explain about this story. And the main character is Mr. Harris and she likes train very much. And a story which happened during his north through Finland trip, so during night. Yeah, so he saw that young woman and young man are argued, argued, argued, argument, yeah yeah. And they are brothers so and brothers stole her this diamond necklace, yeah so it is gift from sist her husband, yeah. So and her husband isn't kind so she felt terrible but brother do- didn't return the necklace to her. Yeah, so she killed her brother by knife and Mr. Harris was very surprised to see that and tells the guard about it. Guard. Guard. Guard. Train guard. The guard say that they are dead, already dead and eight years ago so and-
10	Asako:	2:28	Eight years ago?
11	Nana:	2:30	Nnn they are ghost. (laugh)
12	Mika:	2:37	(nonsense sounds) she, sisters killed[mm] brother and? [Nana]
13	Nana:	2:41	And killed her brother and she ah he, uh, he dead, [nn dead]. [Asako]
14	Gin:	2:52	Already dead.
15	Nana:	2:53	Already dead, so [eh eh they are already dead] they are already dead eight years ago so, [ghost] Mr. Harris- Mr. Harris saw the thing of the mother, mother <i>teiu</i> , <i>nanka</i> thing of <i>nanteiu nanka</i> the happen, the happening... [Asako]
16	Gin:	3:15	But it was passed away-
17	Nana:	3:17	Passed away, so they are ghosts and they always, always, always come to the every year, come to the train.
18	Mika:	3:27	Huh, every year.
19	Nana:	3:29	Mmm, same day (laughs)[mm] [Mika, Asako]
20	Mika:	3:34	They are ghosts?[Yeah] (laughter) okay [Nana]
21	Nana:	3:38	Mr. Harris saw it and upset and tell the guard, the guard tell the truth. [Mika]
22	Asako:	3:51	Yeah,[mmmm!] that's all. Thank you, Nana. ...

The Extract Bronze 2.3.1 illustrates the recipient design effect that the Unprepared Contributor produces in the discourse, especially from the Summarizer. In Table 21, Nana reported having read very carefully and having completed her role sheet. Furthermore, what is noticeably different about this exchange is the improvement in foregrounding by the

Summarizer. In turn 9, Nana starts off with Mr Harris’s love of trains. Incidentally, the Summarizer role greatly assists learners to overcome slips in gender pronoun marking that can be prevalent at the CEFR A2+ level. This exchange again features the internalization of dialogic skills that starts with monologic efforts and is fueled by Mika not knowing the story. Also relevant is Nana’s interlanguage and the teachable moment not taken re her description of the young woman and young man’s relationship as ‘brothers’ which she mistranslates from *kyoudai*, but which her classmates likely understand to mean ‘siblings’, Nana’s i+1 vocabulary to learn here. Asako is right on cue with her prepared initiating move as the Passage Person, and Nana, having prepared as the Summarizer, is very ready to communicate the explanation, as I believe her planning has primed her to make an improvised contribution that delivers almost monologically with eight chained clauses and nonsensical circumlocution with the reference to ‘bungee’ instead of suicide jump.

#### Extract Bronze 2.3.2

- |    |                       |  |
|----|-----------------------|--|
| 27 | Asako: 4:35<br>[Mika] | Thank you. Uh the next (laughter) okay Passages, my passages, uh please read, uh, page 26 line 27, it says they are ghosts and (laughter), page 26 line 27 [one two three four five]... okay and they say, why they are ghosts. No! They are ghosts. So my question is why they are ghosts. Please answer.   |
| 28 | Nana: 5:21<br>[Mika]  | Why they are ghosts xxx (laughter) uh, uh, I think that eight years ago, uh, mmmm, the younger men and young man are argument uh, argued about the necklace so they killed ah they <i>jyanai</i> , she killed her brothers and, and she also, um, she... <i>nanteiundake</i> putto (laughter) bungee jump <i>mitai</i> , bungee jump <i>jyanai</i> [one jump dive] ah, dive to the outside of the train, so yeah yeah yeah, so they are dead on the same time, yeah, same day, same day, yeah. |

This example supports LC systems that give weight to the act of summarizing and preparing to review the literal details and sequences of a story instead of systems like that of Costa and Kallick (2000) that assign quality ratings (low, middle, and high) to a cognitive function. Plough and Gass (1993) report that NNS dyads who were familiar with each other produce more clarification and confirmation requests than when the conversing is with an unfamiliar interlocutor, and Varonis and Gass (1985) find more negotiation between NNS dyads than NNS-NS dyads. Dorynei (2002) reports that task motivation is co-constructed between task

participants. In this way, Bronze Group 2 members motivated each other. Mika's backchannel laughter and comment embedding within others' turns in Extract Bronze 2.3.2 is noteworthy. In general, Mika demonstrates very active listening skills as an Unprepared Contributor.

Nana's interlanguage is elicited in this additional exchange. That she is on the cutting edge of her language is evidenced with her code-switched comments, like *nanteiundake* 'how do you say' and *jyanai* 'that's not right', that elicit a word-search exchange. Thus, code-switching and confessing in this case is a natural and important metapragmatic authentication practice (van Compernelle & McGregor, 2016) for these learners, even though near-native learners would not likely code-switch or use a term like 'bungee jump' for something so tragic. As prepared as Nana was for part of this discussion, the story complexity still pushed her into improvising even with excellent reading and planning; and were a teacher to have been present to witness this sequence, they could have noted another teachable moment not taken. This sequence also adds to the conversation about vocabulary acquisition, showing that 'extra-textual' vocabulary needs are an important consideration for LCs. Vygotsky (1934/1978) includes concept development as a key process, and this occurs in numerous places in the data. Nana's inability to use the terms 'commit suicide' or 'killed herself' in Extract Bronze 2.3.2 illustrates her need for developing facility with higher frequency vocabulary. This supports the practice of teachers choosing the same text for the whole class so lexico-grammatical issues like these can be integrated into the course more intentionally.

In Cecilia's introduction as Summarizer, she recognizes the Unprepared Contributor's presence. The second story in *Bookworm Gold* is 'Sredni Vashtar' by Saki as retold by Border in Furr (2007). The Discussion Leader was absent on the day of the LC discussion, but the Unprepared Contributor, Ai, induces elaborated interpretive responses, which is an example of 'recipient design' (Gee, 2014). In this discussion, Cecilia is showing the group her

drawings of the main characters that she had completed on Post-it Notes that I provided the students as a way to make notes in the book without writing on the book itself. Cecilia was one of the few students who made use of these Post-it Notes. Her positive attitude is not only evident in her drawings but also in her assertiveness to include introducing the main characters in the summarizing task in turn 10. Cecilia's attitude exudes her desire to obtain acceptance as a star student, something Gee (2014) calls a 'social good'.

#### Extract Gold 1.2.1

- |    |               |  |
|----|---------------|--|
| 8  | Cecilia: 0:42 | I'm the summarizer, and my job is to summarize the whole story, so that you understand. Particularly the unprepared contributor.   |
| 9  | Po'lat: 0:51  | So thank you everyone, just before starting our discussion I'd like to require you, all guys to speak a little bit more louder.(3) Ah, To speak a little bit more louder. And so uh, first of all I'd like to start with some basic questions. And my first question. Who are the main heroes of the story?  |
| 10 | Cecilia: 1:33 | Um, I am the summarizer, and here the four main stories. First one is of course, the main character Conradin he is 10 years old. And his body condition is very ill. Yeah, he likes toast, he likes, he is very imaginative. Yeah, but as you can see he is not happy. Because he just lost his parents. And he has to live with his aunt. And this is his aunt, as you can see she is not a very kind aunt. She doesn't really like um Conradin. She is a Christian,(.5) and a diligent one. And then this is an animal that Conradin bought, it's called the ferret. And it lives inside the box. And a chicken because, Conradin cannot go outside to play or even go to school. So the chicken and the ferret are his best friends. These are the main characters. |
| 11 | Po'lat: 3:12  | Thank you Cecilia very much. Uh, it was I think was very helpful for our unprepared contributor. To see the pictures which you drew, and to understand who are the main heroes. So, my next question is, what is the story about? And what are the main features. And what happened in the story? Anybody?   |

Cecilia's summary starts with describing the main character, Conradin's state at the beginning of the story. Her skill in empathizing starts with her substitution of the word "stories" for "characters" in the first line. Her grammatical constructions offer several examples for others. She starts with left-dislocation topic naming, which is natural for native speakers, too: *The main character Conradin he is ten years old.* Then she switches to a noun phrase "his body condition", which clearly marks her as advanced. She mentions all of Conradin's key conditions in the story and then does the same for the aunt, and his pets. What

strikes me first about this summary is that it is not really a summary at all. In fact, this is really “setting the scene” for the story and demonstrates some sensitivity to foregrounding and Theory of Mind. This shows me that the Summarizer’s role sheet needs to go even further in this direction (Appendix A). That is, eliciting richer descriptions of the initial states of mind and relationships at the beginning of the story would provide synergy between language practice and interpretive skill.

At this point the Discussion Leader, Po’lat, continues to push them for the summary, but as the group has a mind of their own, Cecilia’s contributions as the Summarizer are made in different exchanges, so they are put together in one extract. In turns 12 and 31, Cecilia describes the settings of the story, first the ‘social world,’ then Conradin’s ‘internal world,’ and then his ‘physical settings’ - the house and the shed. To add to this explication, Cecilia’s reading was clearly for detail even though her planning sheet, while complete, was comprised of drawings and bullet point phrases.

#### Extract Gold G1.2.2

- |     |                |  |
|-----|----------------|--|
| 12  | Cecilia: 3:48  | So, so the story line about the story is, a two different world. One is the reality that Conradin has to face with his aunt. As you can see here, his aunt keep saying no toast, no picking flowers, no playing on the grass, and no animals, and Conradin, as you can see is very very sad. With his own reality. However, the second world is his imagination. So in his imagination the ferret, he worship the ferret as his god. So, well he believes in god, but not in Jesus. Or other god. And he always plays with his animals in this, uh, shed. Whoa, yeah word master would you like to explain what is the shed? |
| ... |                |  |
| 31  | Cecilia: 13:11 | Um so this, I, this setting of this story is not properly described, um and it happen, the whole story happens and circulate around his aunts' house and the shed. So these are the two settings that I would like everybody to focus on. So no country, just the house and the shed. And the shed is like you know the house. This house, like a garage. You usually put something like gardening tools-inside.   |
| 34  | Po'lat: 14:51  | So uh let's move on, and I think uh it's time for our summarizer to give your summary. So Cecilia.   |
| 35  | Cecilia: 15:06 | Okay so, since everybody knows the main characters. And the background of the story. This is about two different worlds. I will go on with the body, which goes to the climax. So, as Conradin always go to the shed, to find comfort with his animals. The aunt realize that why is this kid always go to the garden. Goes to the shed? Is he playing with some animals? Because the aunt didn't know anything and then she found out like oh there's a chicken. So, she sold the chicken away. Are you okay?   |

- But she didn't cook the chicken, so don't worry.(laughs) She just sold it. And she talked Conradin. I think the aunt is pretty cruel here, because she should have known that Conradin doesn't have any friends. And Conradin um, he didn't show he was sad. But deep inside he was very angry. And the aunt didn't find, you know hadn't find the ferret--n the box. So Conradin prayed to the ferret, we just name it Sredni Vashtar, as what Shintaro said. Um, so he was worshiping and say, Sredni Vashtar do one thing for me. And what do you think this thing is? Do one thing for me, right after the incident of the aunt sold the chicken. What do you think is the thing that he was praying for?(4)
- 36 Takuma: 17:12 So um Sredni Vashtar, the ferret, is kind of predator, so um, uh, maybe he doesn't like aunt. So he pray the ferret for kill her. And it happened after that. I don't know if it's true or fal-not true.(6)
- 37 Cecilia: 17:46 Okay, yes that actually happened in the end. But for our unprepared contributor. So, why Conradin really believe that the ferret has become his own god, because um, the one thing of course like do bad things for me, and then one day the aunt had a toothache. For three days, very very bad. And Conradin believed that it was a curse from the ferret. That's why he truly believed that the ferret has become his own god. And then one day the aunt found the ferret and the box. And this is starting to go to the climax. So she found the chicken sold it, and right now she found the box with the ferret. And Conradin was very nervous because, and well he was already giving up because he thought that my aunt will always win, because my aunt is an adult. And he was desperate. So when the aunt found the ferret inside the shed, and Conradin was waiting outside the shed, Conradin prayed again, to the god. And singing a song kind of like worshiping, like do one thing for me. Please help me. And in the end the aunt never stepped out from the shed. So what Conradin found is the ferret, as you can see with the sharp claw and teeth, came out with blood around his teeth and it's own neck. And in the end another character's side character's the house keeper, the cooks, found out the aunt is already dead.(1.5) And the end of the story, when they were arguing whether they should tell Conradin about his death aunt. Conradin make himself toast. That he likes. The end. (laughs)

Looking more closely, in turn 35, Cecilia gives what she calls the body of the summary where she monologues for about 35-36 clauses and 224 words in 126 seconds, which comes to speaking at 107 WPM. Each key detail and stated relationship would be tallied as interpretive response moves in my coding system. None of these are in the preview stage. This is not overly fast delivery. In fact, it is an excellent pace for her fellow students. In comparison, Nana from the Bronze class gave one short installment of 134 words in 82 seconds—about 15 clauses at 98 WPM. Interestingly, these monologues represent different preconditions. When Cecilia improvises a monologue, she speaks slower than her average 120 WPM, and she also makes a very teacherly move in asking Ai to predict what will happen before she gets to the final segment of her summary, which is really a high-level interpretive initiation move. Her addition of subordination and interrogatives also slow her down. Meanwhile, Nana's



monologue comes straight from her prepared worksheet, so it is a planned performance, which logically exceeds her average overall speech rate of 66 WPM. Her second, improvised installment of the summary in turn 20 is delivered at about 70 WPM and includes codeswitching, repairs, and considerable repetition, which functions as filled pauses. Cecilia's summary shows important components of a summary—the background, the setting (physical, interpersonal, intrapersonal), the rising action, and the climax. When she summarizes, she conveys not just events but the continuously changing states of mind of the main characters.

#### **4.4.3 Word Master**

The Word Master role sheet was modified from the Oxford original in order to elicit phrases and collocations, and words that were hard to pronounce, in addition to words that learners thought might be difficult and/or were considered key words for understanding the story. Nana's class read Ural's 'The Little Hunters at the Lake' (Furr, 2007) in the second discussion of the semester, and Nana had a double role—Discussion Leader and Word Master. While she had read carefully and planned for her role as the Discussion Leader, she forgot to prepare for her second role as the Word Master. She spent the first 10 minutes leading the discussion and was caught by surprise when Gin actually asked her about the meaning of 'snowdrops'. Gin's authentic question in turn 100 of Extract Bronze 2.2.1 (the only vocabulary question in the discussion) sets off an exchange of 37 turns, where Nana is really carried by her peers. This word search elicitation would be coded as accountability in Young and Mohr's (2016) system, but it is not clear whether Gin meant to test Nana. Mika's rejoinder in turn 104 probably made her feel responsible to know it. To this group's credit, Nana and others demonstrate excellent regard for facilitation through embedded

backchanneling, which is indicated by the brackets. When this group uses Japanese, it should not be termed translanguaging, as this group practices suppression of the L1 in most cases. In this case, Gin demonstrates sensitivity not only to the species of the flower but also to the symbolic equivalent in Japan as he indicates in turn 102. The complexity of this question, however, triggered their use of bilingual dictionaries and code-switching. Then, in turns

### Extract Bronze 2.2.1

- 100 Gin: 10:00 What is meaning of snow drops?  
 101 Nana: 10:02 Snow drops? Flower. Kind of flower  
 102 Gin: 10:05 What is flower meaning?  
 103 Nana: 10:07 Ahhhhhh--  
 104 Mika: 10:10 I would ask you same question.[ahhhhhhhh] Why did you think that?  
 [Nana]  
 105 Nana: 10:17 (laughter) *sonokoto [minna iute xxxx]*  
 [Asako]  
 106 Mika: 10:27 Snow drops.  
 107 Nana: 10:29 Snow drops. Snow drop  
 108 Mika: 10:30 Gin.  
 109 Nana: 10:34 Snow drop  
 110 Asako: 10:35 *Kiku?*  
 111 Gin: 10:36 What is the name in Japan?  
 112 Mika: 10:39 I donno  
 113 Nana: 10:50 Oh! Mmm!  
 114 Asako: 10:54 Mmmm  
 115 Gin: 10:59 Ahh...  
 116 Asako: 11:00 *Moriyama. Ah Sore ha chotto chigao*  
 117 Nana: 11:03 *Nanka sore[ahh] ha amari [nn] yoku nakatta Ano kotoba attenai*  
 [Mika]  
 118 Gin: 11:10 It is called in  
 119 Asako: 11:14 White flower?  
 120 Nana: 11:14 White?  
 121 Gin: 11:15 It is called *matsuyukiso* in Japan.  
 122 Nana: 11:18 Mmm mmm mmm *nagusame!* Ahhhhhh  
 123 Mika: 12:00 Ahh  
 124 Nana: 12:01 Ahhhhhhhh  
 125 Mika: 12:04 A symbol of  
 126 Nana: 12:05 A symbol of die and  
 127 Gin: 12:10 death  
 128 Nana: 12:11 death  
 129 Mika: 12:13 bir...born?  
 130 Nana: 12:15 born. [nnnehhh]About death and born  
 [Mika]  
 131 Nana: 12:12 Mmm. About this in born. Ah  
 132 Mika: 12:20 So, like... like...Kiku?  
 133 Nana: 12:25 Mm mm mmmm... like kiku... ohh!  
 134 Mika: 12:30 Mhmm  
 135 Nana: 12:33 Mmmmmmm  
 136 Mika: 12:34 Okay?[Okay]  
 [Nana]

116 and 117, they point out that the translations given are not actually equivalent. Nana, considering her responsibility, appears to be doubly pleased to first name the actual function of the snowdrops as *nagusame* [consolation] in turn 122, and the exploration continues with the realization there is a meaning of death and rebirth related to the *kiku*, or chrysanthemum flower in Japan. The best part of this exchange is the long ‘aha moment’ backchannels in lines 133 to 135. In spite of Nana’s lack of preparation, she and her classmates had this serendipitous success. Salvi, Bowden, and Beeman (2016) report that learners who solve problems correctly through insight like this are more likely to take future risks.

When Gold Group 1 read Poe’s ‘The Black Cat’ (Furr, 2007), Cecilia seemed to have a similarly relaxed attitude about the Word Master role in spite of Kisaki, the Unprepared Contributor, being present with her. Interestingly, in turn 30, Cecilia uses the malformed *\*delusioned*, a very difficult word for Kisaki and one I deem an ‘extra-textual’ vocabulary word relevant to concept development. Vygotsky distinguishes between every day and scientific concepts and suggests that a mature grasp of a concept is achieved when these are merged (Lave & Wenger, 1991, p. 48). Cecilia expects everyone has the concept. That is, there are certain words relevant to talking about a story that are never mentioned in the text itself—especially words that connect the story to ‘big C Conversations’ (Gee, 2014) in society. It is the case with graded readers that the language of the story usually does not at all comprise all the language, or metalanguage, useful in an interpretation of a story. This lack is something that anticipatory role sheets need to address better for high intermediate and advanced learners, especially in the light of the attitude with which most learners regard this role. The Word Master role sheet could quite productively be changed to ‘Concept Developer’, for example. The word *delusional* is in the 6k frequency band, while the word *socket* is in the K5 band, but *socket* is found in the text. The design of vocabulary instruction

for *extensive speaking* about literature needs to address the issue that extra-textual vocabulary used to tap into real world connections to such fields as psychology and crime require incidental vocabulary strategies and skills that learners should employ either before or after the lesson. If the part of the Word Master or ‘Concept Developer’s’ role were to fumble through this process of exploration before the discussion, the ‘Concept Developer’ could catalyze the next step for others at the auspicious moment in the discussion.

#### Extract Gold 1.1.1

- |     |                |  |
|-----|----------------|--|
| 30  | Cecilia 6:20   | Um, I'm a word master, Cecilia. Um, I think that yeah, is what may have said that. I think the narrator is being like delusioned (sic) by the, uh, the cat, the black cat. I think that because in the story like he slowly start to abuse and then kill the black cat. And which, you know, he brings another cat and rather than, you know, start Well, at first he started to love it. But then, again, he kind of like have a emotion switch to start to hate the cat again and want to kill it. (1) And ... |
| 31  | Shintaro: 7:12 | Can I add something? I think he did it because he knew it was wrong. That's it. Over   |
| 32  | Po'lat: 7:20   | Thank you both. Uh, well we did skip a little bit, uh ... So, first of all, uh, as we have read, uh, he killed the cat, uh, when he was drunk one day. He came back home and he wanted to play with his cat and, but the cat was kind of avoiding him. So, uh, this only- this only step made him to kill, uh, not to kill, sorry, to take a knife- to take a knife and to pull out hi- one of the eyes from the sock- eye socket.   |
| ... |                |  |
| 35  | Cecilia 9:01   | This is the Word Master, Cecilia. Does everybody knows what the meaning of, uh, socket?  |
| 36  | Shintaro: 9:07 | Socket?  |
| 37  | Cecilia 9:08   | Yeah, is everyone fine with this word? Kisasi? So socket, uh, generally we know socket is the one that like you plug your electronic devices. So like okay plug into this socket. But in this case what the leader has said, uh, like the narrator pulled out a knife and then pulled the eye out of its eye socket. So in this meaning, the socket means a part of body which fits, in the case of eyes, eyeballs. And then also that tooth. So that's the meaning of socket, thank you, over.                  |

In fact, this finding may be one of the most important in this dissertation, especially with regard to the movement toward Assurance of Learning (Blackwell, 2016) and Assurance of Vocabulary Acquisition (Sevigny, 2018). Designing LC discussion in conjunction with vocabulary for building mature concepts, with vocabulary for doing so, will co-evolve as a new engine for *Extensive Speaking* and productive vocabulary acquisition. Task-sequencing priorities will need to be varied depending upon a group of learners’ knowledge and

autonomous learning abilities, but this point definitely supports Furr's (2004) position that the teacher should select the reading and all students should read the same text.

#### **4.4.4 Experience Connector**

The Experience Connector role scaffolding has conflated the original Oxford Bookworm roles of the Connector and the Culture Collector. The exact form of the role sheet can be seen in Appendix A. The rationale for this decision is that these two roles are primarily involved with the practices of schema activation, semiotic mediation, and internalization as propounded in Vygotsky (1934/1978). These roles generate exchange initiations that relate to learners' personal experience and L1 culture relative to the content of the chosen short story. In the Bronze class, all the students are Japanese domestic learners of English. Thus, the cultural comparisons with the texts are mostly bi-directional, but not always. In the Advanced class, the multicultural nature of the class leads to multi-directional connections with regard to culture.

The performances of the Experience Connector role come from 'The Railway Crossing' by Freeman Wills Crofts as retold by John Escott (Furr, 2007b) in the case of Cecilia in the Gold class, and 'Sister Love' by John Escott (Furr, 2007a) in the case of Nana in the Bronze class. Strictly speaking, it is difficult to categorize the exchanges created as literary interpretation as some of the exchanges do not necessarily bend Bell's Arc of Interpretation toward deeper understanding, although they might inflect toward Vygotsky's (1934/1978) concept of internalization, which all things considered, brings the learners toward a sense of ownership of the LC discussion. In my revision of the scaffolding *If/Then* statements are a prominent feature which students took up readily. Another aspect of internalization according to Sinclair (2004) is the internalization of dialogue (p. 103). This has

been elaborated upon in descriptive detail in the work of Ochs (1979) with further explication in Hatch (1992).

Nana leads four exchanges in her role as the Experience Connector and each one is presented as a separate extract below. Nana starts the first exchange at turn 110 with her short, personal experience from high school. This is a very relevant contribution considering that the story ‘Sister Love’ is about Karin stealing her sister Marcia’s boyfriend. Nana is relating her own experience with her high school friend to that of Marcia with Karin. While this would have probably been a monologue in a lower level, Group 2 shows its interactiveness. Quantitatively, interactiveness can be characterized by turn length (WPT). In Extract 2.4.1, there are about 7.5 WPT. The longer interpretive-exchange-initiation move is a topic-focusing move. Mika and Mari’s laughter shows its importance in communication. It shows that Nana’s message is significant, relevant, and understood.

#### Extract Bronze 2.4.1

109	Mika:	15:09	Okay, I don't have time, so next role is Experience Con... Connector.
110	Nana:	15:19	Kay... My turn. Uh, I introduce my experience. So, in my experience, when I was high school student, I have a favorite person. So I told my friends about it, and my friends supported me.
111	Mika:	15:37	(Laughs)
112	Mari:	15:37	(Laughs)
113	Nana:	15:38	Supported me. (Laughs), two days later... later, my friends approached my favorite person ...
114	Mika:	15:47	(Laughs)
115	Nana:	15:48	And they talked together, and FRIENDLY.
116	Gin:	15:51	Ah...
117	Nana:	15:51	So yeah, why? (Laughs). Why? So, so girls is scary.
118	Mika:	15:57	Aye.

In Extract 2.4.2, Nana transitions into a second interpretive exchange, first with a framing move and then with a closed question. When Mari questions, ‘Things or people?’ Nana tries to widen the scope in turn 126. This initiation shows the importance of the formulation of an initiation move. If she had asked about others in their family, for example, she might have been more successful in this exchange.

### Extract Bronze 2.4.2

- 119 Nana: 15:59 So I have some questions...
- 120 Mika: 16:01 Mm.
- 121 Nana: 16:02 Do you have experience which you want other person's things? You want to steal other person's ... things. *Wakaru?* Do you have experience which you want to steal other person's things. Steal.
- 122 Mika: 16:22 Steal?
- 123 Nana: 16:22 Steal.
- 124 Mika: 16:23 Ah, steal.
- 125 Mari: 16:24 Things or people?
- 126 Nana: 16:27 Any... Some... Everything's okay.
- 127 Gin: 16:33 I can't.
- 128 Mika: 16:33 (Laughs).
- 129 Mika: 16:37 Experience. Me, I stole... No, I don't.[mm]  
[Nana]
- 130 Mika: 16:46 Kay, next (Laughs).

In the third exchange, Nana is more specific, referring to her mates' siblings, again with a Yes/No question form. One important point about the social bonds in the groups is that if students feel comfortable sharing about their families and some personal stories from their school days, they are probably much more likely to be comfortable talking about their mistakes and struggles as students together. It is thus heartening that Mari feels comfortable confessing her feelings about her sister's English skills being better in turn 149. Also noteworthy is Gin's liking for his identity as an excellent student. He knows that he is achieving a 'social good' with his work as a student and his disappointment with his sister probably helps encourage his groupmates to be accountable for their work in this class.

### Extract Bronze 2.4.3

- 131 Nana: 16:49 Okay next question ... Next question is, have you been jealous of brothers or sisters?
- 132 Mika: 17:04 Yes, I have some (laughs). Elder sister and brother is so smart and outgoing and have a friends and so I ... When I was a childhood I always think that jealousy.[mm]  
[Nana]
- 133 Gin: 17:27 I don't have jealous. I have a younger sister, but she doesn't have good ... good ...
- 134 Mika: 17:36 (Laughs).
- 135 Mari: 17:36 (Laughs).
- 136 Nana: 17:36 (Laughs).
- 137 Gin: 17:39 Good looks, and and *nanka* bad attitude to [ahhh] *nanka* study.  
[Mika]
- 138 Nana: 17:35 Mmmm
- 139 Mari: 17:47 Mm.
- 140 Mika: 17:47 Mm.
- 141 Gin: 17:48 And uh, life, their life ...
- 142 Mika: 17:48 (Laughs).

143 Gin: 17:52 In my family, like uh, *nanka* waste of money, waste of time, always sleep.  
 144 Mika: 18:00 (Laughs). [inaudible].  
 145 Gin: 18:05 So lazy, lazy student.  
 146 Mika: 18:08 Lazy student.  
 147 Gin: 18:09 Yeah. I want you her to good student.  
 148 Mika: 18:14 (laughs)  
 149 Mari: 18:19 I have one sister and she studied abroad four years, so she can speak English fluently,  
 [Nana] so but I'm not good at speaking English so sometimes I feel jealous.[Ahhhh]

In Extract 2.4.4 Nana implicitly draws on Marcia's loyalty to her father in the story and challenges her classmates to consider their own family and whether they could choose a partner over their biological family. This one is an alternative, *or* question, which is different than her previous openings. This group shows much empathy for each other's feelings, and Mari is feeling safer sharing her feelings, which becomes the closing of this exchange before Mika gives the lead to the Devil's Advocate in the next turn.

#### Extract Bronze 2.4.4

150 Nana: 18:40 Uh... The last question, if you have some situation, which do you choose: family love  
 [Mika/Gin/Mari] or[ah] my-love,[m] my-love.[m]  
 151 Mari: 18:51 (Laughs).  
 152 Gin: 18:55 Mmm! Nice question!  
 153 Mari: 18:55 (Laughs).  
 154 Mika: 18:55 (Laughs).  
 155 Mari: 19:00 Eh? Hmm...  
 156 Mika: 19:03 Uh, in my case, elder sister and elder brother uh can get lovers easily, so if I, m? this situation, I choose a yeah Partner, love mhmhm.  
 157 Mari: 19:24 Aww.  
 158 Nana: 19:24 Aww.  
 159 Gin: 19:27 Ahh...  
 160 Mika: 19:32 (Laughs).  
 161 Gin: 19:32 Depend on my partner.  
 162 Mika: 19:32 Ah ha.  
 163 Mari: 19:39 I think, nnn I choose family.  
 164 Mika/Nana: 19:44 Ohh...  
 165 Mari: 19:45 Because family have uh, strong relationships, because we were born from same parents and... I hope n my sister to happy, so I choose her.

One way to characterize a series of related interpretive exchanges, deemed a 'transaction' by McCarthy (1991) is to create a diagram. I created the one in Figure 4 (and later in Figure 6) by adapting a 'collective engagement' diagram (Ryu & Lombardi, 2015) for interpretive transactions. For college students, choosing fictional stories on the topic of relationships can help students to find connecting points.



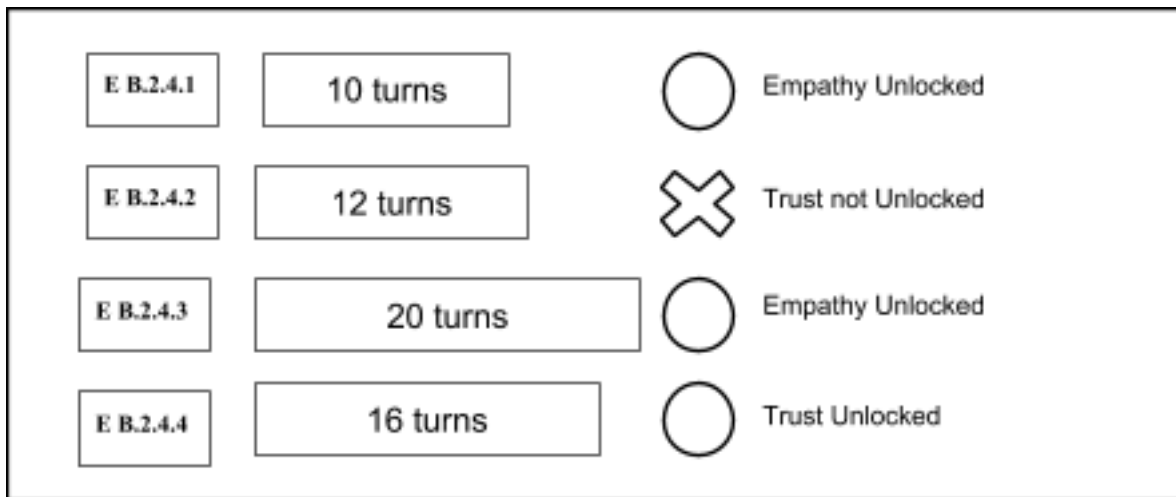


Figure 4. Nana’s transactional leadership in Experience Connector role.

Nana’s failed exchange in Figure 4 (the second exchange from Extract Bronze 2.4.2) stems from the fact that college peers in a recorded conversation are not likely to share their personal run-ins with the law. Cecilia faces a similar situation in Extract Gold 1.3.1, serving as the Experience Connector in Freeman Wills Crofts’ ‘Railway Crossing’, a crime story. The Discussion Leader, Ai, leads the transition from summarizing to the Experience Connector transaction, but Takuma, the Unprepared Contributor, interrupts in order to clear up some of his misunderstandings about the basic events in the summary. Cecilia demonstrates her CEFR B2 language ability in numerous ways. In the first line of turn 26, she focuses on naming the ‘big C Conversation’ as *corruption*. Cecilia’s strategy for connecting is logical, but less personal than Nana’s. Cecilia’s wisdom still requires development into an exploration of

Extract Gold 1.3.1

- 23 Ai: 10:07 So thank you for summarizing the story. Um, yep. And I would like to ask to the experience connector why do you think the Thwaite had made a mistake? Or like, why did he um change his mind?
- 24 Cecilia: 10:35 Um, what do you mean by changing his mind?
- 25 Ai: 10:39 How do you think about the story? How the story goes?
- 26 Cecilia: 10:42 Hm, um, I think that we can actually connect this story into real live experience, because like the corruption, inside the company is pretty common. You see a lot of employees were being fired. Lots of CEO are bowing down. A lot of them are you

know in the headlines- about corruption. But based on this story we can know that corruption can lead to another crime. And that's why we should, you know, umm, eliminate corruption. Because when you have, just like when you have secret. You will try to lie every time. To hide your secret. And in the end it can lead to a crime. And that is what I thought about this. If Thwaite hasn't corrupted the money from the company. He wouldn't have to face, um, the yearly threats from Dunn. He wouldn't have the mind of blaming Dunn that he was the root of this problem when he was the one who started it. So that's my thought about the corruption thing. What do you guys think?(1)

27 Takuma: 12:14 Um, sorry, my question's not for that opinion. But uh, I couldn't find his murder was success-ed or not. Ah I,I, what is his mistake? and(3)

personal experiences close to these learners, and while she brings up the idea of secrets as an elaboration on her attempt to connect through news reports, it is clear that planning interpretive-exchange-initiation moves is something of an art that may require mini lessons. Cecilia's strategy did not lead to the sense of immediacy triggering WTC and comments like Gin's turn 152 in extract B 2.4.4 above where he responds to an initiation with, 'Mmmm. Nice question!' Instead of a joyful interjection, turn 27 sends the discussion back to filling details about the end of the story for Takuma. Ai (Discussion Leader) did not return the floor to Cecilia as one would have expected. Ai has a false start in this direction in turn 41, and then Ai brings in a connecting question of her own, which Cecilia fields with a really fine resolution 'take home message' at the end of turn 42.

#### Extract Gold 1.3.2

41 Ai: 16:11 Cecilia do you still, um(1) Okay, I have a last question. Do you think the man's fate is fit for himself. Do you think that if you were Thwaite, if you were the man, Thwaite, then would you be ready to accept the(.5) decision, I mean the judgment that you will be sentenced to death?(3)

42 Cecilia: 16:48 Um if I were Thwaite, yeah it's not that I have a choice that I can reject the sentence. Um I think I just have to realize that, how dumb I was when Dunn confronted me and blackmail me that he wants the money. I should have predicted that it would not stop for once. It would happen. It will haunt me every single years. In that case, because somebody's blackmailing you. They will never stop. So I think the moment I knew that Dunn knew about my bad behavior, I should have gave up at that time. Or I should have you know be prepared that Dunn will keep coming. Yeah, I should have just gave up and you know, well you can report that at least I have to serve the jail but, you know I don't have to deal with the stress. I don't have to you know kill Dunn(1) at that time.(2)

...  
53 Cecilia: 21:24 I have another culture question. I think Thwaite has to be responsible in paying the um, you know the wedding. I want to ask in your culture do you believe that the

- groom should pay the wedding? Or should the bride pay the wedding? Or both of you should separate the wedding costs. In my culture it should be the groom but then um some of the bride side will pay for the number of um, visitors who are they invite. But not the total cost. Just the ceremony. What about in your culture? Anybody?
- 54 Po'lat: 22:08 Ah, in my culture. In Uzbekistan. Uh basically if to give the percentage, the 80 percent of the expenses is paid by men. By the man's side. So 20 percent is, uh, which is like equipment for the house. For example if one man and woman marry, get married. Man makes, man buys a house. And uh, pay for all the expenses of the wedding. And, the female side just bring some equipment. Like for the house.
- 55 Cecilia: 22:57 Furniture?
- 56 Po'lat: 22:58 Furniture, yeah. Uh, but there are times when everything. 100 percent is paid by males.

Cecilia's second planned initiation move is much better aimed in turn 53 in Extract Gold

1.3.2. Her initiation to the exchange again starts with a focusing move, pointing out that Thwaite had to pay for his wedding. Note the subtle difference between searching the text for subtle hints of locations and Cecilia's shift prompted by the Experience Connector worksheet—to elicit the cultural background information of your group members. This group has plenty to draw upon with students having lived all over Asia and Europe. Unfortunately, the time ran out at this point, and in turn 57, the discussion ended. A difficulty the learners experience in these discussions is to know *when* a particular interpretive exploration might be best. Talking about weddings, for example, might have gone better at the beginning of the discussion since it was really the original cause of Thwaite's troubles. This is something students will develop the sense for managing with more experience.

#### 4.4.5 Passage Person

Neither Nana nor Cecilia played the role of Passage Person, so this section will begin by looking at the TA's contributions in Bronze Group 4 for the story 'Sister Love' by John Escott (Furr, 2007a). Kenji has elicited her transaction in Extract Bronze 4.4.1 and our TA focuses the students' attention on page 34. It is interesting that again, as a new TA, she does not pivot and read the section of text aloud in a way that would help all of them process the passage, which shows how marked the behavior of reading aloud in a group really is. The

exchange is elicited with a referential question—‘what was Karin thinking?’ and she opens the floor to anyone. This initiation of interpretive talk is a very good model for the students. In turn 44, Kenji buys thinking time. In turn 45, the TA elaborates on her question, and in turns 46-47, Kenji and the TA are clarifying whether they are talking about Karin’s internal state or Marcia’s internal state later in the story. In this discussion, the TA has improved her wait time, and finally, in turn 54, Hiroshi is able to answer the question successfully. The best part is Kenji being literary himself with saying ‘her boyfriend of her eyes’ in turn 55, which is an example of discourse creativity (Carter & McCarthy, 1995).

#### Extract Bronze 4.4.1

- 43 TA: 9:03 It's me again, okay. So the first passage I, I chose is in page 34, line seven to 12. Uh, and Marcia arrive until it was not a nice smile. Um, um, reason why I chose this passage is because it might be a hint, the first hint, about Karin's attempt on stealing Howard from Marcia. Especially, the last line, it was a not a nice smile. And my question about the passage is, um, what was Karin thinking of while watching her sister and her lover? Okay, anyone answer?
- 44 Kenji: 10:00 What do you think-?
- 45 TA: 10:01 Um, what do you think Karin is thinking of when she was watching Marcia and Howard? Do you think she was planning-
- 46 Kenji: 10:23 Planning (laughs).
- 47 TA: 10:25 ... planning like, you know, maybe, I don't know (laughs). No, this is Karin, I was up on Karin.
- 48 Aiko: 10:32 Mm-hmm (affirmative), still?
- 49 TA: 10:36 Still.
- 50 Kenji: 10:45 [inaudible 00:10:38]. Oh, something's coming.
- 51 Sakura: 10:47 And, uh, [inaudible 00:10:45].
- 52 Hiroshi: 10:48 Mm-hmm (affirmative).
- 53 TA: 10:50 How about you Hiroshi?
- 54 Hiroshi: 10:52 Um, yeah, I have same opinion. Maybe she just she was jealous of her. So, yeah, she is trying to steal.
- 55 Kenji: 11:01 Uh, yeah, I think Karin is already planning to steal her boyfriend of her eyes.

In the first discussion of the semester, ‘The Horse of Death’ (Faik, retold by Bassett; Furr, 2007a), Mari (Bronze Group 2) was present and had prepared to be the Passage Person. To review, Mari registered a strong increase in SE for discussion over the semester, but she was still in the lowest quartile for SE overall. In Figure 5 below, my comments are written in

dark ink as the teacher. This scaffolding works well with the inclusion of three important text-based elements:

1. Text referencing practice (page, line)  
[missing from scaffold: cue to read the passage aloud]
2. Monologic output (reason for choosing)
3. Dialogic elicitation device (questions about the passage)  
[missing from scaffold: cue to ask for help for difficult vocabulary]

The Passage Person scaffolding is effective because it is well-aimed as an elicitation device for an interpretive transaction. As a teacher, when I look at this worksheet, I can see that there are three exchanges in the works, but unfortunately, I did not check this worksheet before the discussion. Rather, in my classroom, the students do peer-coaching with other students who have the same role for the day, but that peer coaching did not help prepare Mari for the second initiation move on her worksheet.

My passages:

<p>Page <u>5</u> Lines <u>16</u>            Reasons for choosing the passage  <u>I thought that black which</u>  <u>is the colour of horse</u>  <u>expect bad things or</u>  <u>bad future.</u></p>	<p>Questions about the passage  <u>What images do you</u>  <u>have of black?</u></p>
<p>Page <u>7</u> Lines <u>23</u>            Reasons for choosing the passage  <u>I want to know why</u>  <u>Unal belonged to the</u>  <u>black horse.</u></p>	<p>Questions about the passage  <u>Why do you think people</u>  <u>couldn't take Unal off the</u>  <u>horse?</u>  <u>This was a great question.</u>  <u>Because rigor mortis had set in.</u></p>
<p>Page <u>8</u> Lines <u>3</u>            Reasons for choosing the passage  <u>I couldn't understand why</u>  <u>the women know about that,</u>  <u>but I think this passage is</u>  <u>important to think about</u>  <u>this story.</u>  <u>- It is hard to stop someone from making a foolish choice..</u></p>	<p>Questions about the passage  <u>What did you think about</u>  <u>this passage? Why do you</u>  <u>think she know that?</u></p>

Page \_\_\_\_\_ Lines \_\_\_\_\_

Figure 5. Mari's notes for Passage Person role.

In the resulting discussion, Mari starts right into reporting from her notes. Mari's notes are very thorough: this contribution is planned, and she is clearly very prepared, meaning she has read the story carefully. Preparation is evident from her gloss 'so, he wanted to ride Black Horse,' which is not written in her notes but was ready in mind. Also, the reference to expect bad things or a bad future shows she is on the cutting edge of her interlanguage as this is a circumlocution due to her lack of the stylistic term 'foregrounding' or literary term 'foreshadowing'. The attempt to describe a literary element is an ironic example in light of Mari's WTC score being one of the lowest in Figure 1 where Mari is student #21. Extract Bronze 2.1.1 evidences the assertion that LCs actually provide the scaffolding learners with low WTC need to build their SE for participating in LCs.

#### Extract Bronze 2.1.1

- |    |        |      |   |
|----|--------|------|---|
| 10 | Gin:   | 2:46 | Okay, thank you. And next, uh, Mari, what did you feel to, feel reading this story, as a passage person?  |
| 11 | Mari:  | 3:04 | Okay. Page five, line 16, mmm ... so, he wanted to ride Black Horse, but I thought that black which is the color of horse expect bad things or bad future. So, I want to ask you, what images do you have of black?                     |
| 12 | Gin:   | 3:38 | I think, so ... eh, maybe in foreign countries, black is bad image right. So, and black horse is bad image for others for in this story. What do you think, Mika?   |
| 13 | Mika:  | 4:04 | I don't know. (laughs) xxxxx  |
| 14 | Gin:   | 4:11 | Ah. Uh, Asako?  |
| 15 | Asako: | 4:12 | Okay. Uh, in Japan, uh, same. Uh, black is not good[yeah] image in Japan,[yes] too.<br>[Gin]  |
| 16 | Gin:   | 4:29 | Ooh.  |
| 17 | Asako: | 4:30 | Someone say it's so ... it's Japan, too.  |
| 18 | Gin:   | 4:33 | Oh. Yeah. Uh, think, I had, I have black cat ... if, if I saw a black cat, I, mmm ... I heard today was not fortune. Yeah. How about Mika?  |
| 19 | Mika:  | 4:54 | Yeah, I think so, so me and Asako same as Asako, because, oh (laughs) so realize xxxxxx I thought black cat is so bad things. (Laughs.) If, uh, a black cat saw in front of me, and that happen bad thing event. Mm-hmm, yeah (laughs.) |

Mari's second contribution for her role was taken from near the end of the story in Extract Bronze 2.1.2. Mari admits her uncertainty, which I call risk-taking in Sevigny (2012) and which Young and Mohr (2016) call confessing. In turn 21, she shows a lack of confidence in pronouncing the main character's name (Unal), but more importantly, she identifies probably

the deepest symbolic passage in the story and admits she is a little confused about it in turn 24. In fact, the author's use of rigor mortis (concept development) in the boy's arms develops the literal sense of this vignette as what is also being developed figuratively as 'riding the black horse of death'. If her classmates had succeeded in helping her, this exchange would have resulted in an outcome of 'Understanding' or maybe even 'Ownership' on Bell's Arc of Interpretation as the rigor mortis and clinging to his desired object synergistically developed this metaphor into what should have become common parlance (but has not).

#### Extract Bronze 2.1.2

21	Mari:	5:34	Next, page 7, line 23. So. Hm. So, people tried to take Unal? Unal?
22	Mika:	5:52	Anna. Anna. Unna.
23	Gin:	5:52	Unal.
24	Mari:	5:55	Unal off the horse, but they couldn't move him, so. I want, oh. I want to know why Unal. So, I want to know why Unal belonged to... (laughing) Quit. I want to know why Unal belonged to the Black Horse. So, I want to ask you, why do you think people couldn't take Unal off the horse?
25	Asako:	6:28	Uh...
26	Mari:	6:34	I'm a little bit confused about this passage.

Unfortunately, Mari's classmates are unable to help her out of this state of confusion, so she moves on to her related, third contribution. This contribution shows Mari's level of comprehension on Bell's Arc of Interpretation to be literal level understanding with her classmates still not bridging the gap to the metaphorical meaning. Extract 2.1.3 is more evidence for integrating extensive reading and discussion into classroom lessons instead of holding its status as something students work on independently at home.

#### Extract Bronze 2.1.3

37	Mari:	8:33	Next is page 8, line 3. Then a woman from the next house spoke, "When somebody wants to ride the Black Horse of Death, nobody can stop him." So, I couldn't understand why the woman know about that. But I think this passage is important to think about this story. So I want to ask, what did you think about this passage? Why do you think she know that?
38	Gin:	9:08	Uh.
39	Mari:	9:10	Uh. (Laughs) I think, mmm. I think another person rode the Black Horse of Death before there. Right? Mmm. But I don't know why she know that.

40      Gin:      9:36      Okay. In my opinion, maybe Black Horse Death, or Horse of Death is popular story in around the world. So she, she, she know this story.

41      Mika:      9:55      Mmm.

42      Asako:      9:55      Mmm.

43      Gin:      9:58      How about Mika?

44      Mika:      9:59      (Laughs) No, uh, I can't catch up this sentence, the means. So, it-it-it's difficult for me.

45      Gin:      10:12      Yeah.

46      Mika:      10:13      Mm-hmm, so, I can't say anything.

47      Gin:      10:18      How about Asako?

48      Asako:      10:19      Um, me, I uh. I think the woman is rich or something. (laughs) Bad person. So. (laughter) Or, uh, she's owner of, um, the Horse of Death. So she knew that, I think.

49      Mari/Gin:      10:44      Ahhhh

50      Gin:      10:47      Okay. Look, I have a, mmm, some question to, to you guys. It ... uh, first. What kind of disease did you, did it, Unal get? Uh, uh, Asako.

Ultimately, I am glad as Mari's teacher to see that her SE score for discussion still registered a very significant increase (0.71) on the Likert scale, but unlike experiencing Nana's sense of insight and adrenaline at the end of her exchanges, Mari experiences disappointment; whether logical or not, I cannot but wonder whether her absence for the next two discussion days was due to her disappointment with her performance. Knowing that her WTC was the lowest in the class, and she was in the lowest quartile overall should have tipped me off to check her worksheet during the coaching session for overly ambitious exchange initiations. This concerns me about Young and Mohr's (2016) approach to creating a framework for teaching students to aim their initiation moves high. While Mari's two failed exchanges led to hypothesizing and conjecture (high level thinking), they still could not solve the problem, and my concern is that for low motivation learners, this lack of reward leads to reduced motivation for taking such risks. Again, this is a reason to have a TA/teacher team observing the discussions in order to catch difficulties and resolve them at the end of the discussions. This could also be fixed by an additional box on the scaffolding sheet that captures the questions which the LC participants could not answer.



#### 4.4.6 Devil's Advocate

One of the findings from Module 2 of this dissertation is a lack of contributions that led discussion toward the higher end of Bell's (2011) Arc of Interpretation in the section between 'Understanding' and 'Ownership'. Seeing the Devil's Advocate played by colleagues in meetings brings a certain authenticity to such a role in LCs and connects learners to modes of critical thinking that are often otherwise missed. The role scaffold in Appendix A shows the prompts used in this project. In this section Nana's conception of the role will be examined first and then Cecilia's, following the same pattern as in the previous sections of this chapter.

In the Bronze class the students were reading 'Omega File 349: London, England' by Jennifer Bassett (Furr, 2007a). Nana was the Devil's Advocate in this discussion, and she attempts to initiate two fairly similar exchanges in this transaction as the Devil's Advocate. The theme is expressed in the first attempt as related to the drug company in the story with a more open-ended question, 'What do you think about it?' In Extract Bronze 2.5.1 turn 84, Asako is keeping accountable by referring back to the story, and Mari demonstrates a clear comprehension of the problem in spite of her lack of the correct preposition *on* in turn 85 (teachable moment not taken). Mika's response concerns me and begs the question of when empathizing goes awry, but it also shows her level of immersion in the story was not solid or recent enough to differentiate Jude, the secret agent, from the homeless victim, Johnny.

##### Extract Bronze 2.5.1

80	Asako:	18:09	Thank you experience conn... conn... connector. The next, devil. Devil's advoca-
81	Gin:	18:20	Advocate.
82	Asako:	18:21	Advocate.
83	Nana:	18:27	I think, uh, this story's tem, tem, theme is human life vs. money and government power, power, so drug company should help human life, but this drug company take, take, uh, their leaves, [lives] a leaves so, what do you think about.
84	Asako:	18:59	Do you mean drug company shouldn't kill[n nn nn nn]Johnny? I agree, but I think the [Nana] company think about their income to the company, so, ma... uh... yeah.
85	Mari:	19:33	I think drug company shouldn't use the new medicine for people because, mmm, I think it is very dangerous thing.
86	Mika:	19:54	(clears throat) It is necessary to kill Judy because (clears throat) <i>nanteiu</i> Judy would, would tell someone about the big secret. That is not good.

- 87      Gin:     20:20    Sorry, please say your question again.
- 88      Nana:     20:25    Okay, uh, usually drug company should help human life, but in this story's case, this drug company ah takes their leaves (lives), or like, trial, trial medicine, yeah so, what do you think?
- 89      Gin:     20:54    Mmm, if I work as a workman, I prefer um, environment of company to, mmm, earn money, so, and I, maybe I cannot enjoy working if, if I, (inhale) mmm, mmm, maybe I cannot work, enjoy working.

In Nana's second initiating move (turn 90) in Extract Bronze 2.5.2 she rephrases the question as an OR question, '...which is important, human life or money?' in response to Gin's request for clarification. This time they are able to respond. Mika's response in turn 97 illustrates that this was more controversial than one might think.

#### Extract Bronze 2.5.2

- 90      Nana:     21:35    The last, which is important, human life or money?
- 91      Mika:     21:44    Important?
- 92      Asako:    21:45    Human life.
- 93      Mika:     21:49    Or money?
- 94      Asako:    21:50    Human health. Human Health. Of course. People shouldn't be money maker. [hehm]  
[Mika]
- 95      Mari:     22:04    (laugh)I think human's life is the most important because human life can't buy by money.
- 96      Gin:     22:21    As I said before, I, I want company which I will work in the future to, uh, to, to have human life, good human life. Mmm.
- 97      Mika:     22:50    The question means so, which is important, life, health, or money? Uh, mmm, uh, I can't decide for sure.
- 98      Nana:     23:03    Okay, thank you. That's all.

Framing a proposition for a debate is certainly a challenge, and in this instance, Nana is having trouble finding an actual controversy in the text. For example, in 'Omega File 349', there are clues, but a lack of sufficient clues to really know if it was the drug company, or the spy agency that killed Johnny. Another possibility might be something like 'Should it be legal for drug companies to pay homeless people to take part in clinical drug trials? In what circumstances?' As this was Nana's first try at the Devil's Advocate role, it would be interesting to have seen this group's shared repertoire with this role over a longer period of time. Nana has the initial understanding for how to frame a debate. This sort of interpretive exchange helps to bring the discussion upwards along Bell's (2011) Arc of Interpretion. Nana

is pushing her peers to judge what is right for drug companies, which maybe is good for Mika; she is asking them to idealize and to shift from evaluating the story events to generalizing from the story. All of these moves are in Costa and Kallick's (2000) high level descriptors, and the effort is not completely wasted.

Shifting to the Gold Group 1, Cecilia and her group are discussing 'The Daffodil Sky' by H.E. Bates (Furr, 2007). In Extract Gold 1.4.1, her comprehension of the responsibility attached to the role was evident at the beginning of the discussion. It is helpful to know that in this discussion the assigned Discussion Leader, Takuma, was absent, so Shintaro, also the Unprepared Contributor, took control as the Discussion Leader.

#### Extract Gold 1.4.1

Cecilia: 1:07 I'm the Devil's Advocate, and today's my role is to create a controversy and a debate topic at the very end of the discussion.

The exchange in Extract Gold 1.4.2 is an example of Cecilia's naturalness in the Devil's Advocate role, and in turn 56, Cecilia seizes the moment as an interpretive-exchange-initiation move. I like how Shintaro brings significance to Cecilia's move with his confirmation question in the next turn. I also like the synergy between Cecilia's interest in courtroom language, the crime story, and her use of extra-textual vocabulary like 'prosecutor' and 'lawyer' (cf. defense attorney as teachable moment not taken) in turn 60, which for CEFR B2 seems to be a great fit with the aims of the Devil's Advocate role. This process of comparing the contributions of highly motivated learners at different CEFR levels appears to be very promising for designing productive vocabulary goals for these discussions. The Extract Gold 1.4.2 demonstrates the way an active Unprepared Contributor transforms the discourse, with the exchange encompassing 56 turns at about 17 WPT. Ai also contributes to this exchange as she has clearly prepared very well and practices accountability with text referencing. In this exchange, there are also four indirect and one direct text references for

support. Cecilia demonstrates leadership by praising Ai for being a good lawyer and by asking Shintaro if he would be a good lawyer. This exchange also demonstrates Cecilia's good sense in identifying a controversial interpretation of the story that requires close reading.

#### Extract Gold 1.4.2

- 52 Shintaro:9:11 So, he Bill didn't kill Frankie? Frankie just fell down?  
 53 Po'lat: 9:15 I uh  
 54 Shintaro:9:16 Fell on his head?  
 55 Po'lat: 9:18 (laughs) I'm not sure. I ...  
 →56 Cecilia: 9:20 I think, I think that's can, uh, be- de- be a debate. Um, I ...  
 57 Shintaro:9:25 Uh, did kill Frankie? It's a debate?  
 58 Cecilia: 9:29 Yeah. Whether or not, um, Bill is, you know, is guilty and deserved the prison years-  
 59 Shintaro:9:36 Mm-hmm  
 60 Cecilia: 9:37 because you can be the prosecutor, or you can be the lawyer, whichever that you side with.  
 61 Shintaro:9:44 Mm-hmm  
 62 Cecilia: 9:44 Because I think during the trial, instead of talking about other variables as the dog, the knife, there's, you know, excuse to kill vegetables, uh, to kill (laughs), to cut vegetables. And the rain, which makes the road slippery. And whether or not he has the intention because of the jealousy. Because in the trial, they talk a lot about jealousy. And Cora actually confirm that, yeah, the jealousy might have been the intention to kill.  
 63 Shintaro:10:23 So, did he kill him? Did Bill kill Frankie or not? Like, did he hit with the knife?  
 64 Cecilia: 10:28 I- I- This-  
 65 Shintaro:10:30 Did he cut him with the knife, or ...  
 66 Cecilia: 10:31 It's based on your assumption. Do you think that he has the intention to kill or not?  
 67 Shintaro:10:39 So, I ... The perspective of I donno police officers? I don't know. What do you [inaudible 00:10:43] I don't know.  
 68 Po'lat: 10:45 Uh It's written like that, uh, taking the side of Bill, it's written that he was going to shut down the dog.  
 69 Shintaro:10:56 Mm-hmm  
 70 Po'lat: 10:56 And not Frankie. And, uh, basically, he was going to do that, but Frankie seems that he was taking a, like, knife, uh, was kinda shocked or, like, afraid, and maybe he took some actions and he was, he slipped on the ground with his head. And maybe that was the cause of his death.  
 71 Shintaro:11:25 So, Bill actually didn't kill Frankie, but he's accused of killing, of, like, kill, killing ...  
 72 Po'lat: 11:34 Uh, not, uh, actually nobody accuses him of killing Frankie 'til the end of the story.  
 73 Shintaro:11:37 Ah, ok  
 74 Po'lat: 11:38 So, it's not, uh, that important.  
 75 Shintaro:11:45 Okay.  
 76 Cecilia: 11:47 So, do you think that Frankie deserved to be in the prison, or not?  
 77 Po'lat: 11:52 Frankie or Bill?  
 78 Cecilia: 11:53 I'm sorry, Bill.  
 79 Po'lat: 11:54 Uh, Bill. Uh, (laughs).  
 80 Shintaro:11:58 So, he wanted to kill the dog.  
 81 Po'lat: 11:59 Anyway, he wanted to kill the dog, and, uh, probably(1) Even if he h- if he kills a dog, h- he can get to the prison, but for a little, like, ta- pra- period of time or not, I don't know what kind of punishments were, uh, when, uh, what is it? In those times, so I'm not sure about that.  
 82 Cecilia: 12:28 What about Ai? Do you think it was fair that he served 18 years in the prison?

83 Shintaro:12:35 18 years?  
84 Ai: 12:36 Mmhm  
85 Shintaro:12:39 In which country does it happen?  
86 Ai: 12:43 I cannot fully guess from this story, but I'm sure it's a western place, because ...  
87 Shintaro:12:49 It's Britain. Great.  
88 Ai: 12:52 Okay. Like, Cora, she's a, she's hair ... She has, uh, red hair and, uh, brown eyes.  
89 Shintaro:12:59 Ah, so Caucasian ...  
90 Ai: 13:01 So, I'm guessing she's, uh, Caucasian.  
91 Shintaro:13:03 Yeah. Uh, she's from, um, is island ...  
92 Ai: 13:11 Island?  
93 Shintaro:13:12 Yeah.  
94 Ai: 13:13 Scotland.  
95 Shintaro:13:14 Scotland, yeah, Scotland ...  
96 Ai: 13:15 Yeah. Okay. Or somewhere on the island.  
97 Shintaro:13:16 Okay.  
98 Ai: 13:17 Otherwise, America could be also. Okay, so we are guessing Britain. I think, though, like ... Frankie got killed. Um, or otherwise, he died. Um, first thing because Bill hit him, um, with a knife, hitting, hit out Frankie with a knife, and that, that made him fall and hit his head on the ground. And I'm not sure which factor really did make him die, like, injure so bad. But, I think, like, yes, maybe if Bill didn't hit him with a knife, he wouldn't, um ...  
99 Cecilia: 14:19 Yeah, but will you prosecute Bill, or are you going to take his side and be, like, on his side? If you were in the trial, are you going to be the lawyer or are you going to be the prosecutor?  
100 Ai: 14:33 I would be a lawyer. And But, like, because this was an instant thing, and First of all, Bill didn't have an intention to kill Frankie from the first time.  
101 Cecilia: 14:49 How could you know?  
102 Ai: 14:53 Because he was only going to have a talk with Frankie and(2) He didn't prepare the knife, first of all, just to f- kill Frankie. He only had it because he was a person who sells vegetables. And he just have the jealousy, but at that point of time, like, when he was going to meet Frankie, he wasn't, like, planning out to murder Frankie. And from the, this place in the passage, in the 43rd on page 43 the people in the pub asked Bill, "Were you waiting for this man?" But Bill said he wanted, only wanted to talk. And that was all. So, he didn't have any intention to kill Frankie.  
103 Cecilia: 15:54 Very good. You'd be a good lawyer. How about Shintaro?  
104 Shintaro:15:58 What about me?  
105 Cecilia: 16:00 Yeah, what do you think?  
106 Shintaro:16:01 Um ...  
107 Cecilia: 16:02 Will you prosecute him or will you stand for ...  
108 Shintaro:16:07 Mmm I would prosecute him, because he wanted to kill the dog anyway. So, I think he should be in the prison. But not this, like, not 18 years. Iike and he didn't really kill the, the guy.  
109 Cecilia: 16:22 Mm-hmm  
110 Shintaro:16:23 The rule was kinda different. Why didn't he fight it down so he, t- the police officer should, like, should, um, noted that it's not, like, knife wound stick, he just fell down. So, he didn't actually kill him. So, it's not 18 years. Maybe he sticks 2 years or 3 years. So, he should be in the prison, but not as long as 18 years. Okay. Um, so, was it all? Or

Moving to Cecilia's second exchange as the Devil's Advocate, it is clear that she sees this as the first turn of her actual role, which also supports the naturalness with which she took on the role in the prior extract. In turn 214, she holds her peers accountable to find evidence in the

text, and in turn 216, she demonstrates a clear understanding of the Devil's Advocate role, something which Nana in the Bronze class did not seem ready to grasp. In turn 217, Po'lat makes conjectures, which is a high-level skill. Ai demonstrates Complex Implied Relationship (Hillocks & Ludlow, 1984) inferencing in turn 222, and Ai continues to rely on inferencing from the records of Bill's feelings in turns 224 and 226. Then in turn 252, interestingly, Cecilia casts Shintaro in the role of the judge to decide who the father is, based upon the information he has heard from his classmates. In turn 284, Cecilia tries to give more evidence to support her claim that Bill is most likely the father while ignoring the nonsense from Shintaro. This is a long exchange of 73 turns and almost 14 WPT. As an analytic, WPT seems very powerful for identifying how dialogic/monologic an exchange is, although the measure would also need to be accompanied by a CEFR level. For example, the Gold class averages 22 WPT in all the discussions in the study, while the Bronze class averages 12 WPT. In fact, WPT actually correlates very well with proficiency scores in this study. Overall, Cecilia's Gold Group 1 averages about 21 WPT while Nana's Bronze Group 2 averages about 10 WPT. Clearly, this measure is proficiency sensitive.

#### Extract Gold 1.4.3

- 211 Cecilia: 30:38 Okay. I'm going to go with my role. So, the debate that I want you all to discuss is, who is the father of Cora's daughter? Is it Frankie or is it Bill?
- 212 Shintaro:30:59 Or it's someone, someone else. (laughs)
- 213 Cecilia: 31:02 Okay. You will say someone else. You will say someone else, okay. You will go with someone else. What about the rest?
- 214 Cecilia: 31:12 You can find the evidence-
- 215 Shintaro:31:13 (laughs)
- 216 Cecilia: 31:15 ... from the book.(2) You can go for the same.(1) Uh, I will debate from the unpopular side if needed.
- 217 Po'lat: 31:31 Well, uh, if to believe to Cora's words, like when she said, "I dated with Frankie only several times, like, three or three times, two or three times," and, that was long before, if I'm not mistaken. And when Bill was dating with Cora, they'll, uh, it's not really written that there was some connection or something. But, probably, I think that Bill had some connection with Cora and, uh, I think Bill is the father of the child. Probably. I don't know. I'm, I'm not sure.
- 218 Shintaro:32:27 Cora ... What's her name? Cora?
- 219 Po'lat: 32:29 Cora.
- 220 Ai: 32:29 Cora.
- 221 Shintaro:32:29 Okay.

222 Ai: 32:29 Um ... Like, there's so little information about Cora's baby in the story. It only comes, like, thinking the news about Cora's baby. And we only know that Cora meets Frankie sometimes, and shows her meets Bill sometimes. We don't know, what the possibility could be.

223 Cecilia: 33:06 Yeah. What about your opinion? Who do you think would be the father, the real father of Cora's daughter?

224 Ai: 33:18 It could be Frankie, I guess, by the way Bill is so concerned about or, like, doubtful about ...

225 Cecilia: 33:27 Why do you think Frankie is the father, and not Bill?

226 Ai: 33:32 Um, because, I don't know. Like, I cannot guess, because there's very few information, but from the reactions of Bill ... Like, he's very doubtful of Frankie, so, like, I think that kinds of give me the impression that Frankie might be the father.

227 Cecilia: 33:48 But doesn't Cora love Bill more and she sees that Frankie's nothing to her?

228 Shintaro:33:55 Or is she just saying, not showing, by action. The words doesn't mean anything. The words don't mean anything.

229 Cecilia: 34:06 So, you believe that, uh, Frankie's the father?

230 Po'lat: 34:10 No, I think it's something else. Someone else. Like, Putin, or (laughs) I don't know.

240 Cecilia: 34:19 But, if you see the timeline, it took a month to get the money, and then during that month-

241 Po'lat: 34:28 Which money?

242 Cecilia: 34:30 ... one month, because Cora was meeting Frankie because of the money. She wants money. Frankie's rich. So, she wants to get money.

243 Shintaro:34:36 Ahhh.

244 Cecilia: 34:40 So, that's why she kept, you know, visiting him for multiple times during a month, because you can't just, like, go to your ex-boyfriend and say, "I need money."

245 Shintaro:34:50 Mm-hmm

246 Cecilia: 34:52 Okay? And during that one month, of course, Cora was just visiting Frankie, and then Bill, right? So, there's only two possibility.

247 Shintaro:35:00 Mm-hmm

248 Cecilia: 35:03 So, who do you think? Bill or Frankie?

249 Shintaro:35:03 I didn't read the story, so I don't really know it (laughs).

250 Cecilia: 35:07: Yeah, yeah, yeah, but do ... Well, you heard the story (laughs). I mean, like, from your point of view, who would be the possible father?

251 Shintaro:35:17 Frankie, maybe?

252 Cecilia: 35:19 Frankie?

253 Shintaro:35:19: Yeah.

254 Cecilia: 35:20 You say Frankie? And why?

255 Shintaro:35:24 Uh, because ... uh ...

256 Cecilia: 35:26 Just use your man instinct.

257 Shintaro:35:28 Man instinct? Do I have it? (laughs)

258 Cecilia: 35:32 Okay. You can use half/half if you don't have it (laughs).

259 Shintaro:35:35 Do I have an instinct?

260 Ai:35:36 Or intuition.

261 Shintaro:35:40 Or intuition. Uh, I think it's Frankie.

262 Cecilia: 35:43 Okay. Why?

263 Shintaro:35:44 Because, there's kinda I don't know, they suspects Frankie of ... Well, maybe Cora's just cheating, I don't know. It can happen.

264 Ai: 35:57 Okay, um, thank you for pointing out, like, about the fact that Cora was meeting Frankie just to get money, and that was one month, because I forgot the fact that Cora was only meeting Frankie for one month, like, I think it was a-

265 Cecilia: 36:12 But, who knows, it could be an excuse.

266 Shintaro:36:15 Yeah.

267 Ai: 36:15 Oh. Okay.

268 Cecilia: 36:18 Cora might say that it was because of the money.

269 Ai: 36:19 I guess.

270 Cecilia: 36:20 We can see what, you know, is Frankie the only option? Why it should be Frankie? It could be, like, money can be the excuse, for going back to her old love.

271 Ai: 36:34 Mm-hmm

272 Shintaro:36:39 Man. Okay.  
273 Cecilia: 36:45 Okay. S- so, two of you say Frankie.  
274 Shintaro:36:50 I say I-  
275 Po'lat: 36:51 I also say Frankie from the evidence that you brought.  
276 Cecilia: 36:53 Okay. Then I will argue that it's Bill. (laughs)  
277 Shintaro:36:59 xxx xxx xxx  
278 Cecilia: 37:01 I will argue that it's Bill because, um, if you see at the very last that Bill actually had the intention ... Like, kinda like, doubt whether he should tell her whether, you know, he's the father or not.  
279 Shintaro:37:15 May be the dog. (laughs)  
280 Cecilia: 37:17 Um, the ... Even though the story doesn't really actually describe how her daughter looks, but if you're the father, and you see your daughter, you will see a resemblance with you, right? No matter how. So, it gets stronger, like it is a very strong evidence that Bill know, just by his own instinct, that her daughter is her real daughter.  
281 Ai: 37:44 That's why they get along.  
282 Cecilia: 37:45 That's true, and perhaps, that Cora had mentioned a lot about, you know, her father [mhm] to her daughter and it makes clear that, you know, Bill is the father, and ...  
283 Ai: 38:04 But, um, Cora's daughter doesn't know that the man she is meeting is Bill.  
284 Cecilia: 38:11 Um, yeah, of course not. Why? Because, it might be probably because Cora's mother(laughs)  
285 Po'lat: 38:20 (laughs)  
286 Cecilia: 38:22 Okay. I'm going to bring back another story again.  
287 Shintaro:38:25 (laughs) Just making fun- that's why they want to kill the dog.  
288 Teacher:38:35 Guys, wrap this up over here, if you could. It's going to cost me a fortune to transcribe this thing.  
280 Cecilia: 38:41 Yeah.  
281 Teacher:38:46 Okay, are we finished soon? Please wrap it up.  
282 Cecilia: 38:49 Okay. And then, finally ...  
283 Shintaro:38:57 (laughs) xxx xxxx  
284 Cecilia: 38:57 Because, I think Cora, like, really didn't know that, um, you know, she already want to dedicate her life to Bill and not Frankie. And, I think it's very clear that she just really want money. Because she knows how, you know, Bill feels, right? So, I think Bill is the father.

#### 4.4.7 Discussion Leader

The role of Discussion Leader was changed slightly from the Oxford version by adding a prompt wherein the student would decide which order to call on the various team members. In the Bronze class, Nana was the Discussion Leader for the second discussion of the semester, on the story 'The Little Hunters by the Lake' by Yalvac Ural as retold by Jennifer Bassett (Furr, 2007a). This was the same discussion in which she did not realize her dual role as the Word Master. On this day Mari, the designated Unprepared Contributor, was absent. Nana's plan was to ask her peers about their feelings while reading the book. She had prepared four questions:



1. What was the thema (sic) of this story?
2. Why two birds laied (sic) in the grave?
3. What did the hunters put on the graves?
4. Where did hunters go hunt?

On that day, she rated both her reading and discussion planning as a 4 out of 5 on the post-discussion self-assessment, so she felt well-prepared. This was the same discussion in which Nana did not prepare as the Word Master, as was described in the earlier part of this chapter. In Extract Bronze 2.2.2, Nana starts with the usual opening exchange where the Discussion Leader asks for introductions and roles. I have added a ‘Comprehension Meter’ at the top of each role worksheet (Appendix A), but unfortunately, it was hard for Nana to pronounce this term in turn 11 where it came out like ‘composition masser’. My idea with the Comprehension Meter was for the learners to connect with Bell’s (2011) segments of the Arc of Interpretation and potentially see that various parts of the Arc require different activities and skills, but also, I hoped it might help the Discussion Leader to better organize their agenda to best bring the group towards a deeper understanding of the story. At the end of turn 11, Nana asks who should go first and Gin volunteers, so she really has no plan for the order of roles, but Gin has led in the previous discussion, so the group was already starting to create a Shared Repertoire (Lave and Wenger, 1991).

#### Extract Bronze 2.2.2

→7	Nana: 0:14	So please introduce my yourself in the ... (laughs)
8	Mika: 0:21	Hi, my name is Mika and my job, today my job is Passage Person. And I, Passage Person, and I ask you some question. Hai.
9	Asako: 0:37	Hi, my name is Asako. Today my job is Experience Connecta-. Nice to meet you.
10	Gin: 0:44	Nice to meet you. Hi, I'm Gin. Today my role is Summarizer. I have to summarize this book's contents. I'm so nervous.[laughter] Nice to meet you.
11	[All others] Nana: 1:00 [Gin/Mika/Asako]	Hi, I'm Nana. I'm today's Discussion Leader, so my job is move everyone up to scale on composition masser as far as possible and leader to the discussion. Hai. [Okay]Mmm. Ahh. Okay, so first, what do you think about these three? [laughter] Ah. What so...

In turn 12, Gin gives a short summary of the story in a monologic statement, and then Nana commences a long transaction consisting of five exchanges, with a sixth exchange being the Improvised Word Master role that was described in the Word Master section of this chapter. The fourth exchange in Extract Bronze 2.2.3 was not written on her planning sheet and from the wording seems improvised.

Turn 13 starts Nana's inquiry about the theme, and as in Nana's planning sheet, there is surprising difficulty with the word 'theme' being so close to the Japanese pronunciation *tema*. Gin responds with the bird seller, Ali's admonition for having killed a crane, which is a 'symbol of love'. This is a good example of how L2 learners at this stage do not reach outside the text for vocabulary to explain a theme, even though abstract terms like 'cultural taboos' (extra-textual vocabulary) might seem obvious to a native speaker.

#### Extract Bronze 2.2.3

→ 13	Nana:	2:31	Thank you. And I have some question for you. So, first, uh, what do you think this, this story's theme.
14	Mika:	2:53	Them.
15	Nana:	2:54	Theme. What is the theme of this story?
16	Mika:	2:57	(laughs) Theme?
17	Gin:	2:58	(laughs) The symbols of love.
18	Nana:	3:01	Symbol of love? Ohhhhh
19	Mika:	3:04	Tema.
20	Nana:	3:08	Uhm
21	Asako:	3:09	(laughs) Okay. Next.

In the second exchange starting at turn 22 in Extract Bronze 2.2.4, Nana asks her second question with a retrace, repair sequence (lie, lay), which represents potential uptake in addition to repair considering the spelling on her planning sheet (laied). Note that she repeats this repair sequence in turn 26, indicating a teachable moment not taken. It is not clear whether the repair was self-initiated or other-initiated, as this likely came about during the coaching session immediately before the discussion. In any case, repair sequences are an instance of the interlanguage edge and the internalization of language using procedural

knowledge. Turn 23 represents a confession and results in a different kind of repair that I call interpretive repair. This is also an example of where a reader's individual internal representation or interpretation is being revised, and it is evidence of moving up the Arc of Interpretation. Turns 31 through 71 are examples of collective engagement in which all four students are working together to try to explain that the second crane died of lovesickness on the grave of its partner. In line 60, Mika wonders whether it was killed by wild dogs which were referenced in the story on page 16, but she had not comprehended the paragraph on page 17 that explained that deceased cranes' mates go to a snowy place to die. So the jump to lovesickness here is a complex implied relationship in Hillocks and Ludlow's skill taxonomy, but harder to make in that it also relies on extra-textual vocabulary, which is unlikely to be familiar to these learners and is an off-list word on Lextutor's Vocab Profiler (Cobb, n.d.).

Other salient aspects of the exchange in Extract Bronze 2.2.4 that represents facilitation leadership on Nana's part are the many backchannels she provides such as in turns 47, 49, 51, 55, 62, 67, and 69. It is my feeling that exchange facilitators tend to more naturally provide backchanneling. This is interesting because I hypothesized that the Unprepared Contributors would be most likely to demonstrate backchanneling behaviors, which is sometimes true, but a better hypothesis seems to be that exchange leaders do so. While there is inconsistency in Nana's backchanneling in other exchanges in this overall transaction, the connection between transaction leadership and backchanneling behavior is something worth pursuing. Finally, Nana uses the 'aha moment' backchannel in turn 68 to congratulate Mika on her leap of understanding.

#### Extract Bronze 2.2.4

→ 22	Nana:	3:10	Next. (laughs) Okay. Why, why two birds lie, lay in the grave? Why?
23	Mika:	3:20	Two bird?
24	Nana:	3:23	Two birds, cranes-
25	Mika:	3:24	The crane.
26	Nana:	3:25	Cranes, cranes, lay, lie-

27 Gin: 3:26 Put, put in the ground.  
28 Nana: 3:28 Put, put in the ground. Why?  
29 Gin: 3:28 Why?  
30 Nana: 3:31 Why two, two crane's put on, in the-  
31 Asako: 3:36 Crane have a symbol.  
32 Nana: 3:40 Love?  
33 Asako: 3:41 Symbol. (laughs)  
34 Nana: 3:43 Mmmmmm  
35 Gin: 3:44 But it is common to, to ... it is common.  
36 Nana: 3:51 It is common.  
37 Asako: 3:51 It is common. (laughs)  
38 Nana: 3:52 So why?  
39 Gin: 3:53 Custom. Custom. It is custom?  
40 Nana: 3:56 One bird try to, keep warm - warm[laugh] other other cranes. [laugh]  
[Mika]  
41 Gin: 4:21 The boys try to shot... shoot...  
42 Nana: 4:26 Shoot crane.  
43 Gin: 4:26 Two birds.  
44 Nana: 4:27 Two birds.  
45 Gin: 4:30 But one of them flied away.  
46 Nana: 4:31 Mmm.  
47 Gin: 4:33 And one of[bird] others other can be shoot by.  
[Nana]  
48 Nana: 4:39 And dead, deshou.  
49 Gin: 4:42 And dead. So, the boy bring it to Ari.[mm] He's birdseller.  
[Nana]  
50 Nana: 4:51 Mmm.  
51 Gin: 4:54 It.[So] It is founded out. It's grim.[mm] So...  
[Nana]  
52 Asako: 5:03 In the...  
53 Gin: 5:04 They buried in the ground.  
54 Nana: 5:06 Bury in the ground, and put the one bird in it  
55 Gin: 5:11 Yes. And next[next] spring, he they... they went to  
[Nana]  
56 Nana: 5:17 To the grave and dig the grave so-  
57 Gin: 5:23 To pray, pray. Maybe.  
58 Nana: 5:26 To un- pray n nanka  
59 Gin: 5:28 And then.  
60 Mika: 5:31 There is crane. Because, so, because wild dogs dig?  
61 Nana: 5:40 Mmm!  
62 Gin: 5:44 They found. They found crane on the ground.[mm m] Dead crane on the ground.  
[Nana Mika] [m mm] And, they were surprised so, and they. They dig [m]again.  
63 Nana: 6:02 Again.  
64 Gin: 6:03 And then they find another crane. So.  
65 Nana: 6:04 So. Mmm. [m]  
[Mika]  
66 Gin: 6:10 They notice that there are couples of crane. When... when they try to shot...  
67 Mika: 6:25 Mm[m].  
[Nana]  
68 Nana: 6:27 Mm mm mm  
69 Gin: 6:30 So they were... they very so sad.[mmm] And they notice symbols of love.  
[Nana]  
70 Nana: 6:39 (laughter) Mmm.  
71 Mika: 6:45 Okay

By now an important realization is the privileging that a title like ‘Discussion Leader’ affords the learner. The power to choose whether to control exchange initiations or hand them over to others is in the Discussion Leader’s hands, and Nana takes this opportunity to show her leadership skills. This is an important point for teachers and one that can be reinforced with Discussion Leaders during the role-specific coaching time before the discussion. This coaching time is an excellent opportunity to assess a learner’s state of readiness, and I believe role-specific meeting times are so important teachers would want to invite TAs and/or other teachers who are available for a limited time to help facilitate these meetings.

In Extract Bronze 2.2.5, Nana departs from her written plan and interpretive circumlocution to express the idea of cultural taboos on hunting. The exchange is dialogic with much participation. Mika uses a confirmation check in line 73, and then they start exploring and find dogs, cats, *mukade* [stinging centipedes], and even spiders apparently. In this exchange, Nana’s backchannels are so overt they are their own turns.

#### Extract Bronze 2.2.5

→ 72	Nana:	6:47	Mmmm Nanka What kind of animals Japanese <i>nanka</i> , can't kill. [Oahh]Can't kill. [Asako]
73	Mika:	7:03	Can't. Can?
74	Nana:	7:04	Can't.
75	Mika:	7:05	Can't.
76	Asako:	7:09	Dog.
77	Nana:	7:10	Dog and uh, cat.
78	Asako:	7:12	Also.
79	Gin:	7:14	In India, cow is god soul. People cannot kill.
80	Nana:	7:16	Mmm[mm] [Mika]
81	Gin:	7:19	Japan
82	Nana:	7:21	Japan. Ah my father say that <i>mukade</i> is the <i>nanka</i> ... server from God. So. So. (laughter)
83	Asako:	7:42	(laughter) It's first time to hear(laugh)
84	Nana:	7:48	Just, just to pick up away, so don't don't kill.[can't](laughs) [Asako]
85	Gin:	7:59	In Japan, long ago, people cannot kill dog.
86	Nana:	8:02	Mmm.
87	Gin:	8:03	Dog-
88	Mika:	8:06	Spider. [ahh ah ah!] in the morning. We cannot we should not
89	Asako:	8:12	In the morning?

90     Mika: 8:13     In morning  
 91     Nana: 8:14     Mmm.  
 92     Gin: 8:18     It is called Asagumo. (laughter)

In Extract Bronze 2.2.6, Nana leads another improvised interpretive exchange, and Gin is right on the key passage from page 17 when the boys went to the cranes' grave every spring, which leads to another 'aha moment' backchannel from Nana in turn 95.

#### Extract Bronze 2.2.6

→ 93   Nana: 8:27     *Nanka* I have question about the last.[mm] And why did forgive us when say the cranes forgive us?[Ah] Why?  
       [Mika]  
 94     Gin: 8:50     Because,[mm] the boys... the boys went decide to go... go to the graves[mm] every spring.  
       [Nana]  
 95     Nana: 9:08     Mmm mm mm mm. They... one spring morning when... when they woke up nanka they he saw a pair of cranes at the win... at their window. So. This[nn]... this means like they are forgive? [n]  
       [Mika]  
 96     Gin: 9:30     Ahh.  
 97     Nana: 9:32     Maybe.  
 98     Asako: 9:35    I would ask you same questions.  
 99     Nana: 9:38     Ohh haha(19)

The last exchange Nana leads during this discussion is another improvised one. She suggests that killing, being necessary for survival, is a theme of the story. In Extract Bronze 2.2.7, Gin co-authors a restatement of her interpretive exchange initiation move. Gin then gives a nice explanation which receives the aha backchannel from both Nana and Mika this time.

#### Extract Bronze 2.2.7

→137   Nana: 12:39    And I think that another another theme theme of this story is we have to kill the plants or animals to nani survive survive in life... in my life. So, the hunters hunters have to kill the animals or x, for examples, pig, and pork. Beef. Cow. (laughter) And chicken (laugh) birds so yeah. But cranes hunters can't can't kill the cranes because the cranes is symbol of love. So. How do you think? (laughter) What?(6)  
 138     Gin: 13:50    What do... what does autha- want to  
 139     Nana: 13:53    mm want to-  
 140     Gin: 13:56    know reader want [to feel]...people who read to know?  
       [Nana]  
 141     Nana: 14:07    mmm ah author's message. What authors want to tell us.  
 142     Gin: 14:28    People who will do something[mm] have to know detail.  
       [Nana]  
 143     Mika: 14:36    Mm[Mmmmm]  
       [Nana]  
 144     Teacher: 14:42   Especially children.  
 145     Gin: 14:43    Yes. Objective something.

146 Asako: 14:52 I think so.  
 147 Nana: 15:06 *Sou ne.*  
 148 Mika: 15:07 *n tsugi tsugi*  
 149 Nana: 15:11 *Tsugi.* Next part. Mmm! Asako what's your question

Overall, while Nana is very successful in the outcomes of her exchanges as the Discussion Leader, she does not practice inclusivity as well as she could have since she did not leave Mika much time for her role as the Passage Person. In this regard, accountability established in the LC's opening exchange did not work out as well as it might have.

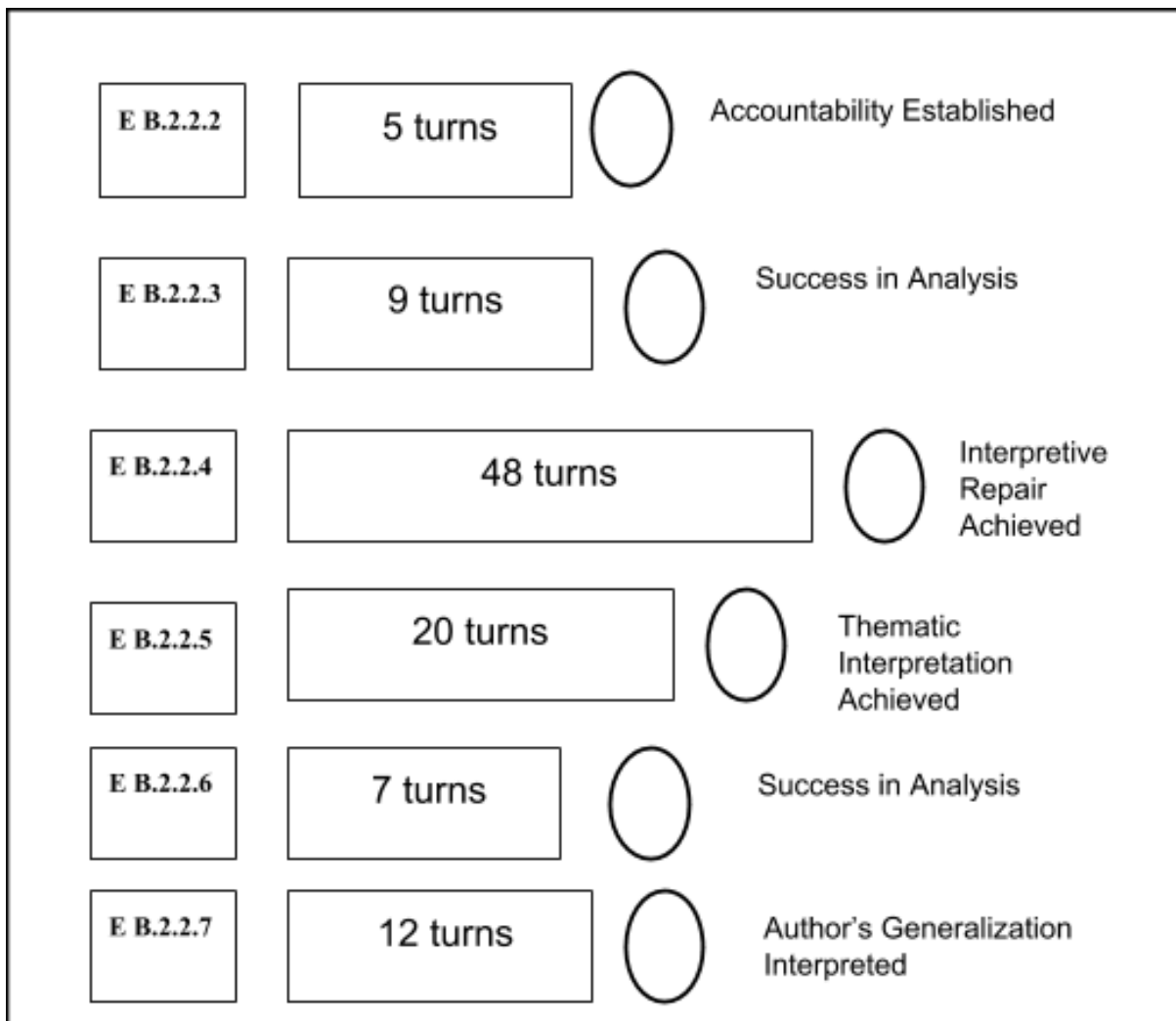


Figure 6. Nana's exchange outcomes as Discussion Leader.

Cecilia's experience as Discussion Leader takes place in the last discussion of the semester for Gold Group 1 after the LC has read 'The Secret' by Arthur C. Clarke as retold by Jennifer Bassett (Furr, 2007b). Kisasi had been assigned as the Devil's Advocate but is absent. The other role assignments are introduced in Extract Gold 1.6.1.

Extract Gold 1.6.1

- 1 Cecilia: 0:02 Alright, um, good afternoon everyone. Welcome to the discussion of today's title called "The Secret". Today we have some of the members, are present so, uh, first of all I would like you to introduce yourself. Um, today
- 2 Teacher 0:24 Okay, you guys one thing is sometimes it can get s - you can be -
- 3 Cecilia: 0:27 Me as the discussion leader, Cecilia.
- 4 Takuma:0:30 Hi, hi. I'm Takuma, the words master and the passage person.
- 5 Po'lat: 0:37 Hi, I'm Po'lat and today I am unprepared contributor.
- 6 Ai: 0:43 Hello, I'm Ai and I am the experience connector.
- 7 Shintaro: 0:49 I'm Shintaro and I'm the summarizer.

Cecilia's initial plan can be seen on her worksheet in Figure 7. Her strategy for this story looks to involve dividing the discussion into sequential plot components, and she initiates

<b>My agenda:</b> What is your plan? How will you deal with absences?	<b>My questions about this story:</b> Questions you had while reading are best...
<ul style="list-style-type: none"> <li>- Get a good pause for <sup>speaking</sup> summarizer &gt; not too long</li> <li>- Have word master to identify certain expression</li> <li>- Stop and ask experience connector</li> <li>- Divide into introduction, conflict, climax, resolution</li> </ul>	<ol style="list-style-type: none"> <li>1. Does this story has a clear resolution</li> <li>2. Why do you think <sup>the doctor believe that by</sup> telling the truth can shut the journalist</li> <li>3. why space exploration is controversial</li> <li>4. What is the author's attitude about space?</li> <li>5.</li> </ol>

Figure 7. Cecilia's Discussion Leader plan.



the discussion with this plan clearly in mind in turn 8 of Extract Gold 1.6.2. Her plan, however, meets with some resistance from Shintaro as it does not sound like he has divided up his summary in the same fashion. She lets him get started in turn 24. Notably, Po'lat, the Unprepared Contributor, is being completely silent in this extract.

#### Extract Gold 1.6.2

- 8 Cecilia: 0:52 Alright so, first of all as the leader, I would like to, um, state, um does the overview of today's discussion. So I'm going to divide it into 4 parts: first is the introduction, second is the conflict, third is the climax and the fourth is the resolution. And I'm going to make it a pause between those 4 so you will have a little break to, for another discussion later.(2)
- 9 Cecilia: 1:25 Alright. So, let's move onto the first part which is the introduction, and I would like every members to open the book, um, if you know, so that you can get the reference later. So, um, can I have the summarizer to analyze who are the main characters, how are the main characters related and where is the story happening?
- 10 Shintaro:1:58 So um, the main character's name is Henry, or maybe he's like Henry Cooper. And this -
- 11 Cecilia: 2:07 - What's his job?
- 12 Shintaro:2:09 His job is um, I think agent for UN space admini, administration and, yeah. And his job is to defend next year's budget for the colonization of Mars, and the story um, begins, by ... was that Henry Cooper -
- 13 Cecilia: 2:33 Who are the other main characters?
- 14 Shintaro:2:36 Main characters a, a police officer Chandra,
- 15 Cecilia: 2:39 Chandra.
- 16 Shintaro:2:40 And a Dr. Hastings.
- 17 Cecilia: 2:42 Only 3?
- 18 Shintaro:2:44 Only 3, yeah.
- 19 Cecilia: 2:46 Thank you. How uh, how are these 3 main characters related?
- 20 Shintaro:2:52 Um, so, can I tell you the story, then? (laughs)
- 21 Cecilia: 2:56 Um, I mean, you can say the setting first and then how they are related.
- 22 Shintaro:3:00 I mean, um, okay. I'm gonna kinda, I'm gonna explain in the story how they're related, kinda, so -
- 23 Cecilia: 3:07 Yeah. Into the introduction.
- 24 Shintaro:3:08 Okay, um, so Henry Cooper visits a colony on Moon, on request from UN space administration to defend next year's budget for the colonization of Mars and then he notices that people are hiding something from him, and then he goes to the uh, or he meets with police officer Chandra to find out uh, but he also doesn't know. So two weeks later Chandra fixes up his meeting with Dr. Hastings, the boss of medical research.

There are only three characters in the story. Henry Cooper's job is actually a science reporter, which is Basic Stated Information (BSI) in Hillocks and Ludlow's (1984) taxonomy, which translates to the Preview level in Bell's (2011) Arc of Interpretation. Although characterizing Cooper as an agent for the UN space administration is accurate, it does not help

Po'lat to have a sense of the initial relationships as Cecilia is requesting in this slightly awkward exchange. In any case, Shintaro's introduction does complete the objective for the first exchange—to review the introduction of the story.

The second exchange does not directly move to the conflict, but rather moves to Cecilia's request for the other role members to share initiations related to the background of the story. One difference between Nana and Cecilia is in their backchanneling and discourse marking. Cecilia uses more standard marking, using 'alright' to mark moving on, 'um' as a filled pause, and 'mm-hmm' (turn 27) to mean yes, whereas Nana uses 'mmm', which is somewhere between an onomatopoeic sound for contentment, a backchannel sound, and an interjection. Takuma supports Cecilia's plan by working to describe Cooper's character. His interlanguage evidences teachable moments not taken in turn 42 especially.

### Extract Gold 1.6.3

- |    |                          |   |
|----|--------------------------|---|
| 25 | Cecilia: 3:44            | Alright. Alright, so we are finished until the introduction, um, so does the word master have anything to say regarding the first introduction? Any new words or new expression?  |
| 26 | Takuma:4:02              | Um, there is no ah, special words to -  |
| 27 | Cecilia: 4:04            | Mm-hmm  |
| 28 | Takuma:4:05              | pick up. Uh, like ah, one word that I uh one word that I, uh, picked up in the whole story is that uh, airlock.   |
| 29 | Cecilia: 4:22            | Alright.  |
| 30 | Takuma:4:23              | Do you know that? Uh...   |
| 31 | Cecilia: 4:24            | Is that in the introduction?  |
| 32 | Takuma:4:25              | Oh, not in the introduction.  |
| 33 | Cecilia: 4:26            | Alright, so please wait a moment.   |
| 34 | Takuma:4:28              | Ah, okay.   |
| 35 | Cecilia: 4:29            | What uh, what about, you're the passage person. Is there any interesting passage that we have to know?  |
| 36 | Takuma:4:35<br>[Cecilia] | Oh, well, uh like, uh, it's in the 74th page in the(1.5) uhhh, [mhm] the -  |
| 37 | Cecilia: 4:51            | Fourth paragraph?   |
| 38 | Takuma:4:52              | No the a, wait oh yeah, fourth paragraph.   |
| 39 | Cecilia: 4:57            | Can you read it?  |
| 40 | Takuma:5:01              | Um(2) (laughs). Uh(2) it's about a(2) " They now belong to the past like Columbus's voyage to America and the Wright, Wright brothers who built and flew successfully the first plane with an engine. Uh, and that interesting, interested Cooper, now was the future". |
| 41 | Cecilia: 5:34            | Okay, why do you find it interesting?   |
| 42 | Takuma:5:37              | Um, this shows that um, that Cooper's like, willness in the character really clearly and uh, so uh, I choosed it.   |
| 43 | Cecilia: 5:51            | Okay so, sorry, can you say "The character of Cooper is"? It show's character's Coop - ah, Cooper's character.  |

44 Takuma:5:59 Yeah.  
 45 Cecilia: 6:00 What do you think is his character, here?  
 46 Takuma:6:02 Like, he, he has the uh, strong will to uh, find out some ah, like, uh, the facts -  
 47 Cecilia: 6:11 Mm-hmm  
 48 Takuma:6:12 or interesting ah, stories. So uh -  
 49 Cecilia: 6:16 Mm-hmm. So he has that curiosity as a journalist  
 50 Takuma:6:18 Yeah.  
 51 Cecilia: 6:20 Alright. He cares more about the future, than the past.  
 52 Takuma:6:23 Oh yeah.  
 53 Cecilia: 6:24 Okay, very nice. Does experience connector have anything to say for the background?  
 54 Ai: 6:31 No.  
 55 Cecilia: 6:33 Nothing? Alright. So let's move onto the second one, which is the conflict. Um, so I would like to have summarizer to continue the story up until the conflict before the climax.

Part of what marks Cecilia's leadership in this discussion is her persistence to have all of the group's members work together in parallel for each segment of the story, rather than the typical scheme of letting each member lead exchanges in series, which is the shared understanding that had developed prior to this point.

#### Extract Gold 1.6.4

58 Shintaro:6:52 The conflict, yeah. The conflict, and so first um, ah, the - the agent Henry Cooper meets the - the both of the medical research, who is, ah, which is Dr. Hastings and then um, he reviews the secret; that animals and humans can live longer on Moon. Like, five times, oh I don't know, I think five times more than on Earth. So um, so he um, he shows ah, him the mouse who lived, like, who have lived for 10 years. An average life of um, mouse, or mice uh, is uh, like ah, two years.  
 59 Cecilia: 7:36 Can you stop, first? Um, I would like to have the unprepared contributor to say, have you understand? What is the background and what is the conflict?  
 60 Po'lat: 7:50 Uh, fr, frankly speaking, uh, I didn't quite follow the(.5) introduction part. What is the main theme of the story? I mean, like, what is the problem of the story?  
 61 Cecilia: 8:02 Okay, so conflict is still not there, you still do not understand the problem.  
 62 Po'lat: 8:07 Yes.  
 63 Cecilia: 8:08 Alright, so, I would like to have summarizer to repeat again the conflict.  
 64 Shintaro:8:12 So first, um, Henry Cooper is an agent, of UN space administration and he, his job is to uh, is to go to the Moon and report, all the information, like technical informations, to the uh, administration. And(.5) yeah, and then, like um, like he was like, talking with everybody on the Moon, and he notices that, like everybody is keeping a secret, from him. And to find it out, he went to the police officer and talk with him but he didn't know either. So um, but police officers um, foun - um, noticed that um, like the scientists are keeping some secrets, because there was some breakdowns. Technical breakdowns.  
 65 Po'lat: 9:12 You mean this, this situation takes place in, on the Moon?  
 66 Shintaro:9:17 On the Moon, yeah.  
 67 Po'lat: 9:18 On the Moon.  
 68 Shintaro:9:19 And there's a police officer, there's like a city, colonization. That's a colony.  
 69 Cecilia: 9:22 What is the city called?  
 70 Shintaro:9:24 I don't know. hha  
 71 Cecilia: 9:25 It's called the Pluto.  
 72 Shintaro:9:26 Pluto, yeah, okay. hha It's not very important.  
 73 Cecilia: 9:30 It's the setting. It's important.

74 Shintaro:9:32 It's not important.  
75 Cecilia: 9:33 I'm the leader.(laughs)  
76 Shintaro:9:37 Hha Hi, Cecilia. Okay, um -  
77 Cecilia: 9:40 Okay, that's the so, does unprepared contributor understand what is the background and the conflict?  
78 Po'lat: 9:46 Yes.  
79 Cecilia: 9:47 Alright.  
80 Po'lat: 9:48 It was a secret which we, it, the main role is going to -  
81 Cecilia: 9:52 Okay. The secret is going to be the climax.  
82 Po'lat: 9:53 Okay.  
83 Cecilia: 9:54 Alright. I'm not in the conflict. Does passage person have any interesting passage to say?  
84 Takuma:10:00 Uh, in the second, like, from here?  
85 Cecilia: 10:05 Um, up until here.  
86 Takuma:10:06 Okay. Like, I picked up the uh, the, eh, dialogue with uh the...  
87 Cecilia: 10:17 Police officer?  
88 Takuma:10:18 Police officer, yeah. Chandra.  
89 Cecilia: 10:19 Mm-hmm  
90 Takuma:10:26 And uh like, I, I forgot the part which find out about the Dr. Hastings.  
91 Cecilia: 10:40 Dr. Hastings?  
92 Takuma:10:42 Do you know which part it is?  
93 Cecilia: 10:46 Mr. Passage Person, you are supposed to note down which passage you want to say hhhe  
94 Takuma:10:52 Okay, the(1) xxxx(1) um  
95 Cecilia: 11:01 Alright. I'm going to give you time so please find again which passage you find it interesting for the conflict and the climax. Um, does experience connector have anything to say up until here?(2)

Finally, at turn 59, Cecilia turns to ask Po'lat if he needs more information, and in turn 65, we realize that the Unprepared Contributor is still not on board with the setting of the story. For all the turns in Extract Gold 1.6.4, there is not much progress made in interpreting the story, and I sense a little frustration in Cecilia as the group does not seem to be cooperating well. For example, Takuma has actually nothing written on the Passage Person worksheet, so he may have read the story but has not planned out any contributions. Po'lat also could be more forthcoming with questions but is being less proactive than usual.

In Extract Gold 1.6.5, Cecilia and Shintaro have a productive exchange where they trace out the rest of the storyline for Po'lat, Takuma, and Ai, who all seem to be the audience at this point.

#### Extract Gold 1.6.5

98 Cecilia: 11:32 Okay, in a minute. So, uh, the, the journalist meets with the -  
99 Shintaro:11:38 He's not a journalist. He's an agent.  
100 Cecilia: 11:40 Okay, the agent, meet with the?  
101 Shintaro:11:41 It's a scientist, that guy.  
102 Cecilia: 11:43 He's a scientist.  
103 Shintaro:11:44 Like, Dr. Hastings, the boss of the medical research on Moon.  
104 Cecilia: 11:47 Okay, and then what happened?  
105 Shintaro:11:50 Like, he re - reveals the secret -  
106 Cecilia: 11:52 Who? Who?  
107 Shintaro:11:53 The Dr., the Dr. Hastings.  
108 Cecilia: 11:55 Why did he reveal the secret?  
109 Shintaro:11:57 Um, because like, um, the agent, the agent, Henry Cooper already noticed that something's wrong.  
110 Cecilia: 12:06 But at the very first, the scientist refuse to say.  
111 Shintaro:12:09 Yeah.  
112 Cecilia: 12:10 He hides. But why suddenly he, start to okay, let's tell Henry Cooper everything. Why did he decide to do that?  
113 Shintaro:12:20 Because, like um, if he tells everything then he doesn't like, stick his nose around uh, his um, his ahh medical research anymore.  
114 Cecilia: 12:30 Okay, so by telling him everything, he doesn't want Henry Cooper to disturb him anymore.  
115 Shintaro:12:34 Yeah.  
116 Cecilia: 12:36 So he decide to tell everything. Unprepared, contributor, did you get that?  
117 Po'lat: 12:40 Yeah.  
118 Cecilia: 12:41 Okay. Okay, so please tell what is the secret?  
119 Shintaro:12:44 The secret is that people or humans or animals can live longer on Moon because the gravitation. Like, on Moon they have like, less gravitation than on Earth, like five times less. And that's why people don't have like, people's like, bodies don't have to like, um(1) to work harder. Like, they have, they can um, rest more. That's why they can live longer. And, and yeah, that's the secret.  
120 Cecilia: 13:18 After the secret, uh, what is uh, Henry's attitude?  
121 Shintaro:13:23 Um, so the scientist asked him whether um, he will reveals the, secret to the uh, people on earth or not and he's kind of like, in a dilemma, you know, like um, if he tells the people on Earth, there will be like, outraged and, yeah. And the people will be like, angry and they wanna go to the Moon, too.  
122 Cecilia: 13:47 It's not written, though.  
123 Shintaro:13:49 I know, but, he, I think he thinks that. Like, he, it doesn't like, the book doesn't like, say anything about it. He's just in a dilemma.  
124 Cecilia: 13:56 So the last part is going to be summarize your own personal opinion; it's not written on the book.  
125 Shintaro:14:01 I mean, you can like, read that, between the lines.  
126 Cecilia: 14:03 That will be another discussion later. It's not written on the book.  
127 Shintaro:14:07 Hi, Cecilia.(2)  
128 Cecilia: 14:11 Alright, unprepared contributor, anything that you are not clear enough?

Luckily, in Extract Gold 1.6.6, Po'lat starts off with a good question, and we learn that the narrator is third person, and Shintaro expresses his belief that a third person narrator is synonymous with the author telling the story. This notion goes unchallenged, so it is a teachable moment not taken. Po'lat then asks for elaboration on Chandra, the police chief, and then Takuma finally finds the passage he wanted to share in turn 144.

#### Extract Gold 1.6.6

- 129 Po'lat: 14:17 I was just going to ask who is the narrator?  
 130 Cecilia: 14:24 Very good question.  
 131 Shintaro:14:26 Um, the narrator is, the author, yeah. Author, somebody. Who wrote the book. No.  
 132 Cecilia: 14:35 So she is not a first person perspective.  
 133 Shintaro:14:38 No.  
 134 Cecilia: 14:39 Is this a -  
 135 Shintaro:14:40 Third person, yeah.  
 136 Cecilia: 14:41 Third person.  
 137 Po'lat: 14:43 Could you please(3) tell me more about the role of police officer.  
 138 Shintaro:14:55 Hm?  
 139 Po'lat: 14:56 About the role of police officer.  
 140 Shintaro:14:57 Ahhh yah,(1) so he connects the characters Henry Cooper and the doctor. Yeah. That's his role.(4)  
 141 Cecilia: 15:13 Alright. Passage person.  
 142 Takuma:15:18 Okay. Um, ah, I checked the last part, uh, that -  
 143 Cecilia: 15:25 Can you read it out?  
 144 Takuma:15:29 He waited and waited. Cooper opened his mouth and closed it again, unable to think of anything to say.  
 145 Cecilia: 15:35 Mm-hmm  
 146 Takuma:15:36 Uh, it shows that he's, he's(2) he have no ideas who, what he has to do. And uh, shows the conclusion of the story, so it's very interesting.  
 147 Cecilia: 16:00 Mm-hmm. So the- what do you think the conclusion is?  
 148 Takuma:16:05 Uh, uh it is like he, uh, that Cooper uh, has nothing to do in the, in the Moon. The Moon is a serious problem. Like(1) yeah.  
 149 Cecilia: 16:26 Sorry, I didn't really get it. hha  
 150 Takuma:16:28 Okay. It's so good there.  
 151 Cecilia: 16:31 The explanation, I don't really get it, though. hha Um, actually, there's also one of a very interesting passage(3) Mm-hmm. Where is it again? It's essentially when, um, the police officer actually trying to get Henry Cooper and the scientist to meet together with the Dr. Hastings. He actually had persuaded the Dr. that there is only one to keep Henry Cooper's quiet, and that is to tell you everything. So isn't this interesting and contradicting? You're telling all this truth towards a person who are going to write a report to the Earth and that's the only way to keep it quiet. And we already know what are, what the secret is. Why do you think um the police officer thinks by telling this truth, it's going to close the truth again?(2) Maybe experience connector have any kind of real experience regarding this part?

This discussion is challenging in that Po'lat, who is normally an excellent leader in providing simple, clear explanations about the story, has been rendered silent by the Unprepared

Contributor role, and unfortunately, neither Takuma nor Ai, has taken advantage of the opportunity to co-facilitate these exchanges. In looking at the overall results for discourse, there are striking inequalities in this group. First, we have Kisasi, who was struggling with school; Takuma, who was struggling to participate; and Ai, who was participating very inconsistently, all the while that Po'lat, Shintaro, and Cecilia were working to keep the group going. One factor to consider is the fluency of these learners. There are significant differences between the speech rates of these learners, at least compared to Nana's Bronze Group 2. In Table 34, Takuma and Kisasi's performance markers indicate proficiency differences that are exceedingly difficult for them to overcome and may indicate the limitations of mixed-proficiency groupings for the low proficiency learners in the mixed group.

Table 34  
*Gold Group 1 Individual Discourse Markers*

G1.Overall				
Participant	TurnsT	WPM	AVGShare	WPT
Po'lat	171	102.94	1.02	24.40
Shintaro	300	132.34	1.35	18.14
Cecilia	295	120.92	1.40	18.97
Takuma	66	78.93	0.34	17.14
Ai	122	105.89	0.80	28.14
Kisasi	14	87.50	0.06	15.00

#### **4.5 Research Question #5: What coding system best describes the data for LC discussions, and how can this coding system inform item creation for the SE scale for literary discussion?**

##### **4.5.1 A Preliminary Coding System**

One of the most basic questions about LC discussion is in regard to its linguistic description. What are the actual components of the LC discussion, and what units of analysis can best code what L2 students are doing when they talk about books? To some extent, this depends upon the purpose for the coding. For example, one purpose for coding would be to identify units of discussion and their language exponents at various CEFR levels. A second purpose is to identify how units of discussion relate to levels on Bell's (2011) Arc of Interpretation. A third purpose is to identify how units of discussion relate to role scaffolding.

I explored five iterations of trying to write open codes and then categorize them into focused codes and categories. This is the process of 'constant comparison' in grounded research (Corbin & Strauss, 2008). This process was not working well, so I started looking at what other researchers have done and reread Young and Mohr (2016). I realized these researchers had used the utterance as their unit of analysis, but that was not working for me. I then coded an entire discussion with Analysis of Speech (AS) units following Foster, Tonkyn, and Wigglesworth (2000) and tried to match my codes to tone units. This did not work either, and I realized I still did not have a helpful unit. Hadley (2017) calls this mixed approach the process of 'abduction' in grounded theory research. So, I went back to basic linguistic descriptions of conversation in Tsui (1994) and revisited classroom discourse and conversation. Her revisiting of Sinclair and Coulthard's (1975) rank scale of act, move, exchange, transactions, and lessons seems to roughly encapsulate the form of LC discussions in my data, and the 'move' level of the scale seems to best work with the data even though



moves, according to Tsui, do not neatly fit into one particular grammatical category.

Nonetheless, I found identifying moves to be easier if I separated clauses first like Foster et al. (2000) did in the AS unit coding system. This allowed me to count main clauses per turn and also identify the number of conversational moves in that turn. The overall structure of a role-based LC discussion then includes the following:

1. The opening sequence
2. Role leader transactions
  - a. Interpretive exchange initiation
    - i. Interpretive responses
    - ii. Interpretive follow-up (includes close exchange move)
  - b. Another interpretive exchange initiation (if there is more than one)
  - c. Transaction closing
  - d. Transition to next role leader transaction
3. The closing sequence

In simple terms, the LC structure is taking the classical Initiation-Response-Follow-Up (IRF) pattern of a regular teacher-fronted classroom and handing it over to small groups, except that students pass leadership to others more readily than teachers do. In this regard, the students are already very familiar with the IRF sequence practice from two decades of observation. This knowledge is very helpful for designing discussion scaffolding because it becomes immediately evident where planning and improvisation impact the learners. That is, anticipatory scaffolding should be designed to help students plan interpretive exchange initiations. These initiations typically include a focusing move to start, and then either an informative or elicitive move of some kind. Note that once a student asks a question to their group, the learners do not actually have prescribed roles. The role each participant takes is that of 'Fellow Reader', and unless the question seems directed at one of their specialties, all learners are free to respond. Then, in the response sequence after an initiation, the learners

move into an improvisational mode because the only way to plan for this is to have read the story carefully. I have identified six categories of the Interpretive Exchange System:

1. Preparation
2. Management
3. Interpretive Exchange Initiation
4. Interpretive Response
5. Follow-Up
6. Non-Facilitative

The first of these abducted categories is called 'Preparation'. These moves fall into the following focused codes that are useful for looking at the anticipatory planning sheets and self-assessment rubrics after the discussion:

- Reading and Planning → Prepared
- Reading but Not Planning → Improvised
- Not Reading but Planning → Unprepared Contributor
- Not Reading and Not Planning → Unprepared

The second category of codes for L2 LCs that I have recognized is 'Management'. So far, I have identified the following in this category:

- Opening
- Introducing
- Topic-Focusing
- Transitioning
- Text-Referencing
- Including Others

Opening moves refer to the opening sequence of the discussion or to opening role transactions or exchanges. Introducing moves are when students introduce their name, role, and job for the day, but these also happen during the discussions because I request the students to say their names occasionally to aid the transcriptionists. Topic-Focusing moves are commonly used to

frame an initiation move. Sometimes learners will jump straight to Text-Referencing as a Topic-Focusing move. Transitioning occurs when one of the members signals it is time to move to the next segment. Text-Referencing is pointing to text pages and line numbers. Including Others, the last on the list, refers to moves of inviting others to take the floor.

The third category of codes, most important for teachers, is the ‘Interpretive Exchange Initiation’. These moves are likely framed with a focusing move, but sometimes, for example, the Discussion Leader will use a directive to the Summarizer to begin. I have adopted four main possibilities (Tsui, 1994):

- Eliciting
- Requesting
- Directing
- Informing

Coding the fourth category, ‘Interpretive Response’, has resulted in a new but still tentative revision of Bell’s (2011) Arc of Interpretation, with a concomitant set of specific moves that learners make when tracing each segment of the Arc. Coding this way requires familiarity with Hillocks and Ludlow’s (1984) taxonomy. In Figure 8, there are three added segments for L2 learners derived from Vygotsky’s (1934/1978) theory of social constructivism:

1. Language Internalization: These exchanges include word searches or repair sequences such as self-repair (e.g. retrace and repeat) and other-repair (e.g. minimal invasive repair and recasts).
2. Schema Activation: These exchanges are often conditional questions that explore the distance between the learners’ personal and cultural experiences with those in the story. (See Lave & Wenger, 1991, p. 48 for various definitions of Zone of Proximal Development.)

3. Concept Development: These exchanges feature explicit connections to real world issues and themes that are clearly aligned with an understanding of key themes in the text.

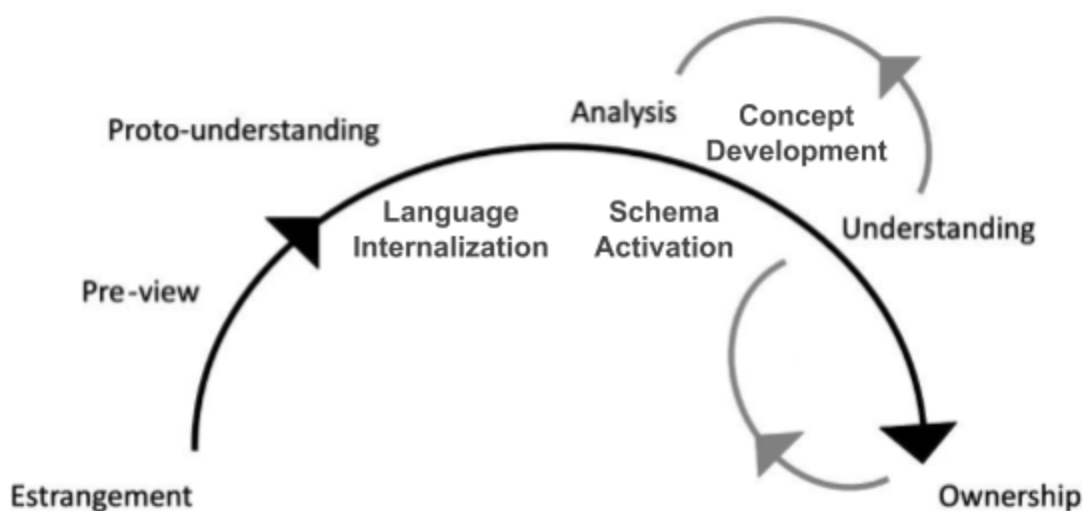


Figure 8. Bell's (2011) Arc of Interpretation with added components for L2 learners.

The Interpretive Response category includes many focused codes which are defined below.

The moves can be identified by thinking of the move as 'Tracing \_\_\_\_ on the Arc of Interpretation'. Fill in the blank with any component from Figure 8.

- Estrangement - These moves are when learners confess to being confused or when the Unprepared Contributor asks a question.
- Preview - These moves involve tracing Basic Stated Information (BSI) or Key Details (KD) that can be picked up from previewing the story (Hillocks & Ludlow, 1984).
- Proto-Understanding - These moves include tracing BSI, KD, or Stated Relationships (SR) that require one good read through to know (Hillocks & Ludlow, 1984).

- Language Internalization - These moves express the exploration of word or other language meaning or usage in the service of articulating meanings about the story.
- Schema Activation - These moves express the connection of ideas in the story with learners' personal and/or shared cultural experiences.
- Analysis - These moves express claims, hypotheses, generalizations, or predictions that explore the territory beyond Proto-Understanding but usually show a lack of deep understanding.
- Concept Development - These moves are indicated by explicit connections to key themes and issues.
- Understanding - These moves make more explicit connections between concepts and the actual text and demonstrate more sophisticated comprehension, while perhaps still not achieving a critical appraisal of a work and its potential hermeneutics and uses.
- Ownership – These moves adds deep structural knowledge for critical understanding of the text's application in debating sides in 'big C Conversations'.
- Agreement – These moves affirm a claim, point, or interpretation.
- Disagreement – These moves reject a claim, point, or interpretation.
- Temporization – These moves register some doubt about another's utterance.

‘Follow-Up’, the fifth category includes four basic moves (Tsui, 1994):

- Acknowledge
- Concede
- Endorse
- Pass

Sometimes it is difficult to interpret a learner’s backchanneling or other follow-up moves.

These are less important than other categories for this study and do not need to be so strictly subdivided.

The sixth category, ‘Non-Facilitative’ comes straight from Young and Mohr (2016).

There are times when students want to be relieved of their responsibilities and do not want to work, so they tease, lie, or get off track, so this is the category for such actions.

The most important categories are the Interpretive Responses because they are the actual trace points on Bell’s (2011) Arc of Interpretation that demonstrate an understanding of the Interpretive Exchange Initiation move. The information this coding system generates for Interpretive Responses is most easily reported as a chart. Figure 9 is the resulting set of Interpretive Response moves from Bronze Group 2 for the first discussion about ‘The Horse of Death’ (Furr, 2007). As this chart looks only at Interpretive Response moves, it reflects multiple trace points in a single exchange if the learners repeat them and thus helps to see where the learners spent time.

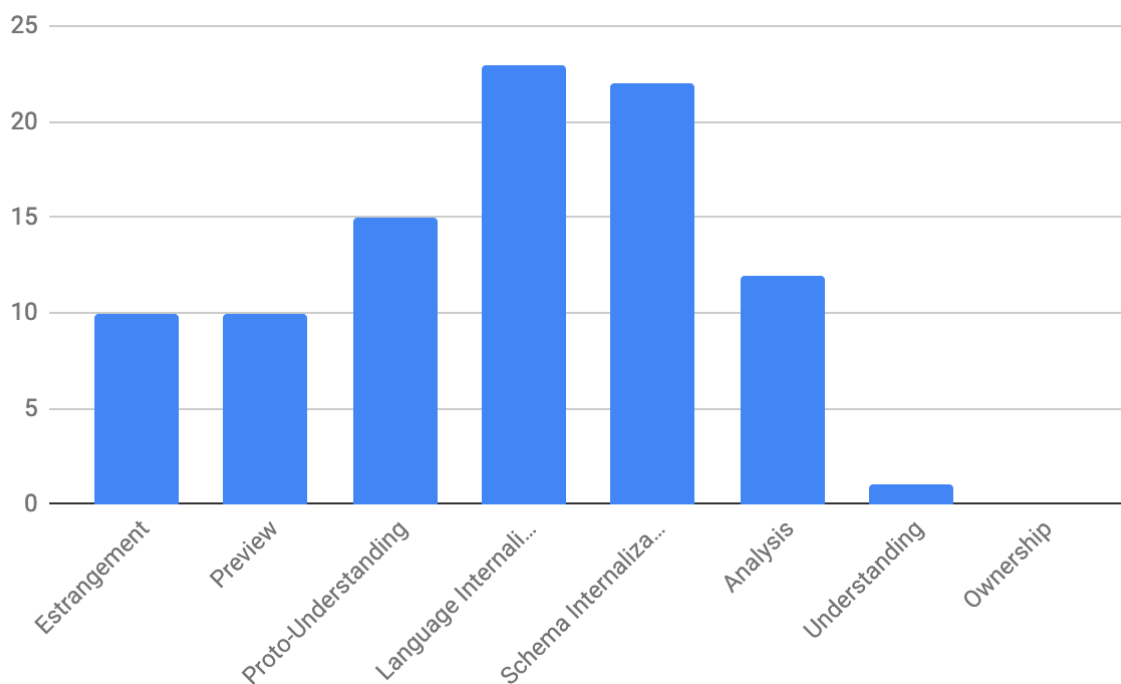


Figure 9. Bronze group 2 discussion results.

While very preliminary, the number of Language Internalization and Schema Activation moves outnumbered those produced in all other categories. The variety of Language Internalization moves included the following:

- Repeat or Paraphrase
- Retrace/Repair sequence
- Uptake
- Backchanneling
- Codeswitching
- Other repair
  - Minimal invasive
  - Recast
- Filled pause/ time buy
- Teachable moments not taken

Many of these moves coded as Language Internalization were also coded in one of the other six categories of the Interpretive Exchange System, so in this regard, these are secondary codes. There are a wide variety of systems for coding SLA. In this study, there were several codes introduced in the previous chapter sections for measuring fluency. What are added here are codes for Language Internalization, which takes a variety of self and other corrective moves together. The fact that the greatest number of moves in the first discussion by Bronze Group 2 are Language Internalization moves is not surprising and demonstrates a number of moves that impact SLA and support the development of SE for LC discussion.



## CHAPTER 5

### CONCLUSION

This dissertation has explored a wide territory of the motivational, linguistic, and interpretive inner landscape of L2 readers of literary fiction. In journeying with L2 learners in the many interconnected processes of reading, planning, sharing their ideas, and groping for meaning, I have established at least nine strong contributions to language teaching that can help spread the practice of teaching L2 learners through LCs and hopefully remove some of the barriers for using LCs in both EFL/ESL contexts.

#### **5.1. Contributions**

##### **5.1.1 Contribution #1: This research has yielded a system of evidence-based, verifiable benefits to L2 learning.**

Language program administrators and teachers need to provide verifiable evidence of L2 learning in order to justify their existence. The SE scale developed for this dissertation has provided strong quantitative evidence that suggests LC participation could lead to reliable test score improvements on proficiency tests like the Pearson Progress Test. The effect size for SE improvement was strong for the CEFR B1 level class, which was very homogeneous in proficiency and L1 background. Further, an n size of just 18 students is sufficient to achieve that effect. For the CEFR B2 level class of heterogeneous L1 backgrounds there was a medium effect size, almost at the strong level (Cohen's  $d = 0.73$ ). Furthermore, using a benchmark system such as Pearson's Global GSE allows future researchers to even more accurately identify where LC practices can improve language abilities in relation to CEFR levels. This is important because, especially as learners become more advanced, self-assessment is helpful in aligning performance with objectives and has

been shown to be very accurate (Brantmeier, Vanderplank, & Strube (2012). By defining specific objectives for each role and then aligning these with a criterion-referenced system, learners can become more autonomous.

The surveys for WTC and IRM used in this study show LCs, while not making a significant increase in these motivational measures, can increase these averages. Some experts in Extensive Reading (ER) posit principles suggesting ER should not be followed by other activities (Day & Bamford, 1998), but for the students in this study, there does not appear to be any overall negative effect on WTC and IRM. In fact, with a larger sample size, these measures might show a significant, albeit smaller, positive effect.

This study also demonstrates the value of a variety of discourse analytics. These include speech rate measured in WPM, mean turn length WPT, and three new measures described by the LoadShare Hypothesis, which include TurnShares, FloorShares, and WordShares. These are important analytics that are becoming easier and easier to capture as technology gets more and more advanced. Using data from learners at each CEFR level in this study facilitates making a placement chart to help group students more intentionally in combination with other factors like SE. Figure 10 elucidates the magnitude of sustained practice needed to automatize language skills such as speech rates for learners.

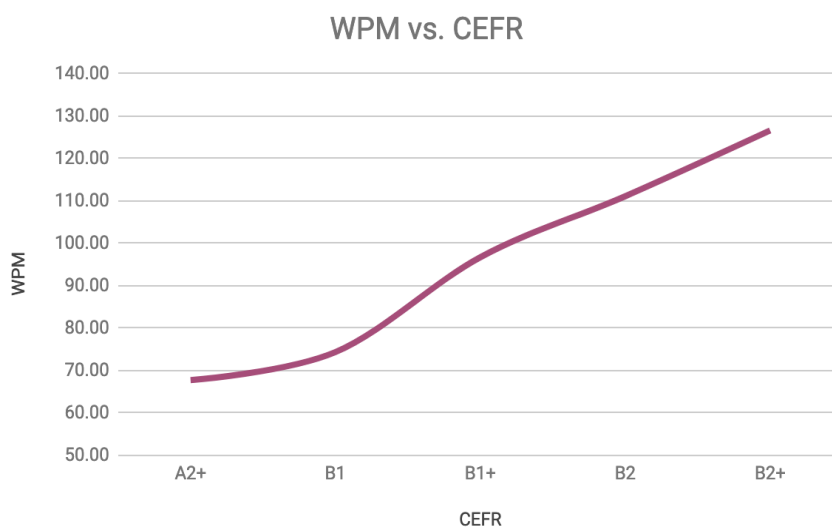


Figure 10. Estimated LC speech rates representative at each CEFR level.

Univariate Spearman correlation results in Table 35 show there is a strong correlation between the estimated proficiency (GSE) scores and both mean speech rates and mean turn lengths. Also, if one were to increase the sample size from 18 to 25, the power would increase from ~57 percent to 80 percent chance of getting this result every time.

Table 35  
Correlation Between Estimated Proficiency, WPM, and WPT

n=19	GSE to WPM	GSE to WPT
Correlation (r)	0.723	0.751
p-value	0.000475	0.000214
Power (1-β)	0.56	0.58
n size needed for power 0.8	25	25

Finally, creating the Unprepared Contributor role for TAs/teachers as limited observer-participants allows for qualitative validation by teachers of student learning and helps teachers learn how to teach with LCs, which due to inherent task complexity often stops

LCs from taking root often, because inexperienced teachers need help learning to utilize LCs effectively.

### **5.1.2 Contribution #2: Having a role for paraprofessionals in LCs gives future teachers hands-on experience with LCs.**

Further developing the Unprepared Contributor role for TAs/teachers takes creating guidelines for questioning, feedback mechanisms, and backchanneling, but this would be very beneficial for spreading LC practices in EFL/ESL contexts. The many instances of teachable moments not taken in these groups are also evidence that supports a trained TA/teacher joining the circle sometimes. In fact, LCs are an excellent teaching practicum experience for teachers-in-training because they bring together so many fundamental theories and practices in SLA and teaching. If more teachers learn to teach with LCs, then there will be more teachers practicing language teaching through LCs in the field. In this regard, then, this dissertation is helping to unpack the issues of multi-level class populations and involving a TA in the circle.

This study suggests that with the right restraint, TAs/teachers could do excellent work as rotating visitors to functioning LC groups. The relative power and privilege of ‘knowledgeable others’, which Vygotsky (1934/1978) claims to be part of the Zone of Proximal Development, is defined as the distance between the work the learners can do on their own and the work they can do when assisted by a knowledgeable peer such as a TA. Storch (2002) explores the nature of dyadic relationships in university L2 classes. In LC groups, there are some expert-novice pairings that happen at times; the most obvious pairing is when the more fluent student is assigned the Unprepared Contributor role, and a less fluent groupmate is the Summarizer. This role sounds particularly well suited for a TA.

The Bronze Group 2 gave the impression that all relationships were in Storch's (2002) collaborative zone, which supports creating groups by homogenous speech rates. Bronze Group 4 might have all been in the collaborative zone had the TA not joined the smaller group as a co-worker. Grice's (1989) Cooperative Principle with its Maxim of Manner, particularly, supports the notion that when a speaker violates this conversational maxim, he/she is likely to self-correct, be corrected, or stop talking. Also, if a student speaks more haltingly or dysfluently than others in the group, he/she violates the Maxim of Manner and may feel demotivated. If this is true, then we can assume that LCs, when focused on meaning, inherently control for non-facilitative talk, and thus, collaborative groups represent the ideal language learning experience that we want teachers-in-training to create, so they gain experience in observing LCs firsthand.

Not all homogeneous groups function so ideally, however. In fact, most EFL/ESL teachers with larger classes might hesitate to use a learner-centered approach because students tend to go off task or start speaking their L1, for example. The challenges of real-life classroom management are the final argument for training TAs in a well-designed Unprepared Contributor role.

### **5.1.3 Contribution #3: The revised methodology based on this study, including the SE survey, can help stimulate research and publishing on L2 LCs.**

This dissertation provides researchers with several qualitative and quantitative tools that can have a ripple effect in the area of LC discussion research. For example, researchers could take just one LC discussion and use the coding system to study the learners' experiences leading and supporting interpretive exchanges. While my work encompassed a sizeable number of groups, the results can simplify the process greatly for other researchers.

Further, the coding system created, along with the three elements added to Bell's (2011) framework, allows for coding a wide variety of approaches to LC discussion design. This is especially important in the ESL context where the L1 elementary educational researchers such as Young and Mohr (2016) are actively spreading the notion that role-based scaffolding is unnecessary. Additionally, only focusing on high-level skills as in Young and Mohr (2016) is not sufficient, even if it helps satisfy school administrators who want to ensure class activities are highly challenging. This notion only privileges native speakers and encumbers non-native, mainstreamed learners in the ESL context. Thus, the methodology in this dissertation support L2 teacher-researchers' fight for non-native speakers, who need effective practice opportunities.

Describing L2 LC discourse ideally has practical outcomes for various school stakeholders but should chiefly foster L2 learning. The focus of the coding system in this dissertation, with the added sociocultural categories of Language Internalization, Schema Activation and Concept Development, provides teacher-researchers with the scope needed to trace learner development using a wider variety of scaffolding or coaching systems.

A logical next step is to research well-trained TAs in the revised Unprepared Contributor role, where the TAs identify and take note of teachable moments not taken, give minimally invasive feedback, and model backchanneling behaviors. If TAs were to rotate between LCs, then data could be collected from every group in a class as they interact with the trained TA. Teachers would also benefit from learning these same skills. Recorded LCs could help determine how to better refine the 'rules of engagement' and design training.

With fluency acquisition being the goal, research should focus on recording the magnitude of *speech work* done by each member in a discussion and understanding how the use of role scaffolding impacts this allocation of work when the task characteristics and

conditions combine with individual learner variables. The assumption being made here is that the magnitude of attempted, meaningful speech work will correlate with actual L2 fluency attainment. Thus, the measure of WordShares appears to be the most useful of the new measures because it correlates with the amount of speech work done. These measures allow teachers to determine groups that are not inclusive (WordShare inequality), learners who are privileged or underprivileged (reflected in WordShares and WPM), and LC discussion that is less dialogic (as indicated by WPT). More simply, the results of this study show that unpreparedness has a high cost. Table 36 shows the price of not reading and planning for discussion leads to about 34 percent less speech work; depending on one’s speech rate relative to the group, the amount of time holding the floor will be more or less. More than this, these results demonstrate ‘Preparation Privileges’. That is, when learners were assigned double roles, they took a greater WordShare. Furthermore, it was the students who prepared faithfully who volunteered to take on Improvised roles for those who were absent. These results

Table 36  
*Average WordShares for UC*

AVG WordShares by Group for Unprepared Contributor	
Gold 1	0.66
Gold 2	0.70
Bronze 2	0.53
Bronze 4	0.76
Average	0.66

demonstrate the tremendous potential for LCs to empower speaking practice and language acquisition in the classroom. Relative to a standard teacher-fronted IRF format, the tools here

present teacher-researchers with the opportunity to prove the value of LCs for SLA and move LCs into the center of the curriculum.

Another future research area is to carefully study juxtaposing experts and novices in LC dyads. In this study it appears to be that the ratio of the squares of the speech rates between a TA and average of the learners (where they have similar speech rates) is roughly equal to the WordShares for that TA. Dyadic studies of WordShares this way could help to more clearly define when speech rate differences are really too different to be productive for practice and SE building. In mixed-level groups these effects will be more complicated to calculate. In the Gold Group 1, it seems that Po'lat's speech rate (102 WPM) and Ai's speech rate (105 WPM), combined with Shintaro (132 WPM) and Cecilia (121 WPM) might be a good range (100-130 WPM). In other words, perhaps the AE2A course is too heterogeneous in its makeup. A common perception of the novice is to view the presence of an expert as a loss of practice opportunity. Also, if the student cannot produce what the expert requests, the student may feel less efficacious than previously. As a result, experts in mixed-level classes should not always be grouped with the less proficient students. Letting the novices do meaningful practice among themselves is also important. Thus, in mixed-level classes, there might be one track for which learners are grouped with students of a similar speech rate. These areas for future research follow from the Speech-Rate Differential Hypothesis.

The use of stimulated recall and interviews with just one group meeting regularly would allow for much more nuanced gathering of data with regard to the flux of motivations experienced on the part of the students, and if bilingual, interviewing students in the L1 would be very helpful, especially with groups that emerge as translanguaging. One of the eight groups in this study took twice as many turns as the others but with half of the turns in Japanese. In that group, translanguaging was a 'natural' choice in a typical conversation about



a book. In fact, a natural experience of an L2 book club might be to discuss the L2 book in the L1. There are many reasons to consider studying just one group in more depth.

**5.1.4 Contribution #4: The interpretive exchange diagram map makes it easy to report the outcomes of a transaction and its interpretive exchanges.**

Both successes and breakdowns can help teachers learn how to teach effectively with LCs. Having teachers in training observe LCs and produce interpretive diagram maps such as Figures 4 and 6, which summarized Nana's experience as the Experience Connector and Discussion Leader, are powerful tools. This is a leap forward from the 'discussion maps' described in Sevigny (2012) and Sevigny and Berger (2014).

**5.1.5 Contribution #5: The TA role as Unprepared Contributor will allow for the spread of LC use in Self-Access Learning Centers (SALCs) and libraries where trained and paid staff can help guide student discussions.**

Furr's (2004) principle that teachers select the text and that all class members read the same text limits the potential reach of LCs as a methodology in EFL/ESL contexts. In fact, Furr's principle was likely driven in part by the library problem—not having sufficient paper copies of graded readers to offer many choices. While running LCs as part of the curriculum is very important for managing students' ER, the emergence of new virtual library systems such as Xreading allows for different groups to read different texts. The findings from this study support the discussion of extensive reading texts at a comfortable level, starting as early as at the CEFR A2+ level. The limited range of spoken vocabulary size in English needed for talking about graded texts makes it clear that LCs are an efficient engine for driving *extensive speaking* practice, and the quantity and quality of practice in this

study also support a model for Self-Access Learning Centers. Additionally, Peer Advisors (PAs) could be taught how to organize role-based LCs for groups of friends at the same level. In fact, even paying student leaders of the same level to form seed groups would provide worthwhile research opportunity for normalizing such practices. The place for the Unprepared Contributor role then becomes clear. A walk-in student at the SALC can then join a circle without having read a book to see how the system works and potentially try joining different groups before deciding which group is the right one for him or her. This is the essence of ‘legitimate peripheral participation’ that Lave and Wenger (1991) suggest in their effort to reclaim apprenticeship learning. This would allow groups to choose genres and levels best for them. Finally, training the SALC PAs in how to give unobtrusive feedback and how to set up the schedule of roles would also be important.

#### **5.1.6 Contribution #6: When groups are constructed correctly, LCs can effectively build SE for low-motivation students.**

Speech rate combined with SE data show that being on the novice side of the expert-novice relationship in some LCs can be challenging and may not serve low-motivation students well. There were several low-motivation students in this study and using both pieces of information when making groups would help to put such students in more productive situations. Shintaro, while being very low motivation, had a great gain in SE by the end of the semester. The LC experience empowered Shintaro because he was highly proficient relative to the other members of his group in spite of his low-motivation scores. Kenji's SE was likely harmed by the LC experience with an overpowering TA. Tatsuya, who was very high proficiency, experienced a great SE gain from LCs, and his slower speech rate was the clue that his high proficiency made him tend toward monologic

contributions. Mari was similar to Tatsuya and definitely benefited from the level playing field with regard to speech rates in her group. When teachers know speech rates, proficiencies, and motivation levels, groupings can be created that will more likely enhance these learners' experience and SE over the course of the semester.

**5.1.7 Contribution #7: The teacher's presence as an Unprepared Contributor allows the extension of LC methods down to the lower CEFR levels and helps teachers to guide ER with a window into the learners' inner reading experience.**

When learners are less fluent and developing literal level reading comprehension, story retelling is highly valuable. Pairing the learner as Summarizer with someone else as Unprepared Contributor creates the information gap needed to promote communication. The Unprepared Contributor role also supports the possibility then of two learners reading different books and then retelling the story from their books to each other. This setting would also be conducive to library onboarding, especially if helping students to share with each other about various publishers and authors whose stories might be motivating.

**5.1.8 Contribution #8: This dissertation has contributed to the development and understanding of five roles for LCs.**

The Concept Developer role as an alternative or conflation with the Word Master role at the CEFR B1 level is another new tool. It is also another avenue for further research as it is not necessarily clear where in task sequencing this type of vocabulary work goes. In addition to the Concept Developer role, this dissertation has reconceived the TA/teacher, the Unprepared Contributor, and the Devil's Advocate roles. These roles will help learners at various places on Bell's (2011) Arc of Interpretation. The Devil's Advocate role will help advanced L2 learners to access the practice needed for higher levels of critical thinking,

interpretation, and language acquisition (idiomatic and metaphorical meanings, for example).

There are ‘hidden roles’ in LC discussions. The most important of these is the ‘Fellow Reader’ role. That is, when learners are not leading an interpretive exchange, they are waiting to help author the response for that initiation. Thus, the learners are ‘Fellow Readers’. This ‘role’ is a natural one, but it is also worth researching further. Learners sometimes see their need to respond to an elicitation when the question or elicitation seems to fit their role preparation. However, the tendency for learners to respond when there is no clearly identified speaker suggests a way to study leadership in LC discussions. As an ‘unwritten role’ reporting on different interaction styles in this mode would help point out that ‘role-based’ scaffolding is not as role-based as one might initially believe.

The role-based scaffolding for Module 3 builds upon the system Furr (2007) developed from Daniels (2002). One example is the addition of the Reading Comprehension Meter that helps learners realize the level of reading skills corresponding to specific roles. This system also links the modified version of Bell’s (2011) Arc of Interpretation to research, role development, and the learners’ practice.

#### **5.1.9 Contribution #9: Perhaps the best future possibility is the use of LCs as a tool for developing the creative writing of EFL/ESL teachers.**

Learners in this study connected best with stories that connected with their lives and culture in ways possible to articulate. Another future possibility is the use of LCs and roles with EFL/ESL teachers who are writing graded readers for a specific context. For example, the localized learning movement in Japan is now moving towards the writing of graded readers in both English and Japanese for specific local sites. These materials allow learners

to read stories about a context already known to them. Grants are available for the purpose of developing local materials and teachers as material writers. This will allow teachers to plan the LC design as they write stories for their students. Thus, teaching stylistics and story writing to teachers could be an important application of the findings in this dissertation. New, locally grown narratives will be more relevant to local learners, and furthermore, local teachers who write stories will practice LCs in the process of creative writing. Communities of creative language teachers creating meaningful stories for their students can further a system of teaching language, stylistics, and effective teaching methodology.

## **5.2 Limitations**

In the CEFR B2 level course, one interesting finding is that within mixed-proficiency discussion groups, the ‘expert’ students actually perceived more SE gains than the ‘novices’, which supports the notion that being in the high position within a language class or group is preferable to being in the low position in the group. Matters are not that simple, however. For example, when Mari asked metaphorical-level questions about the text, her classmates could not answer them because they are CEFR B1 learners and therefore could not discern the metaphorical meaning of the text. In a mixed-level group, the ‘expert’ level students are more able to answer these questions. In Bronze Group 4, Kenji felt a loss of efficacy over the semester in spite of a lot of hard work and never being absent in the presence of his TA. Yet, at the same time, the other three members of his group perceived a significant increase in their SE while working with the same TA. Thus, while there is evidence that being the ‘novice’ in a group is less beneficial, it is certainly not conclusive due to the co-constructed nature of motivation between group members and the identities of the students themselves.

A second point to note is that while SE is a useful measure of motivation for LCs, it is sensitive to severity and leniency of assessment. This means that multiple observations for

individuals are needed to measure changes, and for the learners in this study, there were significant gains in SE for LC discussion over one semester. Unfortunately, comparing this measure between learners in the same observation is not always helpful.

With regard to the role sheets, there was widespread satisfaction reported with using role-based scaffolding in both the CEFR B1 and CEFR B2 levels. There were comments about the Unprepared Contributor role to consider. First, lower-level students point out that if they do not read and their classmates do not prepare well or cannot articulate well, then the LC may feel like a waste of time. Also, there was some anxiety about understanding their classmates' explanations. At the other end of Bell's Arc, the Devil's Advocate role was well received among the CEFR B2 learners. Some of the CEFR B1 students pointed out that if they asked more difficult questions, then their classmates could not answer.

Another result that is apparent by the end of the semester is the identity of *ideal-self* L2 students. In LCs the combination of preparation, planning, and unpredictable events creates many leadership opportunities. When a group member is absent, there is an emergent problem that needs an immediate solution. In this situation, the students of the group need to make contingency plans, and during the time just before the discussions begin, the students confer and decide who will 'cover' for the student who is absent. These opportunities, over time, show two types of students: those who are ready, willing, and able to take over in time of need and who are not ready, willing or able to take on more responsibility. Of course, absences alone are sometimes evidence of an *ought-to self* relationship with L2 studies. Within 'role' performances there is flexibility between those initiating exchanges and those providing responses and feedback. Once an interpretive exchange is initiated, everyone's role shifts to 'Fellow Reader', so at this point the leaders—those ready, willing, and able—are the ones who give more elaborate feedback relative to language and interpretations.

One of the weaknesses of this study is using the TOEFL ITP for estimating proficiency on the GSE scale. If possible, it would be better to use placement data from a test like the Pearson Progress Test because it has an actual speaking component derived from online speaking tasks. Although every UIE A student in the study had at least one TOEFL ITP test per semester, using actual GSE score data would lead to more reliable placements and validity with the speech rates found in this study. In AE2A, there were no reliable, semesterly test scores (not even TOEFL ITP), so the ‘Man and His Progress’ cloze test (Appendix G) and a survey of past high-stakes scores was used. Connected to this, the lack of an accurate placement system for AE2A results in excessive variation in proficiencies, which was not beneficial for low-position students in LC groups. In future studies, a more accurate placement system with more carefully designed hypotheses about speech rate and proficiency differences could lead to different results in terms of their collaborative potential.

### **5.3 Theoretical and Practical Implications**

Browne and Culligan (2017) report that 721 English words provide 90 percent coverage for unscripted spoken English. Knowing the very limited and known vocabulary size necessary for spoken fluency makes *extensive speaking* a much more concrete L2 goal than ER, where learners are on a path toward acquiring several thousand words. Thus, LC discussion is a very practical engine for *extensive speaking* because the input and intake for a graded reader nearly defines the range of vocabulary needed in the output. Furthermore, with higher-level students, Baker-Smemoe, Dewey, Bown, and Martinsen (2014) demonstrate that speech rate, longer runs, and fewer pauses are the strongest indicators of L2 proficiency and that these measures have direct applications. These researchers’ findings are corroborated my data in Table 37.

Table 37  
*Fluency Stats by Group*

	WPM	WPT
Bronze G2	68.3	10.2
Bronze G4 (w/o TA)	69.4	12.5
Gold G1	105	20.3
Gold G2	108.5	24.9

Conducting research on the assessment of spoken fluency in LCs where the aim is to automatize the most common spoken English words seems to be a reasonable next step. Furthermore, Mizumoto and Shimamoto (2008) find that Japanese learners' written vocabulary size is larger than their aural vocabulary size, and this fact is also supported by the number of learners in this study who, when doing the job of the Word Master, cited not knowing the pronunciation of a word as the reason for having chosen it. In the data for this study, there are many examples where learners, on the edge of their interlanguage, produced incorrect word forms or demonstrated that they overproduced a subset of tokens for what should be a larger range of types. Thus, another direction for research is to more specifically focus on LCs as a site for constructing an adequate, accurate spoken lexicon.

Robinson (2011) describes complex tasks as including both attentional resource-directing properties and resource-dispersing properties. For example, the planning of interpretive exchange initiations in role-based scaffolding direct attentional resources to language exponents during the discussion because the students have written notes that provide language needed to complete an attention-focusing move and then an elicitation of some kind. Once the exchange leader completes that elicitation move, he or she typically asks the group a question. While I call that a 'pivot point' in Module 2 of this dissertation, Robinson (2011) points out that in this moment the learners are not be planned but are likely to be experiencing



multiple attention-dispersing forces; they are trying to look at the book, listen to a group member share, and think about his or her own response. This task characteristic helps learners consolidate and automatize new language because of the multiple draws on attention. LCs then lend themselves to task-based research theories and learner outcomes can be measured in terms of complexity, accuracy, lexis, and fluency (CALF), where in this study the main variable has been fluency. Future research could use MMR methodology combined with task-based theory to look at the effects of LCs on language learning with regard to interlanguage development over time.

This dissertation has attempted to look beyond the Principles of L2 ER and the similar tenets of L2 LC discussion. When teaching methods and approaches entail complexities, the tendency in ELT is to put them in a black box. Industry leaders use patents, and teacher trainers use principles, but there is no reason for teacher-researchers to shy away from researching and owning the core functions of their programs in this time when blended learning and outsourcing are becoming a major trend. Online, outsourced LC discussion is coming, and creative new analytics are going to become the core of those systems, but it will always be difficult to replace true face-to-face, creative communication about meaningful topics. To summarize more simply, the assumptions and values developing in this dissertation relative to those of Furr (2004) are compared in Table 38.

Table 38

*Old Principles and New Hypotheses for L2 Literature Circles*

Old Principles and New Hypotheses for L2 Literature Circles		
	Furr (2007) Principles	Sevigny's Hypotheses
1	Teacher puts one confident student in each group.	Placing students in groups by similar speech rate is important. Using a survey to determine motivation, thoroughness with preparation, and sense of humor can also help balance groups.
2	Small temporary groups are formed in the classroom.	Meeting with the same students over several meetings helps to build trust and is easier for learning roles.
3	Teachers choose readings.	Teacher chooses some readings; students choose others according to genres or other interests with virtual library system after learning to choose appropriately.
4	Groups meet on a regular, predictable schedule to discuss their reading.	Groups meet on a regular, predictable schedule to discuss their reading.
5	Role sheets prompt each member of the group to read the story from a different perspective.	Role sheets need incremental introduction as students learn the library system and after time can do all roles. Advanced students should branch out to other genres and systems.
6	Discussion topics come from the students.	Discussion topics come from the students. It also helps if teachers capture questions students cannot answer.
7	Group meetings aim to be open, natural conversations about stories.	'Natural' can easily be misunderstood. Speaking the L1 is more natural than speaking an L2, so authenticity that springs from L2 learning processes is key.
8	Teacher serves as a facilitator, not a group member.	Teacher and TA circulate and join sometimes as an Unprepared Contributor to understand LCs better.
9	A spirit of playfulness and fun pervades the room.	A spirit of playfulness and fun pervades the room. And add backchanneling and playful listening.
10		Use peer coaching in role-specific groups before the real discussion.
11		Self-Access Learning Center reading groups can run as a CoP where a student starts with observing as an Unprepared Contributor to find the right group.
12		There are surely new roles to be discovered, or even different approaches. Why not research new roles and/or other approaches and report the results?

It is my contention that creating a ‘principle’ for L2 contexts in which the teacher chooses the texts and all students read the same one is only true some of the time. Thus, the door that Daniels (2002) opened to motivating students has been closed. Secondly, because teachers ‘shall not join the circle’, the inner workings of L2 LCs have been and still are unknowns; what teachers do not assess, they do not tend to practice. If in fact less than 1,000 words are the core of spoken English, then LCs could be the best engine for building speaking rates and longer turns, especially since the input is defined. Role-based LCs can demonstrate this, and surely there will be a company with a patent to measure speech rates and turn discussions into transcripts for teachers instantaneously in the next few years. This will allow for instant access to all sorts of new insights. While role-based systems are highly effective in a homogeneous CEFR B1 class, they are also effective at the CEFR B2 level with some discouraging effects for the students on the low side of expert-novice transactions. The Speech Rate Differential Hypothesis is a call to find out how learners view their progress subjectively and the objective truth about their progress. Perhaps the reason some learners like Shintaro and Kenji have low SE is because they constantly have put themselves in difficult situations and, while resilient, just push themselves harder than others would. This makes judging confidence a difficult task, but LCs make it much easier because the best tests are the ones based in reality. Although there was no initial survey possible with Po’lat, I quickly learned he has an ideal-self identity with English. He volunteered to be the Discussion Leader in the second discussion when Kisaki was absent; he shared the floor but took longer turns too. One final note is that reading and planning are a privilege. They privilege a student to practice effectively—speaking 34 percent more on the average in this study. If we can provide learners who are not privileged with more resilience through better task design and task-allocated privilege, they will gain a greater sense of mastery. Researching how to help these

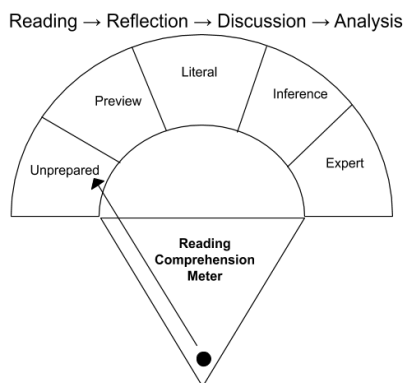
students to more effectively participate in LCs is one of many possible avenues for future research. The best next-step research method for LCs would be to take one class of 20 students and use LCs with stimulated recall methodology to find out learners' thoughts during the discussion. Another is to determine how much *speech work* in LCs is required to move a learner's speech to a higher level of proficiency. This is the best part of LCs for teacher-researchers: With the assistance of discourse analysis and SE surveys, it is possible to teach truly meaningful classes and conduct thoroughly meaningful research, all at the same time.

## APPENDIX A: ROLE SHEETS

### Unprepared Contributor

The Unprepared Contributor's job is to....

- After not having read the story, prepare to be an active questioner
- Apologize to your group--be honest about not having read
- Keep track of the number of turns per speaker
- Ask questions during the discussion to learn as much as possible
- Read the story after class and write a post commenting on the discussion



### Topics of Questions

Story Element Questions:

- Characters** - Who are they? How are they related to each other?
- Setting** - Where does this story take place?
- Narrator** - Who is telling the story? One of the characters? Is the narrator reliable?
- Plot** - What were the main events and key details? What happened at the beginning? At the end?
- Conflicts** - Who or what was in conflict in this story?  
Possibilities: human v. human, human v. self, human v. nature, human v. monster...
- Themes** - What was/were the main theme(s)?  
Possibilities: real world phenomena or universal truths about society

### Types of Questions

- **W/H questions (Who, What, Why, When, Where, How...)**
- **Yes/No questions (Do, Did, Are, Is...)**
- **Open-ended questions (Can you tell me about \_\_\_\_\_?)**

### Follow-up Questions

- Can you tell me more about \_\_\_\_\_ ?
- What evidence in the text supports this interpretation?

### Clarification Questions

- Excuse me, could you wait for me to find the place in the text?
- Sorry, what did you just say? Could you repeat that last phrase/word?
- Could you tell me how to pronounce the name of that character?
- Sorry, could you explain in more detail?

### Conversational Management Questions

- Excuse me, could I repeat what I've heard to see if I understand you?
- Excuse me, I think I missed something. What happened?

### Turn-taking Tally

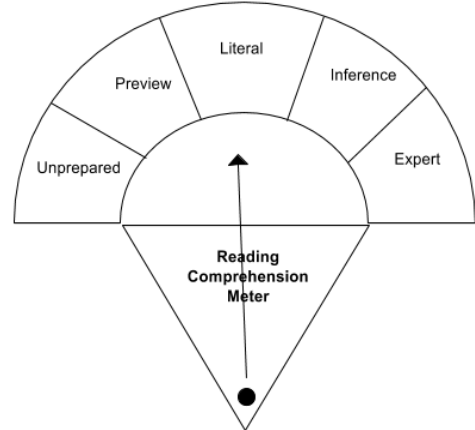
Name	Turns	Text references
TANAKA Taro	IIII	II

## Summarizer

The Summarizer's job is to ..... (move the meter to literal level comprehension)

- Read the story and make notes about the characters, events, and problem(s).
- Find the main characters and main actions or events they experienced.
- Draw a picture or tell a fun fact related to the story to make your group members smile/introduce your story. Especially a picture that explains characters' relationships or main theme in the story is helpful.

Reading → Reflection → Discussion → Analysis



My picture(s) and/or diagrams

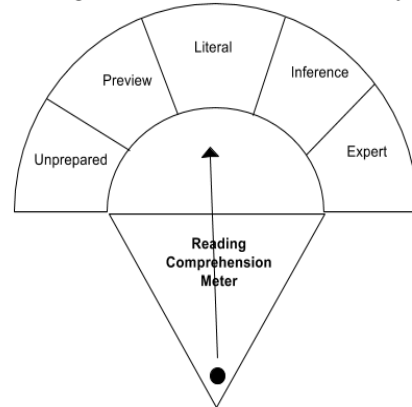
- Retell the story. Write key words or phrases that will help you to summarize each chapter. Start with introducing the setting and characters, then the events. Bullet points are okay.
- 
- 
- 
- 
- 
- 
- 
- Practice retelling the story before class so that you can speak clearly and smoothly.

## Word Master

The Word Master's job is to...

- Look for words or phrases that are new, difficult, important for understanding the story, or that you don't know how to say (pronounce).
- Choose five words if there are many that are difficult. Sometimes there are phrases that are difficult -- two words, or three words together.
- Choose words (especially names) that are hard to pronounce, so you can ask, "How do you say this word?"
- Choose words that are key words--they are repeated, or appear in different forms

Reading → Reflection → Discussion → Analysis



Show your classmates where the word is in the text. Sometimes this is important. If you are reading on a mobile phone, you might need to show them the page.

My words/phrases, page, and line number	Meaning L1 and English	Reason for Choosing the Word
Word _____ Page _____ Line _____		
Word _____ Page _____ Line _____		
Word _____ Page _____ Line _____		
Word _____ Page _____ Line _____		
Word _____ Page _____ Line _____		

## Experience Connector

The Experience Connector's job is to ...

- Read the story carefully and look for connections between the story and your personal experience.
- Try to find one real experience that you, a family member, or friend has had that is related to something in this story.
- Tell your group about your experience and ask for their comments or questions.
- Ask your group members about their connections to this story.
- Use at least one **hypothetical question** to check which characters your peers relate to most (e.g., “**If you were** one of the characters in this story, who **would** you be?”).

Part I My Connection

Part II My culture and the story

- What differences and similarities can you find between the story and your culture?
- Show your classmates the passage you are referring to in your comparison.

Cultural Connection(s)

Page \_\_\_\_\_ Lines \_\_\_\_\_ (Write down the key line(s) below)

Page \_\_\_\_\_ Lines \_\_\_\_\_ (Write down the key line(s) below)

My **cultural** and **hypothetical** question(s):

- 1.
- 2.
- 3.

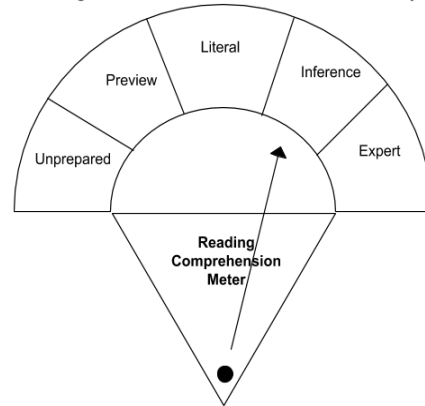


## Passage Person

The Passage Person's job is to ...

- Read the story and find language that 'stands out'--that is important, or interesting
- Make notes about at least three passages that unlock understanding, or that explain the characters or theme, or that have very interesting or powerful language
- Read each passage to the group, or ask another group member to read it
- Ask the group one or two questions about each passage
- Ask follow-up questions about their answers

Reading → Reflection → Discussion → Analysis



A passage can be the title, one sentence, or more, and is often a paragraph or several turns of conversation between characters. Key passages are:

Important    Informative    Surprising    Funny    Confusing    Well-written

My passages:

Page \_\_\_\_\_ Lines \_\_\_\_\_

Reasons for choosing the passage

---



---



---



---

Questions about the passage

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---



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Page \_\_\_\_\_ Lines \_\_\_\_\_

Reasons for choosing the passage

---



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---



---

Questions about the passage

---



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---



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Page \_\_\_\_\_ Lines \_\_\_\_\_

Reasons for choosing the passage

---



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Questions about the passage

---



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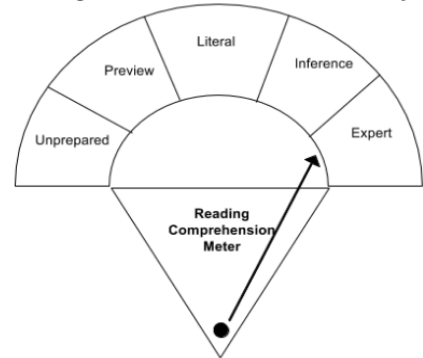
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## Devil's Advocate

The Devil's Advocate's job is to ...

- Wait until other group members have shared and build up a shared understanding of the text.
- Make a proposition about the meaning of the story and challenge the group to debate it.
- Take the unpopular side of the debate (the Devil's Advocate side).

Reading → Reflection → Discussion → Analysis



Preparation: You need to be the *expert* on this story!

- Determine the main themes of the story and challenge the group to find evidence about the theme(s) they claim are presented
- Determine the author's attitude (tone) toward the characters or the theme. Challenge the group to present evidence on their view(s).
- Determine how the story can be interpreted in terms of its narration style, symbolic content, and other stylistic elements such as conflicts, language that 'stands out,' etc.

### My Best Debate Resolution based on this story:

**Examples:**

**Literary Meaning:** The narrator of this story is female

**Thematic:** The author seems to be saying "criminalizing prostitution makes it worse"

Possible Debate Resolution Statements:

### My Claims and Evidence

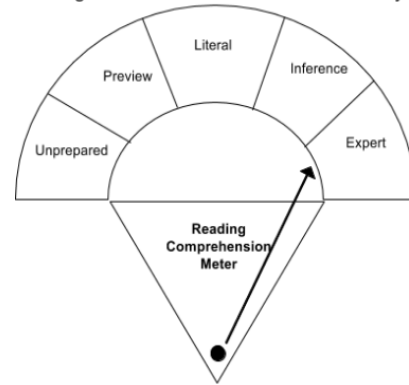
Claim	Evidence	Comments on evidence strength
1:	Page: ____ Line: ____	
2:	Page: ____ Line: ____	

## Discussion Leader

The Discussion Leader's job is to .....

- Read the story twice
- Ask one or two easy questions to warm up
- Ask low, medium, and high-level questions
- Deepen understanding as much as possible
- Keep the discussion going until the time is up
- Help everyone pivot when necessary
  - From speaking to asking questions
  - From asking questions to choosing someone to answer
  - From talking to opening the book and finding the page and line number

Reading → Reflection → Discussion → Analysis



Easy questions	Medium questions	High level questions
Who are main characters? How do you say the characters' names? How are the main characters related? Where is the story happening?	What is the main problem in this story? Can you explain the connection between _____ and _____? (two things in the story)? Can you explain in more detail about the part of the story where _____? I don't understand why ....	What is the main theme of the story? Which character are you similar to? What do you think will happen after the end of this story? What was the author's purpose for writing this story?

<b>My agenda:</b> What is your plan? How will you deal with absences?	<b>My questions about this story:</b> Questions you had while reading are best...
	1.  2.  3.  4.

## APPENDIX B: SELF-ASSESSMENT RUBRICS

### Post Discussion Rubric - Regular Roles

My Group Members Present Today:

My Group Members Absent Today:

Did you have enough time to present your role?

Yes No (circle)

If not, how much more time would you have liked? \_\_\_\_\_ minutes

Grading Rubric: **Self-assess in pencil required**      **Scale 0-1-2-3-4-5 (best)**

- |  |       |
|--|-------|
| 1. I wrote my name, date, story & role above             | _____ |
| 2. I read the story carefully in preparing for today     | _____ |
| 3. I filled out my role sheet completely before class    | _____ |
| 4. I could read aloud clearly at a good speed            | _____ |
| 5. I could pivot between various modes                   | _____ |
| 6. I asked good questions/made good comments             | _____ |
| 7. I could refer to lines in the text pages specifically | _____ |

**Your teacher will check your self-assessment    Total**      \_\_\_\_\_

/35

1. Overall how prepared was your team? (Circle the number)  
not prepared 1 2 3 4 5 very well prepared
2. Overall how able was your team to successfully discuss the story?  
not successful 1 2 3 4 5 very successful
3. How enjoyable was this story to read and discuss?  
not enjoyable 1 2 3 4 5 very enjoyable
4. How easy was this story for you to read?  
very difficult 1 2 3 4 5 very easy to read
5. What level of understanding did you achieve?  
unprepared    preview    literal    inferential    expert

**Post Discussion Rubric - Unprepared Contributor**

<p>My Group Members Present Today:</p>  <p>My Group Members Absent Today:</p>																
<p>Did you have enough time to present your role?</p> <p>Yes No (circle)</p> <p>If not, how much more time would you have liked? _____ minutes</p>																
<p><b>Grading Rubric: Self-assess in pencil required      Scale 0-1-2-3-4-5 (best)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1. I wrote my name, date, story &amp; role above</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">2. I kept a tally of my classmates turns and references</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">3. I reviewed question forms before discussion</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">4. I interrupted and asked clarification questions</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">5. I asked for repetition</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">6. I tried to summarize my understanding at times</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">7. I said, “Uh huh” “I see” “mm” to listen actively</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 5px;"><b>Your teacher will check your self-assessment    Total</b></td> <td style="text-align: right; padding: 5px;"><b>_____</b></td> </tr> </table> <p style="text-align: right; margin-top: 10px;">/35</p>	1. I wrote my name, date, story & role above	_____	2. I kept a tally of my classmates turns and references	_____	3. I reviewed question forms before discussion	_____	4. I interrupted and asked clarification questions	_____	5. I asked for repetition	_____	6. I tried to summarize my understanding at times	_____	7. I said, “Uh huh” “I see” “mm” to listen actively	_____	<b>Your teacher will check your self-assessment    Total</b>	<b>_____</b>
1. I wrote my name, date, story & role above	_____															
2. I kept a tally of my classmates turns and references	_____															
3. I reviewed question forms before discussion	_____															
4. I interrupted and asked clarification questions	_____															
5. I asked for repetition	_____															
6. I tried to summarize my understanding at times	_____															
7. I said, “Uh huh” “I see” “mm” to listen actively	_____															
<b>Your teacher will check your self-assessment    Total</b>	<b>_____</b>															

<p>Circle the number 1=least, 5 =most</p>
<p>1. Overall how prepared was your team? not prepared 1 2 3 4 5 very well prepared</p> <p>2. Overall how able was your team to successfully discuss the story? not successful 1 2 3 4 5 very successful</p> <p>3. How enjoyable was this story to discuss? not enjoyable 1 2 3 4 5 very enjoyable</p> <p>4. How easy was this discussion for you to follow? very difficult 1 2 3 4 5 very easy to read</p> <p>5. What level of comprehension did your group achieve? unprepared    preview    literal    inferential    ownership</p>
<p>Teacher’s Question:</p> <p>_____</p> <p>_____</p>
<p>My Answer:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## APPENDIX C: ROLE SCHEDULES

Pink=absence; Green=absent but sent complete role sheet; Q2 double roles colored  
UIE A Class

Bronze Group 1							
Title	Horse of Death	Little Hunters	Mr. Harris		Sister Love	Omega File	Tildy's Moment
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Toshi	Mina	Amaya	Discussion Leader	Hiroko	Kei	Toshi
Word Master	Toshi	Mina	Amaya	Summarizer	Hiroko	Kei	Toshi
Summarizer	Kei	Toshi	Mina	Word Master	Amaya	Hiroko	Kei
Experience Connector	Hiroko	Kei	Toshi	Passage Person	Amaya	Hiroko	Kei
Passage Person	Amaya	Hiroko	Kei	Experience Connector	Mina	Amaya	Hiroko
Devil's Advocate	x	x	x	Devil's Advocate	Toshi	Mina	Amaya
Unprepared Contributor	Mina	Amaya	Hiroko	Unprepared Contributor	Kei	Toshi	Mina

Bronze Group 2							
Title	Horse of Death	Little Hunters	Mr. Harris		Sister Love	Omega File	Tildy's Moment
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Gin	Nana	Mari	Discussion Leader	Mika	Asako	Gin
Word Master	Gin	Nana	Mari	Summarizer	Mika	Asako	Gin
Summarizer	Asako	Gin	Nana	Word Master	Mari	Mika	Asako
Experience Connector	Mika	Asako	Gin	Passage Person	Mari	Mika	Asako
Passage Person	Mari	Mika	Asako	Experience Connector	Nana	Mari	Mika
Devil's Advocate	x	x	x	Devil's Advocate	Gin	Nana	Mari
Unprepared Contributor	Nana	Mari	Mika	Unprepared Contributor	Asako	Gin	Nana

Pink=absence; Green=absent but sent complete role sheet; Q2 double roles colored  
 UIE A Class

Bronze Group 3							
Title	Horse of Death	Little Hunters	Mr. Harris		Sister Love	Omega File	Tildy's Moment
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Sayuri	Yukio	Mai	Discussion Leader	Natsumi	Momo	Sayuri
Word Master	Sayuri	Yukio	Mai	Summarizer	Natsumi	Momo	Sayuri
Summarizer	Momo	Sayuri	Yukio	Word Master	Mai	Natsumi	Momo
Experience Connector	Natsumi	Momo	Sayuri	Passage Person	Mai	Natsumi	Momo
Passage Person	Mai	Natsumi	Momo	Experience Connector	Yukio	Mai	Natsumi
Devil's Advocate	x	x	x	Devil's Advocate	Sayuri	Yukio	Mai
Unprepared Contributor	Yukio	Mai	Natsumi	Unprepared Contributor	Momo	Sayuri	Yukio

Bronze Group 4							
Title	Horse of Death	Little Hunters	Mr. Harris		Sister Love	Omega File	Tildy's Moment
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Sakura	Hiroshi	TA	Discussion Leader	Kenji	Aiko	Sakura
Word Master	Sakura	Hiroshi	TA	Summarizer	Kenji	Aiko	Sakura
Summarizer	Aiko	Sakura	Hiroshi	Word Master	TA	Kenji	Aiko
Experience Connector	Kenji	Aiko	Sakura	Passage Person	TA	Kenji	Aiko
Passage Person	TA	Kenji	Aiko	Experience Connector	Hiroshi	Teacher	Kenji
Devil's Advocate	x	x	x	Devil's Advocate	Sakura	Hiroshi	TA
Unprepared Contributor	Hiroshi	TA	Kenji	Unprepared Contributor	Aiko	Sakura	Hiroshi

Pink=absence; Green=absent but sent complete role sheet; Q2 double roles colored  
AE2A Class

Gold Group 1							
Title	Black Cat	Sredni Vashtar	Railway Crossing		Daffodil Sky	Moment Madness	The Secret
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Polat	Kisaki	Ai	Discussion Leader	Takuma	Shintaro	Cecilia
Word Master	Cecilia	Polat	Kisaki	Summarizer	Ai	Takuma	Shintaro
Summarizer	Shintaro	Cecilia	Polat	Word Master	Kisaki	Ai	Takuma
Experience Connector	Takuma	Shintaro	Cecilia	Passage Person	Kisaki	Ai	Takuma
Passage Person	Ai	Takuma	Shintaro	Experience Connector	Polat	Kisaki	Ai
Devil's Advocate	x	x	x	Devil's Advocate	Cecilia	Polat	Kisaki
Unprepared Contributor	Kisaki	Ai	Takuma	Unprepared Contributor	Shintaro	Cecilia	Polat

Gold Group 2							
Title	Black Cat	Sredni Vashtar	Railway Crossing		Daffodil Sky	Moment Madness	The Secret
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Ran	Tatsuya	Margo	Discussion Leader	Shizuka	Misha	Ran
Word Master	Minsun	Ran	Margo	Summarizer	Shizuka	Misha	Ran
Summarizer	Misha	Minsun	Tatsuya	Word Master	Margo	Shizuka	Misha
Experience Connector	Shizuka	Misha	Ran	Passage Person	Margo	Shizuka	Misha
Passage Person	Margo	Shizuka	Misha	Experience Connector	Tatsuya	Margo	Shizuka
Devil's Advocate	x	x	x	Devil's Advocate	Ran	Tatsuya	Margo
Unprepared Contributor	Tatsuya	Margo	Shizuka	Unprepared Contributor	Misha	Ran	Tatsuya



Pink=absence; Green=absent but sent complete role sheet; Q2 double roles colored  
AE2A Class

Gold Group 3							
Title	Black Cat	Sredni Vashtar	Railway Crossing		Daffodil Sky	Moment Madness	The Secret
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Sho	Ichiro	Hartaj	Discussion Leader	Kiyoshi	Jinsoo	Sho
Word Master	Sho	Ichiro	Hartaj	Summarizer	Kiyoshi	Jinsoo	Sho
Summarizer	Jinsoo	Sho	Ichiro	Word Master	Hartaj	Kiyoshi	Jinsoo
Experience Connector	Kiyoshi	Jinsoo	Sho	Passage Person	Hartaj	Kiyoshi	Jinsoo
Passage Person	Hartaj	Kiyoshi	Jinsoo	Experience Connector	Ichiro	Hartaj	Kiyoshi
Devil's Advocate	x	x	x	Devil's Advocate	Sho	Ichiro	Hartaj
Unprepared Contributor	Ichiro	Hartaj	Kiyoshi	Unprepared Contributor	Jinsoo	Sho	Ichiro

Gold Group 4							
Title	Black Cat	Sredni Vashtar	Railway Crossing		Daffodil Sky	Moment Madness	The Secret
	4/19/2018	5/3/2018	5/17/2018		6/14/2018	6/28/2018	7/12/2018
Q1 Roles	Names	Names	Names	Q2 Roles	Names	Names	Names
Discussion Leader	Faizan	Tam	Budi	Discussion Leader	Yudai	Temur	Yuuki
Word Master	Yuuki	Faizan	Tam	Summarizer	Budi	Yudai	Temur
Summarizer	Temur	Yuuki	Faizan	Word Master	Tam	Budi	Yudai
Experience Connector	Yudai	Temur	Yuuki	Passage Person	Tam	Budi	Yudai
Passage Person	Budi	Yudai	Temur	Experience Connector	Faizan	Tam	Budi
Devil's Advocate	x	x	x	Devil's Advocate	Yuuki	Faizan	Tam
Unprepared Contributor	Tam	Budi	Yudai	Unprepared Contributor	Temur	Yuuki	Faizan

**APPENDIX D: TRANSCRIPTION KEY (PEPLOW, 2016)**

<b>Transcript Feature</b>	<b>Key</b>
(.)	brief pause - less than 0.5 seconds
(0.5)	timed pause
=	latching - no pause between speakers' turns
[yeah [yeah	simultaneous speech
<u>Underlined talk</u>	speaker places emphasis on word or phrase
>yes<	speaker speeds up
<no>	speaker slows down
∴	drawn-out sound
Hhh	exhalation
xxxxx	inaudible speech
↑	rising intonation
↓	lowering intonation
“	quoted speech from third party
(( <i>laughter</i> ))	Paralinguistic or non-verbal feature
{RP voice}	shift into exaggerated voice
?	unable to distinguish speaker

## APPENDIX E: SURVEYS

### April, 2018 Survey Question Construct Guide (2 surveys)

These survey results will not affect your grade. The purpose of this survey is to provide you with the chance to self-assess what you can do with regard to discussing texts and how that relates to your English study. Please take your time.

このサーベイへの回答はあなたの成績に一切影響を与えません。このサーベイは、文章についてのディスカッションであなたが何ができるか、それがあなたの英語学習にどのように関係しているかについて、自己評価を行ってもらうために実施されます。よく考えて回答してください。

#### Survey 1: LC Motivation Survey

##### Initial Biodata

1. What is your APU username? Example: Taro Tanaka --> tarota16
2. What is your first language?

##### Willingness to Communicate (100% scale)

How much would you choose to communicate in each of the following situations in English?

下記に挙げられている8のシチュエーションは、人が英語でコミュニケーションをしようと思うか否かの状況を表しています。それぞれのシチュエーションにおいて、自分がどのくらいの割合で英語でコミュニケーションを試みようと思うかを、右側のカッコ内に%で記入して下さい。あなた自身がコミュニケーションをとろうとするかしないかは、あなたの自由です。

1. Speak in public to a group (about 20 people) of strangers.  
20名程度の知らない人たちのグループに対して話をする。
2. Talk with an acquaintance while standing in line.  
列に並んでいる時、知人と話す。
3. Talk in a small group (about five people) of strangers.  
5名程度の知らない人たちの小グループの中で話す。
4. Talk with a friend while standing in line.  
列に並んでいる時、友人と話す。
5. Present your own opinions in class.  
授業で自分の意見を発表する。
6. Talk in a small group (about five people) of acquaintances.  
5名程度の知人の小グループの中で発言する。
7. Participate in group discussion in class.  
授業中のグループ・ディスカッションで発言する。
8. Talk in a small group (about five people) of friends.  
5名程度の友人の小グループの中で発言する。

##### Motivation for Reading (Always -- Never 6 pt Likert) Sevigny & Pattison (2016)

9. Do you enjoy reading (English) storybooks in your free time?  
自由時間に英語で物語を読むことが好きですか。
11. Do you like starting to read a new (English) storybook?  
新しい英語の本を読み始めることが好きですか。
- 13\* Is reading an English storybook boring to you?  
英語で物語を読むことはあなたにとって退屈ですか。

15. Do you enjoy the challenge of reading a storybook in English?

英語で物語を読むというチャレンジを楽しんでいますか。

17\* Do you wish you didn't have to read storybooks for your English class?

英語授業のために物語を読まなくてよければいいのと思うことはありますか。

19\* Do you read as little as possible (in English)?

できるだけ英語を読まなくてすむようにしていますか。

21. I get deeply engaged when reading in English.

英語で読書するとき、本に没頭する。

#### LC Discussion Self-Efficacy (Always--Never 6 pt Likert) Adapted from Sevigny & Pattison (2016)

10. I can explain the main themes of a story (in English).

英語で書かれた物語の主題を説明することができる。

12. I can re-tell the events of a story to a friend in a discussion (in English).

英語で読んだ物語の出来事について、友達に説明することができる。

14. I can explain the main problems in a story (in English).

英語で読んだ物語における問題について説明することができる。

16. I can explain the relationships between characters in an English story.

英語で書かれた物語に出てくる登場人物の人間関係について説明することができる。

18. I can explain where and when a story takes place (in an English storybook).

英語で書かれた物語がいつ、どこで起きているのか説明することができる。

20\* I have difficulty asking questions about what I've read for discussion (in English).

英語で読んだ物語についてディスカッションするときに、質問をすることは難しいです。

22\* I have difficulty directing my classmates' attention (in spoken English) to a specific page & line

in a story. 英語の文章において、クラスメイトへ指定したページや行をつたえる事は難しいで

す。

23. How often are you likely to be absent from a language class?

24. How thorough are you at doing homework?

25. How much of a class clown are you?

## Survey 2: Book Club Discussion Survey

These survey results will not affect your grade. The purpose of this survey is to help us improve the Book Club Discussion component of the Pre-Intermediate course. Please take your time.

このサーベイへの回答はあなたの成績に一切影響を与えません。このサーベイは、英語準中級コースでのブッククラブディスカッションの内容の改善のために実施されます。よく考えて回答をお願い致します。

### Initial Biodata

1. What is your APU email address (APU username)? Example: Taro Tanaka --> tarota16

2. Have you ever participated in a Book Club Discussion type activity before?

以前、このようなブッククラブディスカッションへ参加したことがありますか？

No./Yes, in High School/Yes, in English Camp/Yes, in a previous semester at

APU APU での以前のセメスター/ Yes, other その他 TEXTBOX (Multiple Answers

Okay)

### Discussion Format Appropriacy (Strongly Agree--Strongly Disagree 6 pt Likert)

If yes, why? If not, why not? Added optional textbox If you didn't do this role please type an X

1. I can do the role of a **discussion leader**

ディスカッションリーダーの役割を受け持つことができる。

2. I liked doing the role of **discussion leader**

ディスカッションリーダーの役割を担当することが好きだった。

3. I can do the role of the **summarizer**

サマライザーの役割を受け持つことができる。

4. I liked doing the role of **summarizer**

サマライザーの役割を担当することが好きだった。

5. I can do the role of **connector**

コネクターの役割を受け持つことができる。

6. I liked doing the role of **connector**

コネクターの役割を担当することが好きだった。

7. I can do the role of the **word master**

ワードマスターの役割を受け持つことができる。

8. I liked doing the role of the **word master**

ワードマスター役割を担当することが好きだった。

9. I can do the role of the **passage person**

パッセージパーソンの役割を受け持つことができる。

10. I liked the role of the **passage person**

パッセージパーソンの役割を担当することが好きだった。

11. I can do the role of the **devil's advocate** デビルズアドボカトの役割を受け持つことができる。

12. I liked doing the role of the **devil's advocate** デビルズアドボカトの役割を担当することが好きだった。

Please comment about the advantages/disadvantages of the devil's advocate role デビルズアドボカトの役割の長所と短所についてどう思いますか？

13. I can do the role of the **unprepared contributor** アンプリペアードコントリブターの役割を受け持つことができる。

14. I liked doing the role of the **unprepared contributor** アンプリペアードコントリブターの役割を担当することが好きだった。

Please comment about the advantages/disadvantages of the unprepared contributor role アンプリペアードコントリブターの役割の長所と短所についてどう思いますか？

Strongly Agree--Strongly Disagree 6 pt Likert

13. Book Club Discussions are a good way to understand a text.

ブッククラブディスカッションは、文章理解のための良い手段である。

14. BCD help me to know different viewpoints of my classmates.

ブッククラブディスカッションは、クラスメイトの異なる考え方を知る助けとなる。

15. BCDs help me to improve my English speaking.

ブッククラブディスカッションは、英語スピーキング力向上の役に立つ。

16. Book Club Discussions are good for overall English language development.

ブッククラブディスカッションは、総合的な英語力向上に役立つ。

17. What percentage of your group members' discussion turns did you comprehend as you listened?

ディスカッション中、他のメンバーの発言は何パーセント位理解出来ましたか。

-->20% → 40% → 60% -->80% -->100%

18. How long did you usually spend reading and preparing your role for Book Club Discussion?

ブッククラブディスカッションのためのリーディングと役割の準備にどのくらいの時間をかけましたか。

Up to 30 min/From 30 min to 1 hour/From 1 hour to 2 hours/More than 2 hours  
30分未満/30分～1時間/1時間～2時間未満/2時間以上

**(Various 6 pt Likert)**

19. Meeting with the same students each time in Book Club Discussions helped me feel connected.

毎回同じメンバーでディスカッションを行ったことが、グループ内で仲間意識を高めることにつながった。

20. Meeting in “expert groups” before the book discussion prepared me to do well in the BCD.

毎回のディスカッション直前の「エキスパートミーティング」が、ディスカッション準備の大きな助けとなった。

21. When our TA joined our book discussion time it encouraged my learning.

教師のアシスタントのディスカッションへの参加は、学習の励みとなった。

22. How did you feel when you first learned we would do book club discussions in this class? Textbox

最初に授業内でのブッククラブディスカッションの実施について聞いた時、どのように感じましたか。

23. How do you feel now that we are finished with this course? Textbox

このコースを終えるにあたり、ブッククラブディスカッションについて現在どのように感じますか。

24. Do you have any other comments or impressions about book club discussions? Textbox

ブッククラブディスカッションについて、その他コメントや感じたことがあれば教えてください。

**Thank you for all your efforts this semester!**

今学期、ブッククラブディスカッションに取り組んでいただき、ありがとうございました。

## APPENDIX F: CONSENT FORMS

Center for Language Education/Dept. of English Language & Applied Linguistics  
Information Sheet: 調査概要

What you should know about this research study:

- Someone will explain this research study to you.
- You volunteer to be in a research study.
- What it means to participate in this research is to allow your data to be used in the study.
- Whether you choose to participate is up to you.
- You can choose not to participate in the research study.
- What it means not to participate is to not allow your data to be used in the study.
- You can agree to participate now and later change your mind.
- Whatever you decide, it will not be held against you in any way.
- ***By signing this consent form, you are not waiving any of the legal rights that you otherwise would have as a participant in a research study.***

In this study, the researcher would like to investigate observable improvements of L2 learners' ability to talk about the content of short stories in reading groups, especially with regard to how their speaking evidences how they collaborate together and how this influences their understanding of the text. Learners' motivation for text-based discussion will also be checked through a pre and post-test survey. If you are in Sevigny's Upper-Intermediate class or Advanced English class the six (20 minute) reading group discussions will be audiotaped. The researcher would like to access the recordings that your teacher is taking of your reading groups and be able to check back with short follow-up interviews occasionally during the semester. The researcher would also like to access your best TOEFL ITP (or equivalent) score from last semester and this semester through the Center for Language Education. Also the researcher will loan you a copy of the Oxford Bookworms book and sticky notes and at the end of the semester receive the book back from you with your reading notes left inside. The information you supply will be entered into a filing system or database and will be accessed by authorized personnel involved in the project. All externally stored data will be encrypted. All written transcripts will be coded with a pseudonym to protect your anonymity. The final anonymized data will be archived and made available to other researchers in further projects.

The benefit you will obtain by participating in this study is knowing that you have contributed to the understanding of this topic and to the improvement of future instructional materials and methods used for teaching discussion of short stories.

## CONSENT FORM 研究同意書

I have been fully informed about the aims and purposes of the project.

I understand that:

This is a classroom research study, and all data will be collected from activity related to the Reading Groups, which are a regular part of the course.

There is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation.

I have the right to refuse permission for the publication of any information about me.

Any information that I give may include publications, with anonymized data being archived and made available to other researchers.

All information I give will be treated as confidential, and external files encrypted.

I understand that my personal data will be processed for the purposes detailed above, in accordance with the Data Protection Act 1998. No identifiable personal data will be published.

Name of participant.....Date.....Signature.....

Participant Email.....Student ID.....

Name of researcher.....Date.....Signature.....

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Contact phone number of researcher (Paul Sevigny): [redacted]  
研究者連絡先電話番号

If you have any concerns about the project you wish to discuss, please contact:  
この研究に関する心配事あるいは協議したいことがあれば、以下にご連絡ください。

[redacted] ↓ [redacted]

OR あるいは  
BII Teacher's Room, 1-1 Jumonjibaru, Beppu-shi, Oita-ken  
Center for Language Education  
Paul Sevigny

[redacted]

Data Protection Act: The University of Birmingham is a data collector and is registered with the Office of Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorized third parties without further agreement by the participant. Reports based on the data will be in anonymised form.



<この研究調査について知っておくべき事項>

- ・あなたはこの研究について説明を受けます。
- ・この研究には自分の意志で参加します。
- ・参加するしないはあなたの意思によります。
- ・この研究に参加しない事を選択する事も出来ます。
- ・今の時点で参加する事にし、後で変える事もできます。
- ・参加する参加しないのどちらの選択をしても、決してそれがあなたに不利に働く事はありません。
- ・参加の決定前後において、どのような質問でも遠慮せずに聞いてください。
- ・この参加同意書にサインをすることで この研究への参加者としてのいかなる法律上の権利を放棄する事にはなりません。

この研究は、読解教材の内容を学習者同士が話し合い、その中で観察される読解能力の向上を調査することを目的としています。特に、学習者同士がどのように協力し、それがテキストの理解にどのように影響するかを観察するものです。グループリーディングに対する学習者の動機付けを事前事後調査により測ります。セヴィニー教員のクラスにおいては音声録音を行います。研究者は記録したこれらの画像や音声を使用し、記録内容についてフォローアップインタビューを行うことがあります。また、研究者は、協力者が先学期と今学期受験した TOEFL ITP の最高スコア（または同等のもの）を、言語教育センターを通して閲覧します。研究者は Oxford Bookworms Club を貸与し、付箋を配布します。学期終了時に、付箋や書き込みなど授業時に使用したままの状態での返却をお願いします。この研究のために得られる情報は全て匿名とし、プライバシーの保護に努めます。後日、研究への協力やデータ使用に対する変更を希望される場合はいつでもお申し出ください。研究協力への有無は成績には全く影響しません。

この研究に参加する事で、あなたが得るであろう利点は このトピックの理解と今後の教材の改良、そして短編小説の議論を教えるメソッドへの貢献が出来る事です。

## CONSENT FORM 研究同意書

私はこの研究の目的について十分情報を得ており、以下のことを理解しています。

これは授業研究で、データは全てリーディンググループに関する活動から収集される。

私はこの研究プロジェクトに参加する義務はなく、参加することに決めても、いつどの段階でも参加を取りやめることができる。

私は自分に関するどのような情報も出版されることを拒否する権利がある。

私が提供するどの情報も、出版を含んでこの研究プロジェクトのためだけに使われる。

私が提供する全ての情報は秘匿される。

この研究のために収集された個人情報 は 1998 年データ保護法の規定に従って、処理される。特定の人物と認識出来るデータは公表されません。

研究協力者名 ブロック体.....日付.....研究協力者自  
筆.....

研究協力者メールアドレス.....学績番  
号.....

研究者 ブロック体.....日付.....研究者自  
筆.....

この用紙の 1 部は調査協力者が、もう 1 部は研究者が保持する。

研究者連絡先電話番号: セヴィニー ポール: [REDACTED]  
この研究に関する心配事あるいは協議したいことがあれば、以下にご連絡ください。

[REDACTED]  
OR あるいは  
[REDACTED] [REDACTED]

## APPENDIX G: CLOZE TEST FOR ESTIMATING PROFICIENCY

### CLOZE TEST (Fill in the blanks.)

Name:

Email Prefix:

DIRECTIONS 1. Read the passage quickly to get the general meaning. 2. Write only one word in each blank next to the item number. Contractions (example: don't) and possessives (John's) are one word. 3. Check your answers. 4. You have 15 minutes to finish the test.

NOTE: Spelling will not count against you as long as the scorer can read the word.

EXAMPLE: The boy walked up the street. He stepped on a piece of ice.

He fell (1) down, but he didn't hurt himself.

---

### MAN AND HIS PROGRESS (A text from the mid 1900s)

Man is the only living creature that can make and use tools. He is the most teachable of living beings, earning the name of Homo sapiens. (1)\_\_\_\_\_ ever restless brain has used the (2)\_\_\_\_\_ and the wisdom of his ancestors (3)\_\_\_\_\_ improve his way of life. Since (4)\_\_\_\_\_ is able to walk and run (5)\_\_\_\_\_ his feet, his hands have always (6)\_\_\_\_\_ free to carry and to use (7)\_\_\_\_\_. Man's hands have served him well (8)\_\_\_\_\_ his life on earth. His development, (9)\_\_\_\_\_ can be divided into three major (10)\_\_\_\_\_, is marked by several different ways (11)\_\_\_\_\_ life.

Up to 10,000 years ago, (12)\_\_\_\_\_ human beings lived by hunting and (13)\_\_\_\_\_. They also picked berries and fruits, (14)\_\_\_\_\_ they dug for various edible roots. Most (15)\_\_\_\_\_, the men were the hunters, and (16)\_\_\_\_\_ women acted as food gatherers. Since (17)\_\_\_\_\_ women were busy with the children, (18)\_\_\_\_\_ men handled the tools. In a (19)\_\_\_\_\_ hand, a dead branch became a (20)\_\_\_\_\_ to knock down fruit or to (21)\_\_\_\_\_ for tasty roots. Sometimes, an animal (22)\_\_\_\_\_ served as a club, and a (23)\_\_\_\_\_ piece of stone, fitting comfortably into (24)\_\_\_\_\_ hand, could be used to break (25)\_\_\_\_\_ or to throw at an animal. (26)\_\_\_\_\_ stone was chipped against another until (27)\_\_\_\_\_ had a sharp edge. The primitive (28)\_\_\_\_\_ who first thought of putting a (29)\_\_\_\_\_ stone at the end of a (30)\_\_\_\_\_ made a brilliant discovery: he (31)\_\_\_\_\_ joined two things to make a (32)\_\_\_\_\_ useful tool, the spear. Flint, found (33)\_\_\_\_\_ many rocks, became a common cutting (34)\_\_\_\_\_ in the Paleolithic period of man's (35)\_\_\_\_\_. Since no wood or bone tools (36)\_\_\_\_\_ survived, we know of this man (37)\_\_\_\_\_ his stone implements, with which he (38)\_\_\_\_\_ kill animals, cut up the meat, (39)\_\_\_\_\_ scrape the skins, as well as (40)\_\_\_\_\_ pictures on the walls of the (41)\_\_\_\_\_ where he lived during the winter.

(42)\_\_\_\_\_ the warmer seasons, man wandered on (43)\_\_\_\_\_ steppes of Europe without a fixed (44)\_\_\_\_\_, always foraging for food. Perhaps the (45)\_\_\_\_\_ carried nuts and berries in shells (46)\_\_\_\_\_ skins or even in light, woven (47)\_\_\_\_\_. Wherever they camped, the primitive people (48)\_\_\_\_\_ fires by striking flint for sparks (49)\_\_\_\_\_ using dried seeds, moss, and rotten (50)\_\_\_\_\_ for tinder. With fires that he kindled himself, man could keep wild animals away and could cook those that he killed, as well as provide warmth and light for himself.

## Answer Key

#	Exact Word	Acceptable Words
1	his	man's, the
2	knowledge	accomplishments, cunning, example(s), experience(s), ingenuity, instinct, Intellect, intelligence, mindset, mistakes, nature, sense, skill(s), strength, talent, teaching, technique, thought, will, wit, words, work
3	to	
4	man	he
5	on	upon, using, with
6	been	felt, hung, remained
7	tools	adequately, carefully, diligently, effectively, efficiently, freely, implements, objects, productively, readily, things
8	during	all, for, improving, in, throughout
9	which	also, basically, conveniently, easily, historically, often
10	periods	areas, aspects, categories, elements, eras, facets, factors, parts, phases, roles, sections, stages, steps, trends, ways
11	of	in
12	all	ancient, early, hungry, many, most, primitive, the, these
13	fishing	breeding, collecting, cooking, cultivating, eating, farming, foraging, gathering, picking, scavenging, scrounging, trapping
14	and	but
15	often	always, days, likely, simply, times
16	the	many, most, older, so, younger, their
17	the	mainly, many, most, often, older, younger, their, these
18	the	consequently, constructive, many, most, older, younger, tough* *+adjectives
19	man's	closed, coordinated, creative, deft, free, human('s), hunter's, person's, single, skilled, skillful, strong, trained
20	tool	club, device, pole, rod, spear, stick, way, weapon
21	dig	burrow, excavate, look, probe, search, test
22	bone	horn, tusk, antler
23	sharp	big, chipped, fashioned, flat, hard, heavy, large, rough, round, shaped, sharpened, single, sizable, small, smooth, solid, strong, thin, thick
24	the	a, his, man's, one('s), that
25	nuts	apart, bark, bones, branches, coconuts, fruits, heads, ice, items, objects, rocks, shells, sticks, stone(s), things, tinder, down, into, through, up
26	one	a, blunt, flint, hard, obsidian, rough, round, shale, sharp, softer, some, sometimes, this, each, the, then

27	it	each, he, one
28	man	being, creature, human, hunter, person
29	sharp	chipped, hard, jagged, pointed, sharpened, small, flint, obsidian
30	stick	bone, branch, pole, rod, shaft
31	had	accidentally, cleverly, clumsily, conveniently, creatively, dexterously, double, easily, effectively, first, ingeniously, securely, simply, soon, successfully, suddenly, tightly, then
32	very	better, creative, extremely, good, hunter's, incredibly, long, modern, most, new, perfectly, quite, single, tremendously
33	in	among, amongst, by, inside, on, within
34	tool	device, edge, implement, instrument, item, material, object, piece, stone, utensil
35	development	ancestry, civilization, discoveries, evolution, existence, exploration, history, journey, life, time
36	have	actually, apparently, could've ever
37	by	creating, from, through, using, with
38	could	can, did, would
39	and	or
40	draw	carve, create, engrave, sketch
41	cave(s)	home, place(s), room(s)
42	in	and, during, with
43	the	all, barren, different, dry, flat, high, long, many, plain, unfamiliar, unknown, various
44	home	camp, course, destination, direction, domain, dwelling, foundation, location, path, place, plan, purpose, route, way
45	women	woman, children, family, families, group(s), human(s), hunter(s), man, men, people, primitives, wanderers
46	or	and
47	baskets	bags, cloth(s), fabric, material, nets, pouches, sacks
48	made	began, built, lighted, lit, produced, set, started, used
49	and	occasionally, together, while
50	wood	bark, branches, foliage, grass, leaves, lumber, roots, timber, trees, scraps, skins

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L2 Learning of Literary Interpretation Skills Through Literature Circles

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## **Abstract**

*This Ph.D. dissertation, a longitudinal study, examines the quality of Second Language (L2) learners' literary interpretation skills in English as evidenced by discourse produced in EFL Literature Circles (LCs). Readers from the pre-intermediate level at a Japanese university English program will be surveyed and recruited to participate. These learners, who exhibit avid motivational profiles, will read several different stories over the course of a semester and follow a set discussion routine of topics with the goal of shared leadership in discussing six literary elements: narrative point of view, setting, character, plot, conflict, and theme. The skills in interpretation of literature as displayed by these participants will be analyzed based on transcripts of their discussion. Transcripts will be coded according to Hillocks and Ludlow's (1984) taxonomy of seven skills for interpreting fiction. Quantitative analysis will include determining the proportion of learner comments that reflect each of the seven skill types and the number of story elements successfully conveyed in each LC. Qualitative analysis will include depth of processing in discussing each of the six elements of story, the ways in which these learners share leadership, and the participants' motivation towards extensive reading and discussion from the beginning to the end of the intervention period.*

Chapters:

1. Introduction
2. Research Questions
3. Roots in ESL Context
4. Principles of ER as Related to LCs
5. Approaches to Literary Analysis
6. Scaffolding
7. Systems of Categorizing Levels of Comprehension
8. LCs and Willingness to Communicate
9. Assessing LCs
10. A New Way Forward
11. Question Generation Revisited
12. Conclusion



## 1. Introduction

Many Japanese university English programs have actively embraced extensive reading of literature, at least in the form of graded readers, and are now exploring ways of implementing extensive listening in their programs as well. More ambitious universities, however, are seeking ways to develop these student-learners toward college level coursework (CEFR B2) with English as the Medium of Instruction (EMI). As more universities develop EMI programs, there will be a need for developing more robust pathways for the study of literature in English for learners who attend these programs in Japan. This means a profound shift in expectations—from English for general purposes to providing prerequisite content in English. Discussing literature in English can help Japanese students of English progress through at least three phases. First, for Japanese EFL students, engaging in LCs means stepping from receptive comfort zones into a liminal space where one's reading comprehension is measured through speaking. Second, an advanced English Medium of Instruction (EMI) literature course means leaving many domestic Japanese learners of English behind and engaging with international students of English (cf. Coleman, 2013). Third, advanced students preparing for study abroad benefit from a course in which phases of the foreign sojourn form a framework for selecting short stories (Lewis & Jungman, 1986). In these ways literary analysis and discussion leads to reading from the perspectives of other cultures and thus towards the capacity for international, mutual understanding, which is a common goal for university graduates. It is the expectation of the author that this longitudinal study will start as a one-semester project with CEFR A2 level learners, but then continue up through CEFR B2 level learners. In this way, this study will trace the development from extensive reading to intensive discussion of L2 literature.

Teacher training resources in extensive reading and LCs tend to emphasize a reader--response approach to literary discussion that affirms subjectivity of interpretation and is typically characterized by role-centered scaffolding for discussants like leader, summarizer, word master, passage person, connector, cultural collector, and artistic adventurer (Daniels, 2002; Shelton-Strong, 2011). These same authors describe the downside of role sheets, however, and suggest the use of reading response logs as better preparation for LCs. Recently, triangulated research methods have been implemented that can uncover the conversational techniques used by discussants and how these contributions relate to literary comprehension, while controlling for learner variables like motivation. Sevigny and Berger (2014) demonstrated that pre-intermediate English learners, even though reading level--appropriate graded readers, mainly generated discussion focused on literal--level structures of the text, but also produced some higher level, inferential, text--focused interpretations. These teacher--researchers suggest that providing routine--centered scaffolding of elements of story, in addition to the typical role--centered reader--response, may quickly promote shared leadership and efficiently build reading and verbal interpretation skills (Sevigny & Berger, 2014). This is important because English language programs are routinely under pressure from students, parents, and mainstream academic faculty to produce demonstrable results within the constraints of limited time and resources.

## 2. Research Questions

The research questions that guide the longitudinal study are reproduced here for both convenience and to help ensure that this literature review stays in alignment with the larger dissertation project.

1. What proportion of Hillocks and Ludlow's (1984) taxonomy types are displayed by the group of learners in each Literature Circle (LC)? Do these change over time?
2. In what ways do learners share leadership (for example, topic facilitation, initiating turns, completing thoughts, changing topics, and being inclusive)?
3. What learner traits and states affect the quality of LC engagement?
4. Do the learners become more fluent in their production over the eight LCs?
  - 4a. How do learners' forms of question generation change over the eight LCs? (And how can these learners' questioning styles best be categorized?)
  - 4b. What scaffolding techniques help the learners to generate better discussion questions?
5. What is the natural order for introducing literary and stylistic elements to EFL learners?
  - 5a. Which story and stylistic elements do learners successfully apply to graded readers consistently by the end of eight LCs?

### 3. Roots in the ESL Context

Literature Circles are simply groups of friends, students or colleagues who come together to discuss something they have read. The story of how this practice has spread throughout both L1 and L2 language-learning contexts usually begins in the 1990s in Chicago. Harvey Daniels describes convening a “loose confederation of colleagues working from kindergarten through college, in city and suburban schools around Chicago” (p.1). These teachers shared an interest in developing a best practice system for what they were calling book clubs or LCs. The participants in these early reading groups were mainly native speakers of all ages. Daniels' (2002) book, *Literature Circles: Voice and Choice in Book Clubs and Reading*

*Groups*, is the starting point for most practitioners who want to implement this kind of group. Daniels' methods are an important starting point to the discussion of LCs because in many ways, subsequent research and studies either use his language or are attempting to look at alternatives to his procedures. Daniels (2002) describes 11 key ingredients in a reading group:

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 as 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. (p. 18)

In addition to these elements, Daniels set out the first set of roles for group members that has been another typical starting point for teachers implementing LCs. The teacher would assign role sheets to members of each group and then rotate them in successive discussions (Daniels, 2002, p. 13). His basic roles included the following:  
Connector--connects what students read to their own lives, feelings, and experiences to the

day's headlines, to other books, and authors.

Questioner--wonders and analyzes where the text is going, why the characters act as they do, how an author evokes a feeling, and clarifies, challenges, and critiques.

Literary Luminary--returns to important sections of the text- to savor, reread, analyze, or share them aloud.

Illustrator--reminds the members of the group that skillful reading requires visualizing and invites graphic, nonlinguistic response to a text. Daniels (2002, 103)

Daniels lists the following roles as optional:

Summarizer

Researcher

Vocabulary Enricher/Word Wizard

Travel Tracer/Scene Setter (p. 103)

#### 4. Principles of ER as Related to LCs

With regard to second language extensive reading (ER), the most important landmark principles come from Day and Bamford (2002):

1. The reading material is easy.
2. A variety of reading material, on a wide variety of topics, must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader. (pp. 137-141)

It was soon after these standards were published, in the same year, that studies and reports of L2 LCs began to appear in the EFL context. Table 1 traces a number of studies and reports of EFL or ESL learner involvement in LCs.

Table 1: EFL LC Research Progress

	Daniels (2002)	Furr (2004)	Baurain (2007)	Mark (2007)	Williams (2011)	Sevigny (2012)	Sevigny, Berger (2014)
Context	Chicago public schools	Japanese Uni EFL	Vietnamese Uni/ Capstone lit course Content Lit	Japan Uni EFL	Japan Uni Content	Private Int'l High School	Japan university EFL program
Teacher Role	Not group member	Not group member	Not group member	Not group member	Not group member	Not group member	Not group member
Approach	Reader Response	Reader Response Literacy practice	Reader Response	Reader Response/Literacy practice All with same meta-organizer	Content-Based Reading Circle with Role Sheets	Harkness Method with rubric for ESL students	Structuralism Lit/ topical agenda
Text Selection	Ss choose, different groups read different books	Not stated how, but graded readers i-1 level	Selected by instructor	Ss	Not stated	By teachers	Limited choice through use of classroom book sets
Grouping	Temporary groups	Temporary groupings of 5-6	Permanent for semester groups of 6	Temporary at least 2 Ss	4 per group	6 - ish	Groups of four
Dominant Scaffolding	Students make notes while reading, Ss choose topics	Graded Texts, Individual Role sheets	Group Task Sheets	Journal Sheet for Notes	role sheets	rubric, reading notes	Reading Activity presentation s, question generation worksheet
Role/Task/ Topics		Indiv. Roles: Disc. Leader Summarizer Connector Word Master Passage Person Culture Collector	Group Task: Study Teach Artistic Meta Respond Write	Organizer: Summary Words Response Questions Reflections Group members Discussion warmers	Leader, Summarizer, Culture Connector, Word Master, Group Secretary	Leader, Mapper,	Leader, Commentator, Tech person, Mapper (All students asked to participate)
Evaluation	Teacher observation/Self Eval	Group Project/ Presentation	20% -as participation grade	Not stated	Not stated	Rubric	Not stated

Research Method	N/A	N/A	Note-taking on observed benefits/typed up after every class	Surveys pre-post for attitude towards reading/discussion	surveys	Insider interviews	Mixed methods
Findings		LCs are magic!	Groups chose names and developed strong solidarity, Tasks convinced Ss group work was effective, S's question generation moved from objective & closed to subjective & open over time, promoted learner autonomy, heightened reading interpretive abilities, Ss remained engaged, motivated	Positive change in attitudes and self-reports of increased reading speed and ability to find interesting/appropriately leveled material	students prefer role of group leader and culture connector because they can energize discussion. Summarizer and secretary summary of discussion takes work and takes away energy. Vocabulary not perceived as always useful/helpful and not taken up by group	Reading comprehension may not necessarily mean students will share in reading circles, especially in mixed NS/NNS groups due to personality issues.	Pre-Intermediate learners can ask a range of questions including those that draw upon inference level comprehension. The same learners have a difficult time explaining literal level aspects of story, however, which suggests a need for better scaffolding for summarizing

In 2004, Mark Furr attempted to draw together a framework for making LCs work in an EFL university context. Here are his ten components:

1. Instructors select reading materials appropriate for their population.
2. Small temporary groups are formed, based on student choice or the Instructor's discretion.
3. Different groups are usually reading the same text.
4. 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.
5. Groups meet on a regular, predictable schedule to discuss their reading.
6. Students use written or drawn notes to guide both their reading and their



discussion.

7. Discussion topics come from the students.
8. Group meetings aim to be open, natural conversations about books, so personal connections, digressions and open--ended questions are welcome.
9. The teacher serves as a facilitator, not a group member or instructor.
10. A spirit of playfulness and fun pervades the room. (pp. 2-9)

Essentially, Furr's list differs from Daniels' on numbers 1, 3, and 4. These reflect the need that EFL learners have for more guidance in selecting texts of the appropriate level. His point on number 3, however, actually raises a few questions. Why does he argue for all groups reading the same text? Furr points to the problem that most graded readers are set in historical contexts unfamiliar to his learners. Thus, after reading and discussing in small groups, the learners' interests were "piqued." He points out that if all the learners are reading the same text, the teacher can bring in other materials to develop background knowledge from the cultures and contexts that may have been obstacles for the learners. To take this one step further, giving students an option of two or three books with a set of common socio-historical background and study materials would be logical. Sevigny and Berger (2014) also found that setting and context of a story create reading difficulties not well encapsulated by the head-word system. That is, in spite of grading the vocabulary and simplifying grammar, foreign contexts still manage to create obstacles to these readers' comprehension. For a recent discussion of readability issues see Gillis-Furutaka (2015). Finally, on point 4, Furr points out there may be other comprehension--deepening tasks after discussion that would benefit students, whereas Daniels (2002) chiefly points the learners to their next book and

group. Furr's purposiveness may reflect added rigor desirable in a university context, as well as his need to address proficiency gaps of L2 learners.

Along with understanding some basic assumptions about how LCs should function, it is important to look at some of the benefits that LCs provide for learners of other languages. Shelton-Strong (2011) points out several benefits from his observations and interviews of students engaged in LCs. He reports students' perceptions of progress in reading and speaking fluency, leadership ability, cultural understanding, all within the context of a communicative task in which learners negotiate input and notice language in use. Baurain (2007) reports that his learners grew in their questioning skills. They started out asking more closed questions and towards the end of the semester were growing more comfortable asking more open-ended questions that did not have objective or factual answers. Baurain stresses that learners became more independent through the various tasks and interactions, as well as more collaborative.

Administrators, teachers, researchers, and students who have experienced, implemented, or studied LCs as a classroom task and learning process report a wide variety of benefits. The main thrusts of the arguments can be classified into developing independent learning skills, collaborative learning skills, increasing depth of comprehension in reading, and engagement in discussion. Table 1 summarizes the landmark articles regarding LCs, their approaches, and methodologies. If writing articles that present how-to frameworks for teaching are the first to emerge, then studies in which teachers survey their learners' attitudes about the methodology seem to be the second, followed by qualitative observation of learner behaviors in class, and then more in-depth, robust, multi-method investigations of such activities.

After Baurain, two more articles on LCs in Japan came out in 2007. Mark (2007) created a graphic organizer in which learners collected a summary, a drawing, questions, and reactions to the story, mainly because students in his program would not have sufficient time to meet and decide who would do which role. In order to make a stand-alone LC activity work, Mark did away with Daniels' role assignments. The result is an effective alternative to Daniels' (2002) role sheets that (problematically) prescribe limited cognitive functions to each group member: Mark's journal worksheet was the first report of someone in an EFL context not using the role sheets, and it clearly provided all students simultaneously with practice in a variety of standard reading and discussion skills.

In this regard, a problem with role sheets was reported by Baurain (2007) in Vietnam, as his learners found varying degrees of enjoyment from the varying roles they practiced in his "multitasking" approach to LCs. His learners reported that the "meta-tasks" which were worksheets more like that of Mark (2007) elicited more individual effort and discussion from the students. Williams (2011) surveyed his learners about their attitudes towards different roles and reported their favorites in order:

Group Leader 37%

Culture Connector 27%

Word Master 15%

Summarizer 12%

Group Secretary 9% (p. 70)

Students reported that some skills and roles, like the Group Leader and Connector, energize the group, while other functions tended to take energy, like summarizing and taking notes on how the discussion progressed (Group Secretary). His learners also reported that these different roles also took different levels of preparation work; for example, the summarizing

task took work and did not energize the group. The Group Secretary was mainly silent due to taking notes and had to summarize the discussion later, which was perceived as more work and less enjoyable. These feelings about individual roles did not, however, seem to dampen the overall enthusiasm for LCs on the part of the teacher or students (Williams, 2011, p. 74).

In a more in-depth study of LCs with native speaker, elementary school students, Young (2014) investigated predictors of quality contributions in LCs. Young (2014) points out there is no evidence in literature showing that discussion participants should be focused on one reading skill per discussion. In fact, from the articles cited so far, there are only methodological frameworks presented that prescribe the use of role sheets, which result in different skills being accessed by different group members, but there is no actual data yet that backs up their use. In fact, just the contrary has been suggested, namely, that dividing roles leads some learners to perceive other roles as more energizing and less onerous work, a parallel finding to Williams (2011) above. Young takes that lack of evidence to mean that learners should be able to access multiple reading and discussion skills at once. He points out that the research moved toward generating questions (Long & Gove, 2003) and tapping underlying comprehension strategies (Lloyd, 2004). Young's (2014) study used recording and transcription of LCs, coding questions and statements on a hierarchical scale of complexity, along with interview surveys and reading tests, to determine learners' "Big Five" personality traits and reading proficiency. Using multiple regression analysis, Young found that extraversion, higher reading proficiency, and lack of self-consciousness led to more highly complex contributions in discussion circles. Daniels' (2002) role sheets then, have received problematic reviews on several fronts: on a simply practical level (Mark, 2007), on a motivation level (Williams, 2011), on a logical level (Young, 2014).

## 5. Approaches to Literary Analysis

An important component of instructional design for LCs is the teacher's approach to literary analysis. Van (2009) outlines six approaches that EFL university teachers might take in the analysis of literature: New Criticism, Structuralism, Stylistics, Reader-Response, Language-Based, and Critical Literacy. The subjective Reader-Response approach tends to be most often associated with an atmosphere desirable for LCs. Most studies in the EFL context have been EFL courses at the lower level using Daniel's (2002) role systems, which would mainly fall into the reader-response approach. Furr (2004), who chose texts for the class and provided supplementary tasks to deepen comprehension of the social context, provided an approach that might fit with content-based teaching more than these literary approaches. Van eschews Structuralism as "less relevant for the teaching of literature because the EFL teachers and learners possess inadequate skills and knowledge to approach the text scientifically" (p.4). While this may be true in a strict sense, consider the findings of one literary theorist who contributed to the Structuralist approach. Propp (1928), who analyzed a large corpus of Russian folktales, characterized the most basic unit of narrative to be the acts of characters. Sevigny and Berger (2014) allowed groups of students to choose their books, but gave learners a routine of topics to discuss (plot, character, conflict, theme, setting) as a catalyst for question generation. These teacher-researchers claimed that the Structuralist approach provided topics like characters and events (key plot details) that helped learners to produce meaningful text-based discussion. The pre-intermediate learners, however, tended not to discuss setting, conflict and theme, even though they were on the agenda, which suggests that these learners either only wanted or were only able to talk about a subset of these elements. At the advanced level, however, learners easily engaged in discussion related to the same structural elements of text and could definitely discuss more complex stylistic aspects of

narrative. In my current advanced extensive reading course, learners at the CEFR B1+ level can easily handle a stylistic approach, analyzing narrative point of view, finding allusion, discussing symbolism, and recognizing some foregrounding and deviation. These various approaches to literature offer a rich spectrum of opportunities for teaching literature in the EFL context that deserve more exploration.

## 6. Scaffolding

Another concept essential to this study is scaffolding, which can be traced back to Vygotsky's Socio-Cultural Theory (1978) and Bruner's (1978) coining of "scaffold" to refer to a framework provided by a mentor. Vygotsky's (1978) *zone of proximal development* refers to how that mentor needs to be one step ahead of the learner's *zone of development*. With regard to language acquisition, Hatch (1978) argued that this is preceded by learning how to carry out conversation and then developing syntactic constructions. The dominant scaffold for facilitating the internalization of routines in LC training is the role sheet. The connection between routines and syntactic development has to do with the opportunity to repeat stock phrases with the addition of text-specific language. For example, the vocabulary master might learn a stock phrase like, "Did you notice the word ~ on page \_\_?" It seems plausible that Daniels' role sheets, with more specific language scaffolding, could help lower level learners to acquire such useful stock phrases. The assumption is that the role sheets make some of these cognitive moves more manageable for learners. Unfortunately, Daniels' (2002) role sheets tend not to provide the logical phrases that L2 learners would need to draw on. Shelton-Strong (2011) convincingly reviews the benefits of role sheets for the leader, summarizer, word master, passage person, connector, cultural collector, and artistic adventurer, but he also points out that over-dependence can lead to discussions becoming inauthentic (2011: 216). Daniels (2002) describes the advantages of modeling these roles with

a story the whole class reads together. It is important to note it is not just the LC that is important, but ideally there could be a cycle with baseline training, reading, and planning, then the LC, and then a feedback session, before starting another baseline session again. Daniels (2002) and Shelton-Strong (2011) alternatively recommend the reading response log or reading journal in which learners write down page numbers, paragraphs, questions, and comments. Sevigny and Berger (2014) suggest that providing a conversational routine for discussing literary elements might help learners to develop shared leadership more efficiently. If all learners in the LC are given the role of responding to a text, then a framework emerges with three cornerstones:

1. Routine (default agenda)
2. Roles (topic facilitation)
3. Response (adding, clarifying, questioning relative to each topic)

In this study, the routine is the “default” agenda for the LC. The roles roughly correspond to the story elements or topic(s) that each leader is expected to facilitate and possibly investigate through closer reading or research. For example, students reading Ernest Hemingway’s “Hills Like White Elephants” may assign one person to research about absinthe and Anis del Toro, while another researches the meaning of “white elephants” in (American) English and Asian cultures. The teacher may also suggest stylistic elements of interest for all students to investigate. As another example, a Summary Facilitator could encourage others to share plot sequences they liked, but this function should ideally be shared. The response refers to the shared responsibility that all members have in adding in their questions and comments as the learners navigate through the discussion. In this course, there is a preliminary meeting where basic information is reviewed from the text and then

deeper topics for discussion are brainstormed and group members are assigned to facilitate that specific part of the upcoming LC discussion.

Tsai (2012) points out that it is difficult to assess the relationship between reading and grammar acquisition. Considering the trend towards question generation skills as a dominant scaffold, at least the interrogative grammar development seems like it should be part of the overall research agenda. Young (2014) points out that moving toward question generation and away from role sheets makes sense so that learners can make use of multiple reading skills simultaneously. Similarly, Mark (2007) and Sevigny (2012) used systems in which all students were responsible for forming questions about the text and bringing them to the table.

## 7. Systems for Categorizing Levels of Comprehension

There are three different widely used systems for categorizing the depth or complexity of questions that can be asked about literature. Young (2014) used Costa and Kallick's (2000) three level system of questioning to teach learners to ask more complex questions. (It is worthy of note that there does not seem to be research that actually descriptively categorizes the types of questions that learners actually ask in an EFL context.) Costa and Kallick's (2000) three levels are elaborated below:

Level 1 Questions ask group members to name, identify, recall, or define. If not actually yes/no questions, these could be called 'semantically closed' questions as they require short answers without need for further processing.

Level 2 Questions- require information processing. At this level learners make analogies, compare and contrast, synthesize, summarize, analyze, or infer.

Level 3 Questions- elicit language output like evaluating, generalizing, imagining, judging, speculating, or predicting. (p. 6)



Young's students went through a discussion-training period where they learned how to ask these different level questions. The levels were considered independent and hierarchical, so increasing point values were assigned to contributions in discussion coded as such.

The second hierarchical system for coding questions is Bloom's (1956) Taxonomy. There are six levels, with Level I being the lowest and Level VI being the highest.

Level VI Creating: Generating new ideas, products, or ways of viewing things

Level V Evaluation: Justifying a course of action

Level IV Analysis: Breaking information into parts to explore understanding and relationships

Level III Application: Using information in another familiar situation

Level II Understanding: Explaining ideas or concepts

Level I Remembering specific information (p. 201)

It is interesting to note that Costa and Kallick (2000) in their "Three Story Intellect" taxonomy, have essentially simplified Bloom's taxonomy levels in three basics: input, processing, and output. The lowest level of Bloom's (1956) Taxonomy, then corresponds to their lowest story of intellect. The second "story" of intellect "processing" corresponds to Bloom's (1956) levels II, III, and IV. The third, or highest story in Costa and Kallick's (2000) system is Bloom's (1956) levels V and VI. Young (2014) and his research partner scored 0.79 for inter-rater reliability in coding their literature circle transcripts, and then reached 100% agreement through their own discussion of the instances of disagreement in their coding of the transcripts.

A third system for coding is Hillocks and Ludlow's (1984) taxonomy of skills related to the comprehension of fiction literature, which they split into two major levels: literal questions and inferential questions. These are further broken down into seven increasingly complex categories. These teacher--researchers used Rasch modeling to show that the categories in their scale are both taxonomically related and hierarchical from easiest to hardest (Table 1). Many pre-intermediate L2 learners, even when reading level-appropriate graded readers, struggle to articulate literal-level meanings at first. In the process of explaining the literary elements, along with the learners' questions and comments about the story, these readers produce a variety of comprehension levels of fiction. Knowing what levels and topics learners can handle leads toward better design of scaffolding, lessons, and curriculum.

Table 2. Hillocks and Ludlow's (1984) Taxonomy of Skills

Level	Hillocks and Ludlow (1984) Skill Category	Explanation
<b>Literal</b>	<b>Basic Stated Information (BSI)</b>	Questions of this type refer to information that is central, stated explicitly many times, and implied as well.
	<b>Key Detail (KD)</b>	Key details happen at important points and have some causal relationship to what happens later. They may appear more than once, but not as frequently as BSI.
	<b>Stated Relationship (SR)</b>	The reader must locate the relationship that is said to exist between at least two pieces of information: two characters, two events, a character and an event. This is usually stated directly, but usually only once [explicitly].
<b>Inferential</b>	<b>Simple Implied Relationship (SIR)</b>	Questions of this type are similar to SR with the important difference that causes and relationships must be inferred.
	<b>Complex Implied Relationship (CIR)</b>	Questions of this type require inferences based on many pieces of information. Their complexity arises from the fact that they involve large numbers of details that must be dealt with together. Questions about causes of character change, for example, involve relating details of personality before and after change.
	<b>Author's Generalization (AG)</b>	Every work of fiction reflects certain abstract generalizations about the nature of the human condition...Questions of author generalization contrast with those of CIR in that they deal with ideas implied about the world outside the text.
	<b>Structural Generalization (SG)</b>	Questions of this type require the reader to explain how parts of the work operate together to achieve certain effects...a SG question must first require the reader to generalize about the arrangement of certain parts of the work. A question that asks about two or more uses of a scene in a story is an example of this kind of question.

Hillocks and Ludlow's (1984) taxonomy levels offer clearer correspondence to what was present in the original text, and thus might represent a better taxonomy for text referenced questions and comments. Costa and Kallick's (2000) system, however, might be better for

coding some of the ways that learners connect themes with their classmates' background knowledge as they interact with each other in the discussion. It might be worth taking a given transcript of an L2 LC and coding it with both systems with two raters in order to determine which system produces more reliable coding. Either way, coding book discussion transcripts is a time-intensive process as it involves detailed knowledge of both source texts and the careful interpretation of the LC discourse.

In addition to coding systems for literary comprehension or depth of questioning text-based content, there may be a need for descriptive coding of the other moves that members of LCs make in discussion. The conversational techniques that learners use to share turn-taking, disagree, add points, and so forth are all deserving of descriptive coding in order to feed into scaffolding design.

Sevigny and Berger (2014) used Hillocks and Ludlow's (1984) system to code L2 LC discourse. In their study only one author coded the discussion transcript, and they did not employ a point system for scoring the quality of verbal engagement as Young (2014) did in his study. Sevigny and Berger (2014) did compare the comprehension skills of pre-intermediate and advanced learners, however, to determine the frequency of reading comprehension skills most engaged in by the learners at these levels. One possible way forward for Sevigny and Berger might be to simplify the coding system from seven levels as in Hillocks and Ludlow (1984) to a three or four level system as in Costa and Kallick (2000). For pre-intermediate learners, the lack of sharing key details in summarizing raises some questions. First, while key details are a literal comprehension skill and a lower story intellectual pursuit according to the Costa and Kallick (2000) coding system, it does not necessarily make them less important for EFL learners. If a learner does not have a clear understanding of basic literal aspects of a text, she cannot make nuanced conjectures about

other details. Here is an essential difference between L1 and L2 LC research. It is essential for waystage learners of English to first master the ability to describe literal level story elements and re-tell the basic events of the story in a simplified summary.

Another area where it is interesting to compare Sevigny and Berger (2014) with Young (2014) is in the area of learner variables. Sevigny and Berger (2014) have adapted a Japanese version of Guthrie, Coddington, and Wigfields' (2009) reading motivation profile. Guthrie, Coddington, and Wigfield (2009) provide an interesting way to control for the overall motivation profile of a group of learners. In their study of Caucasian and African-American fifth-graders, they created a survey tool to measure factors including intrinsic motivation for reading, avoidance, self-efficacy and perceived difficulty. They used factor analysis to analyze the survey constructs and found intrinsic motivation and avoidance (of reading tasks) to be independent from each other, and thus created a four-quadrant reading motivation profile system (Figure 1). The four quadrants are avid, ambivalent, apathetic and averse, depending upon the positive or negative truth table constituents contributed by intrinsic motivation and avoidance. That is, if a learner has positive intrinsic motivation and negative avoidance, then she falls into the avid reader profile, i.e., she loves reading and does not tend to put it off. If a learner has positive intrinsic motivation, but positive avoidance, then she is an ambivalent reader. In other words, she really loves to read, but finds that other activities tend to rank higher on her priority list...

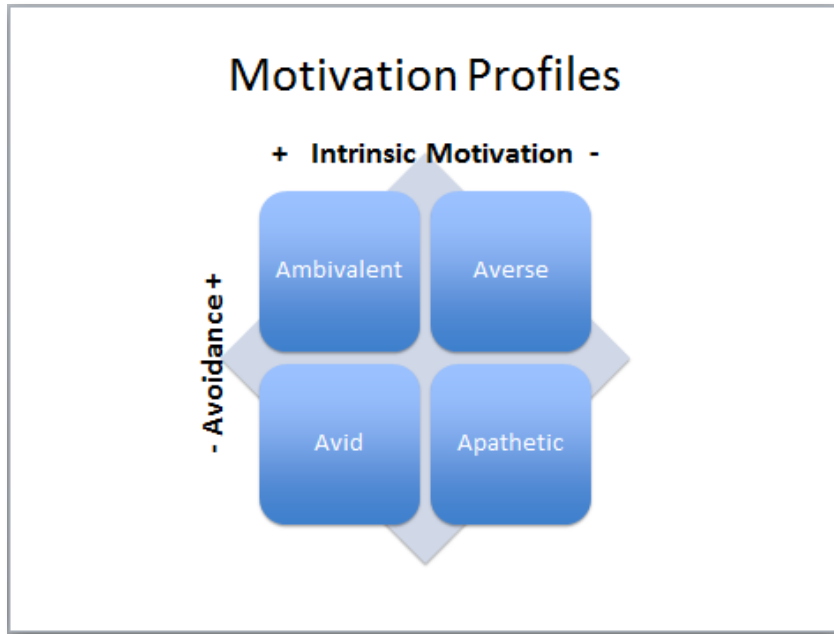


Figure One

Sevigny and Berger (2014) surveyed these classes anonymously online, not requiring learners to name themselves. The weakness in this procedure is that statistical tools like regression analysis with regard to individual learner traits cannot be employed. In this regard, Young’s (2014) system of interviewing each participant with the “Big Five” personality survey provided much more useful data, although Gosling, Rentfrow, and Swann’s (2003) ten item inventory of the Big Five personality traits may be less accurate considering the brevity of the instrument. Young pointed out that other research had found that learners did accurately self-report Big Five personality variables using the shorter ten-item form (Measelle, John, Ablow, Cowan, & Cowan, 2005).

#### 8. Literature Circles and Willingness to Communicate

Perhaps one of the most important theoretical frameworks with potential for informing research on L2 LCs is that of Willingness to Communicate (WTC). The landmark article by MacIntyre, Dornyei, Clement, and Noels (1998) set out a conceptual model relating variables

that affect WTC by distance from the actual moment of communication (top of the pyramid). The layers do not create a scale, but rather attempt to account for as many psychological, linguistic and communicative factors as possible. These six layers of variables that start with the moment of communication at the top of a triangle as layer number one and then five subsequent, subsidiary layers with the second layer being WTC, the most situation-based context to less situational and more enduring influences that are less immediate. In order to conveniently condense a very lengthy and complex analysis, I have created a table (Table 3) that references the layer number, the motivational variable, and the behavioral/situational dichotomies important for LC teachers and researchers to consider. These authors, in framing this concept, hoped to “move beyond linguistic or communicative competence as the primary goal of language instruction” and towards a model “proposing WTC as the primary goal of instruction” (MacIntyre, Dornyei, Clement & Noels, 1998; 545). Certainly, active participation in a literature circle is evidence of WTC and a wide variety of knowledge, skills, and other factors, so it is important to keep these variables in mind. As this will be a longitudinal research project, there will be opportunities through the use of surveys and semi-structured interviews to investigate factors related to WTC over the course of the intervention period.

Table 3: Willingness to Communicate and Literature Circles

WTC Layer (MacIntyre et al. 1998: 547)	Motivational Variable(s)	Considerations for LC teaching and Research: Behaviors and Dichotomies/Coninua
Layer I: Communication Behavior	L2 Use	WTC is clear once language use begins. In other words, spoken interaction is evidence of motivation, and thus, more speaking suggests greater motivation. Pre-verbal sounds may fall somewhere between layer 1 and layer II.
Layer II: Behavioral Intention	WTC	Non-verbal signals of WTC such as hand-raising or eye-contact LC turn-taking rules necessary to ensure inclusivity. +/- Systematized turn-taking
Layer III: Situating Antecedents	Desire to speak with a specific person; State communicative self-confidence	a. Specific Person +/- physical attraction +/- frequently encountered +/-perceived similarity b. State Self-Confidence +/- perceived proficiency +/- anxiety, +/- read the book +/- habits of mind and routines
Layer IV: Motivational Propensities	Interpersonal M; Intergroup M; Self-Confidence	a. Interpersonal Motivation +/- hierarchical control +/- dominant conversationalist b. Intergroup Motivation +/- mixed L1 background +/- attraction for other L1 group c. Self-Confidence +/-perceived self-confidence
Layer V: Affective- Cognitive Context	Intergroup Attitudes, Social Situation, and Communicative Competence	a. Intergroup Attitudes + Integrativeness (desire to identify with target community), - Integrativeness (fear of assimilation) b. Social Situation Participants, setting, purpose, topic, channel of communication +/- same gender grouping +/- homogeneous proficiency +/- background noise +/- face to face +/- clear purpose +/- topic facilitation +/- teacher present c. Communicative Competence +/- reading proficiency +/- speaking proficiency
Layer VI: Social and Individual Context	Intergroup Climate; Personality	Big 5 Personality Survey short format (Young, 2014) +/- scale for each trait: extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences.



Many of the factors presented in Table 3 will be controlled for in the research design and selection of participants in the LCs, and thus, these variables will need to be discussed in more detail in the research design section of this dissertation. The discussion below contains some added discussion of the most important variables and dichotomies presented in the MacIntyre, Dornyei, Clement, and Noels (1998) article.

In LCs, nonverbal signals of WTC may not always be clear and are also partially dependent upon the members' cultures. Further, even within cultures, participants will have varying propensities to control the conversation, and thus it is imperative that LCs have a clear system for managing turn taking. Law's Mutual Invitation Protocol ([www.kscopeinstitute.org](http://www.kscopeinstitute.org)) is one such technique, developed to hand over the power of turn designation to the participants. This simple technique works simply by having the facilitator inform participants of the rules. These are simply that the facilitator chooses the first speaker, and if that person does not have something to share, he or she can say, "I pass" and call upon another member of the group. That member can then share, and then call upon another member of the group. Brookfield (2005) points out that this system works particularly well because often students know which fellow students might best be able to answer a specific question. While this is a good starting point for LC turn taking, additional norms will be desirable. First, speakers might direct a question to another individual as in mutual invitation protocol, but might also direct a question to "the table," that is, to *anyone* who might want to answer the specific question. This then creates the situation where two or more group members need to read each other to see who will answer. This is a more advanced situation, as a less dominant student may now be in competition with a dominant one. For more advanced LCs, a third scenario is to let groups blend mutual invitation with free discussion--so one member of the LC can interrupt, or insert a comment into an

available pause. Through this type of graduated invitation to free progression, students can enjoy freedom to share and learn skills of inclusivity.

Many of the issues in the third layer, “Situating Antecedents” could be discovered through the use of introspective interviews. After sharing my dissertation proposal with Ema Ushioda (E. Ushioda, personal communication, June 6, 2015), she suggested I videotape the LC discussions, so I could then show individual participants the video and interactively pause the video in places to discover the learners’ thoughts or feelings at a particular time during the discussion. If there are interpersonal problems with another group member, or the learner has not actually prepared adequately, such an interview would easily uncover many possible underlying states, provided that the interview is completed while the reading and activity are still fresh in the learner’s memory.

At the same level of strength is “state communicative self-confidence.” MacIntyre, Dornyei, Clement, and Noels (1998) refer to this variable as being constituted by a) perceived competence and b) lack of anxiety. Most importantly in this section, the authors point out that unpredictable situations, or those rarely encountered, would be detrimental to WTC because “the speaker would be uncertain of his or her ability to meet the communicative demands present at the moment” (549). This points to the need for routine and regular patterns of practice aimed at forming positive habits of mind. This need for predictability also supports the idea of giving learners practice in presenting literal level comprehension of texts in a “different book discussion” where more control over the presentation before experiencing LC formats where literal and inferential levels of comprehension are more randomly drawn upon. These authors, in discussing Layer II, WTC, report the “Theory of Planned Behavior” put forth by Ajzen (1988), who claimed that “the most immediate cause of behavior is the intention to engage in a behavior and the person’s

actual control over his or her actions” (As reported in MacIntyre, et. al., 1998: p. 548). The fact that previous researchers put this idea in the layer immediately prior to behavior suggests that while state self-confidence may start with perceived competence, its effect moves upward in the hierarchy. The principle that routine and practice result in greater self-perceived competence points to the great importance of clearly designed planning scaffolds for discussion. Naturally, having done the reading and being prepared for discussion is a state self-confidence issue. Learners could be asked to self-assess their readiness to introduce the characters of a story and their relationships, for example, and then self-assess their readiness to verbally summarize their stories for classmates, or to self-assess the interest level of his or her discussion questions. Teachers can control for this by checking learner’s reading logs or worksheets, giving students a baseline quiz, or asking display questions, for example.

The second variable related to state self-confidence is lack of anxiety, which might best be explored for LCs by investigating what causes anxiety in group discussions. There may be many causes of anxiety, but these issues can be known through introspective interviews as stated above. One important factor for LCs is listening anxiety. Vogely (1998), surveyed 140 college level learners of Spanish, and found that listening anxiety was caused by a variety of both input characteristics and processing factors. The former included the nature of the speech (speed, accent, enunciation) level of difficulty, lack of clarity, lack of visual support and lack of repetition. The latter included inappropriate strategies (bottom-up instead of top-down or vice versa), lack of processing time, not knowing how to prepare for listening, and the “one-shot” nature of listening.

On the contrary, one could also experience anxiety in failing to express herself clearly. Some LC members produce utterances that are not too fast, but are

incomprehensible for other reasons. For example, the utterance draws upon unfamiliar background knowledge, or the speaker's contribution is ungrammatical, pronounced incorrectly, or the utterance is interpreted in a way not intended. There may be other reasons why learners have anxiety in a LC. MacIntyre, Dornyei, Clement, and Noels (1998) suggest that interpersonal tensions between two students could cause anxiety. There could also be intrapersonal problems, for example, health issues, or other cognitive issues, like losing one's train of thought, for example. In LC discussions there is also the issue of topic sensitivity. Some topics are more or less comfortable than others, or may be charged with emotion, or offensive if handled improperly.

With regard to the fourth layer, "Motivational Propensities" the most important issue in my view is what Coleman (2013) calls the *middle* circle. This is the stage when learners from the same L1 background begin to mix in class with learners from other L1 backgrounds. Nishikawa (2015) studied mixed L1 background discussion circles and reported that the most successful LC facilitators were the most skilled at being inclusive. It would be plausible for some Japanese L1 learners of English to feel dominated by students from more verbally dominant L1 backgrounds, and if there are mismatches in proficiency, this force could very easily be magnified.

The fifth layer is comprised of three parts: Intergroup Attitudes, Social Situation, and Communicative Competence. Intergroup Attitudes is a variable that delves more into the deeper attitudes like integrativeness (the desire to identify with the target community) and the contrary (fear of assimilation). In addition, positive motivation and attitudes can come from a personal history of enjoyed experiences in the L2 or with the L2 culture, and thus, perhaps most important is making language learning as pleasurable as possible, in order to help learners develop more positive intergroup attitudes.

The next component of this layer is the Social Situation. Actually, a LC is a very specific Social Situation in which participants are classmates and relatively similar in many ways. This variable, however extends far beyond classroom language teaching to situations of great power-differential, or great social distance, or where cultural norms constrain speaking (such as during a church sermon). Thus in addition to relationships, the setting, purpose and channel of communication also influence WTC. Next, the *Topic* (of conversation) for LCs is one that requires further elaboration. Sevigny and Berger (2014) propose that a topical agenda could create a routine for LCs that would help to promote shared leadership. MacIntyre, Dornyei, Clement, and Noels (1998) also suggest that topic expertise with regard to register (p. 554) could significantly affect self-confidence and thus WTC. “This is another reason why literature—especially accessible and reasonably modern fiction, of which there is no shortage (!)—is one good basis for language development. Who is the ‘expert’ on Hemingway’s ‘Hills’? In general, and as long as it is not too esoteric and requiring of specialist knowledge, literary fiction is something that all of us (or none of us) can be expert about (M. Toolan, personal communication, December 2, 2015).” This principle provides further support for allowing learners to self-select certain subtopics to lead during the LC discussion.

The last important variable from the final layer is Personality. This layer gets more into traits rather than states, and like Young (2014), MacIntyre, Dornyei, Clement, and Noels (1998) introduce the “Big Five” personality survey as a taxonomy of the most basic, independent personality traits that include extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences.

## 9. Assessment Issues for LCs in the EFL Context

Little by little, integrated skills tests are getting cheaper and easier to implement on a regular basis. This is an important time in language education, as we see in the development of

infrastructure that allows for computer-adaptive proficiency and diagnostic testing of the four modes (listening, speaking, reading, writing) and two main language systems (grammar and vocabulary). What the implementation of tests like the Pearson Progress can mean is actual progress in language development in countries like Japan. The simple reason is that if something is not tested, it is generally not funded, or it cannot be used to meet funding requirements. This means we are on the verge of seeing more programs evolve with integrated skill courses, which inevitably can lead to more authentic communicative competence.

Unfortunately, there are few studies that shed light on how to assess text-based discussions. Furr (2004) had students complete summary projects and present them (apparently), but there was no mention of how that translated into a grade. Baurain (2007) discussed how in Vietnam, most all the grade had to come from traditional examinations and had to relegate all the discussion work to a component of the participation grade. To his credit, Baurain used ethnographic note-taking to record his observations on two questions during class time. He then carefully summarized his observation notes after every class. While each teacher-researcher who reported findings undoubtedly had some method of grading, there have been few reports of how this was accomplished. Daniels (2002) did say that evaluation was accomplished through a combination of self-assessment and teacher observation, which rings true for me, as well.

I developed and reported on a rubric for text-based discussion in Sevigny (2012) which is available online. This rubric was originally used in advanced ESL context classes in a private high school in the United States. One of the reasons I titled that piece “Extreme Discussion Circles” was definitely because my learners would face text-based discussions in mainstream classes evaluated in the same way, and those discussions would be in mixed ESL and native speaker groupings--Coleman’s (2013) *outer* circle. As this was a small program, I

was very aware of my most gifted students' responses to the "Harkness Method," and I used insider ethnographic interviews to understand their feelings. These students often were afraid to join in discussion with native speakers because they felt afraid adolescent native speakers would judge them for their grammatical or pronunciation mistakes, misunderstand their meaning, or simply ignore their comments. Indeed, Nishikawa (2015) created an extensive reading discussion facilitator-training program in which she trained TAs to act as LC leaders. She found that learners in groups where the TAs could practice the best inclusivity and promote shared student leadership produced the most success in terms of speaking fluency gains.

There are barriers to assessing spoken discussion that have strands in the actual cognitive psychology of learning, too. One of those barriers in spoken assessment comes from the paradoxical tension between Krashen's "monitor" and "affective filter" (Krashen, 1982). Students feel self-conscious about making mistakes. One of the most effective ways to free students from this fear is to take away the perception of being tested or evaluated. This freedom from fear allows for a safe place for students to start producing language. In fact, the landmark "how to" article for Extensive Reading, Bamford and Day (2002) sets out some of the ways to decrease the affective barriers to reading and discussion. One of the main ways to increase reading fluency and speed is by helping students read books they choose themselves, at an i-1 level, *without the fear of being assessed* afterwards.

Herein is the problem that comes from within. How can we prove that extensive reading and discussion is effective if we cannot assess our learners without transgressing our own tenets of teaching? There are a growing number of teacher-researchers who are chipping away at some of these tenets that are not working in contexts such as Japan, where we need objective, reliable, measurable results in order to affect the macro-social changes

that will result in creating better programs for our teachers and learners. For language teachers who support extensive reading and discussion, the challenge is the need to create tools for formative and summative evaluation of learners' progress with regard to reading fluency, comprehension, speaking fluency, and critical thinking skills.

#### 10. A New Way Forward

The finding from Sevigny and Berger (2014) that speaking fluency and basic story-retelling needs improvement at the literal level led me to reconsider one of my previous assumptions about LCs, at least for pre-intermediate students. Since our students are often just being introduced to Extensive Reading (ER) for the first time, our learners need to learn where to find interesting books at the right level for them. I went back and reworked the graphic organizer that Mark (2007) presented. In the Spring of 2015 I thought perhaps students could complete simple synopses of graded readers. The students could each read a graded reader and take an Mreader quiz before the discussion. Then each student could complete a graphic organizer (synopsis) and prepare to give a three-minute verbal summary of his or her book. The students could meet in a group in which four or five students had all read a *different* book. This would completely go against Daniels (2002) principle of reading common material, but would support the idea that each learner chooses his or her own book. The students would listen to each others' summaries and ask clarification questions. The students would also receive training on question formation for these discussions. Teachers could then require students to perform either timed written or digitally recorded verbal summaries of their stories. Those who failed their Mreader quizzes would be encouraged to read more carefully or choose slightly easier books the following week.



This *different* book LC design would place all learners on the same playing field. The fact that learners tend to envy their classmates who have the energizing and easy roles could be replaced with a system where they all know they have some work to do and will need to present their work to their classmates. In fact, this approach to LCs could spawn a whole new class of graded readers, designed to help develop a basic productive vocabulary that contains the most frequently spoken words, phrases, and idioms. To put this opinion into perspective, it is helpful to look at the Common European Framework of Reference Standards for the A2+ that are relevant to succeeding in LCs. First, waystage learners, or A2 level learners, are not yet independent learners. Hence, this is a perfect time to introduce them to the graded reader section of the library and teach them how to choose books independently that are both level-appropriate and interesting. Second, an opportunity to relate a fluent account of a narrative in linear time would be a low B1 level task, but when heavily scaffolded and routinized over a semester, these A2 learners receive much practice producing a variety of language on the way to this goal.

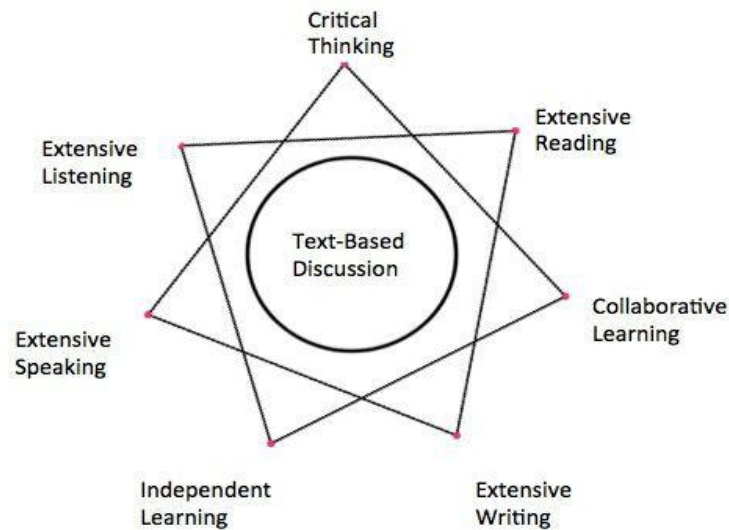
In the fall of 2014, we sought to implement a rigorous independent learning program for pre-intermediate learners following autonomous learning theories of motivation. We believed that if we could help align each learner's long-term goals with his or her small language learning goals, we would improve overall motivation for language learning. Our team worked together to create a large packet for teachers and students to conquer during the semester. It proved to be a foolhardy endeavor at the pre-intermediate level as teachers, inexperienced as language advisors, worked to create an individualized learning plan for each and every student in his or her course, with most learners completely unable to formulate workable plans. Teachers groaned and the semester ended with a large group of teachers reporting to be demoralized by an overly ambitious project, the fruit of which was

not worth the energy required by teachers. It was impossible for teachers to know enough resources on enough topics and how to break the information down into reasonable tasks for each and every learner to accomplish on a weekly basis.

Teachers and students were begging me to make this initiative “go away.” Further, my intuition was telling me that spending so much community time explaining and understanding autonomous study time seemed a poor use of resources. My response to this was the creation of a new framework for pre-intermediate learners in our program. The framework I designed is based upon three basic learning skills:

1. Critical thinking (Question generation for clarification and connecting)
2. Collaborative learning (Language for presenting and sharing turns)
3. Independent learning (Skills for finding interesting, level-appropriate listening and reading materials online and in the school library)

Based upon the evidence from Sevigny and Berger (2014), it was clear that pre-intermediate learners (A2/A2+ level learners) had trouble comprehending and articulating literal level elements of texts. Knowing that our learners’ listening comprehension lags behind their visual (reading) comprehension, I felt certain that having learners introduce different listenings and books would provide an important field for developing fluency in articulating and building these essential comprehension skills in listening and reading. Seeking to create a more balanced and reasonable set of objectives for these learners, I envisioned seven points interacting with each other as in the following image.



Sevigny's Extensive Learning Heptagram

This image captures the inter-related balance of multiple skills in my curricular plan—not only the academic skills mentioned above, but also the four language skills of listening, speaking, reading, and writing. Furthermore, it shows that text-based discussion is the nexus around which this system is set to revolve. There is yet a further layer of factors that this extensive learning program encapsulates taken from Dornyei, Directed Motivational Currents theory and Swales' (1990) idea about speech communities creating a centripetal force that pulls one into the fabric of a community. This model is crucially underpinned by an on-site, face-to-face model of education—the traditional classroom. The idea is that face-to-face meetings with peers in this model create social motivation—from students meeting together at the end of each week to spend time in discussion. Note that reading and listening alone cannot generate communal force until interaction is created through speaking.

As I prepared the extensive learning program in March of 2015, one important factor was how to incorporate independent learning at an appropriate level for our A2 level learners. There seemed to be consensus that students could use websites like English Language Listening Laboratory Online (ELLLO) as a starting point for self-selecting listening materials. With regard to extensive reading, our library had been purchasing graded readers in large numbers over the past few years, but we did not have enough book sets to allow students to self-select books in groups in order to discuss common books. In fact, I had designed the discussion scaffolding for my discussion program so we would have students discuss the same books, even though I had seen the wisdom of *different* book discussions. That is, each student would have the same amount of summarizing responsibility and they could each choose their own book. But, when I introduced the task, I suggested that teachers use digital versions of stories with accompanying audio recordings so the students could listen and read at the same time. I remember at our first teacher meeting giving the teachers the choice to do same book or *different* book discussions. To my surprise, the teachers almost unanimously supported having them introduce *different* books to each other.

Teacher A. recalls teaching the students just prior to the beginning of spring 2015 term in pre-enrollment schooling (A1 level at that time). She had tried same book discussions with them and the task did not work. They just did not talk. She perceived the silence to stem from a lack of authentic communication gap between them. “We just read the same book. What is there to talk about?” was the way she put it.

Teacher B. also chose different book discussions. He, however, had a different reason. He felt if they did not choose their own books then they would not likely have the motivation to read them, power through both the Mreader quiz and pre-discussion worksheet.

The Mreader quiz was a way to ensure students are learning to choose level-appropriate readers by ensuring minimum comprehension.

Teacher C. did his first book discussion on *Big Hair Day* (Johnson, 2010) as a same book discussion. He saw that the students were not ready to get deeper into the text. His goal was not to get them deeper into the text but to get them talking about the topic. For him, extensive reading is just a touchstone to verbal communication practice. The rest of the semester, he stuck with different book discussions. There was also an influence from extensive listening discussion as it got everyone in the routine for both extensive learning in general. One problem was that they sometimes filled out the wrong worksheet—listening for reading or vice versa, but the worksheets were so similar no one seemed to notice. This similarity in planning was intentional from Dornyei, Henry, and Muir’s (2016) concept of Directed Motivational Currents concept of “Motivational Autopilot” or “Nonconscious Self Regulation” (Dornyei, Henry, and Muir, 2016: 83).

Teacher D. differed from the other teachers in that she has a deeper interest in reading research. She, like me, was not sure what was really best, and she committed to assisting me to record triads of students as they participated in different book discussions and then same story discussions. We recorded those discussions and photocopied their pre-discussion planning worksheets in order to take a more in-depth look at the qualities of these discussions. There is a paucity of good data for making these decisions, but there are several clear reasons for discussing different books, at least for a good series of discussions at the A2 level: learning which publishers and levels of books are appropriate for a given learner, practicing connector question generating skills to help to draw classmates into a more general discussion that activates general background knowledge, and finally, asking clarification

questions to classmates about what they are talking about—to be sure that they are speaking clearly, and that their classmates are listening carefully. Soon enough, however, the time will come when learners are faced with slightly more intensive reading challenges where it is necessary for learners to be able to engage in discussion regarding a common text (in English).

### 11. Question Generation Revisited

Chou (2012) investigated the effect of keyword and question generation skills on learners summarizing skills in a Taiwanese University EFL context. She had 111 learners take a pre-test on summarizing; then each learner chose eight articles related to topics being studied during the semester and filled out a worksheet that required them to identify at least three keywords and then write five (wh-) questions (who, what, where, when, why, and how) about the article. The learners chose articles to work on together or worked individually (M. Chou, personal communication, November 27, 2015). She found that these learners, both at the A2 and B1 levels, reported that these two strategies had helped them in composing written summaries of articles in English. She also found that these learners' grades increased over time with the use of these strategies. The question generation strategy taught was the (5Wh-questions + How) technique. These two strategies were employed through a worksheet or scaffolding completed while reading and before writing a summary. Sixty-eight of the total 111 participants agreed to be interviewed. While these interviewees were positive about the effect of keyword strategies on vocabulary acquisition and summarizing, the main point here regards their impression of the question generation strategy. Chou reports:

All but two interviewees (94.4%) from the lower English group, compared with 25 out of 32 (78.1%) from the higher English group, said that writing 5W1H questions helped them narrow down important and relevant information, which made it easier for them to organize the summary in a logical and systematic way; this was the intended effect for both groups. (Chou, 2012, p. 38)

The journalist (5Wh-questions + How) approach to question generation tends to be a fairly common one for non-fiction stories or articles. However, for different book or listening discussion question generation in our program, the learners start with two kinds of questions. The first are questions that connect their classmates' personal experiences with the topic. The second kind of questions are comprehension questions about their summary and review of the book.

For common book discussions, connector questions are one type, but then learners are instructed to record their authentic questions about the text that occurred to them while reading the book (Sevigny & Berger, 2014). Young (2014) trained third-grade native English speaker students in the Costa & Kallick three-story question typology. The great range of questions encapsulated by the Costa & Kallick system would not transfer to an L2 situation at the CEFR A2 level. It would certainly be worthwhile to research a variety of question generation strategies, each with different purposes, to see what learners at various levels can do. There is the possibility of asking grammatically simple questions that are very difficult to answer, "Why is the sky blue?" and conversely, the possibility that learners do not know how to formulate other questions with rather concrete answers.

## 12. Conclusion

This preliminary journey into the learning of L2 literary analysis has introduced several facets important to a curriculum design that supports literary study in the EFL context. First, at the A2 level, there is a need to build learners' skills in basic reading, library use, and familiarity with basic question generation for connecting and clarifying information with classmates from discussion. These basic needs, along with a need for more structured ability to provide a brief summary of the literal content of the text, appears to support a time for these learners in Japan to be part of *different* book discussions, although more research is needed to truly bear this out. Different book discussions seem to produce a more “level playing field” for L2 discussants, as each member has the same range of cognitive tasks to accomplish at each meeting, and this seems to be a step up from the inauthentic limitations of Daniels' (2002) role systems. There also appears to be a synergistic, comprehensive framework of extensive listening and reading developing in the current EFL research community that is bringing the same sort of discussion together in both veins at the A2 level. In summary, there appear to be five actual levels of L2 literary analytic development in the EFL context:

1. The pre-independent “book shopping and different book sharing” phase (CEFR A2)
2. The more independent “question generator and same book” phase) (CEFR A2+)
3. Authentic short story, story element response phase (CEFR B1)
4. Beginning to explore stylistic elements related to stories phase (CEFR B1+)
5. Reading short stories and novels from different cultural perspectives phase (CEFR B2)

A further layer of complexity arises when learners move from Coleman's (2013) *inner* circle to the *middle* circle and then to the *outer* circle. These two transitions—from *inner* to *middle*



and from *middle* to outer *outer* circle would be necessary in order to determine where these transitions best fit in the levels above. *Outer* circle LC involvement could be a shock, however, unless it was carefully designed to be inclusive due to the great disparity in proficiency, even between B2 and C2 CEFR levels. This literature review has attempted to lay a broad foundation for selecting phases and levels of development for researching LC development. In subsequent studies, I will propose forms of intervention that may speed learners through some of these phases.

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Modular PhD in Applied Linguistics

Module Two:

How Role-Based Literature Circle Scaffolding Shapes L2 Production

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## **Abstract**

*This pilot study examines the quality of literature circle discussion contributions produced by pre-intermediate EFL students at a mid-sized, private Japanese university. Six standard role sheets (Discussion Leader, Summarizer, Word Master, Connector, Passage Person, and Culture Collector) developed for the Oxford University Press Bookworms series elicit literature circle (LC) discussions. Qualitative and quantitative procedures were combined to explore the qualities of language elicited by each of the role sheets in a semester-long longitudinal study of eight reading groups. While being Mixed Method Research (MMR) (Brown, 2014), the study is underpinned by Grounded Theory (Corbin & Strauss, 2008), Communities of Practice (CofP) (Lave & Wenger, 1991), and Naturalistic Study of Reading (NSR) (Peplow & Carter, 2014). All members of three university EFL classes received an Oxford Bookworms Club reader and read six stories over the fall semester, 2016. Students rotated roles within each of the eight groups. After one practice discussion the next five discussions were recorded, yielding a total 39 recordings of 20 minute discussions. A literature circle motivation survey administered at the semester's end allowed control for Willingness to Communicate (WTC), Intrinsic Reading Motivation (IR), and self-efficacy for literature circle discussion (SE). Learner TOEFL ITP scores, combined with attitudinal data, allow for intentional selection of reading groups and for tracing the language development of individuals and motivational profiles. The following themes emerged regarding contributions elicited by role-based scaffolding: improvised vs. planned vs. unprepared, monologic vs. dialogic, on-task vs. off-task, intertextual references, and evaluation. The findings suggest several adjustments to the Bookworm scaffolding, likely to improve its efficacy, merit consideration and testing.*

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## Introduction

This study examines language elicited by role-based scaffolding for L2 Literature Circles (LCs). In this study, the roles come from Furr's (2007) Oxford Bookworm series and are comprised of the Discussion Leader, Summarizer, Connector, Word Master, Passage Person, and Culture Collector. Daniels (2002) in his landmark second edition, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, does not get far before discussing the range of success of the role sheets that he introduced in the first edition of his book in 1994 as a scaffolding scheme for L1 learners. He claims role sheets were one of the most coveted features of the first edition, but then concedes that while role sheets were very popular with teachers, in some classrooms, "the role sheets did become a hindrance, an obstacle, a drain--sometimes a virtual albatross around the neck of book club meetings." (p. 13). Other writers have voiced similar concerns in the EFL context (Shelton-Strong, 2011; Williams, 2011). Williams' (2011) learners reported that some roles, such as the Summarizer role, took more work than others and detracted from the discussion. Mark (2007) took the multiple roles and put them into one simple worksheet to create a stand-alone activity (completed by all group members before class) to avoid logistical complexity. Sevigny and Berger (2014) also avoided rotating roles by creating a scaffold based upon five literary elements, and they radically simplified role assignments (328-329). Thus, multiple role sheet scaffolding, created for L1 learners and adapted to the L2 learning environment, has received mixed reviews in published literature; yet, no one to date has looked at the actual language produced by role-based scaffolding, especially in the L2 context. This module seeks to fill that gap.

The approach to this study, while exploratory, would best be described as Mixed Method Research (MMR) by Brown (2014) since the study strategically mixes various research methods. Johnson, Onwuegbuzie, and Turner (2007) indicate that "the research

should strategically combine qualitative and quantitative methods, approaches, and concepts in a way that produces complementary strengths, and non-overlapping weaknesses” (p. 127). Brown (2014) describes a variety of strengths and weaknesses regarding both qualitative and quantitative research and also describes a variety of ways to triangulate methods.

More generally, this study follows in the vein of the Naturalistic Study of Reading (NSR) (Richards, 1929; Swann & Allington, 2009; Peplow, 2011; Peplow & Carter, 2014). It examines real readers’ responses to literature as opposed to those of an “ideal reader” or an “implied reader (Hall, 2015: ch. 2). Literature Circle (henceforth LC) pedagogy is also rooted in the theory of Communities of Practice, which Lave and Wenger (1991) discuss as their attempt to conceptualize and recapture the processes of apprenticeship learning. Wenger (1998) describes communities as having four features: mutual engagement, joint enterprise, shared repertoire, and negotiation of meaning in practice. LC communities embody all of these characteristics and thus are a natural fit for exploring this framework, as has been well shown by other LC researchers (Peplow, 2016 a & b; Schoonmaker, 2014). Thus, a grounded theory investigation of the themes that emerge with regard to role sheets in L2 LCs should enable the researcher to more clearly describe the advantages and disadvantages of role sheets in an L2 classroom and shed light on how teachers can maximize the benefits and avoid potential pitfalls.

## **Literature Review**

There is little published research that has qualitatively addressed the implementation of LCs in L2 contexts with actual excerpts of student discourse. One exception is Kim (2004), which studied the implementation of LCs in her advanced ESL class in an Intensive English Program at a large American university. Kim completed 22 hours of participant observation

over a one-month period and, in addition to taking field notes and conducting interviews, also recorded 15 hours of audio-recording of her learners' LC discussions. She used a broad transcription approach, with a focus on content, ignoring details like length of pauses and intonation. She reported findings relevant to text-based engagement and social interaction. First, she showed excerpts of LC discussions that displayed ways that LC discussions helped learners to emotionally and intellectually participate in the text more fully, especially with regard to literal comprehension, personal connections, exploring cross-cultural themes, interpretation, and evaluation of the text. Second, Kim claimed that two qualities of social interaction (Swain, 1985) were key evidence of SLA through interaction: authenticity and responsiveness. Kim's transcripts display a high proportion of open-ended questions (Breen, 1985; Widdowson, 1990), authentic conversational engagement (Nystrand and Gamoran, 1991), and uptake (Cazden, 1988; Collins, 1982), where uptake was defined as the process of incorporating parts of previous statements in subsequent utterances. Accordingly, her findings were that evidence of high responsiveness and authenticity, in small group settings rather than a teacher-fronted format, promote SLA. She also interviewed students about their reading, and they reported enthusiastically about the richness of the reading experiences.

Kim's (2004) study utilized a coding system for transcripts developed by Eeds and Wells (1989: 12-13) in a naturalistic reading study with elementary school readers. This system included the following categories:

- Conversational Maintenance
- Personal Involvement
- Literal Comprehension
- Interpretation
- Evaluation
- Teachable Moments
- Labeling Literary Elements

As this coding system was specifically developed from LC discussion transcripts with native speaker youth, these categories may or may not be helpful with coding the present study.

Another useful framework is Bell's (2011) interpretive arc. Peplow (2016 b) in his research book club discussions shows how sharing in such a discussion can lead to revising one's interpretation of a work. He draws upon Bell's (2011) interpretive arc as a framework for analyzing transcripts from book discussions as he traces signs of disagreement using conversation analysis (CA).

For Bell, analysis leads to understanding and more analysis leads to ownership (Bell, 2011: 534). Comparing these ideal stages of interpretation and Eeds and Wells' (1989) categories of talk in LCs, the naive evaluations of children may not actually attain the formal understanding that comes from applying formal methods of literary hermeneutic analysis. Second language learners, especially those at the pre-intermediate level as in this study, tend to stay in the literal comprehension zone of these texts. In this regard, what might be more helpful is to overlay Hillocks and Ludlow's (1984) literal/inferential bi-level taxonomy onto Bell's (2011) understanding stage as follows:

- Estrangement (Complete unfamiliarity with a text)
- Pre-view (Just prior to first reading)
- Proto-understanding (After first reading but before reflection)
- Analysis (Adding explication/explanation for parts of the text)
- ⇕
- Literal Understanding (Reaching a basic literal understanding after analysis)
- ⇕
- Inferential Understanding (Reaching a deeper level of understanding)
- ⇕
- Ownership (Deep, interpretive knowledge of a text and its use for social/political purposes)

What may be helpful in Bell's (2011) framework is the notion that driving the group toward "owning" the text is the real goal. "Owning" includes being able to critically evaluate the work of fiction. Overall, Bell's (2011) framework provides a broad, flexible system for assessing learners' engagement with a text.

Another important consideration with regard to learner language produced in LCs might be the creative use of language between learners. In a chapter titled "Discourse and Creativity: Bridging the Gap between Language and Literature," Carter and McCarthy (1995) suggest that creativity in language use is potentially one marker of literariness that is often also evident in everyday conversation. These creative moves with language can be exploited lexically, morphologically, and interactionally. In this regard, L2 LC discussions are a place where in principle "a spirit of playfulness and fun pervades the room" (Daniels, 2002: 18). In this regard, there should be some way of coding this type of behavior in the transcripts. To add to this, two of Wenger's (1998) characteristics of a Community of Practice are a shared repertoire and negotiation of meaning. Thus, it is conceivable learners will express their ideas in interlanguage (Selinker, 1972; Tarone, 1988), and these shared forms could become part of a shared repertoire. Note the contrast here between the notion that interlanguage creativity for non-native speakers leads to a need for correction, whereas creative language use for native speakers is just that. The point here is that within the LC discussion is the time for teachers to value learners' creative language use, take notes on where semantic or grammatical circumlocutions are happening, and then guide subsequent instruction at appropriate times.

## Methods

### The contexts and the participants

Mostly, domestic Japanese students place into the English Program at Ritsumeikan Asia Pacific University. Learners complete up to four semesters of English, with the goal of reaching the equivalent of 500 on the ITP TOEFL. The students for this data collection were situated in the pre-intermediate level. During the fall semester of 2016, three teachers from the reading and vocabulary course volunteered to support the project.

Pre-intermediate learners were streamed into three sub-groups: high TOEFL score achievers, high grade (A+) achievers in the previous semester, and random groups of average learners rising from the elementary level. The pre-intermediate level comprised two courses. The first course met four times per week (95 minute classes) and the second course (where this research was situated) met twice a week. The second course, Reading and Vocabulary, aimed to develop reading through a variety of tasks. There was a standard, leveled, nonfiction reading textbook; individually-differentiated vocabulary study; TOEFL ITP study; extensive reading; and book clubs. In the spring of 2016, the book club discussion component of the course had followed scaffolding for book discussions in which each learner chose and read a graded reader, completed a discussion worksheet, and then presented the basic information about the book to two classmates. The new curriculum cycle starting in 2017 established availability to graded readers through virtual library subscriptions, allowing learners to easily form reading groups where learners would read the same text. Piloting a traditional, role-based LC format allowed lead teachers to test and observe learners under those conditions and collect data to confirm the benefits of the new 2017 system.

## Classroom Data Collection

This format of this study springs from eight longitudinal case studies. Teachers from the high TOEFL, high achiever and average classes used the Gold, Coral, and Bronze anthologies from the Oxford Bookworms series respectively. Teachers were asked to carefully follow the Oxford Bookworms role sheet scaffolds provided in the teacher's manual and in the back of each student book (Appendix A). Classes of 15 - 18 students each were divided into groups of five or six students who met six times over the course of the semester. Each student submitted their completed role sheet at the end of each discussion. These completed role sheets became part of the final database. The six roles are Discussion Leader, Summarizer, Word Master, Passage Person, Connector, and Culture Collector. There were a total of six book discussions held over the course of the semester. The first was a practice and was not recorded. The second through the sixth were all recorded. The LCs were timed and had to be completed in 20 minutes (maximum). The students rotated through the different roles as the term progressed as prescribed by the Oxford program. The discussion component of the course garnered 5% of each learner's semester grade, based upon teacher observation and self-evaluation sheets (Appendix B).

There were two tools teachers used that deviated from the Oxford instructions: the classic jigsaw technique and a language blog. First, the teachers quickly seized upon the jigsaw technique as important for supporting their learners. Role-based scaffolding, like positive and negative spaces in an artwork, provided two different grouping opportunities: common-role and different-role groups. Before every discussion, the teachers had students jigsaw into "role-specific groups" to compare their preparation. For example, three Summarizers would meet and share their preparation; three Discussion Leaders would meet, and so on. The second change from the Oxford guidelines was that I created a blog providing

useful expressions for each role. The expressions were provided in both English and Japanese. They were available at [www.jlit.org](http://www.jlit.org) (Sevigny, 2016). This page was accessed by students 78 times during the semester.

As Mixed Method Research (MMR), this study combines several different methods and sources for exploring the qualities of contributions in LCs. First, consider triangulation. In this study, data was collected from three different *sources*: pre-intermediate classes that were placed using different criteria and thus would likely display different proficiency and motivation levels. Second, triangulation of different *methods* entailed several variations including myself as participant and non-participant observer. As a participant observer embedded in one group in the Bronze class, I recorded the group discussions while the cooperating teacher did the same with the second group. In the Gold and Coral classes, the teachers observed three groups simultaneously, taking notes on student participation. I could not attend these classes. In the non-participant mode, the teachers conducted roaming observation of the group discussions, which were audio recorded. In the Coral class, due to some unclear audio recordings, a student participant was recruited to help finalize transcripts for her class, which Brown (2014) calls participant-role triangulation.

There were two different methods used in data collection, which may help to triangulate effects related to recording and teacher presence. In the lower level class, the Bronze class, the teacher was new to the course and to the LC methodology, so I visited that class all six times for their LCs. The Bronze book was chosen as the appropriate level. Due to student absences, the original plan to create three groups had to be changed to two LCs. Each LC would have a teacher present at every discussion as a participant observer, who video recorded each discussion. Further, the teacher made the decision not to use the Culture



Collector role sheets, so this class was not able to experience that role. In the Gold class, one smaller group decided to forego the Word Master role for the entire semester.

Finally, there were two surveys administered at the end of the semester to capture the learners' self-assessments with regard to several factors. The first survey measured three important psychological constructs that may affect learner behavior:

1. Trait-like Willingness to Communicate (8 questions; 0-100 (%) in textbox entry) (Yashima, 2009)
2. Intrinsic Reading Motivation for Storybooks (7 questions, 6-point Likert)
3. Self-efficacy for Literature Circle Discussion (7 questions, 6-point Likert)<sup>1</sup>

The results for these three scales were averaged, converted to z-scores, and then standardized to T-scores. The participants' current TOEFL ITP scores were also converted to T-scores the same way. All four factors are presented in the Radar chart in Figure 2.

The data collected over the course of the semester is summarized in Table 1 below. A total of 39 LC discussions were recorded. There was one technical failure that resulted in the loss of a recording for the Coral class. The 39 discussions represent approximately 780 minutes, or 13 hours of recording. In addition to the recorded discussions, two surveys were administered at the end of the semester, a motivation survey and a "Book Club Discussion Survey" (Appendix D). The term "book club" was used with students rather than "literature circle". At the end of the first week of the course participants completed consent forms giving permission for the researcher to receive their recent TOEFL ITP scores. This study had dual status as a recognized pilot study for the pre-intermediate level of the English Program at APU and as a study officially approved by the University of Birmingham PhD Research Ethics Committee (Appendix E).

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<sup>1</sup> Intrinsic Motivation and Avoidance scales were analyzed with exploratory factor analysis in 2016, (Sevigny & Pattison, 2016). Simple structure convergence of Intrinsic reading motivation and self-efficacy for literature circle discussion was demonstrated for these factors. Sevigny (unpublished research, 2016).

Table 1:  
*Data collection summary*

Pre-intermediate Class Stream	High TOEFL Achiever F2016 AVG TOEFL: 465 CEFR A2+	High Achievement (A+) in prior semester F2016 AVG TOEFL: 454 CEFR A2	Randomly placed from previous level F2016 AVG TOEFL: 405 CEFR A1+	Total Column
Oxford Bookworms Club Set used in the class	<b>Gold book</b>	<b>Coral book</b>	<b>Bronze book</b>	
Consenting n size	17	17	15	49
Number of intact groups completing six book club discussions and submitting sets of completed role worksheets	3	3	2	8
Total number of recorded book club discussions	15	14 (1 tech failure)	10	39
Total Motivation Surveys Returned	17	15	10	42
Total Book Club Experience Surveys returned	17	10	10	37

The data collection and analysis for this research module has been guided by the following research questions:

1. How do the participants perceive their learning experience at the end of the semester?
2. What concepts emerge from the contributions produced by Furr's (2007) six traditional role-sheets that impact SLA for these learners?
3. To what degree does the triangulation of data-gathering techniques enhance or diminish the power of this methodology to better shape role scaffolding and resultant discourse?

## Data analysis

The recordings were transcribed following Peplow's (2016 a) conversation analysis (CA) system with simplifications (Appendix C). After recordings were transcribed, they were anonymized and entered into an Excel spreadsheet. Excel allows for adding multiple columns, coding, and sorting data to see various connections easily. First the Bronze class discussions were transcribed because my participation with the students in these groups allowed for quick identification of speakers and transcription. Familiarity with the transcripts allowed for identification of key extracts for each of the role sheets. Second, the Gold class discussions were transcribed. While I was not present in this class, these recordings were easy to transcribe because the teacher asked the learners to hold the recorder like a microphone and identify themselves at the beginning and occasionally during each discussion. The Bronze and Gold level anthologies appeared to be graded to just the right level for each of these groups. The last recordings to be transcribed were from the Coral class. These transcriptions were much more time-consuming to prepare as the teacher in this class had allowed the learners to just set the recorder on a desk between the students, and the students were not reminded to introduce themselves regularly. Furthermore, the level of the short stories appeared to be difficult for most Coral class readers, which impacted the motivation level for some learners.

The transcripts were not coded according to previous studies, but rather I looked for categories of phenomena that might have affected SLA via the role sheet systems, either directly or indirectly. After transcribing the last class, the Coral class, I reviewed the end-of-semester motivational survey results and determined that Group 1 of the Coral class falls very much in the middle of the spectrum for motivational and overall proficiency for our population of learners. In spite of the slow transcription process, I decided to look at all data for this particular group from the first to last discussion, as a baseline case study for

grounding the other extracts presented in the Results that follow. Categories for future coding are presented as tentative findings of this pilot study, to be verified in the final data collection in the spring of 2018 for Module Three of this dissertation.

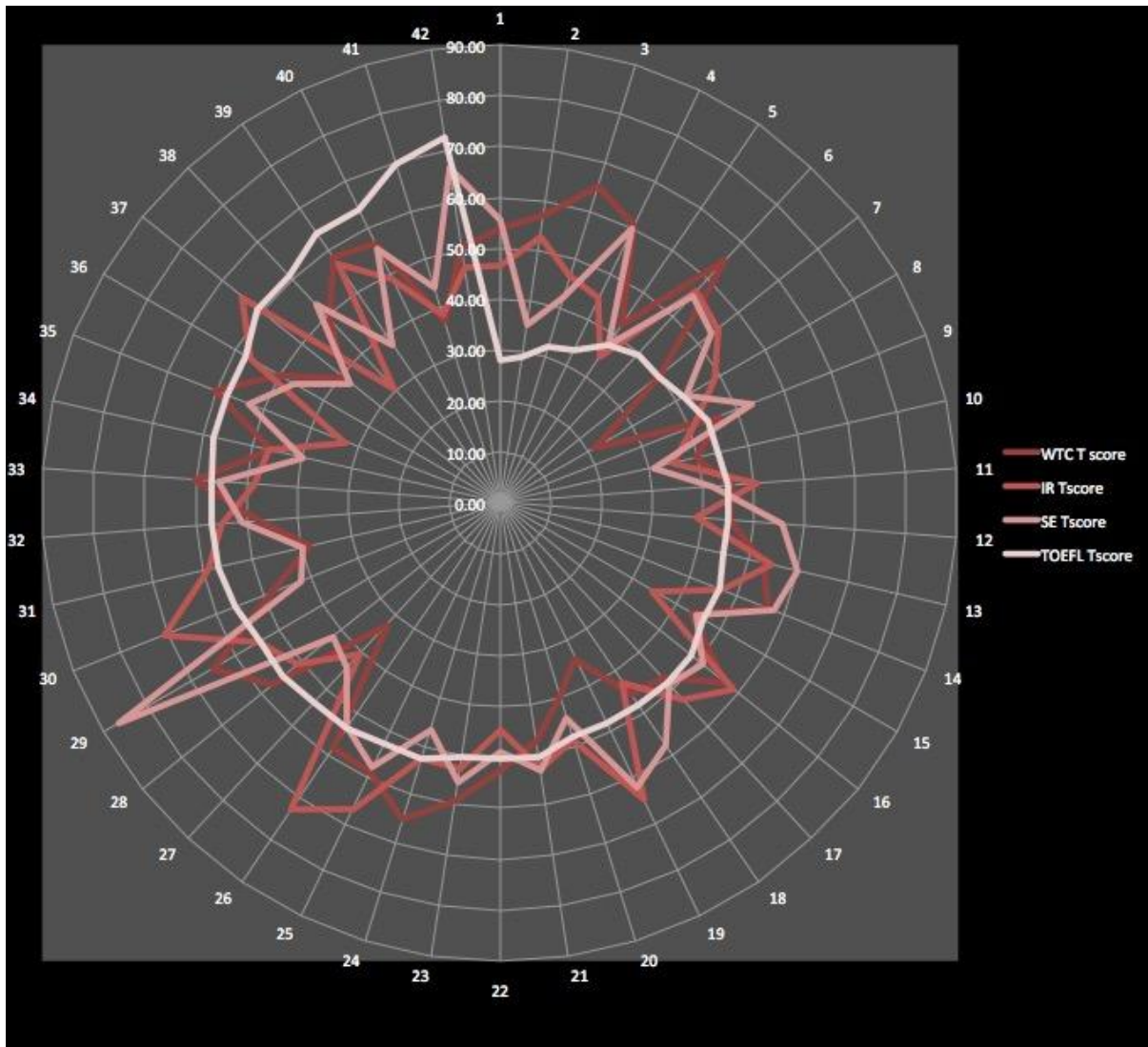
## **Results**

### **Research Question #1**

How do the participants perceive their learning experience at the end of the semester?

#### ***LC Motivation Survey and Learning Factors***

On the last day of class the participants took two surveys (Appendix D). The first included sections on Intrinsic Reading Motivation (IR), Self-Efficacy for LC discussion (SE), and Willingness to Communicate (WTC). Figure 1 presents results for these learning factors in a radar chart--standardized T-scores calculated from z-scores allowing the reader to quickly see how the 42 participants in the study relate to each other with regard to these factors. The chart is sorted from lowest to highest current TOEFL ITP scores. The lowest score was 390 (student #1), and the highest score was 530 (student #42). The resulting T-score range standardizes all scores on a scale from about 25 to 90 for all factors, making them comparable with regard to the distance from the cohort mean for all 42 participants. As an example, student #1 (Ryou) has the lowest TOEFL ITP score for all participants with a TOEFL T-score of about 28 points. His next highest score is IR at about 47 points. Ryou's scores for trait-like WTC and SE for LC discussion are both the same at about 55 points. Table 2, below the Radar Chart, provides a key to the student numbers on the radar chart, their pseudonym in the transcripts, and each student's class and group numbers. Recall that the Bronze class had two groups, while the Coral and Gold classes each had three groups. This learning factor data allows the reader to reference and compare specific learner traits with regard to their transcribed contributions throughout this study.



*Figure 1*  
 Participant learner variable results (Sorted by TOEFL ITP Score)  
 TOEFL ITP, WTC, IR Motivation, SE for LC Discussion (Reported in T-scores)

Table 2

*Radar chart key to student pseudonyms and groups (Ascending by TOEFL ITP score):  
Classes and group numbers: B=Bronze, C=Coral, G=Gold*

<b>Student # on Radar Chart</b>	<b>Pseudonym</b>	<b>Group</b>	<b>Student # On Radar Chart</b>	<b>Pseudonym</b>	<b>Group</b>
1	Ryou	B1	22	Ren	G2
2	Emi	B1	23	Mami	G1
3	Aoi	B2	24	Ayato	G2
4	Sara	B2	25	Yuria	C3
5	Itsuki	B2	26	Kanta	G3
6	Mayuko	B1,2	27	Megu	G1
7	Natari	B1	28	Maria	G2
8	Risa	B2	29	Runa	G2
9	Maya	C2	30	Yoshi	C2
10	Eri	C3	31	Souta	G3
11	Waka	C3	32	Anri	C2
12	Reina	C3	33	Michio	C3
13	Hinata	B2	34	Hiro	G1
14	Airi	C2	35	Daiki	C1
15	Taisei	B1	36	Ema	G1
16	Keito	C1	37	Niina	G2
17	Lisa	C1	38	Sachi	G3
18	Hachi	C1	39	Nanami	G3
19	Ojiro	C3	40	Arisa	G2
20	Karin	C1	41	Rie	G3
21	Kouki	G1	42	An	G1

With students, LCs were called “Book Club Discussions” (BCD), and on the last day, the students also completed a BCD survey. The results from this survey mainly refer to the students’ sense of self-efficacy related to each of the specific roles played and how much they enjoyed playing each of these roles. The results from these questions are reported in Table 3 below. Most questions were on a forced-choice six-point Likert scale. In Table 3 below, the results have been collapsed to quickly show overall positive or negative impressions. Except for the Culture Collector role (which was not deployed in the Bronze class), the majority of students reported a sense of self-efficacy, or capability with regard to all the roles.

Table 3  
*Book club last day survey: Simplified % from Likert scale*

Survey Statement	Disagree (%)	Agree (%)
1. I can do the role of a Discussion Leader.	21.6	78.3
2. I liked doing the role of Discussion Leader.	51.3	48.6
3. I can do the role of the Summarizer.	21.6	78.3
4. I liked doing the role of Summarizer.	35.1	64.8
5. I can do the role of Connector.	32.4	67.5
6. I liked doing the role of Connector.	54	45.9
7. I can do the role of the Word Master.	10.8	89.1
8. I liked doing the role of the Word Master.	24.3	75.6
9. I can do the role of the Passage Person.	29.7	70.2
10. I liked the role of the Passage Person.	43.2	56.7
11. I can do the role of the Culture Collector <sup>2</sup>	51.8	48.1
12. I liked doing the role of the Culture Collector.	66.3	33.3
13. Book Club Discussions (BCD) are a good way to understand a text.	8.1	91.8
14. BCD help me to know different viewpoints of my classmates.	13.5	86.4
15. BCDs help me to improve my English speaking.	21.6	78.3
16. BCDs are good for overall English language development.	16.2	83.7
19. Meeting with the same students each time in BCD helped me feel connected.	16.2	83.7
20. Meeting in “role-specific groups” before the book discussion prepared me to do well in the BCD.	32.4	67.5

In order to begin answering the subsequent research questions, I reasoned that we should look at a group that represents the center of the population for proficiency and attitude as indicated by the TOEFL and motivation surveys. A group that represents the middle of the pre-intermediate population in terms of proficiency and attitude would most likely produce contributions that were also in the mid-range. In looking at the radar chart in Figure 1 and the

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<sup>2</sup> Data for the Culture Collector includes only the Gold and Coral classes.

key to student groups in Table 2, there is a very easily recognizable center group with regard to proficiency and attitudinal factors: Coral class, Group 1 (C1). In fact, participants 16, 17, 18, and 20 all cluster together on the radar chart.

To get more familiar with this central group, Table 4 summarizes some basic learner data for these six learners. From the TOEFL scores, Daiki appears to be the strongest with regard to listening, grammar, and reading, while the rest of the group are clustered very close to the same score. At the end of the semester, however, Daiki's reading motivation score appears to be way below the average, while his LC SE and WTC appear to be very high. This group's performances will be examined more carefully in the next section.

Table 4  
*Coral class group 1 data*

Pseudonym	Best Recent TOEFL ITP	WTC 100% Scale	Intrinsic Reading Motiv. Likert (0-5)	Self-Efficacy for LCs Likert (0-5)
Keito	453	81.3	3.57	2.71
Lisa	453	60	3.14	2.57
Shieri	457	Absent on last day		
Hachi	453	57.5	2.43	3.14
Daiki	483	89.4	1.71	2.86
Karin	453	45	2.86	2.29
Avg. for Grp. C1	458	66.4	2.74	2.71
Avg. for all Participants	431	66.7	2.95	2.65
Std. Dev.	31.3	21.9	.71	.64



## Research Question #2 Results: Coral Class

What concepts emerge from the contributions produced by Furr's (2007) six traditional role-sheets that impact SLA for these learners?

As a first step to analysis, the Coral Group 1 has been chosen for detailed scrutiny as described in the previous section. First, it is helpful to see the discussion schedule that the learners followed and their levels of preparation (Table 5), and second it is helpful to see some information about turn-taking dominance across the semester (Table 6).

Table 5

*Coral Group 1: Role schedule and preparation*

<b>Coral Class Group 1</b>	<b>The Waxwork</b> Oct. 20, 2016	<b>Glorious Pacific Way</b> Nov. 10, 2016	<b>A Kind of Longing</b> Dec. 5, 2016	<b>Missiya, Wild One</b> Dec. 15, 2016	<b>The Stepmother</b> Jan. 19, 2017
<b>Discussion Leader</b>	Keito Prepared	Daiki Unprepared	Lisa Prepared	Shieri Prepared well to summarize by mistake	Hachi Prepared
<b>Summarizer</b>	Karin Prepared	Keito Prepared	Daiki Poorly Prepared	Lisa Semi-prepared	Shieri Prepared
<b>Word Master</b>	Shieri Prepared	Hachi Prepared	Karin Prepared	Keito Prepared	Daiki Poorly prepared
<b>Connector</b>	Hachi Unprepared	Lisa Prepared	Keito Prepared	Daiki Poorly prepared	Lisa Very prepared
<b>Passage Person</b>	Lisa Semi-prepared	Karin Semi-prepared	Hachi Prepared	Karin Prepared but monologic	Keito Very prepared
<b>Culture Collector</b>	Daiki Unprepared	Shieri Prepared	Shieri Prepared	Hachi Semi-prepared	Karin Prepared
Comments re Bell's (2011) arc of interpretation	Keito, Karin, and Shieri could have taken this discussion to <b>understanding</b> but were held back by Hachi's, Lisa's, and especially Daiki's <b>estrangement</b> .	Questions raised during each turn are not pursued, mainly due to a DL, Daiki, who is not prepared, which limits this to the <b>preview</b> level.	All rated this difficult. They don't get much beyond the <b>preview</b> level in spite of preparation. They do figure out that it is a love story- <b>proto-understanding</b> ?	The group gets to a <b>proto-understanding</b> because they interpret Missiya as a witch--literal level interpretation.	The topic is very relevant and goes to <b>understanding</b> level. With a little help could go to ownership level.

Table 6:

*Coral group 1: Speaking turns as a reflection of role and speaker dominance*

	Discussion Leader	Word Master	Sum-marizer	Passage Person	Connector	Culture Collector	Average # Turns by speaker
Karin	--	4	8	1	2	4	3.8
Daiki	10	10	2	--	10	7	7.8
Hachi	20	1	--	4	3	11	7.8
Shieri	21	19	11	6	--	4	12.2
Lisa	16	--	56	20	34	11	27.4
Keito	45	76	15	39	5	--	36
Average # turns by role	22.4	22	18.4	14	10.8	7.4	Total AVG 95 turns/discussion

### **Shared Repertoire**

Each group in this study tended to come to a shared understanding of their roles in the LCs with the six group members taking turns to share during the discussion that day. The understanding was mainly based upon the job descriptions on each of the worksheets provided in the Oxford Bookworms series. Shared repertoire also came to include the social actions of various types including self and role introductions with the Discussion Leader inviting each of the group members to speak; but it also included other modes of sharing, and those concepts will be illustrated in this section for Coral Group 1. The teacher never intervened in this group's recorded discussions, and thus the shared repertoire in this group developed among the students themselves and is most likely the situation that would occur in regular classrooms. Emerging concepts to be utilized in future studies are set in bold-faced type in order to make clear their importance as findings for this study.

This section takes the last recorded discussion of the semester on "The Stepmother" (Ranashinghe: Retold by West, 2011) for the Coral Group 1 and breaks that transcript into

several parts in order to present these basic concepts to the reader. In the Coral Group 1, the students started very simply and the group leader chose an order for the day and invited people to speak based upon their roles.

Extract C1.5.1

1 Hachi            Okay, let's start. I'm Discussion Leader. I'm Hachi. Ha ha ha. First, Connector.

### **Preparation Mode**

The Discussion Leaders' understanding included the idea that the order of the presentations could be **planned** or **improvised**. That is, some leaders somehow predetermined the order of the roles for that day, while other leaders just asked, "Who would like to go first?" At another level, improvisation is reflected in the presence of language that is modified in order to solve a problem or negotiate something unexpected in real time.

A third dimension of preparation mode was **unprepared**. In this case, the learner had usually not read and/or had not completed the role preparation worksheet. This status was sometimes determined by statements of the student during the discussion, but also from teacher questioning, and worksheet completion. The presentation of unpreparedness is not always explicit but can be obvious as in the following extract:

Extract C1.1.1

Keito            Ok next. Connector  
Hachi            xxxx I didn't xxxx I didn't xxxx  
Keito            Ok, no Connector. Next, Word Master! So easy *deshou!* [isn't it!]

### **Discourse Mode**

Another part of the shared repertoire elicited by the role sheets is the understanding that a role performance could be **monologic**, **dialogic**, or a bit of both. However, this understanding was not conscious for all students until they had reached a threshold where they could make the leap from monologic participation to dialogic participation. One of the problems for pre-intermediate students partly created by the scaffolding design of some Oxford Bookworm role

sheets is that they steer toward monologic output and thus the shared understanding that performing a role is basically **monologic** rather than **dialogic**. The connector presentations were almost always **monologic** as in the next extract.

#### Extract C1.5.2

- 2 Lisa Hello. I am Connector. My name is Lisa. Hee ah, I will tell them about connection of my experience so my cousin okay my cousin was marriage woman who was already has children so cousin's mother became a stepmother of (.) so ah sorry *mo ii ka* mother became a step mother of a child in this story. In this story it was difficult part for stepmother to play in the family but my cousin's mother was willing to accept new family and she always care and kind to their step children. I think step mother isn't always unkind to their step children. It might be unkind to their step children in some cases maybe almost stepmother is kind to step children.
- 3 Hachi Good. Next is ka oh no *wasureta*. Culture Culture Col, Con, Collector

As the discussion continues below, Karin, the Culture Collector, and a reluctant speaker, demonstrates her typically **planned, monologic** contribution. Also note her inaccurate use of the word “bloody” to describe step-mothers in Japan, who are usually kind and her mistaken use of “home work” for housework. Note there is a shared understanding that this is a monologic system, because even though Karin ends her turn with “culture questions” as stipulated on the role worksheet, neither she, nor Hachi, the Discussion Leader, enforces a pivot to the **dialogic** mode. In fact, Hachi moves the discussion right along to the next role leader.

#### Extract C1.5.3

- 4 Karin I am Culture Collector, so page 72 every country many people admits that stepmother is unkind. The stepmother of this story is too. The bloody [*sic*] mother is usually kind in Japan so often the story which step mother is unkind in use. I think Japan and this story is similarities. So my culture questions, if new mother came, you can get along with? In Japan, many people think woman should do home work [*sic*] but it isn't right to. Do any other countries think same in Japan?
- 5 Hachi Thank you! Next is, ah, Passage Person

As the discussion continues, there is a change of mode. Keito, as the Passage Person, instead of displaying the typical monologic mode, displays her ability to move into not only a

**planned dialogic** mode, but also an **improvised dialogic** mode. For pre-intermediate students, the ability to **pivot** away from the **monologic mode** really depends upon several personality and developmental factors. It is significant that Keito and Lisa have formerly established a level of comfort for dialoging in English, and as a result they can pivot to improvisational dialogue more securely. The following role presentation, for this set of over 41 speaking turns, brings out responses from all the group members and is thus a culmination of Keito's development of dialogic leadership skills while pushing the group towards a deeper understanding of the text. Notice her persistence in questioning at the end of turn 6 and again in turn 10 to get dialogue moving. Her open-ended questions seem well designed to elicit opinions about what the stepmother's first rules *might* be rather than directly pursuing the answer in the text. In this way, she makes the discussion accessible even to Daiki, whom she knows likely did not read the text carefully. Simultaneously, she **multi-tasks** into a dialogic mode of the Connector role, and she also **multi-tasks** into the Word Master role with her addition of the hilarious thread adding the expletive sense on the word "bloody," which Daiki had not prepared for in his role as Word Master, and Karin used above, but did not really understand. She finally closes her role as if she can rest her case, knowing the audience has seen her point that no one can easily accept a replacement for their own mother. In this regard, Keito demonstrates a deep **preparedness** in her knowledge of the reading and a sense of staying **on-task** as she intuitively grasps the idea that the LC should aim to advance the group's co-constructed comprehension of the story.

#### Extract C1.5.4

- 6 Keito Hi everyone, my teacher, my name is Keito. Yeah, I'm Passage Person. And I'm gonna told you about my passage. First passage is the surprising thing is the rules that new woman had made after she took control of the house. So I'm gonna ask you guys question. Okay, What's the rules? What's the rule, yeah. The stepmother decide the rule. After he after she come to this house so what do you think? What kind of rule she decide?
- 7 Lisa In this story?
- 8 Keito Yeah

9 Lisa I dono  
 10 Keito I donno? You donno? No no what do you think?  
 11 Lisa In my opinion?  
 12 Keito Yeah  
 13 Lisa In my opinion  
 14 Keito Yeah guess so let's guess  
 15 Lisa She decided she made the rules that (2.0) be quiet while eating dinner.  
 16 Keito That's good rule, right? And how about you? It's easy, like If you were stepmother, what would you decide?  
 17 Karin What kind stepmother?  
 18 Keito What? Be kind like that, yeah. What kind of yeah yah yah  
 19 Karin Eh  
 20 Keito It's easy.  
 21 Karin Not to go out.  
 22 Keito Oh my God, not go out. Okay, next. 'And all that nonsense about keeping him clean and not touching him with dirty finger. It's the one rule in this house the stepmother decide. The stepmother have a baby and the other guys cannot touch him or her I don't know with dirty finger  
 23 Lisa Dirty finger?  
 24 Keito Yeah  
 25 Keito And they should keep clean him. It's the rules. So what do you think? What do you think?  
 26 Hachi don't like her.  
 27 Shieri I don't like her, too.  
 28 Keito Okay, next. The last passage, this is the main character, *nantokaman* you know right  
 29 Lisa Ah  
 30 Keito The boy. His eyes were hot with tears. "The bloody woman" he whispered to himself. The bloody woman, the bloody woman. He said that. Why he cried? Why did he cry? What do you think? Daiki!  
 31 Daiki What is question? Excuse me.  
 32 Keito Why the boy the last passage he cry? What do you think? Why did he cry?  
 33 Daiki I guess the man wanted to cry. That's why he cried.  
 34 Keito Yah Okay.  
 35 Daiki It's easy to answer.  
 36 Lisa I think, I think, I think maybe, he wants to get along with all family, but she is very scared for family so in my opinion  
 37 Keito Okay that's good. And why does he call her bloody woman? Why does he call her bloody woman. I searched what is bloody is England slang is like "Fuck"  
 38 Lisa Fuck?  
 39 Keito Here like that, so what do you think? It's like fucking mother, like that. ha yeah why he call her bloody woman?  
 40 Shieri He hate her  
 41 Keito He hate her? Yeah, that's right maybe. But if you have a stepmother, you gonna like, you gonna like her? You gonna get with, you gonna kind to her?  
 42 Lisa No.  
 43 Keito No?  
 44 Hachi No. I can't.  
 45 Keito You can't?  
 46 Daiki Impossible.  
 47 Keito Okay that's it, thank you so much

Finally, Keito handles **intertextual reference** differently in this group relative to almost all other groups in the study. Instead of explicit page and line number references elicited on the role worksheet for the Passage Person, she refers to passages situationally with “and all that nonsense about keeping him clean” and “why the boy the last passage he cry?” For some reason, she chose to refer to the passages without explicit **intertextual references**, and actually, this is something native speakers would do naturally with a phrase like, “the part where the boy cried at the end.”

In the last discussion of the semester, Shieri’s summary illustrated the Oxford Bookworm Summary worksheet’s inherent power to elicit a **monologic** performance.

Extract C1.5.5

- 48 Hachi      Next is Summarizer  
49 Shieri      Hi, my job, my work is Summarizer. My summarize. My summary. I think this story is one boy versus his stepmother, I think. The boy is Lakshman. He is nine, so a he is small but he is very strong. His father married with (.) her stepmother un stepmother *yalobababa* and then he never wanted a stepmother because she is unkind to Lakshman. And then, because why the boy think she is unkind is because when he talks to her but she didn't reply to him, ignore and and her behavior is not good for him many times so he didn't he doesn't like her. That is why he calls her 'bloody woman' I think. Bloody is bloody is bad meaning, right? Then, this story makes me sad, because I can understand his feeling Lakshman feeling so maybe if I have a stepmother, maybe I will not like my stepmother. That's all. Thank you.  
50 Keito      Thank you. That's good!  
51 Lisa        Is this story like Cinderella?

She has carefully read and thought about the story as she perceptively points out the stepmother’s lack of rapport with Lakshman, which is frankly disappointing to an audience privileged with kind parents and kind step-parents, and thus, would make one wonder whether the original version did not provide more backstory information in this regard, or whether the graded version should have provided more. Thus she is **on task** with regard to leading the group toward *understanding* vis-à-vis Bell’s arc of interpretation. The last line in Extract C1.5.5 is Lisa’s question about Cinderella, which again demonstrates Lisa’s readiness to

**improvise** questions and move to the dialogic mode, but which is met with Hachi's (DL) lack of readiness to digress from **planned** discourse, which also evidences Hachi's discomfort, as is usual for Discussion Leaders at this stage of the discussion. It is interesting to compare this summary with that of the advanced class in Sevigny & Berger (2014), where four advanced students (A-D) work together, dialogically, to summarize a story:

- B: He tried to steal the Prada clothes in the Prada shop, but
- D: he was um
- C: arrested
- A: Kind of arrested. He was about to get arrested.
- D: Yeah.
- B: But he a:: claims that his relative's father is Yonezawa, his
- C: father-in-law. (pps. 321-322)

The role of the Word Master certainly does tend to be one that bridges towards the dialogic mode in other transcripts, but Daiki (TOEFL ITP: 483) stays in that mode.

Extract C1.5.6

- 52 Hachi Next is Word Master
- 53 Daiki Hi, My role is Word Master. My name is Daiki.
- 54 Lisa I know you!
- 55 Daiki Thank you. I searched five words, because I never knew these words. So the first word is 'squat'. This meaning is sit with one's knees. Second word is trousers toro torojuza, This meaning is to take or earn and amount of money. The third word is 'beat' this meaning is a short time. And fourth word is con concentration. This meaning is the action or power of huh? fo fo fo focusing focusing all one's attention. fourth, one two three four five. Fifth word is sha *nandaro* shrrruggued' This meaning is raise one's shoulders slightly. m that's all. Thank you.

Taking all of Daiki's performances into account over the semester, this performance still emits the signs of not having read the story (**unprepared**) and not really understanding the meaning of being **on task** in the LC, of pushing towards a deeper comprehension of the story. More complicated is determining the vocabulary relevant to a story, and when encountering polysemous words, determining the relevant meaning in a particular instance of usage. For example, in Extract C1.5.6, *trousers* refers to the plural noun item of men's clothing--not the



colloquial verb for obtaining and pocketing money. The word *bit* is mispronounced *and* misdefined as “beat” when the text refers to biting sugarcane. Note also that there is no attempt at **text referencing** on Daiki’s part, which is an important way this group’s performance differs from the seven other groups. Most Word Masters give the page and line number, albeit in a monologic way. As there is no interaction with the text itself along with his monologue, there is no way to catch these errors, or for the group to really benefit much from this contribution. A successful performance for a Word Master really almost *requires* **dialogic leadership** in order to ensure that fellow learners engage with the text line and page numbers, but this is something difficult for many pre-intermediate students to provide.

The last extract from the Coral class case study illustrates the shared understanding among students that to be **on task** after the individual role monologues, it is the Discussion Leader’s job to sustain an English discussion loosely related to the topic in the text until the clock reaches 20 minutes. To this end, Hachi, in Extract C1.5.7 demonstrates **planned dialogic leadership** through **question generation** on her role worksheet with her set of questions related to the stepmother, household rules, parenting, marriage, and children.

Extract C1.5.7

- 56 Hachi It's my turn. Thank you. I'm Discussion Leader and I'm gonna ask some question. First question is, do you like stepmother?
- 57 Shieri I don't like
- 58 Lisa No, I hate her.
- 59 Keito Depending on her, if good stepmother, I'm gonna like her, but if she like bloods so bad like that then I cannot like her
- 60 Lisa If I have a stepmother, I think I can't say "mom" like that *nani nani-san*, like that
- 61 Keito Yeah, yeah, yeah
- 62 Hachi Okay, next is, do you have some rules in your home?
- 63 Keito Yeah, I have rule in my home my mother made. My mother made. To drink too much. Yah, my mother always said that. In house is okay, but go outside it's not good.
- 64 Lisa My mother alway said for me you, you back home, and you have to wash hands and *ugai* [gargle].
- 65 Keito Yeah
- 66 Hachi Okay, next is what kind of mother or father do you want to be in the future?
- 67 Keito Good.
- 68 Keito Kind.

69 Shieri Good, kind, have money.  
 70 Lisa Have money ((laughs))  
 71 Lisa But sometimes, strict. But always kind.  
 72 Hachi Okay. Do you want to have babies?  
 73 Lisa Yes, of course. I love children.  
 74 Shieri Two  
 75 Hachi Two?  
 76 Lisa Three or four.  
 77 Hachi How many children you want to have?  
 78 Keito Two!  
 79 Lisa Three or four.  
 80 Shieri Two  
 81 Daiki Three  
 82 Shieri Girl and girl  
 83 keito Boy and girl  
 84 Lisa Boy, girl, boy  
 85 Shieri Girl, boy  
 86 Hachi I want to have two children - boy, girl  
 87 Hachi Last question - when do you want to get married?  
 88 K./Shieri Until 30.  
 89 Lisa I want to 26.  
 90 Lisa Really?  
 91 Hachi Yeah, it's good.  
 92 Lisa After graduate, we have to find partner.  
 93 Keito But until 30 is too long, right? I think so too.  
 94 Lisa I think so too.  
 95 Keito Young mother is good, right?  
 96 Shieri for children.  
 97 Keito If we had money  
 98 Keito How about you. When you want to marry?  
 99 Daiki Until 30.  
 100 All Ehhh!!!  
 101 Lisa You have to find girlfriend, right?  
 102 Daiki Yes.  
 103 Lisa You want to find girlfriend?  
 104 Keito But if he find girlfriend, he gonna break up, right?  
 105 Lisa Ah someday  
 106 Keito Someday, yeah. So now, you don't have to.  
 107 All ((laughs)) xxxxxx  
 108 Lisa You look so pretty.  
 109 Keito Is it good?  
 110 Lisa/K. It's good. You are so kind to everyone. You want to be handsome, right?  
 111 Keito No, not you, he.  
 112 Lisa Ah  
 113 Keito He is handsome. Handsome boy, pretty, and cute.  
 114 Lisa I'm gonna die.  
 115 Hachi Conclusion: He is cute.  
 116 Keito Yeah that's good. Finish.  
 117 Hachi Thank you everyone. That was so good.  
 118 Lisa What should we talk about?  
 119 Hachi Daiki's girlfriend.  
 120 Keito Ok, yeah yeah yeah  
 121 Lisa What do you like? What type of girl?

122 Lisa      *janken wa arimasuka?*  
123 Daiki     Not stupid  
124 Hachi     Ah  
125 Lisa      Stupid mean like, baka?  
126 Hachi     Thank you. Continue.

Being **on task** tends to have two different interpretations for literature and language learners: for literature students (and teachers) it means advancing comprehension of the text towards understanding through analysis, but for language students (and teachers?) it can mean sustaining an open-ended discussion in English for 20 minutes. In this last segment, while Hachi demonstrates a quantum leap in her turn-taking dominance overall, her questions still tend to be closed--either yes/no or ones with a concrete, simple answer, although the question, “Do you have some rules in your home?” is clearly meant to be open-ended. Hachi’s approach to designing her line of questioning is refreshing in that it does not rely too much on evaluation, “What did you think of this story?” but rather, drew out aspects of her group members’ interests and personal experience.

### **Research Question #2 Results: Bronze and Gold Classes**

What concepts emerge from the contributions produced by the use of Furr’s (2007) six traditional role-sheets that may impact on the SLA of these learners?

To answer this question, the second method of analysis was to compare contributions from the two low-level groups (Bronze class) to the three high-level groups (Gold class). Thus, this section will take extracts from these two classes to exemplify the abilities of low and high-level pre-intermediate learners from Japan when the reading level of the texts were appropriately chosen in classes where classroom management was handled carefully to encourage strong participation.

## Word Master (WM)

Proper nouns posed problems for the lower level group of learners--especially at the beginning of the semester. These are CEFR A2 learners, so this is understandable. The students produced a lot of false starts in trying to sound out **proper names**. In fact, proper names that A2 learners cannot pronounce should go on the WM list with the reason, "I didn't know how to say this name." The following example illustrates the way proper names can be semantically estranging for L2 readers at times:

### Extract B2.1.1

- 1 Sara: The first one is "Muammer"?
- 2 Aoi: It name? Is it a person's name? No?
- 3 Sara: No, no. This is a (1.0) *mugongeki no gakusha*. Maybe I think they didn't speak to performance.
- 4 Touma: =*pantomime mitai no kanji*
- 5 Sara: And because why I choose this word is I didn't know this word's meaning. And next one is crane. Cranes. White bird.

In this case, Sara did not realize that Muammer was the name of one of the boys in the story "The Little Hunters by the Lake" (Ural: retold by Bassett, 2007). Incidentally, this extract is commendable in that the learners are in **dialogic mode**, which is a sign of good overall dynamics for low level students. This is an example of **negotiation of meaning in practice** (Lave and Wenger, 1991) and it is an example where disagreement signals an attempt to move someone along Bell's **arc of interpretation**. The Discussion Leader, Aoi, tries to lead Sara from **estrangement** to **understanding**, but she meets resistance from Sara and Touma, who incorrectly supports Sara with his Japanese gloss of "pantomime". This example illustrates the way off-list words such as proper names can confuse readers. The fact that it confuses both Sara and Touma makes this a very authentic inquiry and points to the need to teach a more tenacious response to **estrangement**. In all the data samples, the main reason for a WM choosing a word was because the learner did not know the meaning or because he or she

thought it was a key word. Sometimes the learners said the WM role was difficult because they felt their classmates all understood every word in the reading, and therefore the WM could not decide which words to present. In fact, in the most proficient groups, the WM sometimes cut his or her role short to allow others more talk time. This could be seen when the WM prepared five words on the worksheet, but only presented two. While it appears the WM role was the most easily dismissed priority-wise, it is not clear why. The Gold students, for example, were very high scoring on the TOEFL ITP test, and in Gold Group 1, the five members decided not to do the WM role throughout the semester. While Sachi, the Connector, foregrounds “blackmail” for her groupmates in the second turn of the discussion (outside her prescribed role), on the final survey she strongly disagreed that she “can do the role of Word Master.” Her highest ITP TOEFL for this semester was 493. While she is clearly one of the highest level pre-intermediate students and capable of being WM, she was not confident in this role (See Figure 1).

#### Extract G3.2

- 1 Souta Hello everyone. Today I am the Discussion Leader. First, do you think this story is easy to read? (2.0) What do you think?
- 2 Sachi I'm Sachi. I became Connector. I think it is not easy for me to read this story because um::: sometimes difficult words, for example (0.5), 'blackmail', uhm: and so. Ya.

While the WM role may be one that should be easy for students faced with graded material in an extensive reading approach, it is surprising some high-proficiency learners were not confident with the role. Generally, however, the learners involved in the study did like the role of WM. Considering both the high self-efficacy and high affectivity ratings for the role, it appears that at the pre-intermediate level, with some added emphasis on name pronunciation, the role appears to be excellent for most students, offering great flexibility and the opportunities to practice individual vocabulary learning strategies, skills, and systems that range from beginner to advanced.

The WM role contributed to bringing learners from the estrangement stage of Bell's arc of interpretation towards the preview and sometimes proto-understanding stage. It also helped learners to practice articulating definitions and paraphrases in English, rather than Japanese, and helped learners to practice identifying key words, words they do not understand, and polysemy that they were not aware of previously. Key words for the story sometimes brought up key associations that from a Text World Theory perspective (Giovanelli and Mason, 2015) might help to accrete a schema for the story, but not always. This inconsistency supports the teacher choosing key words as a tactic for raising the salience of important words.

#### Connector

Contributions from the Connector also typically created associations and recalled schemata for learners that resemble **preview** activities for reading used by EFL teachers. Among the contributions in this data set, the learners in the Connector role prepared short, written statements, which they read in performing their role. Such carefully planned, **monologic** contributions often did not meet the expectations of most teachers, that is, elicitation of further connections from the group. On the other hand, some were very touching.

#### Extract B2.2.1

Hinata: You don't have? K thank you. Mayuko's role is ?

Mayuko: Connector. My role is Connector.

Hinata: Please share about connect.

Mayuko: Well, I want to say about my experience. When I went to grave, my grandfather, grand, grandfather's grave, I feel I thought grand grandfather however, my grand, grandfather was died when I was a child, so I am so surprised. (.) And then there were a lot of hardships when I met him grand grandfather. After I met him, I could get happiness. So, I feel my grand grandfather keep watching the forever [sic]. So I was very happy. This is my experience.

Aoi: Good story

After reading the ghost story, “Mr. Harris and the Night Train” (Bassett, 2007), Mayuko read the instructions on the Connector worksheet, which told her to read the story again and find connections between the story and the world outside, especially ones related to personal experience, friends, family, and real-life events. For Mayuko, experiencing the presence of her great grandfather’s spirit at his graveside was moving, and her classmates nodded reverently.

In extract G3.3.1, Gold Group 3 discusses “Daffodil Sky” (Bates: retold by Border, 2007). Nanami, the Connector, with a TOEFL ITP of 503, succeeded in following instructions, making connections to TV news and asking her classmates for their added opinions, which they gave (in either **monologic** or **dialogic mode**). She demonstrated an ability not always available to learners below her in the pre-intermediate level: the ability to connect with the emotions of a flawed character by making a leap outside her own personal experience.

Extract G3.3.1

- 22 Sachi      Next is Nanami.
- 23 Nanami    I'm Nanami, I'm Connector. I'll talk about (0.5) uh my connection. So I have never experienced such as this story, but I heard that people who is jealous, eh jealous, on TV and the news. I heard that people who is jealous of someone of their lovers kill someone on the TV and the news. I think it's not unusual to happen right this event. So what do you think about that? (5.0) Again I have never experienced such a story. but I have heard that people who is jealous of someone about their lovers, their lover, kill someone on TV and the news. So I think it is not unusual to happen this event right? So what do you think about that?
- 24 Sachi      I am Sachi. I watched an accident happened like this story. For example someone was cheating on their partner, and this partner killed this person. So I think accident is not unusual. n *Hai*
- 25 Souta      I'm Souta. I think this story is unusually too. Uh:::(2.0) but I have sympathy with Bill. If I:: as Bill I feel black jealousy and I want to kill Frankie yeh:: yes (2.0). How about Kanta?
- 26 Kanta      Um: I'm Kanta. (.) I think this story is too unusually so too I can't (4.0) um::: I can't imagine so I can't image this story. But, but jealousy is::: so uh jealousy, jealous? Jealousy? Yeah. (7.0) Um:: (.) I can say jealousy's so scared. Yeah. Thank you.
- 27 Nanami    Thank you very much. That's all. (12.0)

The difficulties in connecting with the emotions of antagonists in the stories were clearer when looking at Nanami’s classmates’ related connections. Souta reports actually feeling “black jealousy” and wanting to kill Frankie, which is very honest, but Kanta’s response was more common for learners in this study. Kanta said, “ I can’t image this story.”

Two weeks earlier, the same group was discussing “Railway Crossing” (Crofts: retold by Escott, 2007). At the beginning of the discussion, the students share their overall impressions. Note the natural disconnect between the learners and the antagonist in the story who embezzled money, allowed another to take the blame, and then attempted to murder his blackmailer. Note Sachi’s use of an *if X then Y* construction to elicit connection:

Extract G3.2.1

- 3 Rie I'm Rie and I'm Culture Collector and I think it was hard for me (0.5) uh:: because um:: I can't understand the murder's feelings, so it was difficult (0.5) *muzukashii*
- 4 Nanami Hello, I am Nanami. Also it is difficult for me to read this story because (1.0) n I couldn't understand so Thwaite's feelings why Thwaite killed the a killed his friend. So I can't kill people.
- 5 Souta Ok I think this story’s difficult too, because I can't feel sympathy this story. Ok, first, do you want to explain first? Do you want to explain first, anyone? Ah ok! Ja, first, Sachi.
- 6 Sachi I am the Connector, Sachi. Uh (.) can I ask a question, some questions. If you're in Thwaite's situation, kill or not kill? Why? and Why? (4.0)
- 7 Rie Ah:: I think I don't kill him because it is uh. I think I will arrests xxxxx and (0.5) if I told police, it will be punished. I and he both. So.
- 8 Nanami I'm Nanami. So I can't kill someone so I don't want to kill someone. I think I want to think about think another way to solve this n this problem.
- 9 Souta I'm Souta. Well I:::, if I::: am Thwaite, ah I::: kill him because I hate him ((someone laughs in the background)). Uh. Yeah.

Sachi used another *if X then Y* construction to revisit her role at the end of the discussion. In the following extract, Sachi succeeded again in getting her classmate, Souta, to **empathize** with the blackmailer in the story.

Extract G3.2.2

- 39 Sachi I'm Sachi. I'm Connector. If you are so really really really poor in real life do you blackmail to ah get the money? (1.0) Or stole money.
- 40 Nanami That means if I am very poor so I wanna steal money?
- 41 Sachi Ya
- 42 Nanami Ok



43 Souta I am Souta. If I really really really poor I will blackmail someone because a if I really poor I don't have pride *nandaro* ((timer rings)) so I can do any anything.

So, Sachi has succeeded in moving Souta from his initial position of “I can’t feel sympathy this story” to **empathizing** with both the murderer and the blackmailer. First, this represents the power of what Peplow (2016 b) pointed out can be a shift in a reader’s position along Bell’s arc of interpretation. In this case, Souta has moved from feeling a lack of empathy with some characters in the story to being able to relate to two characters’ negative feelings.

The use of the **second conditional** as an attempt to connect with characters in the story happened in a number of the pre-intermediate discussions with varying degrees of success, but always providing authentic opportunities to practice this structure both productively and receptively. Being able to project oneself into the shoes of a character in a story requires both language comprehension and emotional maturity. One sample from the Bronze class came out as the teacher experimented with this type of connection from O. Henry’s “Tildy’s Moment” (Henry: Retold by Mowat, 2007). This extract also brings into question Furr’s (2007) contention that the role of the teacher should not be as a group member.

#### Extract B1.5.1

67 Teacher: So, I have one more question. The title is “Tildy’s Moment”. So in this story, what was Tildy’s moment?

68 Himari: One time. After the kiss.

69 Ryou: During the kiss I think. During the kiss

70 Mayuko: After the kiss.

71 Himari: After, *jya nai*

72 Teacher: Yeah, I agree with you. -kay, so, and also, this is a special question for girls. So, do you think you can understand Tildy’s feelings more than Aileen’s? Aileen is beautiful. Everyone liked her. And Tildy was always jealous by [*sic*] Aileen. So in your life, which position are you .. in ? This is difficult question. Probably your answer should be Tildy, but no Japanese will answer “they are like Aileen”

73 Ryou: Good morning, girls!

74 Teacher: How about you, Ryou?

75 Ryou: I think I am Tildy’s side. All my friends are tall and thin and handsome, but I’m not tall and thin. The most important thing is ‘*jishin ga aru*’

76 Teacher: Be confident.

77 Ryou: so I Tildy’s side.

78 Teacher: How about you, Taisei? Aileen type, or Tildy type?

79 Taisei: I think thin. So I like good style.

80 Teacher: If you were a girl, are you Aileen, or Tildy?

81 Taisei: Aileen. I like good style.

In extract B1.5.1 above, the teacher joined in only after the DL exhausted the discussion.

The teacher demonstrated more complex questions, first asking about the title. In this story, two waitresses work in a restaurant, Aileen and Tildy. Aileen is beautiful and attracts all of the male customers. Tildy is described as “short, fat, and not beautiful,” and the story describes a situation where Tildy receives a kiss from a drunken customer. The experience temporarily boosts Tildy’s confidence. This exchange is poignant in that the DL, Ryou, realized immediately none of his female classmates could answer the teacher’s personal question in turn 72, so Ryou chided them, “Good morning, girls!” (conversational implicature meaning, “come on ladies, fess up!”) resulting in the question being turned on him. Yet, Ryou demonstrated great emotional maturity in turn 75. Knowing the girls felt awkward answering the teacher’s question, the teacher also directed it to the other boy, Taisei, who had trouble comprehending and said, “I like thin,” that is, implicitly, that he fancies Aileen (thin) more than Tildy. He was unable to make the leap Ryou did, even after a more direct second conditional. Taisei’s current TOEFL ITP was 447, but Ryou’s was 390 and yet, Ryou is much better than Taisei at theorizing other’s minds, other people’s viewpoints, even if of a different gender. Ryou’s leadership in this discussion clearly demonstrated the great limitation of the ITP TOEFL test: Failure to validate differences in comprehension. Overall, about 68% of the participants felt confident they could accomplish the role of the Connector (Table 3). That said, only about 46% reported liking the role. The examples above, however, point to some real difficulties for Connectors tasked with encouraging classmates’ empathy for characters in the story. This points to some overconfidence in the efficacy reports on this role.

## Culture Collector (CC)

One of the teachers in this study asked the students to explain their roles at the start of their portion of the discussion. The following extract from “Railway Crossing” illustrates some of the possibilities this role offers for language development at the pre-intermediate level. In extract G1.2.3, Rie, the CC, successfully connected the themes of death, railways, embezzlement.

### Extract G1.2.3

- 17 Rie I'm Rie and I'm Culture Collector and I think Dunn: Dunn decided it was time for Dunn eh Thwaite decided Dunn to die and it was very suitable place for murder. In Japan railway is the place for suicide. It isn't common but sometimes it happens. And so what do you think about railway (0.5) to die?
- 18 Souta (background) suitable die people eh?
- 19 Rie Is it suitable place to, for murder, murderers? Yes or no?
- 20 Souta In Japan? Hhh. Um:: (2.0)
- 21 Sachi In Japan?
- 22 Nanami In Japan? ((laugh))
- 23 Rie What do you think about railway to die?/
- 24 Nanami So maybe two days ago, in [name of city], there is there was a similar accident. So I think there a lot of similar accident in Japan or in the world.
- 25 Sachi Uh my ((hem)) my hometown is Tokyo. In Tokyo there is many accident to die in the train or in the train, or in the train. Especially in the on Monday, they often commit suicide on trains so: but this accident trouble people, people, then so: I don't like this accident
- 26 Souta I'm I. Uh, my hometown doesn't have train so ((everyone laughs)) really, so I have never seen like uh: this accident but I uh: I know only TV. Many people suicide in railway uh. I only know.
- 27 Rie Thank you and second. And Thwaite stole a thousand pounds by changing the figures in the company's book. Recently, there are a lot of stealing money in Japan, ~embezzlement~ by politician. And what do you think about stoling money?
- 28 Nanami I'm Nanami. So I think of course everyone thinks it is bad thing to stole stole money from every, from other guys. Uh: ((laugh)).
- 29 Souta I think Japan is safe: country oh many uh most people don't stole other person's money uh:: I, uh, when I (0.5) throw my wallets a:::way um::: nandarou, nanda, some some a woman give me this wallet she didn't stole my uh yeah
- 30 Sachi I agree with Souta's opinion because in Japan it is safe to have money. For example, we visited hotel and stayed at hotel, maybe housekeeper will not stole money. But when I went to the Philippines my friend's money was stolen in the hotel ((everyone ooh)) maybe by housekeeper so:: um:: so ((laugh))
- 31 Rie Thank you thank you that's all

Rie does a nice job of basing both of her Culture Connections squarely within the story, starting with Thwaite's decision that the railway was a suitable place for murder with the first connection, and starting the second connection with Thwaite's embezzlement of 1,000 pounds, and then pivoting to elicit opinions and experience from her classmates. In fact, CCs seemed to help learners more easily **pivot** from sharing text examples to eliciting group thoughts than the Connectors did. Mainly this seemed to be due to the CC worksheet, which requested that the CC provided page and line numbers, and questions, whereas the Connector worksheet only prompts with the phrase "my connections" followed by a blank half page (see the Bookworm's Club Teacher's Handbook: Furr, 2007 p. 16). While Rie did not give the page and line numbers in extract G1.2.3 above, she followed the pattern of a text-based example from her own culture and elicitation from classmates.

Towards the end of the semester in the fourth recorded discussion, Megu, the CC in Gold Group 1, demonstrated the way page and line numbers help to ground the discussion in the text and promote the use of text-based examples for cultural comparisons, in the discussion of "A Moment of Madness" (Hardy: retold by West, 2007). Religious differences and/or similarities were often the focus of the CC role, which for Japanese learners is probably very useful, as most Japanese English users tend to lack schemata for religions outside Japan and thus have difficulty comprehending and predicting religious associations in other cultures in relation to controversial topics.

#### Extract G1.4.1

39 Ema Thank you and next is Culture Collector  
40 Megu Hi I choose the first is page 56 and line 1. In Japan, there are women who get married with man who has a lot of money and older person. It is said "marriage with a big age difference" in Japan. The bride has only money in view. Bap-tista, who is hero of this story, decided to marry with David, who is richman. Because she doesn't want to work. Next is page 64 line 3. My mother and father celebrate a wedding ceremony in shrine. Most Japanese people celebrate a wedding ceremony in shrine or temple. In this story, Baptista and David celebrated a wedding ceremony at church. I think most western people celebrated a wedding ceremony in church. (1.0) So I would

- like to ask the question: What do you think about to marry with older person than you?
- 41 Kouki Older person?
- 42 Megu *un toshitotte to kekkon suru*
- 43 Kouki Um I think marriages are important to our life because it is so: good effect of us so I want to get marriage get married (8.0)
- 44 An I don't wanna marry with person who older than me because I don't need another father
- 45 Hiro So I don't think I want to marry someone older than me because older than me person is so xxxxx sorry that's all
- 46 Ema I think it's good I'm leader so I don't have a relationship with older men
- 47 Mami I think it's a good idea but I deal with difference of age
- 48 Megu Where will you want to celebrate a wedding ceremony, church and temple and so on
- 49 Kouki I want to celebrate a wedding in church because I and there is so beautiful a place and this is so: so good mood and good situation That's all
- 50 An I wanna marry at a Japanese shrine because I wanna (2.0) ((giggle)) ya I like kimono
- 51 Hiro I wanna to held my wedding in a church. I like this place. I like this place. When I was a church to see the (.) someone's wedding this was so comfortable and interesting place
- 52 Ema I want to marry in a church because I want to wear wedding dress
- 53 Mami I want to celebrate a wedding in church because it's it's my a longing. Un It's my longing. thank you

The extract displays a more natural, **dialogic** outflow of personal feelings and opinions from the group members than earlier in the semester. With regard to Bell's interpretive arc, this type of conversation takes learners from the estrangement to the proto-understanding phase, although the process of pointing to specific passages in the text could arguably be part of the analysis phase. One concern is that the Teacher's Handbook (Furr, 2007; p. 7) suggests that the CC role not be introduced as early as others. This advice led the teacher with more problem students to dispense with the CC role completely. The specific text-based comparisons produced by the CC were rich sources of association for the discussions that often helped learners make the jump from unplanned, monologic contributions to the interactive contributions like in extract G1.4.1. But since the Bronze class did not implement this role, the end-of-semester data could only be calculated for the Gold and Coral classes and showed 48% of these two classes felt confident in this role, while only 33% liked the role.

These figures suggest the role does need to be given more teacher support, especially considering that the role helped to develop the learners' abilities to pivot from monologue to engaging the group. These more text-focused contributions tended to keep the group on topic, where some groups, especially those without strong leaders or teacher supervision, drifted off topic. The lack of enthusiasm exhibited by some is a bit puzzling and needs follow-up study.

### Summarizer

The role of Summarizer produced some of the most varied contributions in this study. One reason for this has much to do with the level of participants. For pre-intermediate learners, verbal summarizing is not easy since the task is typically aimed as a CEFR B1 objective. For example, Pearson's Global Scale of English at the B1 level define the following scores:

50 Can reasonably fluently relate a simple narrative or description as a linear sequence.

65 Can summarise and comment on a short story or article and answer questions in detail.

Pearson English General Adult Syllabus v. 1.2 (2014: pp. 18-19)

These two aims come at both ends of the B1 level band, and the Oxford Bookworm Teacher's handbook aptly emphasizes the need for rehearsal of roles before coming to class (Furr, 2007; p. 10). It is no wonder that planning and rehearsal are so important for students in this role. In fact, the transcripts illustrate the stark reality of the impact in discussions with regard to this role. Most commonly, most pre-intermediate learners carefully draft a summary following the role instructions, which tells the student to make notes about the characters, events and ideas. There are blank areas to record the main events, characters, and a story summary. This template defined the **monologic** performance by the learners. However, in order to look at the variety of language produced, it might help to reflect on the Bronze class when the Summarizer was absent.

Extract B2.1.1

- 64 Hinata: Summary person? ((students look at computer screen for role assignments))  
is absent  
65 T: Ichika is not here?  
66 Hinata: Yes.  
67 T: I see, okay.  
68 Risa: ((motions to all with arms wide)) try to summary--all::  
69 Touma: =Try to summary?  
70 All: ((laughs))  
71 Risa: Haha, *murika* [*impossible, no?*]  
72 All: ((laughs))  
73 Touma: *majika* [*really?*] (4.5)  
74 Sara: *wakatta, wakatta* [*I got it, I got it!*] One page, one person.

This serendipitous, **improvised** solution in extract B2.1.1 above changed the course of the discussion as the resulting team-summary took the rest of the time allotted for the discussion, almost exactly eight minutes. The summary produced 337 words in eight minutes--42 words per minute (WPM). While the jigsaw, **dialogic** summary solution was clever, spontaneous, and risky, all praise-worthy qualities in language learning, there was the relatively disfluent outcome in extract B2.1.2 below to consider. The language in the summary can be characterized as a live performance, mainly present tense, slow with regular code switching to Japanese for difficult vocabulary, and missing some key events and details, which resulted in poor content production overall. On the other hand, the process of the students flipping page-by-page and watching each team member attempt to summarize his/her page might have been more engaging than a student softly reading a summary out loud.

Extract B2.1.2

- 75 Aoi: Okay!  
76 Risa: =[Nice idea  
77 Itsuki: [Huoah!  
78 Touma: Okay  
79 Aoi ((motions in clockwise direction how the direction will go))  
80 Aoi ((starting on the first page)) The three boys try to hunt at the lake. And they are secret to his father, n his family, and they go to lake and open to big gun and try, they will try to hunt/hunting ((hand in gun gesture, then she looks to her left at Risa)) (2.0)  
81 Risa: Please wait. (14.0) They have five bullet *enani*. Four. Five *jyanai*. (0.5) They were thinking to try to shoot n but weather is not good. They are thinking for stop for rain ah but suddenly, they saw three ducks. (9.0) They was waiting for

- bird (3.0) but they were not xxx they learn about 2.0) shoot. Finish ((looks to her left at Sara.)) (1.0)
- 82 Sara: The birds were afraid because of the noise. Maybe the bird are afraid some noise, and the bird are flew away and so hunter are cannot shooting, and the hunter begin to cheu/chase the bird the bird fly so fast they escape they didn't shooting and the before ah no, after bird escape, I donno why the person stop and begin to talk and (.) and (3.0) suddenly, a some bird in the sky and he said be quiet, and they took the kun/gun and wait the bird and (.) two bird fell out of the sky and down the ground. Shouting happily they run to the place xxxxxx. But one bird flew back up from the ground and they really surprised (10.0)
- 83 Aoi: [More two minutes
- 84 Itsuki: [They go to the bird seller to know how to cook? But the bird seller get angry to "this bird is not eat" (6.0)
- 85 Hinata: Crane is symbol of love. So hunters never shoot, but children did not understand this (.) story? Uh, so children buy the crane so (2.0) after xxxxx children looked cause crane xxxxxx ((looks to her left to Touma))
- 86 Touma: Children dig a deeper hole, because children bury the killed bird, so and children sorry for crimes and see children study crane is symbol of love. Uh and a finish.
- 87 Aoi: Okay thank you. Let's finish our discussion.
- 88 T: OK. Good work everybody. ((applause))

The fact that they accomplished the task in the remaining eight minutes was somehow a victory for the group members, who applauded heartily at the end. A more carefully planned summary performance came from Nanami, who delivered the following 155 words at 87.6 WPM, over twice as fast, with the key characters, relationships, and events, in past tense and in order.

#### Extract G3.2.1

- 15 Nanami Hi I'm Nanami. My role is Summarizer. So I'm going to summarize the story. There are three main characters in this story. There are Thwaite, Dunn and Jane. Main event is main event was Thwaite tried to kill Dunn. So my summary. One day Thwaite stole a thousand pounds from his office to save money to pay for the wedding that Miss Lorraine - Lorraine? his lover wanted. His plan seemed to success but Dunn found his crime so he was threat *nanda* he was threatened by Dunn and he had to pay money to Dunn. He eager to kill Dunn so he thought about plan of murdering. Finally he killed Dunn to use railway crossing. First it seemed to an accident but police noticed it wasn't an accident and Thwaite killed Dunn in his house. (0.5) In the conclusion he told them the true story and then he went to his death bravely. Thank you. That all.



The 20-minute limit for the discussion running time meant that careful planning, especially for larger groups, was very important in order to allow each participant the chance to deliver his or her part. While the spontaneous effort of the Bronze Group 2 might have been fun, the result might be that learners who prepared carefully would not get to share their planned part, and it might encourage others to just “wing it” during class. A simpler, picture-based scaffold for story summarizing can work better for slightly lower level students. Sara in Bronze Group 2 used this in the third discussion of “Sister Love” (Escott, 2007):

Extract B2:3.1

76 Sara: I will talk about this [ shows her paper with picture drawn] Older sister's name is Marcia. Younger sister's name is Karin. First, Marcia went to church, and she fall in love to Howard. And they be in a couple, but Karin don't know that and she like ah she is not good person so she wants to stolen Marcia's boyfriend and she stole Marcia's boyfriend. And Marcia know this and she really upset and she added the shisun xx suntan oil, sunscreen, sun cream and Karin want to 'sunbathe outside and it really smoothly and suddenly she slipped and she fell down, down out of the window. She maybe died. Maybe I think so. Maybe I think so. Yes, and I want to know, like, this game for Marcia, or she just miss, just accident? Or, ?

In this extract, Sara, with the fourth lowest current TOEFL ITP score of 407, demonstrated engagement in homework and social interaction. In extract B2.3.1, she delivered a very simple and comprehensible summary of 136 words for her classmates in 2.33 minutes → 58 WPM. With a little more rehearsal, she could have easily delivered a coherent two-minute summary that reviewed both the main character relationships and the main events of the story, with a speaking speed of between 60 and 80 WPM. Sara somehow acquired an alternative scaffold from a different class for this summary; based upon Mark (2007), the summary worksheet is just a space for drawing a picture and a space with bullet points for simple phrases.

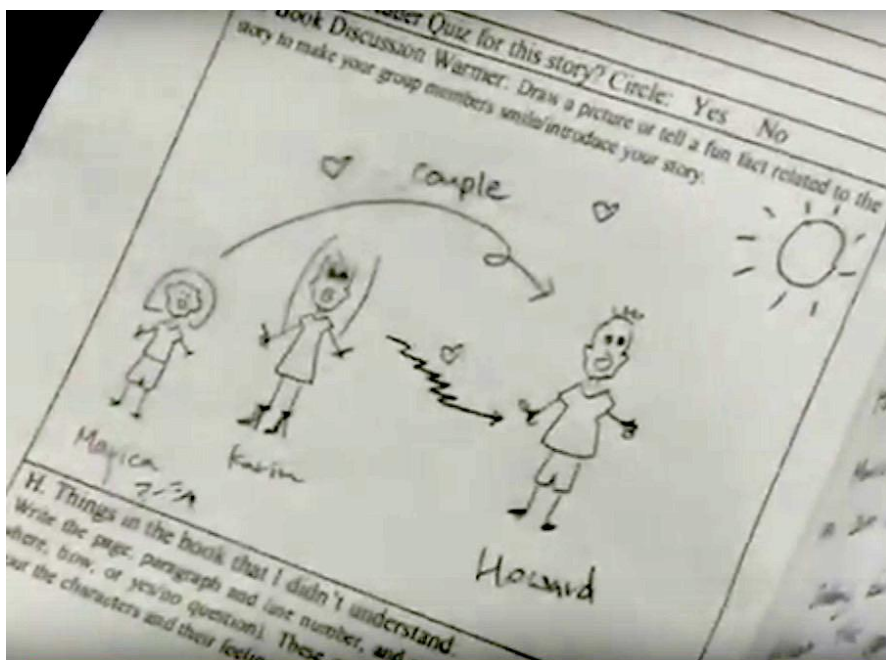


Figure 2  
Sara's alternative summary worksheet

At the end of the semester, the majority, 78% of learners, expressed confidence in being Summarizer, and 65% agreed it was enjoyable.

#### Passage Person (PP)

The PP provided opportunities for learners to identify and interpret key passages that focused the group on specific pages and lines. This role actually presents some complications for teachers due to many missed opportunities, or **teachable moments** (Eeds & Wells, 1989) in the transcripts, as a result of not pivoting from **monologic** to **dialogic** modes. Other challenges included inconsistencies in **intertextual reference** and framing various kinds of questions.

First, the transcripts evidenced a clear interlanguage continuum from the beginning to the end of the semester regarding **intertextual reference**. Pre-intermediate learners quickly settled on the page and line number system for the Oxford Bookworm stories, which typically

do not have a paragraph structure; some learners erroneously used the word paragraph for the first few meetings, but soon picked up the word “line” as a standard reference. When important passages or lines appeared near the bottom of a page, students implemented a variety of coping strategies.

### Indicating lines or passages in a text

#### 1. Code switch to Japanese

Extract B2.1.

20 Touma: Oh yes. I think, page 12 *ichi ni san shi go roku shichi hachi shita kara 8 Gyome* [one, two, three, four, five, six, seven, eight--eighth line from the bottom]

#### 2. Count lines from the top even when there are 28 lines per page

Extract B1.2.

Natari: Second, page 26, line 27. ‘They are ghost “ I’m interesting this sentence. Do you believe ghost?’

#### 3. Use circumlocution

Extract B2.3.

45 Aoi: Okay, next is Passage Person. My first passage is page 34 under the under 4 Line.

#### 4. Near standard phrasing

Extract B1.5.

63 Ryou: In page 57, line number four from last.

#### 5. Near standard phrasing

Extract B2.2.

Risa: Ah, *chigao!* 4 line from the bottom, (2.0) “Yes, that’s right, the guard said. You saw them, but they are not alive. They are ghosts.” (.) This is the most important line.

There were no perfect cases in the transcripts of learners using both ordinal numbers combined with counting from the bottom line of the page.

## Moving from literal level reading to inference

### Extract B1.4.1

14 Taisei: Finish Okay, next is Passage Person

15 Emi: Page, page 50-51. 9,10,11,12,13 13, line 13. He is died. And He didn't fall into the river, somebody pushed him. It is difficult to understand for me. I think Arla, Arla killed Johnny. He is sus:: suspicious. Arla didn't want agents to know his relationship with drug company. I think Arla killed Johnny. Or drug company killed Johnny. I don't know. Arla said he was died. So why did Arla know to die, Johnny? What do you think? (2.0) Arla say (.) Johnny is died. Why, why did know? To die, Johnny? I think Arla killed Johnny.

In turn 15, during the fourth (Bronze) discussion, Emi, who is less fluent than the others, did a remarkable job as the PP for “Omega File 349: London, England” (Bassett, 2007). Emi transitioned the group from the proto-understanding stage into the analysis stage as she made a **Simple Implied Relationship Inference** (Hillocks and Ludlow, 1984). Emi asked her classmates to look first at two statements--one by Arla on page 50 and one by the narrator on page 51--to notice that Johnny's death was not an accident; then she asked her classmates, “What do you think (about who killed Johnny)?” This question is actually a **Complex Implied Relationship Inference** (Hillocks and Ludlow, 1984) because it requires the group to evaluate numerous statements throughout the text in order to make interpretations.

Nanami, a student in the Gold class, has the fourth highest TOEFL score among the 42 participants in the study; however, on the end-of-the-semester self-efficacy scale, she scored almost the same as Emi in the prior example. First, Nanami demonstrated excellent conversational maintenance skills. She carefully instructed the students on the page and line numbers and then added, “So I read,” to introduce her pivot to reading aloud. After reading the sentence aloud, she clarified, “Could you find the sentence?” These added touches significantly helped her classmates find the passages and comprehend them before she pivoted to her question about Baptista's choice of teaching or marriage to an older man. Her

question also required some complex inferencing as she asked her peers to think through all the evidence in the text to make a decision.

Extract G3.4.1

11 Nanami ((hem)) So I'm Passage Person. I'm Nanami. Okay I'm talking about my passage. So please look at page 56 and line 14. Here, from 14 to 16. So I read: 'Later, she told her that she was leaving her job at the end of July, and the wedding was arranged for the first Wednesday in August.' (3.0) Could you find the sentence? So. ((hem)) I have question: if you are Baptista, which decision would you like to choose? So teacher, uh continue teacher, or marry with (.) an old man?

While there are clearly additional touches Emi could have learned from Nanami had they been in the same group, both made rich contributions to their peers at the analysis and understanding levels of their respective texts in the fourth recorded discussion of the semester.

In spite of some difficulties in performing this role, the end-of-semester survey revealed an overall high confidence rate of 70%. This level of confidence suggests teachers could easily give more corrective feedback in order to help clarify language objectives related to reading aloud, pointing to text, and posing higher-order questions. The PP role was fairly popular with the students with 57% having an overall liking for the role.

#### Discussion Leader (DL)

Leadership is necessary from all members of the team in order to make LCs successful, starting with a faithful reading of the text and thorough preparation for each role. The DL accommodates various ability levels as a whole, so there is room for improvement in the deliberate/explicit teaching of leadership skills for text-based discussion based upon the transcripts in this study.

Lower-level students at the beginning of the semester were not sure how to lead a discussion. One of the first problems for the DLs was how closely to follow the worksheet

instructions. While the scaffolding from Oxford instructs the leader to start off with a couple of questions before asking people to present their prepared role information, not all leaders did this. In fact, the use of recording devices may have dictated the first move creating the need to do introductions for the researcher's benefit. Members of groups introduced themselves and their roles. Some did not, and just started directly with the first role presentation. The teachers involved in this study felt awkward about the role badges the teacher's manual provided, but instead, one teacher asked the students to announce their 'job description' along with their role and that helped set routines and expectations.

The second issue for the DL was to decide whether or not to ask some opening questions. The teacher for the lowest level class (Bronze) asked for additional guidance for the students at the beginning of the semester. I provided the teacher and students a few Twitter stories on which to practice using the following questions:

1. Where is this happening? (What is the setting?)
2. When is this happening? (When does the story take place?)
3. Who are these people? (What are the characters' names?)
4. What are they doing? (What are the key events?)
5. What words do I not know?

Occasionally, students started out with their own versions of such questions as Ryou did in extract B1.5.1 below:

Extract B1.5.1

6 Ryou        Okay. Today we are reading "Tildy's Moment" and before discussion can I ask you two question? The first is "What is the character's name in this story?" and the second is, "Where did it happen?"

While Ryou's questions may seem simplistic to native speakers, the relevance of the leader's opening questions definitely helped to set a trajectory that often shaped the entire discussion,

and thus, deserve attention. In fact, after Ryou's questions above for "Tildy's Moment," the students demonstrated great difficulty with pronunciation, pronouncing Seeders as "Ceasars" and "Scissors," Tildy as "Ta-ildy," and tripping over the restaurant name, Bogles. One of the most basic problems for L2 learners is decoding foreign names, even during the last of six discussions for the semester. While this was clearly an issue for the WM role in extract B2.1.1 above, pronouncing the names of the characters should be something the DL is prepared to clarify from the very beginning, especially for learners without strong decoding skills. While names may entail flexible interpretation with regard to their pronunciation, character name pronunciation is a matter of **shared repertoire** and is best clarified early in the discussion. Students would benefit from having the names and pronunciation of main characters introduced when a story is first assigned, so they can get comfortable with the pronunciations while reading at home. This leads to a broader issue for DLs, and that is the ability to **multi-task** and fill in the gaps, especially when those gaps are caused by absences of team members who cannot share their prepared role notes by proxy.

More advanced DLs started with self and role introductions followed by some type of warm-up questions, closely following the teacher instructions and the Oxford Bookworm DL role sheet. By the last discussion, these leaders appeared to be very comfortable entering the territory of the other role leaders. For example, Arisa in Gold Group 2 started with a Connector question to break the ice but then gave a more serious question inquiring about students' feelings while reading.

#### Extract G2.5.1

- 1 Arisa Good Morning everyone. Good morning. Let's get started. I'm the Discussion Leader today. My name is Arisa.
- 2 Ren Hi guys. I am Summarizer. Oh I am Ren.
- 3 Niina I'm Niina Connector.
- 4 Ayato I'm Ayato, Passage Person.
- 5 Runa I'm Runa, today's my part is Word Master.

- 6 Maria I'm Maria, I'm Culture Collector. My part is Culture Collector.
- 7 Arisa Okay, so. What we are going to do is talk about today's story. Today's story is 'The secret'. Do you have a secret in your life?
- 8 Niina Yes I have a secret.
- 9 Arisa Really. What kind of secret? Please tell me ((laugh)) Um um ok ok ok. My questions. What kind of feelings did you feel during reading this story?

These leaders had a good sense of time management and started with general questions before the role presentations. Leaders who were less proficient and confident almost always started directly into the role presentations, saving prepared questions for after role presentations.

A counterexample came from Gold Group 1 illustrating effects of what can happen with an **unprepared** but fluent DL. Hiro started by asking, “Who is the summarizer?” and having An give that summary unhesitatingly. He was honest that he actually had not had time to read the story. Then he asked two more questions: “What did you think of this story?” and “Do you like this story?” Here, we return to extract G1.2.4 from the Gold Group 1 again to see how Hiro’s general elicitation of opinions of the story seeded the trajectory towards his own prejudicial conclusion, after admitting he had not read the story. His lack of reflection and elicitation of global evaluation without analysis is a problem for teachers using role-based scaffolding. This extract illustrates a problem in Furr’s curricular design because no prescribed role actually prepares a learner to assess fiction short stories, and thus they also then do not have an obvious route to the last stage of Bell’s interpretational arc: ownership.

#### Extract G1.2.4

- 11 Hiro *Gomen* [sorry] What do you think about this story?
- 12 Ema I think this story is pretty scary because a it, this story has reality. So I am 19 so I don't drink alcohol, but when I will be over 20 and drinking, and I am afraid and I am a girl and someone think of this one.
- 13 An For me this story is not scary not at all because the plan Thwaite played to murder his friend was easier than I thought It's very simple so I think it's not mystery at all scary.
- 14 Megu I don't like this story I don't think about murder. I think alcohol is very a very nanda dangerous and yeah.
- 15 Kouki I think it is very interesting for me to read this story because I think sometimes, some situations connect to real world n: I think this situation is so interesting and:: I enjoy to reading the book.
- 16 Hiro Thank you and last question is the simple question. So, do you like this story?



- 17 Ema No I don't, but I think we can learn that too, too much drinking is dangerous.  
 18 An Yeah, I like this story because is easier than previous story and I like the novel about murder ((laugh))  
 19 Megu I don't like this story too; i afraid of this story.  
 20 Kouki However, I like this story.  
 21 Hiro Thank you so the my question is I think this is so sad, because ah although I read first paragraph and first paragraph is about one person and so he is a debt so later story I don't know. Sorry. (3.0) So, I don't like this story too because (1.0) it's so unbelievable. Thank you so much.

The best code for these questions comes from Eeds and Wells (1989), which is labeled **evaluation**. Readers have the right to make judgments, and it has been stated that besides sharing interpretations, book club members meet to share their assessments of a work of literature (Peplow, 2016; p. 58). Eeds and Wells developed four coding categories for **evaluation** moves. They are **global**, **categoric**, **analytic**, and **generalization**. In the extract above, Ema responded that the story “has reality” from the perspective of alcohol abuse. She was evaluating the story based upon its relevance to her life situation, so I coded this as **analytic**. An’s evaluation that the story was not scary contrasted with Ema’s. An’s evaluation was related to the plot design, and could be coded **analytic**, like Ema’s. Megu’s evaluation was more **categoric** because she does not like thinking about murder and drinking. Kouki offered the same evaluation as Ema, relating the story to reality, so it also appears to be **analytic**. Rather than push for more detail, Hiro went the opposite way, asking for more **global** opinions at turn 21, which is fairly early in the discussion. The “simple” question, “Did you like this story?” produced more **global** openings, “I liked the story” or “I didn’t like the story” plus more complex additions. Ema reiterated her **analytic** response. An gave both **analytic** and **categoric** evaluations as it was simpler than the last story, and she likes murder stories. Megu’s evaluation was an emotional response, perhaps to sin or crime, so it seems **categoric** or could be coded as a **generalization** if it is interpreted as not liking to be scared. Kouki came back with simply a **global** evaluation in turn 20. In turn 21, Hiro stated, it

“is so sad” based upon his reading of the first paragraph, and then stated it is unbelievable, in contrast to all his peers’ assessments, completely without support. Interestingly, in the final BC survey, Hiro reported “agree a little” with the statement “I can do the role of a Discussion Leader.” He strongly disagreed with the statement, “I liked doing the role of Discussion Leader.” Hiro’s performance in extract G1.2.4 suggested that not liking a role may not relate to the quality of the educational activity, but rather to the experience of not being prepared or capable to perform a role. Overall, 78% of the learners agreed they can do the role of DL, but only 49% of the learners agreed they liked the role.

This problem also illustrates the challenge of providing experience of both aesthetic reading and critical, stylistic, or efferent interpretation (Rosenblatt, 1978). Many Japanese students of English are capable of applying deeper critical thinking strategies and are ready to shift from Rosenblatt’s aesthetic mode to a mode of critical interpretation for both academic and social purposes (Wallace, 2003).

### **Research Question #3**

To what degree does the triangulation of data gathering techniques enhance or diminish the power of this methodology to better shape role scaffolding and resultant discourse?

Returning to the notion of Mixed Method Research (MMR) is important in order to determine how to best revise this methodology for future use in designing better L2 literature circle discussion scaffolding. Johnson et. al. (2007) suggests MMR should produce complementary strengths and non-overlapping weaknesses. Overlapping weaknesses are those methods, when combined, that hinder participants from depth or breadth, or rigor in data collection. Thus, I will analyze and reflect on my experiences as the researcher embedded on site. If I can show that the complementary strengths and non-overlapping weaknesses outweigh *overlapping* weaknesses, then it can be concluded that the various methods are working synergistically. As a pilot study, however, there are likely to be ways to improve these methods.

## **Complementary Strengths**

Collecting data from three different classes of the pre-intermediate level, each of which was selected slightly differently, allowed for sampling the entire range of students in the pre-intermediate English level at Ritsumeikan APU. The data from the Bronze and Gold classes showed that when the stories are chosen at the appropriate level of difficulty (even when students are studying in the same “level” of a program), that learners can perform positively. Furthermore, the Coral book stories were consistently rated as rather difficult by the Coral class and this also showed that grading a story does not guarantee it will be easy enough for readers to digest and progress towards the understanding level on Bell’s arc of interpretation. In other words, properly-graded materials were more important than “authentic” materials. So, the broad sampling of various levels with different readers was very helpful at this stage.

Another advantage of the triangulation was the comparison of the teacher and my involvement. In the Bronze class, I was embedded in one group as a participant observer, and the teacher was a participant observer in the other group. Also, both of us recorded the discussions with video cameras. For these low-level students, having teachers present in every discussion allowed for addressing teachable moments in real time. Japanese learners’ strong need for teacher input also created greater commitment from the students to prepare for the activity. Additionally, the use of video added an even stronger inducement to prepare as the students knew their physical and gestural behavior were also important. In the Gold class, the teacher was adamant students hold the audio recorder (mic) and pass it turn by turn to fellow students so the recordings would be easy to understand. Furthermore, the teacher required the students to say their names at the beginning of turns as often as possible in order to help the transcription process. Ultimately, I believe this method is the best way to produce recordings of adequate quality to make reliable transcripts. In the Coral class, the teacher did not give

explicit instructions this way, so the audio recorder sat on a desk with papers shuffling over it and learners rarely stated their names, which made it very difficult to identify speakers. On the other hand, this hardship motivated the recruitment of a student research assistant from Coral Group 1, who helped transcribe the data and answered follow-up questions throughout the transcription process.

These variations in teacher involvement and recording rigor suggest a general LC Observation Effect (cf. Hawthorne effect: Mackey & Gass, 2007; Halo effect: Dornyei): The greater the teacher observation level, through media or personal proximity, the better the LC performances will be. This is partly because there are numerous teachable moments in every discussion, often a very simple one line clarification. According to the final day survey, 84% of the participants agreed with the statement, “When our teacher joined our book discussion time it encouraged my learning.”

### **Non-overlapping Weaknesses**

The TOEFL ITP measures global language proficiency related to listening, grammar, and reading skills. It is likely all three of these skills are factors impacting on the quality of contributions in discussion groups, so it is beneficial to collect such data. Self-efficacy (SE) for LC discussion, which draws more heavily upon confidence in talking about stories, should be an independent measure from TOEFL ITP scores. Intrinsic Reading Motivation (IR) has already been shown to be largely independent of SE for literary discussion (Sevigny, 2016). For these groups, WTC has a small correlation with IR as shown in Table 7 below. There is no correlation between WTC and TOEFL ITP scores. For these groups, there is a small correlation between TOEFL ITP and IR.

Correlation analysis demonstrates that the learning factors collected in the end of semester survey are non-overlapping and thus they provide complementary data for planning literary discussions and analysis. Self-efficacy for literary discussion likely changes over 15 weeks as the survey items are carefully aligned with skills practiced in typical roles. Willingness to Communicate, however, which displayed a medium correlation with self-efficacy for literary discussion, is a measure that is less likely to change over time, and thus could be used to identify strong participants in discussion at the beginning of the semester. Similarly, IR could help in forming groups early in the semester. After setting alpha to .05 and calculating R for each of these relationships, the results showed that the only significant correlation for the population was between WTC and SE ( $R=0.37$ ;  $p=.017$ ).

Table 7  
*Correlation coefficients for end-of-semester learning factor relationships*

	WTC	IR	SE	TOEFL ITP
WTC	1	0.16	0.37	-0.06
IR		1	0.10	0.10
SE			1	0.09
TOEFL ITP				1

(Shaded R values were not significant for alpha  $p<.05$ )

### **Overlapping Weaknesses**

The simultaneous collection of data in three classes from eight discussion groups, while providing many strengths outlined above, also depicted weaknesses. The main weakness regards the speed with which the data can be transcribed and analyzed. Furthermore, when that data was difficult to transcribe, the process became even slower, and my unfamiliarity

with the students in each class created other barriers that slowed down the data collection.

Collecting so much data meant there was a lack of agility regarding follow-up with individual learners.

In fact, the follow-up speed required to identify teachable moments and then address these issues mirrored the speed for research; thus, by creating a methodology that increases follow-up speed, this project will spur methods for training teachers to engage with discussion group members with timely feedback. More specifically, the results of this study support the development of tools that will ensure high-quality reading and worksheet preparation and the creation of flipped-lesson materials, teaching language and skills for LCs. This means the strongest model for developing scaffolding might be more deeply rooted in grounded theory, with one teacher and their class, and three to five reading groups over a 15-week semester.

Overall, for a survey instrument like this pilot study, an initial broad sweep can uncover many fruitful avenues for further research and help to seed numerous, more careful efforts at data collection and analysis. In the overall arc of a dissertation, especially one undertaken with the pedagogical purpose of developing a revised LC discussion-scaffolding for short stories, this and other large studies like it could potentially function as a corpus for material developers and interested teacher trainers. In this regard, this research certainly qualifies as of the Mixed Methods kinds, even though the methodology could be refined and more carefully aimed with smaller groups of participants for more exploratory work.

## Discussion

While this study profiles a strong cross-section of students from the pre-intermediate level at Ritsumeikan APU, the data cannot be used to predict the performance of students in other contexts. The students in this study were mostly domestic Japanese learners of English in their first year of university. Learners in other countries, with different L1 backgrounds and at different proficiency levels, may perform differently as they likely have different profiles with regard to reading, speaking, cultural traits, and typical states of mind towards LC discussions.

This study analyzed a broad sweep of extracts from three classes using the Oxford Bookworm series. As an exploratory study, it sought to identify concepts emerging from the data that will be useful in analyzing L2 LCs in future studies. The most striking feature of the language elicited from pre-intermediate learners with the Oxford scaffolding was monologic discourse. This outcome, while logical for the worksheet design for the Summarizer and Connector roles, produced a dominant interaction pattern that transferred over to roles for which the scaffolding design intended dialogic outcomes. The dialogic designed roles such as the Culture Collector and the Passage Person for example, succeeded in eliciting text references and text-based questions, but often produced monologic contributions in which the learners failed to pivot to questions and dialogue in order to answer a question as a group. Similarly, the Word Master role as designed could be expected to yield more shifts of focus from the Word Master's comments to looking at actual page and lines on the text. The tendency was to not pivot into the dialogic mode when necessary. The Discussion Leader role, while allowing one learner to lead, did not produce excellent discussion leadership due to the lack of clear goals. Overall, it appears that these learners often lacked the attentional resources to shift from monologic to dialogic interaction. Furthermore, the need for facilitative leadership inherent in the LC task was often unfulfilled by these pre-intermediate

Discussion Leaders. These Discussion Leaders either lacked the will or ability to intervene to help their classmates shift modes or focus. This may not only have to do with ability, but might stem from sociolinguistic factors—it might just seem rude to interrupt, or the DLs might have been worried about time running out. This would be worth further investigation.

It is possible that the monologic mode so evident in the transcripts was more a result of the proficiency level of the participants and the homogeneity of the cohort groupings' proficiencies. If that is the case, then there is a more fundamental flaw in the Oxford Bookworm system because some role expectations are inappropriate for some proficiency levels. There are three potential approaches to fixing this flaw. The first approach would be to redesign the role sheets by proficiency level. The second would be to mix proficiency levels in reading groups to fit with Lave & Wenger's (1991) apprenticeship learning theory, with more complex roles being assigned to higher proficiency learners. The third approach would be to shift to stylistic elements as a catalyst for question generation. This approach could elude more dialogic contributions with sustained answers and replace another flaw in the Oxford system—the goal to “just keep talking for 20 minutes”. There is no way to compare such different approaches without designing a completely new system and then testing the results with a similar population.

The aim of this study, however, is less to develop a specific system than to develop a process for analyzing and revising components of such a system. As a pilot study, the data could not be coded exhaustively. The concepts emerging from this study are hypotheses with examples. A variety of confirmatory analyses could be performed on the dataset to more completely saturate these concepts with dimensions and properties. As a pilot study, however, the broader issues of teacher involvement, recording techniques, and transcription processing were more important. Mixed-methods allowed for investigating these broad issues, but



entailed an arduous, and slow process, especially with regard to transcription and analysis. And ultimately, describing the extent to which these concepts characterize the discourse deduced from the Oxford Bookworm worksheets may be unnecessary considering the flaws in the Oxford role-sheet design that have emerged. Thus, the most important outcome of this study is the possibility of more refined research methodology for analyzing LC discourse and scaffolding.

### **Implications for Teaching**

There will be students who do not read if they are not accountable for their preparation; and these students, like Daiki in Coral Group 1, simply have too many other life responsibilities and thus do not put effort into ungraded assignments. Furthermore, the self-assessment that occurs after a group discussion often obscures a lack of real preparation. Assessing preparation, even self-assessment or peer assessment, would be easy to add to the front of the role worksheets. Not reading leads to not participating in discussion, or at best improvising contributions that vary in quality.

Learners who read the story carefully tended to prepare detailed worksheets that were marked by specific notations to literary elements of the story--characters, events, themes, etc.; their worksheets often referenced page and line numbers and prepared questions for classmates. Finally, unprepared learners' contributions differed depending upon their proficiency levels. If the learners were lower proficiency, they did not pretend to have read; but higher proficiency students sometimes produced the "fluent fraud" contribution. Finally, some learners' open comments suggested that basing discussions on various topics that did not require reading would be better than text-based discussions. These end-of-semester comments are expressions of doubt with respect to the value of connecting discussion to

reading as loosely as the Oxford Bookworm system does. Regarding group discussion as a no-stakes activity, with grading coming from a project or presentation based upon the discussion, is certainly possible. However, if a task is iterative, repeated six times through the semester, mechanisms are needed for helping learners deal with classmates who do not prepare.

Besides preparedness, the findings of this study suggest teachers could and should be more involved with observing, monitoring recordings, and providing feedback for learners at **teachable moments**. These moments happen regularly in LCs, and the kinds of issues include reading comprehension, pronunciation, identifying thematic keywords not present in the text, pivoting behaviors, modeling question types, and modeling how one might perform a role. Thus, there is a need for mechanisms allowing teachers to conveniently and easily access data and give timely, comprehensible feedback for discussion performance.

In terms of task-orientation, this study shows the pluralistic nature of tasks and goals in the Oxford scaffolding system. Learner goals need regular clarification since the job descriptions on the role sheets from Oxford do not fully or unambiguously explain the overall goals of the reading group. It might be better to explicitly set the goal of owning the discussion itself, where that entails pushing each other toward a deeper level of comprehension and critical awareness along Bell's arc of interpretation (2011). In fact, a major weakness in general is that students do not have goals for answering questions, and there are not goals for using various types of questions, other than the DL's general questions. If there were a shared understanding of the goal to more deeply understand and interpret the meaning and style of the text, then roles could be designed more carefully to move through each of Bell's stages in the arc of interpretation, and learners would have a sense of what constitutes each stage. In this study, the DL tended to save the general questions for after the

role sharing in order to fulfill the other perceived goal of maintaining discussion for 20 minutes on topics loosely related to the reading theme. Overall, the task goals do not specify anything beyond a preview or proto-understanding level of the stories. Teachers need to be aware of these mixed aims. The current role-sheet goals fit fairly well with Extensive Reading, which does not aim for deep comprehension.

There was a natural tendency for the learners to explore empathy with characters in the transcripts, and this resulted in second conditional questions. These were not specifically indicated on the role sheet instructions, and in fact, the worksheets avoid second conditionals on the suggested question list on the Connector sheet. Kidd and Castano's (2013) research on Theory of Mind, and particularly the role that literary fiction plays in developing an individual's ability to infer others' mental states, is supported by many of the extracts with these second conditionals. More explicit instruction for learners would aid them in framing such questions with respect to different character types and also with respect to the author. For example, "If you were the author, what is one part of the story you might change, and why?" It was certainly clear many learners in this study were ready for more sophisticated questions, especially second conditionals.

### **Motivational Issues**

One of the biggest trade-offs in the Oxford role scaffolding has to do with the decision to elicit monologues from the Summarizer and the Connector. Young (2014) found self-consciousness and extraversion to be those of the 'Big Five' personality traits most impacting the quality of contributions in LCs. If self-consciousness is a factor for EFL students, then including such monologic contributions likely helps those learners to lessen their anxiety for sharing. The popularity of the Summarizer role suggests that this format was motivating for

the learners, and the role made an important contribution towards conveying the co-constructed understanding of the reading. On the other hand, learners in unsupervised groups quickly transferred the monologic format to PP, CC, and WM roles. If this is a developmental stage, then it would happen anyway, but imposing the monologic format on roles that require dialogic interaction leads to “inauthentic” discourse. Inauthentic refers specifically to the authenticity of correspondence as related to the natural responses of native speakers (MacDonald, Badger, and Dasli, 2006). Note that this finding stands in contrast to that of Kim (2004) who reported that her (advanced) learners displayed natural conversational patterns, which suggests her learners displayed dialogic interaction. This problem suggests that for B1+ and higher-level students, all scaffolding be designed to elicit text references and dialogic interaction. To summarize, the main, emerging criticism of the Oxford Bookworm scaffolding is that the scaffolding should be differentiated for different proficiency levels.



	Low Self-Efficacy for Discussion ↔ High Self-Efficacy for Discussion	
High Intrinsic Reading Motivation   Low Intrinsic Reading Motivation	<b>Ambivalent</b> Low confidence for speaking in LCs. Non-dominant but high confidence in reading ability: “the quiet sage.”	<b>Avid</b> High confidence in both speaking and reading.
	<b>Averse</b> Low confidence for speaking and reading.	<b>Apathetic</b> High confidence in speaking but tend not to read: “the fluent fraud.”

Figure 3  
LC motivation profiles

These motivational profiles suggest that DLs need different strategies for leading different profile learners. From the turn-taking results for Coral Group 1, it appears that DLs

did not do well at drawing out the reluctant speakers, as the total turns for some speakers remained low all semester. For example, Keito preferred to engage Daiki with questions rather than her more reluctant classmates who showed better evidence of having done the reading and their worksheets. The disparity in turn taking supports the use of a turn mapper or tally person to count turns and text references (Sevigny, 2012; Sevigny & Berger, 2014). The reason for tallying turns would be to inform the teacher that intervention may be needed to help the reluctant speakers prepare better and help the dominant speakers to be more inclusive, thus improving overall participation. The tally could include statements, text references, and questions for each participant and the task and would be good to add to the DL job description.

### **Future Research**

There are various ways to approach LC Scaffolding. There are potentially many alternatives to role-based scaffolding for L2 LCs, and more research is needed to determine which scaffolding results in the best discussion and learner self-efficacy. Thorny issues abound in researching LC discourse. The initial plan for this project called for using Hillocks and Ludlow's taxonomy of skills to code the transcripts for the level of comprehension represented at each stage. That plan proved to be overly ambitious and time intensive relative to the stage of this research. Clearly, Bell's (2011) Arc of Interpretation is much simpler and more flexible in terms of characterizing levels of understanding and movement between those levels. Moreover, Peplow (2016b) showed that looking at moments of disagreement in a transcript as points where participants are moving between these levels of interpretation is helpful since it allows for selecting short sections of transcripts for more careful analysis.

For studying the extent of monologic contributions, the final discussion of the semester gives evidence for the strength of scaffolding in eliciting monologic output. Another worthwhile research project could be to implement unpreparedness as a role. The reason for this would be to explore the contributions made by non-readers and to train readers in strategies like clarification and follow-up questioning. Students who do not take time to prepare may also benefit from this in learning ways to apologize and give an honest effort at full engagement during the meeting. Another avenue for analysis might be to look at question generation patterns and learners' ability to incorporate various types of questions--for example, more open-ended question types, second conditionals, or structural and author generalization questions. A further area of development is the application of web 2.0 technology into all task phases. Virtual libraries now make reading online possible. Online forms make the discussion preparation phase possible, and mobile phones make these notes all accessible in the classroom, with online discussion boards available for further stages of discussion that could bring students to a deeper level of analysis and understanding. Another worthwhile analysis for LC data is the analysis of teachable moments. Determining the dimensions and properties of teachable moments for various learners would help teachers create flipped lesson materials to train learners between discussions. All this starts with ways to identify logical, step-wise means for simplifying transcription and analysis.

### **Future of L2 Literature Circles**

Popular materials and systems that work for L2 teaching through LCs remain elusive in spite of the great effort made to create the Oxford Bookworms Club Series. There are many reasons for this: the complexity of selecting and grading interesting, appropriate reading materials; misconceptions about authenticity; principles for teaching that eliminate evaluation; the

complex logistics of implementation; and in Asia, the clash of norms between teacher-fronted formats in which students are not encouraged to speak and learner-centered formats that comprise LCs. Added to this are the plethora of ever-growing approaches and types of materials available to EFL curriculum designers and limited space for literary fiction. Thus, the Oxford Bookworm series, which has not been updated for an online, mobile world, does not provide student choice of stories, and is not clearly aligned with CERF levels, is archaic in the eyes of most younger students and difficult to align with curricular goals for teachers.

## **Conclusion**

The Oxford Bookworm series was born of well-founded educational principles vis-à-vis Communities of Practice, Task-Based Learning, and Extensive Learning, but it needs updates with regard to developments in extensive reading, technology, and especially, level and goal specifications. Much of this failure stems from attempting to promote fluent discussion that is only tangentially related to a given text and attempting to produce sentential, monologic contributions. While the results of this study relate predominantly to pre-intermediate learners from CEFR A2 to B1 levels, the results suggest that for learners at higher levels of proficiency, the overarching goals of the Oxford Bookworm role sheets lack stylistic and critical thinking emphasis necessary for crossing over from extensive to academic learning. The literary and stylistic elements that comprise literary fiction are precursors to a wide variety of more complex narrative and texts with which students must engage in collegiate academic courses. Thus, the next generation of anthologies and book club scaffolding should provide learners the scaffolding needed to move from reading fiction to fictional cases to real case studies, news articles, and discussion of real-world controversies.

This study has produced the following potential units of analysis for studying LC discourse contributions: unprepared, improvised, planned, monologic, dialogic, intertextual reference, evaluation, on-task, and off-task. These units will likely be useful for analyzing various scaffolding types: stylistic elements, questions, responses, and routines, in addition to roles. As transcription and analysis are extremely labor intensive, simplified methodology is also helpful. This study has shown that Bell's (2011) arc of interpretation might be a more transparent framework for studying contributions than the Hillocks and Ludlow (1984) framework. This study has also pointed towards the use of audio recordings with careful instruction to learners and the addition of trained observer participants and participant researchers, who are paid to assist with transcription. Furthermore, after ensuring that readings are at the proper level for a class group, a methodology more practical for individual teachers to employ will make the practice of teaching with LCs more accessible and thus promote their use more widely.



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## Appendix A: Oxford Role Sheets

In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.

# Discussion Leader

STORY: \_\_\_\_\_

NAME: \_\_\_\_\_



### The Discussion Leader's job is to ...

- read the story twice, and prepare at least five general questions about it.
- ask one or two questions to start the Reading Circle discussion.
- make sure that everyone has a chance to speak and joins in the discussion.
- call on each member to present their prepared role information.
- guide the discussion and keep it going.

Usually the best discussion questions come from your own thoughts, feelings, and questions as you read. (What surprised you, made you smile, made you feel sad?) Write down your questions as soon as you have finished reading. It is best to use your own questions, but you can also use some of the ideas at the bottom of this page.

### MY QUESTIONS:

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### Other general ideas:

- Questions about the characters (*like / not like them, true to life / not true to life ...?*)
- Questions about the theme (*friendship, romance, parents/children, ghosts ...?*)
- Questions about the ending (*surprising, expected, liked it / did not like it ...?*)
- Questions about what will happen next. (These can also be used for a longer story.)

• Appendix A: Oxford Role Sheets (Cont'd)

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Summarizer



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

## The Summarizer's job is to ...

- read the story and make notes about the characters, events, and ideas.
- find the key points that everyone must know to understand and remember the story.
- retell the story in a short summary (one or two minutes) in your own words.
- talk about your summary to the group, using your writing to help you.

Your reading circle will find your summary very useful, because it will help to remind them of the plot and the characters in the story. You may need to read the story more than once to make a good summary, and you may need to repeat it to the group a second time.

### MY KEY POINTS:

Main events: \_\_\_\_\_

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Characters: \_\_\_\_\_

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### MY SUMMARY:

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## Appendix A: Oxford Role Sheets (Cont'd)

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Connector



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

### The Connector's job is to ...

- read the story twice, and look for connections between the story and the world outside.
- make notes about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real-life events.
- tell the group about the connections and ask for their comments or questions.
- ask the group if they can think of any connections themselves.

These questions will help you think about connections while you are reading.

**Events:** Has anything similar ever happened to you, or to someone you know? Does anything in the story remind you of events in the real world? For example, events you have read about in newspapers, or heard about on television news programmes.

**Characters:** Do any of them remind you of people you know? How? Why? Have you ever had the same thoughts or feelings as these characters have? Do you know anybody who thinks, feels, behaves like that?

### MY CONNECTIONS:

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## Appendix A: Oxford Role Sheets (Cont'd)

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, WordMaster, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Word Master



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

### The Word Master's job is to ...

- read the story, and look for words or short phrases that are new or difficult to understand, or that are important in the story.
- choose five words (only five) that you think are important for this story.
- explain the meanings of these five words in simple English to the group.
- tell the group why these words are important for understanding this story.

Your five words do not have to be new or unknown words. Look for words in the story that really stand out in some way. These may be words that are:

- repeated often
- used in an unusual way
- important to the meaning of the story

#### MY WORDS

#### MEANING OF THE WORD

#### REASON FOR CHOOSING THE WORD

page _____ Line _____	_____	_____
page _____ line _____	_____	_____
page _____ line _____	_____	_____
page _____ line _____	_____	_____
page _____ line _____	_____	_____

## Appendix A: Oxford Role Sheets (Cont'd)

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Passage Person



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

### The Passage Person's job is to ...

- read the story, and find important, interesting, or difficult passages.
- make notes about at least three passages that are important for the plot, or that explain the characters, or that have very interesting or powerful language.
- read each passage to the group, or ask another group member to read it.
- ask the group one or two questions about each passage.

A passage is usually one paragraph, but sometimes it can be just one or two sentences, or perhaps a piece of dialogue. You might choose a passage to discuss because it is:

- important
- informative
- surprising
- funny
- confusing
- well-written

### MY PASSAGES:

page \_\_\_\_\_ lines \_\_\_\_\_

reasons for choosing the passage

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questions about the passage

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page \_\_\_\_\_ lines \_\_\_\_\_

reasons for choosing the passage

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questions about the passage

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page \_\_\_\_\_ lines \_\_\_\_\_

reasons for choosing the passage

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questions about the passage

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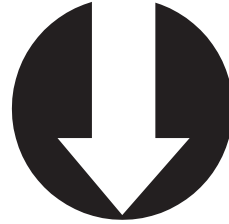
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## Appendix A: Oxford Role Sheets (Cont'd)

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Culture Collector



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

### The Culture Collector's job is to ...

- read the story, and look for both differences and similarities between your own culture and the culture found in the story.
- make notes about two or three passages that show these cultural points.
- read each passage to the group, or ask another group member to read it.
- ask the group some questions about these, and any other cultural points in the story.

Here are some questions to help you think about cultural differences.

**Theme:** What is the theme of this story (for example, getting married, meeting a ghost, murder, unhappy children)? Is this an important theme in your own culture? Do people think about this theme in the same way, or differently?

**People:** Do characters in this story say or do things that people never say or do in your culture? Do they say or do some things that everybody in the world says or does?

### MY CULTURAL COLLECTION (differences and similarities):

1 page \_\_\_\_\_ lines \_\_\_\_\_: \_\_\_\_\_

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2 page \_\_\_\_\_ lines \_\_\_\_\_: \_\_\_\_\_

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### MY CULTURAL QUESTIONS:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Appendix B: Self-Assessment Rubric

Name \_\_\_\_\_ My Role Today: \_\_\_\_\_ Discussion Date: \_\_\_\_\_  
 Title of Story: \_\_\_\_\_ Book Club Discussion # \_\_\_\_\_

My Group Members are: \_\_\_\_\_

Did you have enough time to present your role?  
 Yes No (circle)

If not, how much more time would you have liked? \_\_\_\_\_ minutes

Grading Rubric: Self-assess in pencil required Scale 0-1-2-3-4-5 (best)

1. I wrote my name, date, story & role above \_\_\_\_\_

2. I read the story carefully in preparing for today \_\_\_\_\_

3. I filled out my role sheet completely before class \_\_\_\_\_

4. I invited/asked my classmates by name to share \_\_\_\_\_

5. I gave my best effort to complete my role well \_\_\_\_\_  
 (I asked good questions/made good comments)

Your teacher will check your self-assessment...**Total** \_\_\_\_\_ /25

1. Overall how prepared was your team?  
 ☆☆☆☆☆ (Fill in five stars → perfect)
2. Overall how able was your team to successfully discuss the story?  
 ☆☆☆☆☆ (Fill in five stars → perfect)
3. How enjoyable was this story to read and discuss?  
 ☆☆☆☆☆ (Fill in five stars → great)
4. How difficult was this story for you to read?  
 ☆☆☆☆☆ (One star = very difficult; Five stars = very easy)

If you still have questions about this story – write them here!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Appendix C: Transcript Key (Peplow, 2016)

<b>Transcript Feature</b>	<b>Key</b>
(.)	brief pause - less than 0.5 seconds
(0.5)	timed pause
=	latching - no pause between speakers' turns
[yeah [yeah	simultaneous speech
<u>Underlined talk</u>	speaker places emphasis on word or phrase
>yes<	speaker speeds up
<no>	speaker slows down
:::	drawn-out sound
Hhh	exhalation
xxxxx	inaudible speech
↑	rising intonation
↓	lowering intonation
“	quoted speech from third party
(( <i>laughter</i> ))	Paralinguistic or non-verbal feature
{RP voice}	shift into exaggerated voice
?	unable to distinguish speaker

## Appendix D: Feb 2/3 Survey Question Construct Guide (2 surveys)

These survey results will not affect your grade. The purpose of this survey is to provide you with the chance to self-assess what you can do with regard to discussing texts and how that relates to your English study. Please take your time.

このサーベイへの回答はあなたの成績に一切影響を与えません。このサーベイは、文章についてのディスカッションであなたが何ができるか、それがあなたの英語学習にどのように関係しているかについて、自己評価を行ってもらうために実施されます。よく考えて回答してください。

### Survey 1 Motivational Factors

#### Initial Biodata

1. In which PIE B class have you been studying? [Gold/Coral/Bronze]
2. What is your APU email address (APU username)? Example: Taro Tanaka --> tarota16
3. What is your first language?

#### Willingness to Communicate (100% scale)

##### How much would you choose to communicate in each of the following situations in English?

1. **Speak in public to a group (about 30 people) of strangers.**  
30名程度の知らない人たちのグループに対して話をする。
2. **Talk with an acquaintance while standing in line.**  
列に並んでいる時、知人と話す。
3. **Talk in a small group (about five people) of strangers.**  
5名程度の知らない人たちの小グループの中で話す。
4. **Talk with a friend while standing in line.**  
列に並んでいる時、友人と話す。
5. **Present your own opinions in class.**  
授業で自分の意見を発表する。
6. **Talk in a small group (about five people) of acquaintances.**  
5名程度の知人の小グループの中で発言する。
7. **Participate in group discussion in class.**  
授業中のグループ・ディスカッションで発言する。
8. **Talk in a small group (about five people) of friends.**  
5名程度の友人の小グループの中で発言する。

#### Motivation for Reading (Always -- Never 6 pt Likert) Sevigny & Pattison (2016)

9. Do you enjoy reading (English) storybooks in your free time?  
自由時間に英語で物語を読むことが好きですか。
11. Do you like starting to read a new (English) storybook?  
新しい英語の本を読み始めることが好きですか。
- 13\* Is reading an English storybook boring to you?  
英語で物語を読むことはあなたにとって退屈ですか。

15. Do you enjoy the challenge of reading a storybook in English?

英語で物語を読むというチャレンジを楽しんでいますか。

17\* Do you wish you didn't have to read storybooks for your English class?

英語授業のために物語を読まなくてよければいいのと思うことはありますか。

19\* Do you read as little as possible (in English)?

できるだけ英語を読まなくてすむようにしていますか。

21. I get deeply engaged when reading in English.

英語で読書するとき、本に没頭する。

### LC Discussion Self-Efficacy (Always--Never 6 pt Likert) Adapted from Sevigny & Pattison (2016)

10. I can explain the main themes of a story (in English).

英語で書かれた物語の主題を説明することができる。

12. I can re-tell the events of a story to a friend in a discussion (in English).

英語で読んだ物語の出来事について、友達に説明することができる。

14. I can explain the main problems in a story (in English).

英語で読んだ物語における問題について説明することができる。

16. I can explain the relationships between characters in an English story.

英語で書かれた物語に出てくる登場人物の人間関係について説明することができる。

18. I can explain where and when a story takes place (in an English storybook).

英語で書かれた物語がいつ、どこで起きているのか説明することができる。

20\* I have difficulty asking questions about what I've read for discussion (in English).

英語で読んだ物語についてディスカッションするときに、質問をすることは難しいです。

22\* I have difficulty directing my classmates' attention (in spoken English) to a specific page & line in a story. 英語の文章において、クラスメイトへ指定したページや行をつたえる事は難しいです。

## Survey 2

These survey results will not affect your grade. The purpose of this survey is to help us improve the Book Club Discussion component of the Pre-Intermediate course. Please take your time.

このサーベイへの回答はあなたの成績に一切影響を与えません。このサーベイは、英語準中級コースでのブッククラブディスカッションの内容の改善のために実施されます。よく考えて回答をお願い致します。

### Initial Biodata

1. In which PIE B class have you been studying? [Gold/Coral/Bronze]
2. What is your APU email address (APU username)? Example: Taro Tanaka --> tarota16
3. Have you ever participated in a Book Club Discussion type activity before?  
以前、このようなブッククラブディスカッションへ参加したことがありますか?  
No./Yes, in High School/Yes, in English Camp/Yes, in a previous semester at  
APU APU での以前の Semester / Yes, other その他 TEXTBOX (Multiple

Answers Okay)

Discussion Format Appropriacy (Strongly Agree--Strongly Disagree 6 pt Likert)

If yes, why? If not, why not? Added optional textbox If you didn't do this role please type an X

1. I can do the role of a **discussion leader**

ディスカッションリーダーの役割を受け持つことができる。

2. I liked doing the role of **discussion leader**

ディスカッションリーダーの役割を担当することが好きだった。

3. I can do the role of the **summarizer**

サマライザーの役割を受け持つことができる。

4. I liked doing the role of **summarizer**

サマライザーの役割を担当することが好きだった。

5. I can do the role of **connector**

コネクターの役割を受け持つことができる。

6. I liked doing the role of **connector**

コネクターの役割を担当することが好きだった。

7. I can do the role of the **word master**

ワードマスターの役割を受け持つことができる。

8. I liked doing the role of the **word master**

ワードマスター役割を担当することが好きだった。

9. I can do the role of the **passage person**

パッセージパーソンの役割を受け持つことができる。

10. I liked the role of the **passage person**

パッセージパーソンの役割を担当することが好きだった。

11. I can do the role of the **culture collector**

カルチャーコレクターの役割を引き受けることができる。

12. I liked doing the role of the **culture collector**

カルチャーコレクターの役割を担当することが好きだった。

Strongly Agree--Strongly Disagree 6 pt Likert

13. Book Club Discussions are a good way to understand a text.

ブッククラブディスカッションは、文章理解のための良い手段である。

14. BCD help me to know different viewpoints of my classmates.

ブッククラブディスカッションは、クラスメイトの異なる考え方を知る助けとなる。

15. BCDs help me to improve my English speaking.

ブッククラブディスカッションは、英語スピーキング力向上の役に立つ。

16. Book Club Discussions are good for overall English language development.

ブッククラブディスカッションは、総合的な英語力向上に役立つ。

17. What percentage of your group members' discussion turns did you comprehend as you listened?

ディスカッション中、他のメンバーの発言は何パーセント位理解出来ましたか。

-->20% → 40% → 60% -->80% -->100%

18. How long did you usually spend reading and preparing your role for Book Club Discussion?

ブッククラブディスカッションのためのリーディングと役割の準備にどのくらいの時間をかけましたか。

Up to 30 min/From 30 min to 1 hour/From 1 hour to 2 hours/More than 2 hours

30分未満/30分～1時間/1時間～2時間未満/2時間以上



(Various 6 pt Likert)

19. Meeting with the same students each time in Book Club Discussions helped me feel connected.

毎回同じメンバーでディスカッションを行ったことが、グループ内で仲間意識を高めることに繋がった。

20. Meeting in “expert groups” before the book discussion prepared me to do well in the BCD.

毎回のディスカッション直前の「エキスパートミーティング」が、ディスカッション準備の大きな助けとなった。

21. When our teacher joined our book discussion time it encouraged my learning.

教員のディスカッションへの参加は、学習の励みとなった。

22. How did you feel when you first learned we would do book club discussions in this class? Textbox

最初に授業内でのブッククラブディスカッションの実施について聞いた時、どのように感じましたか。

23. How do you feel now that we are finished with this course? Textbox

このコースを終えるにあたり、ブッククラブディスカッションについて現在どのように感じますか。

24. Do you have any other comments or impressions about book club discussions? Textbox

ブッククラブディスカッションについて、その他コメントや感じたことがあれば教えてください。

Thank you for all your efforts this semester!

今学期、ブッククラブディスカッションに取り組んでいただき、ありがとうございました。

## Appendix E: Participation and Consent Forms

### Center for Language Education/Dept. of English Language & Applied Linguistics Information Sheet: 調査概要

What you should know about this research study:

- Someone will explain this research study to you.
- You volunteer to be in a research study.
- What it means to participate in this research is to allow your data to be used in the study.
- Whether you choose to participate is up to you.
- You can choose not to participate in the research study.
- What it means not to participate is to not to allow your data to be used in the study.
- You can agree to participate now and later change your mind.
- Whatever you decide, it will not be held against you in any way.
- ***By signing this consent form, you are not waiving any of the legal rights that you otherwise would have as a participant in a research study.***

In this study, the researcher would like to investigate observable improvements of L2 learners' ability to talk about the content of short stories in reading groups, especially with regard to how their speaking evidences how they collaborate together and how this influences their understanding of the text. Learners' motivation for text-based discussion will also be checked through a pre and post-test survey. If you are in E-sensei's class, the five (20 minute) reading group discussions are being videotaped. If you are in Ms. B's or Mr. P's class the five (20 minute) reading group discussions will be audiotaped. The researcher would like to access the recordings that your teacher is taking of your reading groups and be able to check back with short follow-up interviews occasionally during the semester. The researcher would also like to access your best TOEFL ITP score from last semester and this semester through the Center for Language Education. Also the researcher will loan you a copy of the Oxford Bookworms book and sticky notes and at the end of the semester receive the book back from you with your reading notes left inside. The information you supply will be entered into a filing system or database and will be accessed by authorized personnel involved in the project. All externally stored data will be encrypted. All written transcripts will be coded with a pseudonym to protect your anonymity. The final anonymized data will be archived and made available to other researchers in further projects.

The benefit you will obtain by participating in this study is knowing that you have contributed to the understanding of this topic and to the improvement of future instructional materials and methods used for teaching discussion of short stories.

## CONSENT FORM 研究同意書

I have been fully informed about the aims and purposes of the project.

I understand that:

This is a classroom research study, and all data will be collected from activity related to the Reading Groups, which are a regular part of the course.

There is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation.

I have the right to refuse permission for the publication of any information about me.

Any information that I give may include publications, with anonymized data being archived and made available to other researchers.

All information I give will be treated as confidential, and external files encrypted.

I understand that my personal data will be processed for the purposes detailed above, in accordance with the Data Protection Act 1998. No identifiable personal data will be published.

Name of participant.....Date.....Signature.....

Participant Email.....Student ID.....

Name of researcher.....Date.....Signature.....

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Contact phone number of researcher (Paul Sevigny): [redacted] 研究者連絡先電話番号

If you have any concerns about the project you wish to discuss, please contact:

この研究に関する心配事あるいは協議したいことがあれば、以下にご連絡ください。

[redacted] OR あるいは

Center for Language Education

Paul Sevigny

[redacted] セヴィニー ポール

Data Protection Act: The University of Birmingham is a data collector and is registered with the Office of Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorized third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Center for Language Education/Dept. of English Language & Applied Linguistics  
Information Sheet: 調査概要

<この研究調査について知っておくべき事項>

- ・ あなたはこの研究について説明を受けます。
- ・ この研究には自分の意志で参加します。
- ・ 参加するしないはあなたの意思によります。
- ・ この研究に参加しない事を選択する事も出来ます。
- ・ 今の時点で参加する事にし、後で変える事もできます。
- ・ 参加する参加しないのどちらの選択をしても、決してそれがあなたに不利に働く事はありません。
- ・ 参加の決定前後において、どのような質問でも遠慮せずに聞いてください。
- ・ この参加同意書にサインをすることで この研究への参加者としてのいかなる法律上の権利を放棄する事にはなりません。

この研究は、読解教材の内容を学習者同士が話し合い、その中で観察される読解能力の向上を調査することを目的としています。特に、学習者同士がどのように協力し、それがテキストの理解にどのように影響するかを観察するものです。グループリーディングに対する学習者の動機付けを事前事後調査により測ります。E 教員のクラスにおいては、話し合いのビデオ撮影を、ベ教員とピ教員のクラスにおいては音声録音を行います。研究者は記録したこれらの画像や音声を使用し、記録内容についてフォローアップインタビューを行うことがあります。また、研究者は、協力者が先学期と今学期受験した TOEFL ITP の最高スコアを、言語教育センターを通して閲覧します。研究者は Oxford Bookworms Club を貸与し、付箋を配布します。学期終了時に、付箋や書き込みなど授業時に使用したままの状態での返却をお願いします。この研究のために得られる情報は全て匿名とし、プライバシーの保護に努めます。後日、研究への協力やデータ使用に対する変更を希望される場合はいつでもお申し出ください。研究協力への有無は成績には全く影響しません。

この研究に参加する事で、あなたが得るであろう利点は このトピックの理解と今後の教材の改良、そして短編小説の議論を教えるメソッドへの貢献が出来る事です。

## CONSENT FORM 研究同意書

私はこの研究の目的について十分情報を得ており、以下のことを理解しています。

これは授業研究で、データは全てリーディンググループに関する活動から収集される。

私はこの研究プロジェクトに参加する義務はなく、参加することに決めても、いつどの段階でも参加を取りやめることができる。

私は自分に関するどのような情報も出版されることを拒否する権利がある。

私が提供するどの情報も、出版を含んでこの研究プロジェクトのためだけに使われる。

私が提供する全ての情報は秘匿される。

この研究のために収集された個人情報 は 1998 年データ保護法の規定に従って、処理される。特定の人物と認識出来るデータは公表されません。

研究協力者名ブロック体.....日付.....研究協力者自  
筆.....

研究協力者メールアドレス.....学績番  
号.....

研究者ブロック体.....日付.....研究者自  
筆.....

この用紙の1部は調査協力者が、もう1部は研究者が保持する。

研究者連絡先電話番号: セヴィニー ポール: [REDACTED]

この研究に関する心配事あるいは協議したいことがあれば、以下にご連絡ください。

[REDACTED]  
OR あるいは

[REDACTED] セヴィニー ポール