

# **Reading Circles for Improving Advanced (B2/C1 CEFR) Conversation Skills**

**Barry Keith**

**University of the Ryukyus**

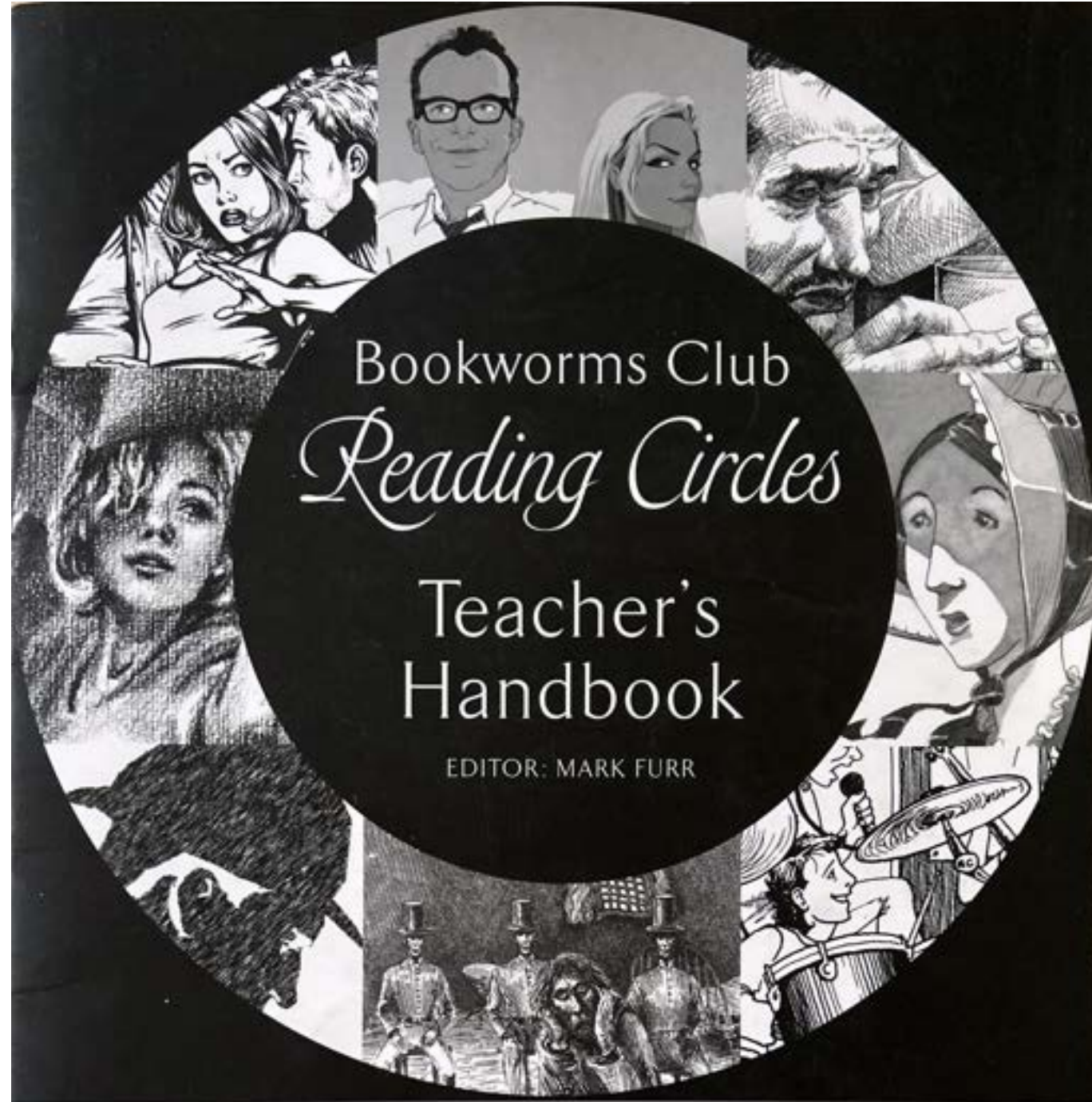
**ERWC6, 8 August 2023, Bali Indonesia**

# WHY READING CIRCLES?

- Stories
  - + comprehensible, interesting material to talk about
  - + a framework for discussion
- Reading, Writing, Listening, and Speaking
- To develop reading habit (?) & to work autonomously

# WHAT ARE READING CIRCLES?

- Reading Circles are small groups of students who meet in the classroom to **discuss stories** they have read.
- Each student plays **a different role** in the discussion
- Read the story from the perspective of their role, **prepare a worksheet** to be used during the discussion



Bookworms Club *Bronze* - Stages 1 and 2  
 Bookworms Club *Silver* - Stages 2 and 3  
 Bookworms Club *Gold* - Stages 3 and 4

OXFORD

## 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:

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### 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)

## 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

| MY WORDS                 | MEANING OF THE WORD | REASON FOR CHOOSING THE WORD |
|--------------------------|---------------------|------------------------------|
| PAGE _____<br>LINE _____ | _____               | _____                        |
| PAGE _____<br>LINE _____ | _____               | _____                        |
| PAGE _____<br>LINE _____ | _____               | _____                        |
| PAGE _____<br>LINE _____ | _____               | _____                        |
| PAGE _____<br>LINE _____ | _____               | _____                        |
| PAGE _____<br>LINE _____ | _____               | _____                        |

## 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:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Characters:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### MY SUMMARY:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 _____ | LINE _____ | REASONS FOR CHOOSING THE PASSAGE | QUESTIONS ABOUT THE PASSAGE |
|------------|------------|----------------------------------|-----------------------------|
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |
| _____      | _____      | _____                            | _____                       |

## 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:

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 \_\_\_\_\_ LINE \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 PAGE \_\_\_\_\_ LINE \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### MY CULTURAL QUESTIONS:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Context

## *Advanced Conversation*

Public university

Required elective

6 students, from various majors

- 5 Japanese + 1 international student
  - 3 with study-abroad experience, 1 without, 1 Japanese-American, 1 Chinese (auditor)

# PROCEDURE

**INSTRUCTOR  
PREPARATION**

**SELECT STORIES**

**PUT BOOKS ON  
RESERVE IN LIBRARY**

**PREPARE  
INTRODUCTION TO  
STORY**

**PREPARE  
WORKSHEETS  
(LMS) TEAMS**

**WEEK 1**

**INTRODUCTION  
TO STORY**

**DECIDE ROLES**

**READ STORY  
AT HOME**

**EACH MEMBER  
PREPARES A  
WORKSHEET**

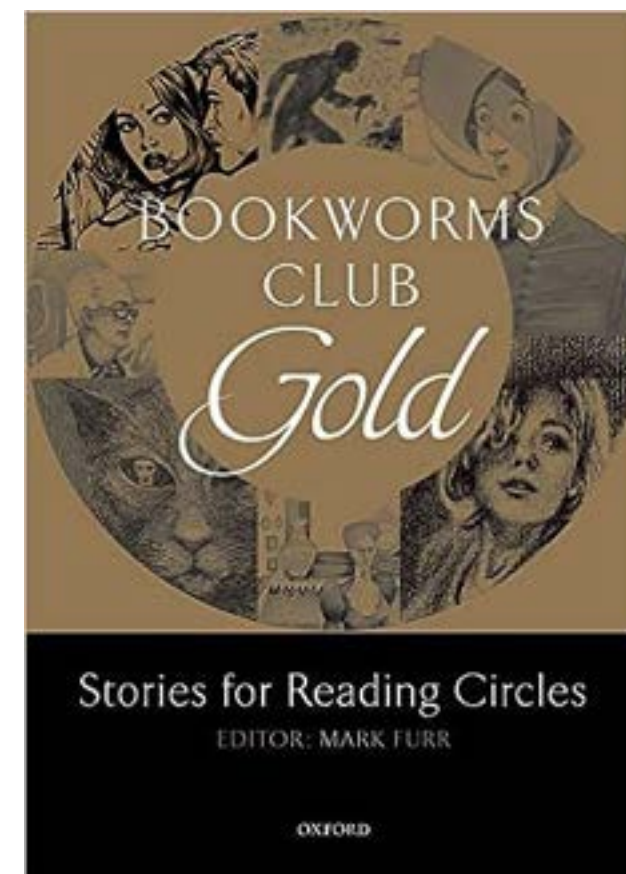
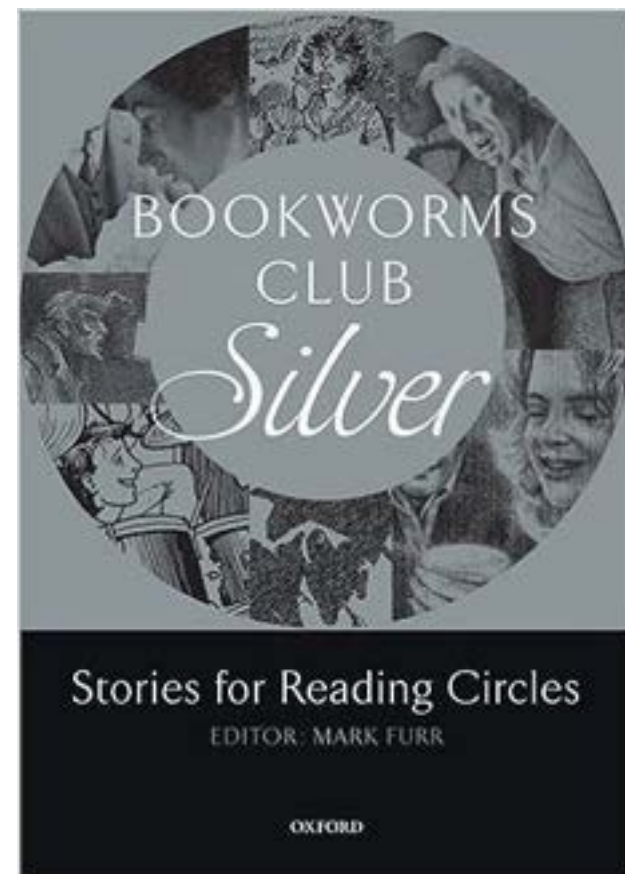
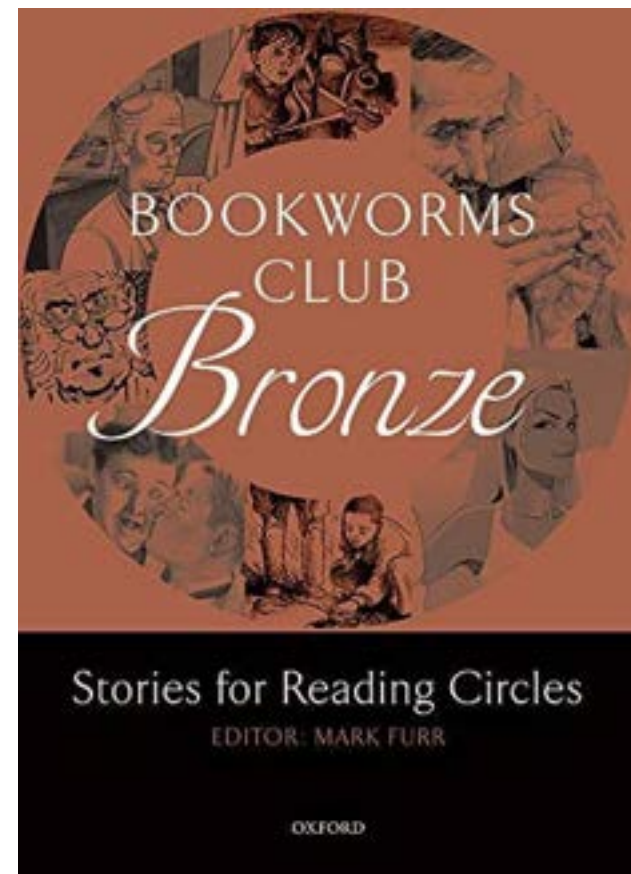
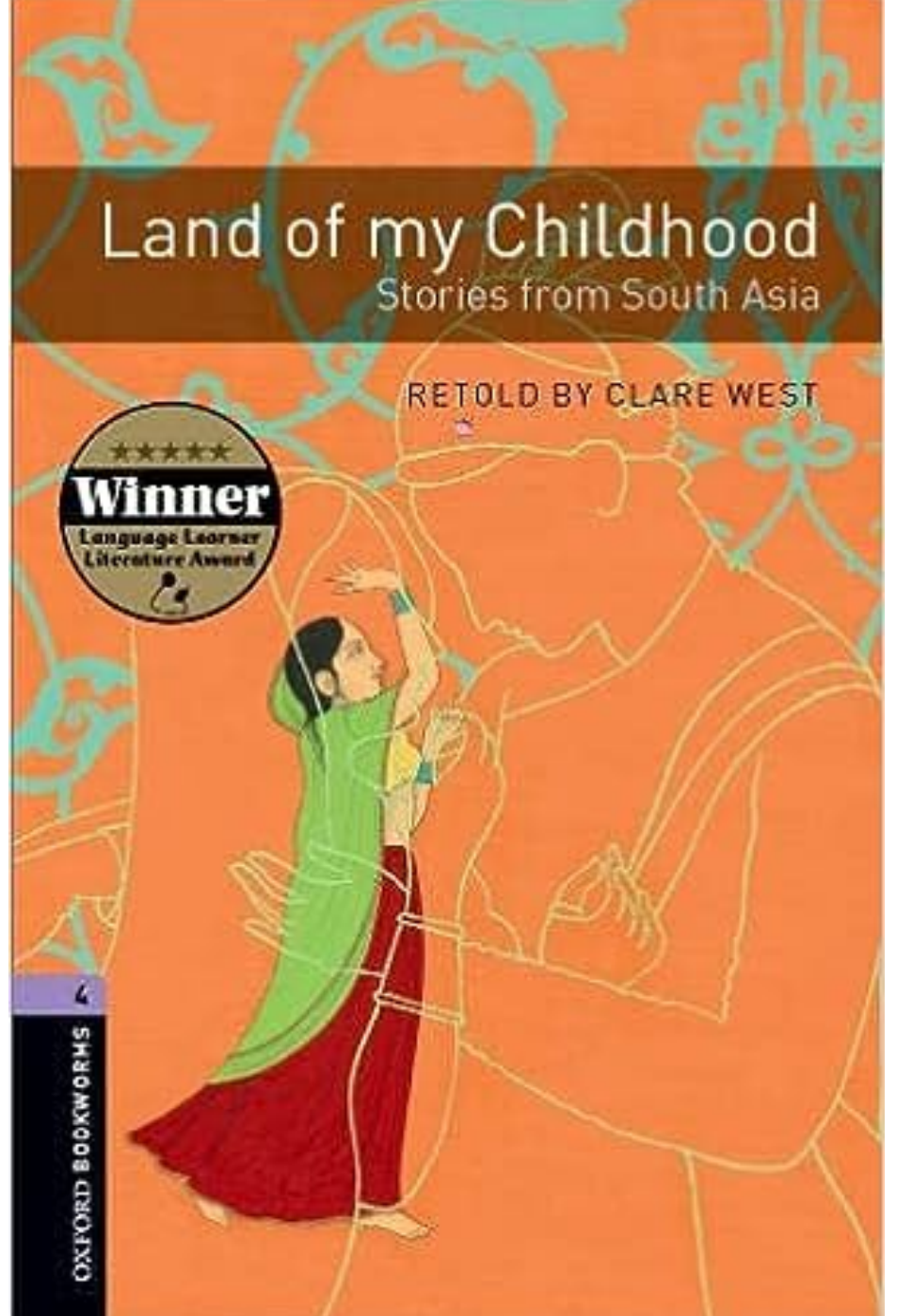
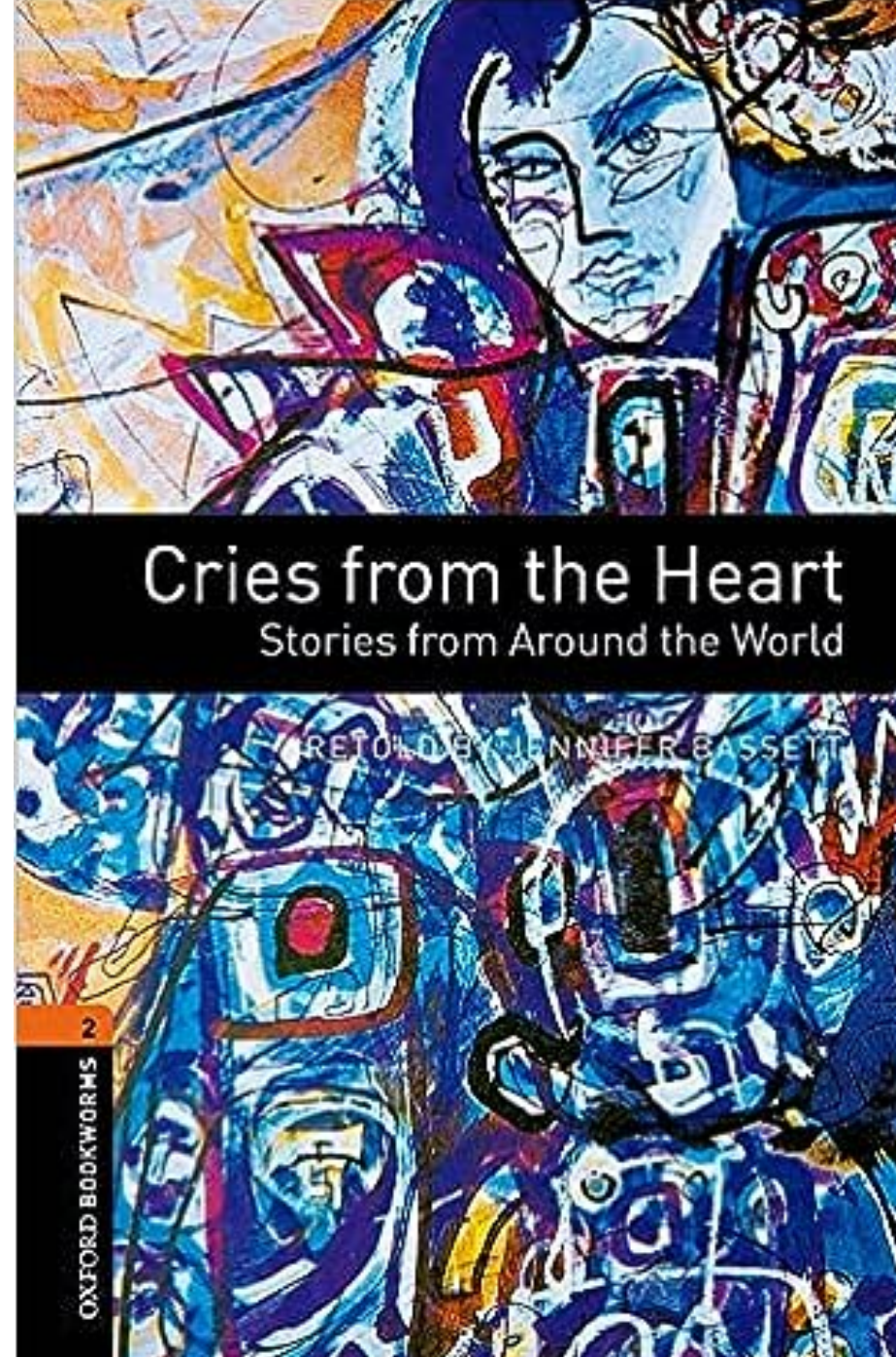
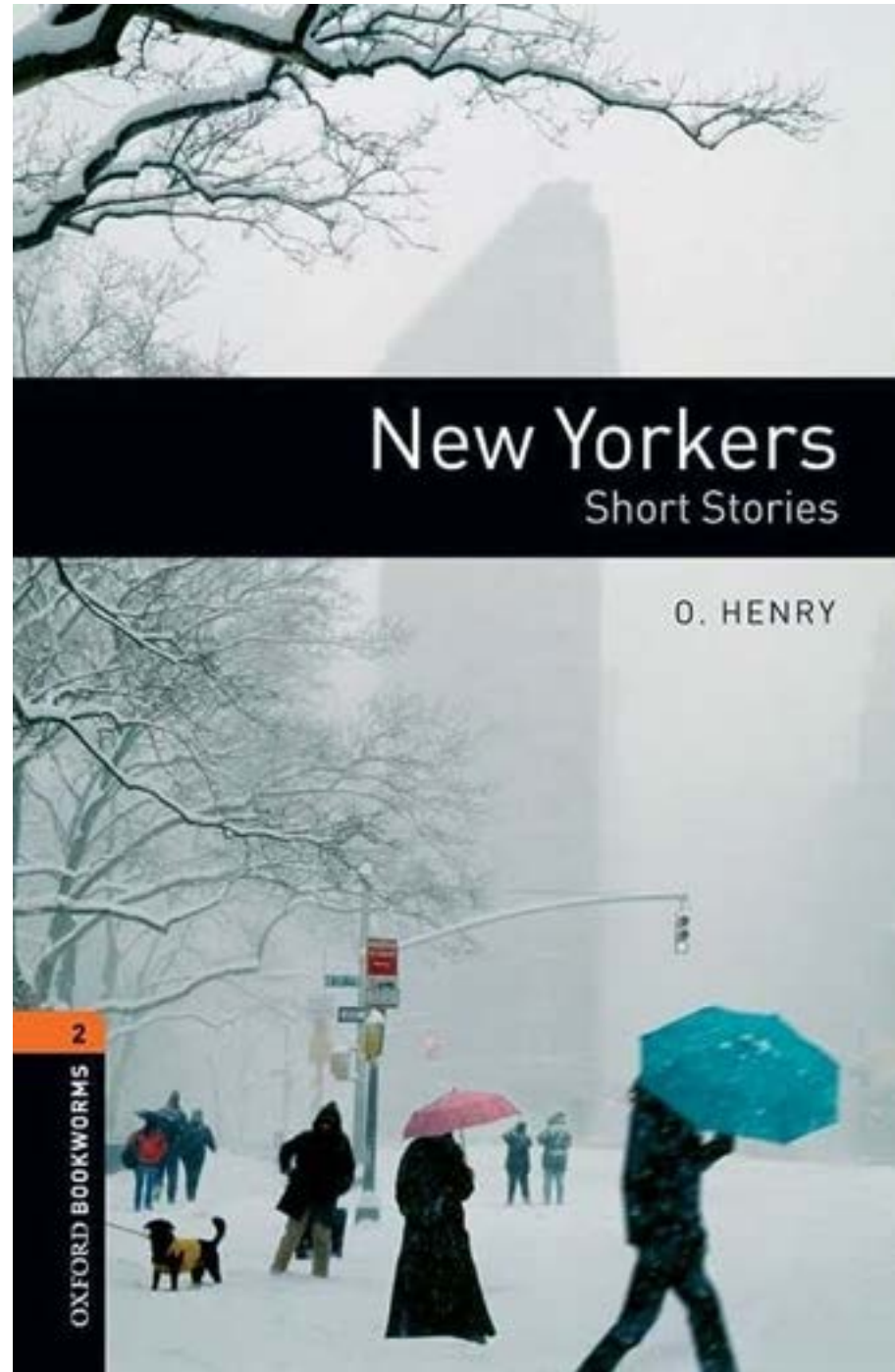
**WEEK 2**

**READING CIRCLE  
ACTIVITY**

**UPLOAD  
WORKSHEET**

**REFLECTION**

**INTRODUCTION  
OF NEXT STORY**



No Illustrations

# Reading Circle #2



# Oxford Bookworms

**Stage 1**

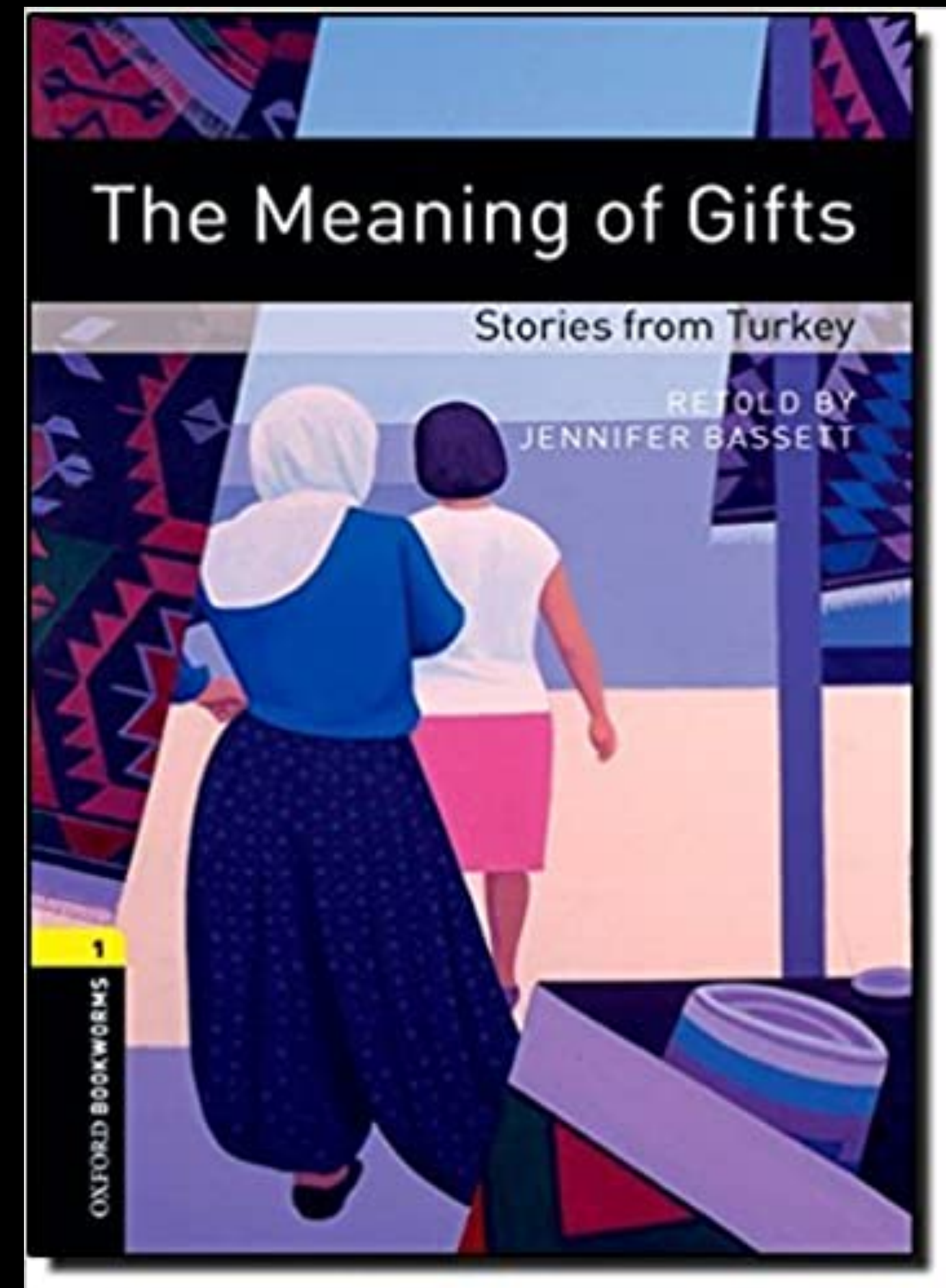
**Word Count: 5,254**

**YL: 2.2-2.4**

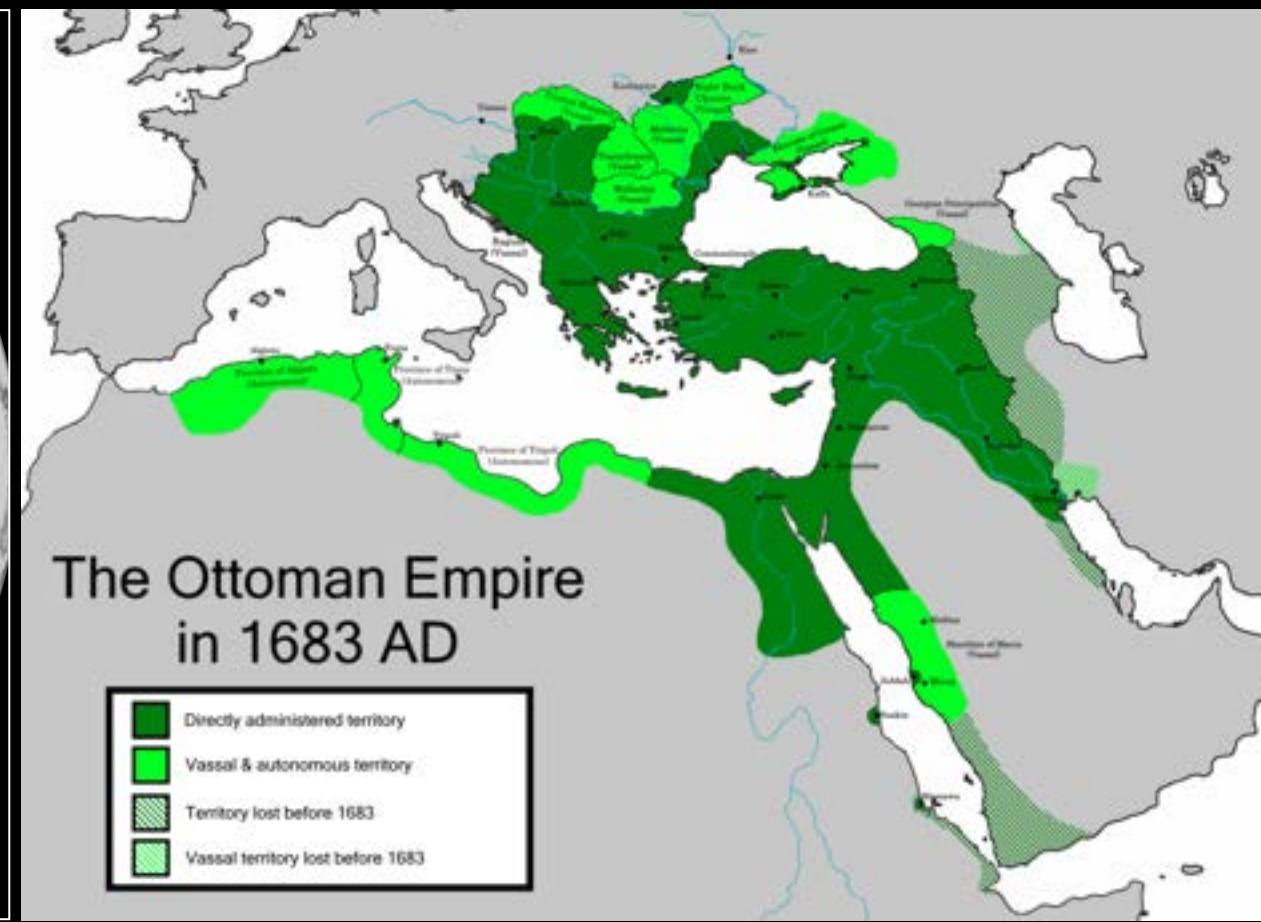
**with audio CD**

*“The Little Hunters at the Lake”*  
(pp. 30-40)

*by Yalvac Ural*

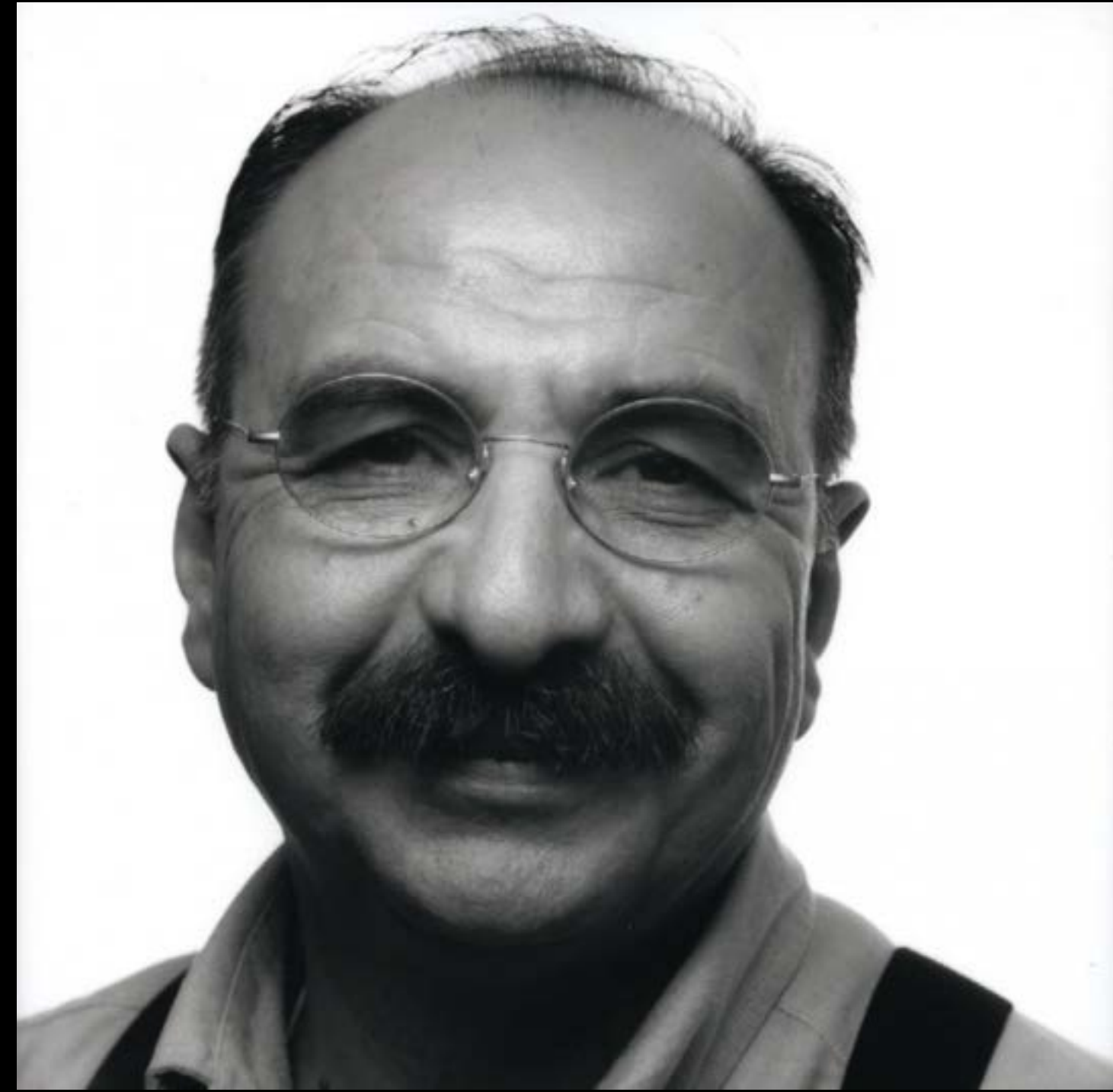


# Turkey



- Established May 19, 1919 (was Ottoman Empire)
- Population: 83,154,997 (#19, Japan #11)
- Land area: 783,356km (#36; Japan #62), "bridge" between Europe and Asia
- Non-religious parliamentary republic but 80+ % (?) of people are Muslims
- Has tried to join the European Union (EU) since 2005 but talks are suspended...
- 47 ethnic groups, 75% Turkish, 15% Kurdish, Armenian and others
- GDP Per Capita \$29,723 (#52, Japan #28)





# Yalvaç Ural (1945-)

- born in Konya in Turkey.
- works as a journalist, as an editor with many children's magazines, and is a well-known contributor to children's programs on Turkish television.
- famous for his books for children and won many prizes in Turkey and abroad.
- Also a musician, and poet, writing poetry for children but also for adults.
- In 1986, received International Order of the Smile from children in Poland, an award for his ability to make the children of the world smile.



- *La Fontaine at the Forest Law Court* (1984) has been published many times and is performed in almost every school theatre in Turkey.

## ***“The Little Hunters at the Lake”***

***Young boys often want to do the same things as their fathers. So Hikmet secretly borrows his father’s big hunting gun, and he and his three friends go down to the lake. They are excited, laughing, making big plans to shoot ducks and cook them over a fire. They think they are hunters now, just like the men. But they are only boys, and still have a lot to learn...***



*‘We’ve got five bullets,’ Hikmet said. ‘So we can all shoot once. Then I can shoot a second time . . .’*

## READING CIRCLES SCHEDULE & ROLES

|                          | RC #1                   | RC #2                                 | RC #3                | RC #4                  | RC #5                         | RC #6         |
|--------------------------|-------------------------|---------------------------------------|----------------------|------------------------|-------------------------------|---------------|
|                          | OCT 12                  | OCT 26                                | NOV 9                | NOV 30                 | DEC 21                        | JAN 11        |
| Story Title              | <b>The Rubbish Dump</b> | <b>The Little Hunters at the Lake</b> | <b>The Jacket</b>    | <b>Progress</b>        | <b>The Christmas Presents</b> | <b>Flame</b>  |
| <b>Discussion Leader</b> | <i>Mr Keith</i>         | <i>Kana</i>                           | <i>Yoshi</i>         | <i>Kazuki</i>          | <i>Kiki</i>                   | <i>Maiko</i>  |
| <b>Summarizer</b>        | <i>Yoshi</i>            | <i>Kazuki</i>                         | <i>Rachel</i>        | <i>Kana / Mr Keith</i> | <i>Maiko</i>                  | <i>Kiki</i>   |
| <b>Connector</b>         | <i>Kazuki</i>           | <i>Maiko</i>                          | <i>Kiki</i>          | <i>Yoshi</i>           | <i>Kana / Mr Keith</i>        | <i>Rachel</i> |
| <b>Word Master</b>       | <i>Kiki</i>             | <i>Yoshi</i>                          | <i>Kana/Mr Keith</i> | <i>Maiko</i>           | <i>Rachel</i>                 | <i>Kazuki</i> |
| <b>Passage Person</b>    | <i>Kana</i>             | <i>Kiki</i>                           | <i>Maiko</i>         | <i>Rachel</i>          | <i>Kazuki</i>                 | <i>Yoshi</i>  |
| <b>Culture Collector</b> | <i>Maiko</i>            | <i>Rachel/Mr Keith</i>                | <i>Kazuki</i>        | <i>Kiki</i>            | <i>Yoshi</i>                  | <i>Kana</i>   |

◆ Passage Person

① Page:33 / Line:1-3

“Your father’s going to be angry.”  
“Yes. But I can put the gun back before he comes home.”

- REASON FOR CHOOSING THE PASSAGE
  - When I read this passage, I anticipated how this story goes.
  - I anticipated that they were really into hunting and they didn't care about time. His father came back his home and realised that hunting gun is missing. Then they got scared by his father. This kind of bad ending.
  - I thought that this passage is key point implying and letting readers imagine how this story goes.
  - (However, this passage is not the passage or sentences implying and letting readers imagine how this story goes.)
- QUESTIONS ABOUT THE PASSAGE
  - How did you anticipate how this story goes?
  - Which did you think that this story is going to be happy ending or bad ending?

② Page:36-37 / Line:24(on page36)-12(on page37)

We put the bag with our bird on Ali's table and opened it. Ali stopped smiling. He quickly put the bird back into the bag, and for a minute or two he said nothing. Then he said, "Look, children, you don't understand. You can't eat this bird! Take it back, and bury it in the ground."

- We looked at him with our mouths open in surprise.
- Then Ali asked, "Was his mate with him there?"
- "There was another bird, but it flew away," said Hikmet.
- "Good," said Ali, and smiled. He began to say something but stopped.
- "Did we really do something terrible?" asked Hikmet.
- "Listen," said Ali. "These birds are called cranes - you know, the famous "crane" in our songs. Hunters never shoot them because they are the "symbols of love"."

- REASON FOR CHOOSING THE PASSAGE
  - I focused on the sentence in this passage: "He began to say something but stopped."
  - I'm curious what Ali began to say. Before this sentence, Ali said "Good," and he did smile. It's kinda positive reaction so I thought what he began to say is not bad thing. However, he actually didn't say anything, so I also thought what he began to say is something bad. I'm not sure, so I want to ask to my friends what they think about that.

213315G

Story: [Role] Culture Collector

My Wor

① mar

(M) fo

or o

(R) Thi

to Ji

② I am

(M) a h

(R) It

feeling (especially feeling of love) towards Asu.

③ The squarish handwriting (P1L4)

(M) The handwriting which is approximately square.

(R) I thought the expression is interesting because you can see the squarish handwriting only when you use Kanji (or Hangul) letter.

④ freshwater fish / saltwater fish. (P9L21-23)

(M) Freshwater fish are those that spend some or all of their lives in fresh water, such as rivers and lakes, with a salinity of less than 1.05%.

(R) I was wondering why cooks used saltwater fish even though there's a river in the city. → Why freshwater fish were expensive than saltwater fish.

⑤ in (~ days) time (P12L19-20, P15L1-2)

(M) If you say that something will happen, for example, in a week's time, it means it'll happen a week from now.

(R) I've heard the expression "in OO days," but I've never heard "in OO days' time." I was just curious if it's normal expression or the writer used it on purpose.

New vocab for me

New expression for me



Story: The Jacket  
[Role] Culture Collector

- 1. Page: 42 Lines: 1-9  
→ In Japan, most of us don't believe in God. Instead, we sometimes pray for our ancestors. Auntie said God took Uncle Ben away from them and left them with no one to take care of them. But in Japan, we don't think that way. In other words, we don't think our ancestors took him away from them. We just pray for him, who became one of our ancestors.
- 2. Page: 43 Lines: (July 11, July 12)  
→ Some times, Tuaine went to school on foot. I thought it's very similar to Japan. Many Japanese students go to school by walking and also they go to school alone, or making small groups. That's not usual thing in many countries. For instance, most students in the U.S. go to school by car or school bus except students who lives in very close to school. That means, NZ is one of the safest country like Japan.

st or jacket.  
mentioned the  
in the middle  
winter clothes  
since July

student?

◆ Connector

① My study abroad to Seattle, U.S.  
Page:52 / Line:23

When I was a junior high school student, I went to Seattle to study abroad. I was so shy to speak in English and afraid of making mistakes. That was really stressful for me, actually. It was because that I expected to make my English skill improve automatically. However, indeed, it was wrong. I had to speak a lot without being afraid of making mistakes. I was not the person like that. If I tried to speak, other member said "That's wrong." I didn't like that. The more I was indicated my mistakes by my friends, the more increase my anxiety to speak English.

When I become full of stress, I started cry so suddenly. My teacher and I moved to the next classroom, and my teacher started to ask me why I cried with a kind way and voice. It's kind of the same situation to main character; "Tuaine." Thanks to her kind way to ask and voice, I started to talk all my thought and feeling which I had had. After I talked all and finally my teacher said to me just one thing; "You are You. You can do what you want to do. You can do in your own pace. You don't have to care what the other people are saying, because you are you." It helped me a lot at that time, but also it has still helped me a lot and a lot.

This paragraph reminds me this story of mine, and it was so emotional.

② The Relation between Poverty and Education in Okinawa  
Page:47 / Line:17

"Everything here is money" reminds me the situation in Okinawa about the relation between Poverty and Education. Because of the low minimum wage compared to other prefectures, Okinawa has been in poverty situation, and there are many poor families. It causes that the number of children who cannot take an enough education. The poverty which the former generations have make the worse poverty which the next generations would have, which means that the number of children who cannot go to schools and cannot take an education would be increasing.

The higher education we want to take the more money we need, we understand that. However, we need to take some solution for the children to take the necessary bare minimum of education.

This is what I thought from this story, which is a connection between the story and our lives.

4 Here is Peker (from *The Little Hunters at the Lake*) talking to his father. Put their conversation in the right order and write in the speakers' names. Peker speaks first (number 3).

- 1 5 'Ali the birdseller. But what does it mean, Dad?'
- 2 8 'Its mate is very unhappy. So don't ever shoot a crane, Peker.'
- 3 1 'Dad, do hunters ever shoot cranes?'
- 4 4 'Symbols of love? Who told you that?'
- 5 2 'No, Peker. People never kill cranes.'
- 6 9 'No, Dad, of course not!'
- 7 6 'It means that cranes are very loving birds. They know how to love. A crane never leaves its mate, you see. They stay together until death.'
- 8 3 'Why don't they? Is it because cranes are symbols of love?'
- 9 7 'Do they? But what happens when somebody shoots - I mean, when one of the cranes dies?'

5 Complete this passage about cranes with these words.

*big, cold, female, grey, lives, long, male, necks, warm*  
Cranes are big birds. They are usually grey, and have long necks and long legs. When the cold weather comes, they fly away to warm countries. The male and the female stay together all their lives.

8 Now write your own haiku, one for each of the other three stories. Think about what each story is really about. 羽 That are the important ideas for you? Remember to keep to three lines of 5, 7, 5 syllables each.

- | Four | little | Hun | ters | learned |
- | An | im | por | tant | lessons | from | cranes |
- | Love | and | for | give | ness |

Reading Circle Rubric 10 points possible

I have read the story twice, and prepared my role sheet. I completed all of the tasks on the sheet, writing as much as possible. I checked the pronunciation, spelling and grammar for errors. Weight 100%

|                                   |                              |                              |                             |
|-----------------------------------|------------------------------|------------------------------|-----------------------------|
| Excellent 4 points<br>No criteria | Good 3 points<br>No criteria | Fair 2 points<br>No criteria | Poor 1 point<br>No criteria |
|-----------------------------------|------------------------------|------------------------------|-----------------------------|

Assessment by Rubric w/feedback

Download as doc Close

# Reflection Reports

## Questionnaire

### Reading Circle #5 Reflection Paper

Congratulations! You finished the Reading Circle! I hope that it was interesting to hear your classmates' opinions about the story. Now, please reflect 振り返る on your performance and think about how you can improve your work next time.

1. Name 氏名 \*

Enter your answer

2. Student No. 学籍番号 \*

Enter your answer

3. What was your role in this Reading Circle? 今回のReading Circleの役割は? \*

- Discussion Leader
- Summarizer
- Word Master
- Passage Person
- Connector
- Culture Collector

4. What did you do well? Share one thing that you did well during this Reading Circle. 振り返って今回の自分がよくできた点一つをあげてください。 \*

Enter your answer

5. What can you improve for next time? List one thing that you can do better next time. 今回のReading Circleに向けて自分の発表などをより良いものにするため、改善点一つをあげてください。 \*

Enter your answer

6. Free Comment about Reading Circles in General. 今回のReading Circleについて自由にコメントをください。

Enter your answer

+ Add new

## Summary

Review answers

Post scores

Open in Excel

1. Name 氏名 (0 point)

More Details

4  
Responses

Latest Responses

"Kiki Ueda"  
"kana iwamoto"  
"Maiko Greek"

2. Student No. 学籍番号 (0 point)

More Details

4  
Responses

Latest Responses

"227035J"  
"167154F"  
"211165K"

3. What was your role in this Reading Circle? 今回のReading Circleの役割は? (0 point)

More Details

- Discussion Leader 1
- Summarizer 1
- Word Master 1
- Passage Person 0
- Connector 0
- Culture Collector 1



4. What did you do well? Share one thing that you did well during this Reading Circle. 振り返って今回の自分がよくできた点一つをあげてください。 (0 point)

More Details

4  
Responses

Latest Responses

"When I had summarised the story or essay before at the...  
"I could express my thoughts."  
"I led the discussion and asked each participant questions..."

5. What can you improve for next time? List one thing that you can do better next time. 今回のReading Circleに向けて自分の発表などをより良いものにするため、改善点一つをあげてください。 (0 point)

More Details

4  
Responses

Latest Responses

"I want to make a summary concisely. I want to make it si...  
"Proactive! I should learn more about vocabrary."  
"I felt that three questions were too many, so I thought it ..."

6. Free Comment about Reading Circles in General. 今回のReading Circleについて自由にコメントをください。 (0 point)

More Details

3  
Responses

Latest Responses

"I enjoyed this class and discussions. Thank you so much."  
"I really enjoyed the reading circle! I'm glad I chose this cl..."

# RC#1 The Rubbish Dump

|   |   |
|---|---|
| 1 | I could explain my thoughts about the books.  |
| 2 | As a culture collector, I was able to juxtapose the colonial period in Africa and the American occupation of Okinawa from the stories.  |
| 3 | I was able to express my opinion about some things like the problem of the military bases.  |
| 4 | I chose the words with unique reasons. Not simple reason; I don't the meaning of words, or I was just curious about the meaning of words. Even though I've already known its meaning, I chose it because I thought it was the key words on the story. Therefore, I did settle on choosing the words with unique reasons in order everyone not to get bored and to have interested in my report. |
| 5 | I wasn't really sure if I reading the story correctly but it seemed like there was no contradiction in my summary.  |

|   |   |
|---|---|
| 1 | Making a perfect sentences :I talked with only few words when teacher asked me a question.  |
| 2 | Next time , I would like to make my culture questions a little shorter and easier to answer to stimulate discussion.  |
| 3 | I can be more confident about what I say.   |
| 4 | <b>As a Word Master, to look for the word which express the characters's feelings and changing their feelings. It help to make the discussion more advanced.</b> As a member of our discussion, I have to more speak out my opinion and do positive participation in the discussion. I think I was nervous to speak out on the first reading circle discussion, because I actually did compare my English skill and the other members ones and I lost confidence on my English skill a little bit. So for the next reading circle discussion, I have to improve my mind in order to enjoy making mistake. |
| 5 | Plan the time to work on the assignment so that I don't have to do it in a rush.  |

|   |   |
|---|---|
| 1 | Today was fun!  |
| 2 | It was interesting to know that aroud Kadena, it smells like gasoline when the U.S. military airplanes fill the gas.  |
| 3 | <b>I think Reading Circle is good for using English. We were able to discuss more than I thought.</b>   |
| 4 | <b>I want to make circle</b> when we do the reading circle discussion, which means that I want to see not only teacher's face or reaction but also my friends face or reaction when I report my work. Moreover, I want to react and nod when I listen their report. <b>I believe that to see the reaction one another is really important on conversation, because the speaker can see if the others understand or not what the speaker is talking.</b> So that's why I want to make circle with my friends and teacher from the next discussion, if you can. |
| 5 | It was fun to share my ideas about the short story. I liked it when you first asked some questions related to both our daily lives and the short story before the discussion.   |



## RC#2 The Little Hunters at the Lake

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| 1 | I could give everyone a chance to talk.  |
| 2 | I was able to ask questions and clear up any doubts I had. I was also able to discuss topics related to the story and deepen the discussion.   |
| 3 | This time, I spoke more clearly than the last time. Some people asked me to say again several times last week so I tried to be better.   |
| 4 | While I was reading the story, I was keeping in mind to find the key points or phrases which make the story interesting. It helped a lot when I was making my report as a passage person. One more thing I did |
| 5 | Compare the culture from three different countries for the similarities and differences.   |
| 6 | I did well in the sense that I looked up the symbolism of snowdrops(a kind of flower) and shared the knowledge with everyone.  |

|   |  |
|---|--|
| 1 | I was afraid to make a mistake, so I guess my voice was hard to listen to. I tried to talk with confident next time.   |
| 2 | I talked a little too much early on and pushed for time, so I want to be careful.  |
| 3 | It is important to focus on my role but I think I should keep in mind other roles so that I can participate RC more actively.  |
| 4 | <b>I have to have courage to ask something when I don't get what he/she is saying. I tend to pretend like "I get it what you're saying" even though I don't get it actually. It's a not good way when I study English and practice the language. This is the no.1 priority I have to do.</b> |
| 5 | Answer the questions more organized.   |
| 6 | It couldn't have been better!  |

|   |   |
|---|---|
| 1 | I like today's discussion. I believe making a circle helps conversation easy.   |
| 2 | I want keep doing the reading circles in a circle. It felt like we were actually having a conversation.                       |
| 3 | I think it's much better to make a circle when we do this activity. I was able to see some peoples' faces for the first time. |
| 4 | Making real circle and discuss about the story was really good. I like that!!   |
| 5 | very nice experience for a better understanding of my professor and classmates.   |

## RC #3 The Jacket

|   |  |
|---|--|
| 1 | I could choose the good words that help us understand the story.   |
| 2 | I was able to share some stories other than my own role. I'm not good at talking so I want to try to tell everyone what I really want to tell. (I mean, main point)  |
| 3 | I would like to share my point of views and ask questions when I want to know more.  |
| 4 | I don't have the exactly same experience the protagonist has. So I had to focus on each sentences or words in order to remember my personal experiences related to them. That's why I brought up just the sentence; "Everything is money here." I actually could read carefully the story. |
| 5 | I was able to select and address passages that expressed the emotions of the main character.   |
| 6 | I asked the classmates questions evenly.   |

|   |   |
|---|---|
| 1 | I need to talk more actively to discussion and enjoy conversation. In todays class, I talked little bit even when friends asked me a question.  |
| 2 | Time management. We run out of time for last minutes because my sentences were not organized. So I would like to make sentences that everyone can understand clearly.   |
| 3 | try to not ask too many questions   |
| 4 | <b>This time, R. did gave a lot of questions to us. I think these are very effective to make more meaty discussion. For the next RC, I'll make some question to the other roles' report or some comments to them.</b> |
| 5 | It would been better to address the emotional passages of the characters other then the main character.   |
| 6 | None!   |

|   |  |
|---|--|
| 1 | <b>I like the atmosphere of today's discussion because all of the classmates tried hard to understand what our friends talking about, and if friends seem like not understanding, we teach each other.</b> |
| 2 | It's always very interesting to hear R's story. I'm able to learn not only cultures which is written in books but Chinese cultures from her.   |
| 3 | <b>the Reading circles are like group counseling to me. I find my peace and comfort by interacting with others.</b>  |
| 4 | I was unable to participate in the reading circle last time, so it was great to be able to share my role sheets today!   |

## Reflection RC#4 The Christmas Presents

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|---|--|
| 1 | I was able to show my opinion about this story. Before the class, everyone else has different opinion against me. Actually, each member had different opinions, but they understood what I thought and also I was able to learn different point of view.   |
| 2 | I was able to write a short, concise and clear summary in short words.   |
| 3 | I enjoyed the discussion as usual!   |
| 4 | I think I gave good topics to take conversation. The topics I gave were easy questions but we don't usually talk about. So I thought we could share interesting opinions. I actually tried new thing. It was that a discussion leader wouldn't choose the speaker to answer a question, the other speaker chose the next speaker. I'm wondering if it was interesting and good idea or opposite. |

|   |  |
|---|--|
| 1 | I sometimes talk too long so I'll try to summarize what I want to say.   |
| 2 | I sent the assignment with a grammatical error.  |
| 3 | Nothing!   |
| 4 | I'll try to make not only a personal question but also a general question. Conversation include both personal experiences and general opinion. Moreover, when we write report and script for presentation like what we usually do as university studies, we give our experiences as examples or evidences for the subject, then we conclude with general opinion. To think for a personal question and a general question is good practice for what I mentioned above. |

|   |  |
|---|--|
| 1 | <b>I think it was the best reading circle today since we're able to learn some new things from each other, also each member had different point of view. (We always have different point of view, but it was more diverse than usual.)</b> Happy Holidays♪ |
| 2 | It was interesting to see the couple's love and emotions appear differently depending on who reads the book.   |

## Reflections for RC#5 Flame

|   |   |
|---|---|
| 1 | I was able to give my report by my own word. (not just reading my script.)  |
| 2 | I led the discussion and asked each participant questions to stimulate the discussion.  |
| 3 | I could express my thoughts.  |
| 4 | <p>When I had summarised the story or essay before <b>at the other classes, I copied the sentences</b> on the story and pasted them. I had made a summary connecting important sentences on the story. However, <b>I made my summary with my own words this time.</b> Sometimes I used the same expressions on the story, but most of the content are written by my words. It was hard for me to choose different expressions though, it was really good trying at the same time.</p> |

|   |   |
|---|---|
| 1 | <b>If there is difficult word, or unfamiliar word, I can rephrase or change into easier vocabulary so that everyone can understand what I want to say.</b>    |
| 2 | I felt that three questions were too many, so I thought it would be better to limit the number of questions to two for speedy discussion.                     |
| 3 | Proactive! I should learn more about vocabulary.  |
| 4 | I want to make a summary concisely. I want to make it simpler. I'll try to connect only the most important scene or sentences and make it easy to understand. |

|   |  |
|---|--|
| 1 | It was very great reading circle ever since we talked about the story and Chinese culture deeply. I'm so glad that I took this class and talked with classmates and Mr.Keith. <b>It was definitely my best class ever.</b> |
| 2 | <b>I really enjoyed the reading circle! I'm glad I chose this class!</b>   |
| 3 | I enjoyed this class and discussions. Thank you so much.   |

**Thank you.**