A COURSE DESIGN:
ACTIVE READING THROUGH RECIPROCAL TEACHING STRATEGIES

A TERMINAL PROJECT PRESENTED BY

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Abstract

Title: A Course Design:
Active Reading through Reciprocal Strategies

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This project is aimed at designing an active reading course for upper secondary school students to develop reading comprehension through reciprocal teaching strategies. It begins with several research questions: How can I improve reading comprehension of Korean students? To what extent is student-centered learning most suitable to maximizing the improvement of reading comprehension? What techniques or strategies will work for the students within the reciprocal teaching approach? How can I implement the approach in Korean classrooms?

Reciprocal teaching has had positive and consistent results in terms of increasing learners’ reading comprehension. The nature of this approach is that learning can be achieved through interactions such as group work and discussion. In this point the reciprocal teaching approach makes it possible to lean toward student-centered learning in class. In reciprocal teaching class, learners notice and experience the cognitive process of reading comprehension through four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing.

The course design presented in this project follows the sequence of reciprocal teaching strategies: before-, during-, and after-reading activities. The main reading materials presented
are authentic texts following the results of the student needs and the suggestions of the two interviews in the needs analysis. The course provides a variety of materials usually used in reciprocal teaching classes: a KWL chart, a story map prediction chart, a discussion sheet for reciprocal teaching, and prompts for group/pair discussion. Each lesson leans toward group discussion and group or pair work. Even though the course focuses highly on enhancing learners’ reading comprehension, it also deals with other skills like writing, grammar, vocabulary, and speaking.
This examining committee appointed by the Department of Linguistics for the Terminal Project submitted by

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CHAPTER 1 INTRODUCTION

This project is a reading course focusing on reading comprehension for intermediate high school EFL students in Korea. The aim of this project is to develop an effective reading course to improve learners’ reading comprehension using reciprocal teaching strategies for struggling readers in EFL contexts especially in the Korean educational context.

Reading is a cognitive process, so it is difficult to clearly notice the process of comprehension. According to Shiotsu (2009), reading is a complex cognitive activity that requires an integration of information from the text and knowledge in our minds. Creating meaning in text requires simultaneous cognitive processing involving pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, activation of prior knowledge, information storage, and comprehension monitoring (Pulido, 2009). Even though the reading process is complicated and can hardly be noticed, current studies demonstrate that when students go through explicit instruction of comprehension strategies such as self-questioning, summarizing, and predicting, it helps students improve their comprehension of new texts and topics (Hiebert et al. 1998). By utilizing reading strategies, students could monitor their own thinking and make connections between texts and their own experiences.

Background

Most English reading instruction in Korea does not activate prior knowledge nor does it use effective methods for improving learners’ comprehension. The instruction mainly focuses on bottom-up processing such as translation and analyzing sentence structures. Under the test-oriented educational system, most learners have been struggling with the texts that are beyond their level and the test taking reading skills used to gain high scores in exams. The classes usually lean toward teacher-centered or guided education rather than student-centered.
The extreme competition for prestigious universities and the entrance examination prevents students from experiencing effective reading strategies to improve reading comprehension in that those comprehensive reading strategies might take longer time to gain. Due to relatively large class size of about 40 students and the traditional teaching method of lecture in which they have few chances to participate in discussion in class or to do group activities, learning habits are mainly tuned into receptive skills and memorization. As a result, they have trouble in critical reading and they do not enjoy reading books written in English.

*Rationale*

As said above, English instruction in Korea looks like it is stuck in bottom-up processing and has hardly used Communicative Language Teaching methods. It is necessary to change the traditional methodology into a more interactive and meaningful one in order to improve learners’ comprehension and motivate learners’ interests. I propose that reciprocal teaching strategies can be a solution for EFL Korean learners who have considered reading in English as boring and irritating work. This is because the reciprocal teaching approach regards students’ participation and group work as key aspects, through which students could improve their reading comprehension. The term “reciprocal” can be defined as the nature of the interactions: each person acts in response to the other(s). Pressley (1998) describes it as a dialogue based strategy in which the teacher explains and models the approach, and then members of the group take turns leading the group, greatly impacting the teaching of comprehension strategies.

Reciprocal teaching (RT) improves students’ reading comprehension using four reading strategies. According to Palinscar and Brown (1986) it is described as “an instructional activity that takes place in the form of a dialogue between teachers and struggling readers (students) regarding segments of text. The dialogue is structured by the use of four strategies:
summarizing, question generating, clarifying, and predicting” (p. 2). The teacher and students take turns assuming the role of teacher in leading this dialogue. Palincsar and Brown (1986) found that when reciprocal teaching was used with a group of students for just 15-20 days, the students’ results on a comprehension assessment increased from 30% to 80%. According to a study by Palinscar and Klenk (1991), students not only improved their comprehension skills almost immediately, but they also maintained the improved comprehension skills when tested a year later.

**Purpose**

The purpose of this project, therefore, is to develop an interactive and effective reading course on the basis of reciprocal teaching strategies, which helps students construct meaning in texts. In this course, students are able to acquire reading strategies by interacting with each other and taking turns playing the role of group leader in a classroom setting or a literature circle. That is to say, by doing diverse group activities and engaging in discussion in class, students actively notice the cognitive processing of better readers and reflect on their own reading strategies, finally picking up better reading strategies. In this point, reciprocal teaching strategies help student construct meaning in text in a social setting.

Implementation of these strategies in Korean EFL contexts is considered in order to create a situation for students to construct meaning in a social setting by using reciprocal teaching. The goals of this project are:

1. to improve Korean students’ reading comprehension using four comprehension strategies: predicting questioning, clarifying, and summarizing;
2. to help students to monitor their reading comprehension using the same four strategies;
3. to motivate students to willingly read English books appropriate to their levels
with understanding and ease in picking up the meaning in the text;

4. to help students to become independent readers without much help from teachers.

**Organization**

This project is organized into five chapters. Chapter 1 explains the background, rationale, purpose, and organization of this project. Chapter 2 provides the theoretical background of this project through a literature review in the area of comprehensive reading instruction and strategies focusing on reciprocal teaching strategies. Chapter 3 shows the processes and results of the needs analysis including a questionnaire with EFL learners in Korea, observation of AEI reading classes, and interviews with AEI teachers. Chapter 4 describes elements of the course: its rationale, organizing principles, approaches, goals and objectives, the complete syllabus with scope and sequence chart, and an assessment plan. Chapter 5 includes sample lesson plans and sample activities and materials. Chapter 6 discusses the limitations and the further development needed for the project.
CHAPTER 2 LITERATURE REVIEW

This chapter reviews a number of studies and pedagogical applications focusing on second language reading comprehension. It includes five sections: an overview of reading instruction in Korea, the importance of reciprocal teaching and its characteristics, a more detailed explanation about the four reciprocal teaching strategies, a course design for supporting a reciprocal teaching curriculum, and other comprehensive reading comprehension strategies.

Korean readers and reading instruction

English has been taught in Korean schools since the introduction of modernization of the country in the early 1990s. Over the years, the goals of learning and teaching English have shifted (Song, 2003), but the changes have not had a great effect on dramatically changing learning styles of Korean EFL learners until the introduction of the official college entrance examination, i.e. The College Scholastic Ability Test (CSAT).

Before looking at the impact of CSAT, it would be better to look through the main features of typical Korean readers. As mainly seen in EFL contexts, Korean readers tend to comprehend the content through bottom-up sequential processing, in which letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in bringing meaning to the text (Anderson, 2003). The studies, conducted until the early 1990s, reported a strong tendency toward bottom-up processing among Korean readers, characterized by excessive dependence on graphophonic clues, or the letter-sound system, word-for-word translation, and attention on details rather than the main ideas (Kim, 1993).

In 1993 the government introduced a new college entrance examination (CSAT), which had a significant impact on the Korean educational system, especially on middle and high schooling influenced by the prevalent belief that the prestige of a university would determine
the rest of the life of a person. In addition, traditional Korean parents have placed a great value on their children's education, which has led to extreme competition on the university entrance examination. Another reason why the competition for prestigious universities has been increased is that there are only a few prominent institutions in Korea compared to other countries. Prestigious institutions include major public institutions such as Korea Advanced Institute of Science and Technology (KAIST), Seoul National University, and private institutions such as Korea University, Pohang University of Science and Technology, Yonsei University (Song, 2003). One more reason for the competition is that the number of possible job positions is considerably limited and not sufficient for the number of college graduates. That is why people believe that renowned colleges will open the door to conglomerates or respectable jobs. In addition to the extreme competition for a few prestigious universities, the entrance standards of these universities have been raised, which has triggered a need for an increased learning load for students intending to take just the entrance examination.

The CSAT caused the innovative changes in the reading part of the test. Kwon (1994) summarizes the characteristics of the CSAT as follow:

1. Focus on fluency of reading
2. Questions embedded in context
3. Various types of questions requiring the ability to get main ideas as well as details
4. Questions requiring inferring and guessing from context
5. The reduction of grammatical question items to a minimum

This new meaning-oriented and fluency-based official college examination has made secondary schools try to change from traditional comprehension strategies such as word-for-word translation into more meaning-oriented comprehension strategies and reading lessons. Fluency does not only include reading rate but also the extent to which readers comprehend a text. Anderson (2003) defines fluent readers as ones who read at a rate of 200 words-per-
minute with at least 70 percent comprehension.

However, there are some elements which prevent this more top-down approach from having a good effect on reading lessons. First of all, as said above, the extreme competition among students for top university placement keeps teachers from implementing top-down reading strategies in class. The competition between high schools as well as between students forces high school learning toward mainly enhancing test taking skills. Also, upper secondary school students have a large learning burden. For one thing, according to a Korean AP news report (Kang, 2010), the mathematics of the 2010’s entrance examination includes college content levels of differentiation, integral calculus, probability, statistics. Often upper secondary school students complain that they have to cover too much material for only mathematics. As a result, they just focus on seeking some useful tricks for choosing correct answers, not trying to spend time on improving comprehensive reading strategies.

Another reason for a lack of change is that teachers are not ready to attempt a variety of reading strategies in classes. It seems that their teaching styles are stuck in grammar and word-for-word translation. It might take many years and a lot of efforts for them to apply effective and innovative meaningful instruction in their classes.

The last reason is that teachers usually select higher levels of intensive and graded readers than the students’ levels. This requires greater teacher involvement to support student learning. Therefore, students have little responsibility in their reading and have no idea how to become independent readers (Park, 2008). Clearly changes are needed so that schools will be able to teach their students important and useful reading skills appropriate for their students’ levels rather than test taking skills. To do this, I would like to introduce one of the most efficient reading strategies, reciprocal teaching, and apply it to the communicative reading course for Korean young adult learners.
Reciprocal teaching and its features

A reciprocal teaching approach is one that many studies have proved is an excellent classroom technique for struggling readers. It includes cognitive process, group work, teachers’ modeling, and peer tutoring. According to Palinscscar el al (1989), reciprocal teaching (RT) is an instructional procedure originally designed to enhance students’ reading comprehension. It is best characterized as a dialogue between a teacher and students. They define the term “reciprocal” as the nature of the interactions: each person acts in response to the other(s). Pressley (1998) describes it as a dialogue-based strategy in which the teacher explains and models the approach, and then members of the group take turns leading the group, greatly impacting the teaching of comprehension strategies. This package of strategies exposes the thinking of proficient readers to struggling readers as they solve problems on their way toward acquiring meaning. During these interactions students should consider reading as an active and strategic process and learn behaviors that will help them become more independent readers (Buehl, 2003).

In terms of interactive learning, reciprocal teaching corresponds to communicative language teaching (CLT). From the perspectives of CLT, language is a communicative tool to gain necessary information, express one’s opinion and feelings, and interact with others. That is, it is acquired through the meaningful interactions with people and contexts that surround them. It focuses on real-world contexts, which means that students in a communicative class have to use the language in real-world contexts rather than in modified or adopted contexts (Brown, 2007). Thus, this approach prefers authentic materials to graded readers or text books. In addition, the communicative class largely depends on students’ talk and roles instead of teacher’s lecture and roles. In a CLT class, “students are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning and through the development of appropriate strategies for production and
comprehension” (Brown, 2007, p. 47).

Reciprocal teaching (RT) has several important characteristics: social interaction, teacher modeling, peer tutoring. I will give more detailed explanation about these three features (See Figure 1. Three Features of Reciprocal Teaching).

**Key Features of Reciprocal Teaching**

![Diagram showing Key Features of Reciprocal Teaching]

Figure 1. *Three Features of Reciprocal Teaching*

First, reciprocal teaching emphasizes social interaction, i.e. the interaction between a teacher and students as well as between students, through which students can develop some useful skills for reading comprehension and look at not only others’ comprehension process but also their own. Slater and Horstman (2002) argued that in reciprocal teaching, students and a teacher work together to improve the students’ understanding of informational texts and their ability to monitor their comprehension. Studies show that students who worked with reciprocal teaching increased their group participation and the use of the strategies taught and finally came to be better readers (Slater & Horstman, 2002). Due to this cooperative learning, the approach could well fit into different classroom settings such as whole-class sessions, guided reading groups, or literature circles (Oczkus, 2003)
Second, when first introduced in a class, reciprocal teaching is led by a teacher as a model. According to Brown and Palincsar (1989), the idea behind reciprocal teaching is to have the teacher instruct students in the strategies until they have mastered them enough to gradually shift the dialogue from a teacher to students. The teacher, a classroom aid or a trained tutor, serves as the leader of the group explaining the strategies and modeling them for others in the group (Slater & Horstman, 2002). The teacher’s roles include modeling the strategies the students are expected to learn, monitoring students’ learning and understanding, scaffolding their efforts, providing students with feedback, and tailoring the session to the students’ existing level of competence (Slater & Horstman, 2002). During the classroom sessions, the teacher guides the learning, while students participate by commenting on other students’ summaries, asking other questions, commenting on others’ predictions, asking for help with something they did not understand, or helping others to understand (Clark, 2003). Over time, the teacher, a group leader or a tutor, gradually reduces his or her role so that students can become increasingly independent learners (Gillet & Temple, 2000; Graves & Graves, 1994).

Lastly, by the time students have become familiar with reciprocal teaching strategies, the teacher’s modeling has been changed into peer tutoring. The teacher should carefully decide when he or she should abandon modeling and shift to peer coaching. This is a sophisticated decision based on an individual class’ needs. Slater and Horstman (2002) suggest that when working with struggling readers, it is vital that teachers carefully monitor student progress and do not hesitate to provide more modeling and direct explanation throughout the reciprocal teaching lesson.

Peer instruction is a good way to improve students’ motivation and participation. The use of cooperative learning structures and “group reward contingencies” can increase social motivation (Johnson, Maruyama, Nelson, & Skon, 1981; Wentzel, 1999; Slavin, 1990).
Students are part of the educational process and are responsible for being prepared for class activities and receive feedback from peers. In reciprocal teaching, students take turns playing a teacher role while using the strategies. That is to say, they alternate roles while in pairs or groups. Oczkus (2003, p. 14) even called the reciprocal strategies as “Be the Teacher” strategies. Reciprocal peer tutoring has a framework in which “students prompt, teach, monitor, evaluate and encourage each other” (Fantuzzo, King, Heller, 1992, p. 332).

**Four reciprocal strategies**

The reciprocal teaching approach includes key reading strategies: predicting, questioning, clarifying, and summarizing. These allow learners to develop the ability to create meaning in a written text. Each strategy has its own purpose and different methods for bringing meaning to text.

The purpose of predicting is to provide students with “opportunities to rehearse what they have learned thus far in their reading and begin the next section of the text with some expectations of what is to come” (Slater & Horstman, 2002, p. 162). Predicting refers to previewing the text to anticipate what may take place next before and during reading, using students’ prior knowledge and visual and non-visual clues like the book’s cover, title or headings, illustrations, tables, captions, and graphics. The teacher stops periodically during the reading and asks students to gather clues and make predictions for the next portion of the text (Oczkus, 2003). The teacher should give as many opportunities as possible to make predictions of what they will read by discussing text features and using graphic organizers like a story map (Oczkus, 2003). Cleveland et al. (2001) stated that predicting reinforces the value of picture and word clues, allows different levels of students to take part in the process, provides a reason for reading, and promotes equity in discussions.

Questioning concerns students’ attention on important information such as main ideas
and provides an opportunity to check their current understanding of what they are reading. Good readers ask questions throughout the reading process (Cooper, 1993; Palincsar & Brown, 1986), but generating questions is a difficult and complex task. Oczkus (2003) suggested that when students know before reading that they need to come up with a question about the text, they read with an awareness of the text’s important ideas. They automatically increase their reading comprehension when they read the text, process the meaning, make inferences and connections to prior knowledge, and, finally, formulate a question (Lubliner, 2001). At first, the teacher models how to ask questions on the basis of inferences and main ideas in the text.

Those who have little experience of formulating questions might ask about unimportant details, but as they accumulate their experiences, they will be able to formulate questions relating to inferences and main points in the text. In another point, questioning stimulates students’ interests in the content of text and motivates them to enjoy reading as they become familiar with it. Oczkus (2003) made a good point about questioning: “in reciprocal teaching lessons, students learn to generate questions about a text’s main idea, important details, and about textual inferences, thereby improving their reading comprehension skills” (p. 16).

If a student has any doubt or problems within a text such as difficult words and complex or ambiguous sentences, constructing meaning in text would be out of reach. This makes clarifying in reciprocal teaching an important part of reading comprehension. According to Palincsar and Brown (1986), “students are taught to be alert to the effects of impediments on comprehension such as unfamiliar vocabulary, unclear referent words, new and complicated concepts and to take the necessary measures to restore meaning, e.g., reread, ask for help” (p. 772).

The purpose of clarifying is to let students be actively engaged in reading and help them to unpack ambiguous, confusing sections of text (Slater & Horstman, 2002). During
reading in class, if the passage or questions produce any problems or misunderstandings, the leader and other group members clarify matters. The teacher should give enough information about clarifying strategies and model how to figure out a difficult word with strategies such as word guessing by just rereading the passage, breaking a word into syllabuses or chunks, and looking for another word that looks like it.

Lastly, summarizing is extremely important because practice in summarizing improves students’ reaching comprehension of fiction and nonfiction alike, helping them construct an overall understanding of a text, story, chapter, or article (Rinehart, Stahl & Erickson, 1986; Taylor, 1982). In reciprocal teaching summarizing requires students to concentrate on the main information of the text and determine what is important or not (Slater & Horstman, 2002). Summarizing is the last step of all four strategies after all the questions have been answered and any misunderstandings resolved. The leader or other group members summarize the selected content. To summarize effectively, students must recall and arrange in order only the important events in a text (Oczkus, 2003). During reciprocal teaching, the teacher and students take turns modeling summarizing.

Course design

The course developed in this project is designed according to Stern’s framework (1992) and Heinich’s (1996) ABCD method. The goals are on the basis of the Stern’s framework (1992) which includes four categories, proficiency, cognitive, affective, and transfer which can be explained like this:

**Proficiency**: these include what students will be able to do with the language.

**Cognitive**: these goals include explicit knowledge, information, and conceptual learning about language

**Affective**: these include achieving positive attitudes toward the target language and
culture as well as to one’s own learning of them

Transfer: these include learning how what one does or learns in the classroom can be transferred outside of the classroom in order to continue learning. (p. 85)

The reason why I chose this framework is that I wanted to emphasize proficiency, cultural knowledge, students’ attitude, and learning strategies. I determined one goal each for Stern’s affective and transfer categories, two for the cognitive, and three for the proficiency category.

The objectives are based on the ABCD method. In this system, “A” is for audience, “B” is for behavior, “C” for conditions, and “D” for degree of mastery needed. Heinich (1996) explains this method as the ABCD method of writing objectives is an excellent starting point for writing objectives.

Other reading comprehension strategies

Although reciprocal teaching strategies are useful tools to enhance students’ reading comprehension, other comprehensive reading strategies should not be disregarded. I use reciprocal teaching as the main instruction method for this project while using other reading strategies if necessary.

McLaughlin and Allen (2002) provide a broad framework for teaching comprehension that includes the following eight strategies necessary for teaching students to understand what they read:

- Previewing – activating prior knowledge, predicting, and setting a purpose
- Self-questioning – generating questions to guide reading
- Making connections – relating reading to self, text, and world
- Visualizing – creating mental pictures
- Knowing how words work – understanding words through strategic vocabulary
development, including the use of graphophonic, syntactic, and semantic cueing systems

- Monitoring – asking whether a text makes sense and clarifying by adapting strategic processes
- Summarizing – synthesizing important ideas
- Evaluating – making judgments (p. 13-14)

As one can see there is a considerable overlap between the framework provided by McLaughlin and Allen (2002) and reciprocal teaching strategies. However, making connections, visualizing, knowing how words work and evaluating are not included in the framework of reciprocal teaching. This project will implement these strategies in addition to those advocated by the theory of reciprocal teaching because since Palincsar and Brown developed reciprocal teaching in 1984, there have been a lot of researches that enhanced reciprocal teaching.

**Conclusion**

Second language reading seems like a great obstacle to EFL learners in that reading requires all areas of language competence including grammatical, strategic, socio-cultural, discourse competence. Also, reading is a cognitive process in our brain, so it is difficult to visualize a good reader’s reading process. In these points, reciprocal reading strategies give opportunities to observe and experience important and useful reading skills through interacting between teachers and students as well as between students. Therefore, this reading course includes a variety of activities on the basis of reciprocal teaching strategies to maximize students’ interactions and to improve reading comprehension.
CHAPTER 3 NEEDS ANALYSIS

The purpose of this data collection is to obtain information to create a reading course for Korean young adult learners and to find supporting evidence that supports the need. For this purpose, an email questionnaire for Korean adult learners will be administered. In addition, class observations of ESL reading class and follow-up interviews with the teachers will be administered.

Method one (Questionnaire for EFL learners)

Participants

Fifteen Korean learners aged from early 20s to late 40s, working at a company in Korea participated in this questionnaire. All of the participants had studied English for over six years and they had more than master’s degrees. Although they had been highly educated, after leaving school, they did not study much. Now, they wish to study English or are interested in improving their children’s English. Their current proficiency level is beginner to high intermediate. The reason why I chose adult Korean learners for the course developed in this project for Korean high school students is to gain their experience and insight on schooling.

Instrument

An e-mail questionnaire was used for the data collection (see Appendix A). The questionnaire consisted of fourteen items about their experience of learning English, their preference of classroom activities, and problems in reading English texts. The questionnaire was written in Korean and designed to take about 10 minutes to complete. Appendix A contains a complete copy of the instrument.

Procedure

The questionnaire was administered through e-mail. Each participant completed the
questionnaire by filling out the form electronically, and they returned the completed form by email. They responded in Korean, and the author translated the responses to English.

**Results**

Most of the subjects except one started learning English between 12 and 15 years old. With regard to their own level of English, they consider that their English is beginning or intermediate; most subjects chose 2 or 3 on a scale from 1 to 5. Ten out of the fifteen participants said that they are interested in learning English.

Regarding confidence when reading in English, four participants answered that they have low confidence in reading English and eleven have a moderate level of confidence. In response to the question about the most difficult aspect in comprehending English text, lack of vocabulary and lack of cultural understanding were considered the most problematic factors in the construction of meaning in text.

When it came to the most effective class activity to improve reading comprehension, nine out of the fifteen subjects preferred top-down approaches: three chose discussion, one peer tutoring, and five reading logs. The rest of the participants preferred the bottom-up approaches: two chose analyzing sentence structures, two learning vocabulary, and two translation into Korean.

Concerning the positive points of Korean schooling within English language learning, a relatively large number of the participants said that the fast learning pace and heavy learning burden help learners improve reading skills and the rest of the subjects pointed out parents’ high interest. For the negative aspects of schooling in Korea, most of the subjects indicated that focusing on lecture and grammar prevents students from becoming independent readers and three participants chose lack of qualified teachers.
Method two (Observations of ESL reading class)

Classes

Two classes taught by experienced ESL teachers in the American English Institute (AEI) at the University of Oregon were chosen for class observations: one was for beginner levels and the other for high intermediate. Both classes had approximately 16-20 students. While the classes in the AEI are based on a communicative approach, they do not use strictly reciprocal teaching classes in the AEI. A lot of the same strategies such as summary, questioning, clarifying, and predicting are used in many Reading/Writing/Grammar (RWG) classes of the AEI.

Procedure

The purpose of class observations was to investigate the following aspects: (a) classroom environment; (b) teaching strategies to create meaning in text; and (c) application of the materials and activities. The two RWG classes for intermediate levels were observed for two hours each class: one was RWG level 4 and the other RWG level 3. Both classes focused on communicative language teaching. Detailed observation notes were taken about the four areas mentioned above (see Appendix B). The classes were audio-recorded with permission for later analysis. This class observation helped identify the differences between instruction in US and in Korea. Also, it allowed me to notice how the teachers set up student-centered learning, which is the most important aspect for reciprocal teaching. This kind of information contributed to developing communicative class activities for my reading course.

Results (Class A)

On the observation date, the class schedule of the RWG level 4 (intermediate level) was the introduction of prereading strategies and annotation techniques, and during class, students read the article for the first time. At first, the teacher introduced the day’s agenda and made groups of 3 or 4 intentionally by naming each student. This could prevent the same
language group from getting together in one group.

On the board she wrote two questions: "When you were in school and were given an article or textbook chapter to read, how did you read?" and "What strategies/techniques did you use to understand and remember what you were reading?". She let students discuss these questions in their groups. During the discussion session, she went around in the classroom encouraging students to talk more and also participating in the discussion of each group.

After the group discussion, the teacher made each group present their results. Students in each group gave a variety of techniques that they have used during reading such as highlighting or circling important ideas, looking at connecting words, and taking notes in the margins of the book. The teacher wrote their ideas on the board, adding some important strategies like "First time, just read quickly", "Guess ideas/words", and "Preview questions". Also, she asked some questions about reading comprehension to the class such as "Where do you find out the topic sentence?" and "What techniques do you use for remembering?". The students found the answers with the help of the teacher.

After the above brainstorming activities for reading strategies, the teacher gave out handouts of a Know-Want-Learned Chart (See Appendix I) and an article entitled "Bullying in Schools". The KWL chart consists of three columns; the first column activating students' prior knowledge by asking them what they already know, the second column specifying what they want to learn, and the third column clarifying what they have learned. She gave detailed explanation about the KWL chart because this was the first time this strategy was introduced to the class, and then she let students look at the title and sub-title in the article and fill out column one and two within their groups. The teacher gave enough time to discuss and fill out these two columns while she went around the classroom.

During the intermission, the teacher kept talking to students in a casual mood. After the break, each group made a presentation and the teacher wrote what the students said on the
board. She gave another handout which included pre-reading strategies and annotation
techniques and read out the important points in the handout to the class. For the first time, the
teacher let students read the article and after reading students wrote what they learned in
column three. After that, she encouraged students to speak about what they had learned and
wrote these items on the board. Lastly, she emphasized some important issues for reading
such as “Interact with the book, did not just receive the information”. She wrapped up the
class, announcing the homework on the board.

Results (Class B)

The second observation was done in a RWG level 3 class (low-intermediate). For the
first fifty minutes, the class focused on a review session for analyzing complex sentences
including independent clauses and dependent clauses. The teaching process was that at first
students analyzed the sentences and then the teacher checked if the students’ answers were
correct or not as a whole class activity. The class leaned toward teacher-centered or guided
education.

For the last fifty minutes, the class focused on how to summarize. To attract students’
attention, the teacher gave a recent popular movie as an example and asked students to talk
about the story within two or three minutes. He explained what items they need for summary
and what items they do not need through the use of many examples and questions to the
students. For one thing, the teacher asked whether the numbers are important for summary,
asking how many people live in Eugene. Some students guessed the number but could not
give the detailed number. He wrote the detailed number on the board, saying that the
approximate number is enough for summary.

After learning techniques for summary, the students were given a short passage. The
teacher let them read the passage and then modeled summary writing. He wrote the article as
a short four or five sentence summary. He emphasized writing their own sentences, not
copying the sentences from the text. During summarizing, he was sitting beside one student who had trouble in writing a summary and tutored how to summarize the text. After that, he let pairs of students compare their summary with each other.

*Method three (the follow-up interviews with ESL teachers)*

**Participants**

The participants were two ESL teachers whose classes were observed by the author. They not only have various experiences in teaching reading but also are deeply familiar with communicative teaching approaches. They have been teaching English for over ten years each.

**Instrument**

Follow-up interviews were conducted with each observed teacher. The interview consisted of two sections: one included questions about teaching reading, the other about communicative teaching in a reading class (see Appendix C). The interview questions were asked for gathering information about teaching experiences in reading class and their opinions about communicative teaching strategies to get advice for creating a successful reading course.

**Procedure**

Interviews with each subject were administered individually in a comfortable environment (his or her office) for about 40 minutes. Each interview was audio-recorded with the permission of the interviewees. The answers were gathered according to the needs of my project, which was presented as the results. The advice from the interview helped me to develop an interactive reading course.

**Results**

The teachers said that communicative teaching methods promote relatively strong
enhancement in a high level of reading comprehension. One mentioned that since students feel more comfortable in a group or a pair, they could have more opportunities to ask what they want to know. Within groups, students can teach what they understand to others and learn what they do not understand from others.

Regarding materials, both of the interviewees strongly agreed to the use of authentic materials regardless of levels. They said that authentic texts represent the way the language is used in real-life contexts, which could increase students’ interests. One mentioned that even though authentic texts tend to contain more unfamiliar vocabulary, they have a big advantage in terms of a live language. The other pointed out the positive teacher’s attitude toward authentic texts. The teacher’s attitude to the texts had had a big influence on students’ attitude toward the texts. As a result, the students who have been taught by the teacher who has a negative attitude toward authentic materials also did not like to learn from authentic texts throughout the term, while those who had been taught by the teacher who has a positive attitude toward authentic texts usually feels comfortable to learn from authentic materials. One teacher argued that teachers should become salespersons who persuade students to enjoy excellent materials to improve learners’ language competence, keeping saying like “This material is good for learning and you can do it”.

When it comes to difficulties in constructing meaning in text, both of them said that vocabulary is the most important part of authentic texts to bring meaning to text. They disagree with the use of a dictionary during reading to overcome this problem. Instead of looking up unfamiliar words in a dictionary, they recommended that students should mark or highlight those difficult words and later they can look up them in the dictionary or ask the teacher or peers to explain the meaning of them. Also, one teacher pointed out that cultural differences are one element to stop learners from constructing meaning from text.

For a successful communicative reading course, one teacher emphasized that a teacher
should provide students with enough explanation and model every single activity or game. Especially, Asian students mostly tend to consider class activities or games just as a pastime, which makes it possible to suppose that the teacher is too idle to prepare the lesson. The reason why this idea is important is that enough modeling could provide opportunities to expose the cognitive process of comprehension and produce better results.

**Discussion**

A number of interesting and useful points came out of this needs analysis. First, the results indicate that adult learners in Korea feel less confident in reading text in English even though they are highly educated. Most of them pointed out that the aspects preventing them from bringing meaning to text are unfamiliar vocabulary and cultural knowledge. Also, the results of the interviews of the ESL teachers indicated that unfamiliar vocabulary and different cultural perspectives prevent readers from comprehending text. Most of them have a positive attitude toward communicative activities such as class discussion and peer tutoring. They thought that the negative aspects of schooling in Korea are too much focus on lecture and grammar, and lack of qualified teachers. On the basis of this result, the course developed in this project focuses on improving learners’ vocabulary competence and cultural knowledge through a variety of activities and games. Also, it provides students with effective strategies so that they can figure out the meaning when encountering unfamiliar vocabulary while reading.

The two observations provided opportunities to witness some of the strategies and techniques in action that were mentioned in the literature review. Moreover, they made it possible for me to notice how each student interacted within their groups and how they participated in diverse activities and games. Therefore, the classroom observations had a considerable influence on the basic frame of this communicative reading course. The results
of the observations helped to develop how to organize each lesson plan. That is, every lesson in the course was designed to maximize interactions between a teacher and students as well as between students.

The results of the ESL teachers’ interviews provided some pedagogical suggestions regarding the above concerns in the results of the questionnaire. Both interviews made it clear that authentic texts could be the best materials even for low level learners if the teacher provides appropriate activities or tasks and he or she has a positive attitude toward authentic texts. In addition to authentic materials, they emphasized the importance of enough explanation and modeling for a specific activity or game. According to the results, the course developed in this project deals with authentic reading materials and the course design emphasizes teacher’s modeling.
CHAPTER 4 COURSE DESIGN

General considerations

This project is aimed at designing an interactive reading course not only to enhance students’ language proficiency but also to improve students’ communicative skills through reciprocal teaching strategies. The course is for Korean high school students who are in the high intermediate level. The class is a relatively big one; there are thirty five students in one class.

The students are in the first year of the high school, the normal public schools. They are the same age group of seventeen years old, and about half of them are male and the rest are female. In this school system, there are five levels in the same grade, which are categorized from level one to level five according to students’ English competence; level one is the lowest and five is the highest. This course is designed for level four and five in which students’ English competence is high intermediate.

The students are highly motivated for the reading course in that the majority of the questions in the foreign language (English) test of The College Scholastic Ability Test (CSAT) are students’ reading comprehension questions; among the total of fifty questions, thirty-three items check students’ reading comprehension and seventeen are listening questions. Other stake holders are the principal of the school and parents. They also have a high interest in improving students’ reading comprehension for the same reason with the students, which means that they would like the students to gain higher scores on CSAT.

This reciprocal teaching course will be applied to two classes as an experiment, so if this new teaching method turns out to be effective for the improvement of students’ English competence, the reciprocal teaching strategies will be implemented to the other classes in the school.
The purpose of the course is that students will be able to construct meaning from the text without difficulty with 80% accuracy within the targeted topic areas. The curriculum is flexible; there are two required comprehension tests during the course and one required final portfolio at the end of the course.

The class meets 3 times a week for 10 weeks and the span of each class time is 2 hours. The classroom is located in the educational building and near to the stairs. It has movable desks and chairs, blackboards on two sides, and one computer and one projector.

Teaching approach

The key teaching approach used for this reading course is the reciprocal teaching (RT) approach. It was originally designed for disabled or struggling readers by Palinscar and Brown (1984), who described this approach as a dialogue between teachers and students as well as between students for the purpose of constructing the meaning of text. That is, the class using reciprocal teaching strategies depends highly on social interaction within groups or pairs. (See Figure 2. Reciprocal Teaching) The reason why I use this approach in EFL context is that reciprocal teaching was originally designed to improve reading comprehension for struggling readers, so it also would be effective for EFL readers to increase the reading comprehension competence in English texts.

In this approach, there are four strategies, predicting, questioning, clarifying, and summarizing. Predicting helps students activate and build their background knowledge, while questioning attracts students’ attention to the important information of a text. Clarifying is useful for students’ unpacking ambiguous and confusing sections of a text, and summarizing is the last step of all four strategies after all the questions have been answered and any misunderstandings resolved. It requires students to concentrate on the main information of a text and determine what is important or not. These four strategies follow the sequence of
before-, during- and after-reading activities.

What is "Reciprocal Teaching (RT)"?

"Reciprocal" $\leftrightarrow$ interactions
a dialogue based strategy

• Four strategies of Reciprocal Teaching

Figure 2. Reciprocal Teaching

Conceptualizing content

The ultimate purpose of the course is to develop students’ language proficiency through reciprocal teaching strategies although the course is mainly concerned with improving students’ reading comprehension. Thus, the course content deals with reading, writing, vocabulary, grammar, and speaking skills for students to enhance their overall language competence (See Figure 3. Conceptualizing Content).

The reading materials are directly connected to real-world language, i.e. authentic materials. The topics and themes are chosen according to the interests of young adult learners and the likelihood that students will encounter them. The reading and writing activities are intended to develop students’ reading strategies and comprehension through reciprocal teaching strategies such as predicting, questioning, clarifying, and summarizing. These
activities require students to speak out and discuss in small groups or a pair or as part of the whole class.

Vocabulary exercises are emphasized and provided through a variety of activities and tasks according to the needs of students and the suggestions of ESL teachers in the need analysis. The vocabulary activities are presented with both deductive and inductive approaches, combining explicit and implicit teaching. The vocabulary activities focus on learning suffixes, prefixes, and roots, which can help readers to clarify a word while reading. To be specific, when a reader faces a long and difficult word in a text, he or she can break it down into syllables and chunks that he or she knows. By doing so, he or she can guess the meaning of the word and go back to reading without looking up the word in a dictionary. The grammar activities are designed for learners to develop essential grammar knowledge so that they can construct meaning in text.

**Conceptualizing content**

![Conceptualizing Content Diagram](image)

Figure 3. *Conceptualizing Content*
Through the content of the course, students will be able to enhance their overall language competence, and by doing so, they will be able to feel more comfortable and confident in using the target language, which helps increase their motivation for the further study of the target language.

Goals and objectives

The goals follow Stern’s framework and the objectives Heinich (1996)’s ABCD method. The goals and objectives in this course are designed for students to become familiar with reciprocal teaching strategies and finally to be able to acquire those strategies for further reading.

Possible Audience: students, the parents, and the principal of the school

Goal (Proficiency)

1. By the end of the course, the students will develop effective reading skills through the use of a variety of texts and tasks.

Objectives

1.1 Students will be able to demonstrate deeper understanding of the text by increasing their vocabulary knowledge within the targeted topic areas through class activities and tests with 80% mastery.

1.2 Students will be able to understand and recall what is read including facts and importance of the main idea through questioning and summary strategies within the targeted topic areas.

1.3 Students will be able to activate their prior knowledge and build up background knowledge through pre-reading activities within the targeted topic areas.

1.4 Students will be able to improve fluency and comprehension within the targeted topic
areas through speed reading and intensive reading.

1.5 Students will be able to interact with the text and read from a variety of voices and viewpoints through discussion and group activities within the targeted topic areas.

Goal (Proficiency)

2. By the end of the course, students will increase overall communicative competence in speaking and listening skills.

Objectives

2.1 Students will be able to respond to their teacher’s and peers’ questions and ask questions to gain necessary information for deeper understanding of the text through discussion and questioning strategies within the targeted topic areas.

2.2 Students will be able to orally share their thoughts and opinions about what they read with their peers in groups as well as in class through discussion and clarifying strategies.

2.3 Students will be able to understand their peers’ speeches and give appropriate reactions and comments to those peers in groups as well as in class within the targeted topic areas.

Goal (proficiency)

3. By the end of the course, students will improve their writing skills through a variety of tasks and activities.

Objectives

3.1 Students will be able to make interrogative sentences through questioning strategies with 80% accuracy in comprehension of the reading text.

3.2 Students will be able to write single and multi-paragraph compositions through summary activities within the targeted topic areas using basic grammatical items and vocabulary in order to construct the meaning in text.
Goal (Cognitive)

4. By the end of the course, students will understand cultural aspects embedded in the text within the targeted topic areas.

Objectives

4.1 Students will be able to comprehend and produce vocabulary containing cultural features through pre-reading activities and during-reading activities.

4.2 Students will be able to understand the differences between the culture of the targeted language and that of the first language within the targeted topic areas through questioning and clarifying strategies and discussion.

Goal (Cognitive)

5. By the end of the course, students will comprehend common roots, prefixes, and suffixes of words.

Objectives

5.1 Students will be able to break a long word into syllables and chunks that they know through word activities within the targeted areas with 80% accuracy.

5.2 Student will be able to identify the meaning of a long and unfamiliar word by looking at roots, prefixes, and suffixes that they know within the targeted vocabulary.

Goal (Affective)

6. By the end of the course, students will have a positive attitude toward reading in English.

Objectives

6.1 Students will be able to feel comfortable and confident in reading in English within the targeted topic areas by acquiring reading strategies.

6.2 Students will be able to become independent readers within the targeted topic areas through experiencing diverse text.
Goal (Transfer)

7. By the end of the course, the students will be able to use effective reading strategies before-, during-, and after-reading for further reading of authentic texts.

Objectives

7.1 The student will be able to use pre-reading strategies appropriate to texts by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.

7.2 The student will be able to use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.

7.3 The students will be able to use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.

Syllabus with scope and sequence

The organizing principle of this course is topics. Each topic is the subject of each unit and the focus of a unit that lasts one or two weeks. Within each unit, students learn about aspects of the topic or the theme. The principle of sequencing in putting a course together is based on some sense of the likelihood that students will encounter topics.

Each unit follows the sequence of the reciprocal teaching approach like before-, during-, after reading activities, which contains the four strategies of predicting, questioning, clarifying, and summarizing.
## Syllabus with Scope and Sequence

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>READING/WRITING</th>
<th>SPEAKING/LISTENING</th>
<th>VOCABULARY/GRAMMAR</th>
<th>CULTURE</th>
</tr>
</thead>
</table>
| **Unit 1** School life: Bullying in Schools (article) | Before-reading  
- Reading a title and subtitles & writing what you know about bullying  
- Writing what you want to know (your questions)  
Skimming for main ideas  
Scanning for specific information  
After-reading  
- Writing what you learned  
- Creating questions to ask one another  
- Summary  
Further reading: http://www.thecockatoo.com/bully.html | - Talking about bullying  
- Asking questions to one another for checking comprehension  
- Clarifying what you do not understand in text and peer tutoring | - Guessing meaning from word parts, breaking a word into syllables and affixes/roots  
- Identifying the difficult words & structures in text  
- Clarifying the meaning of the difficult words & structures | - Searching for differences of bullying among countries |
| **Unit 2** Heroes: “I have a dream” by Martin Luther King (Speech) | Before-reading  
- Writing what you know about heroes  
- Writing what you want to know  
Skimming for main ideas  
Scanning for specific information  
After-reading  
- Writing what you learned  
- Creating questions to ask one another  
- Summary  
Further reading  
- “Neighbor Pulls Woman From Burning Homes” | - Listening to the speech  
- Asking questions to one another for checking comprehension  
- Clarifying what you do not understand in text and peer tutoring | - Making the word web with the impressions of heroes  
- Guessing meaning from word parts, breaking a word into syllables and affixes/roots | - Searching for the different features of heroes among different social groups |

**Bat Fact and Fiction**, retrieved from [http://animals.howstuffworks.com/mammals/bat4.htm](http://animals.howstuffworks.com/mammals/bat4.htm)
## Syllabus with Scope and Sequence

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<th>VOCABULARY /GRAMMAR</th>
<th>CULTURE</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 Monstrs: “The Christmas Goblins” by Charles Dickens (Short Story)</td>
<td>Before-reading - Predicting a story using a story map prediction chart - Writing what you know about ghosts. - Writing what you want to know (questioning) After-reading - Writing what you learned - Creating questions to ask one another - Summary Further reading - “Shrek” by William Steig</td>
<td>- Talking about imaginative stories - Asking questions to one another for checking comprehension - Clarifying what you do not understand in text and peer tutoring</td>
<td>- Adjectives of personal characteristics - Half cross word puzzle - Guessing meaning from word parts, breaking a word into syllables and affixes/roots</td>
<td>- Searching for the differences of ghosts among countries</td>
</tr>
<tr>
<td>Unit 4 Animals: *“Bat Fact and Fiction” by Tom Harris</td>
<td>Before-reading - Writing what you know about bats - Writing what you want to know (making questions) Skimming for main ideas Scanning for specific information After-reading - Writing what you learned - Creating questions to ask one another - Summary Further reading “How and why do bats hang upside down all day?”</td>
<td>- Talking about bats - Asking question to one another for checking comprehension - Clarifying what you do not understand in text and peer tutoring</td>
<td>- Biological words - Making the word web with the impressions of a bat - Guessing meaning from word parts, breaking a word into syllables and affixes/roots</td>
<td>- Searching for the biological conditions of bats &amp; the environmental problems</td>
</tr>
</tbody>
</table>

*“Bat Fact and Fiction”, retrieved from [http://animals.howstuffworks.com/mammals/bat4.htm](http://animals.howstuffworks.com/mammals/bat4.htm)
### Syllabus with Scope and Sequence

<table>
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<th>SPEAKING</th>
<th>VOCABULARY/GRAMMAR</th>
<th>CULTURE</th>
</tr>
</thead>
</table>
| Unit 5 Celebrities: *“Influence of Celebrities” by Angie Farsh* | Before-reading  
- Writing what you know about common characteristics of celebrities  
- Writing what you want to know (your questions) information  
After-reading  
- Writing what you learned  
- Creating questions to ask one another  
- Summary  
- Asking questions to one another for checking comprehension  
- Clarifying what you do not understand in text and peer tutoring | - Nouns of vocations  
- Adjectives of emotions  
- Guessing meaning from word parts, breaking a word into syllables and affixes/roots | - Searching for characteristics of American celebrities |
| Unit 6 Food: “The History of Rice” (article) | Before-reading  
- Watching a movie clip about rice  
- Writing what you know about rice  
- Writing what you want to know (making questions)  
Skimming for main ideas  
Scanning for specific information  
After-reading  
- Writing what you learned  
- Creating questions to ask one another  
- Summary  
- Asking question to one another for checking comprehension  
- Clarifying what you do not understand in text and peer tutoring | - Nouns of food  
- Phrasal verbs with do, make, bring, take, and get  
- A word puzzle about plants  
- Guessing meaning from word parts, breaking a word into syllables and affixes/roots | - Searching for the different food cultures |

* [http://www.aug.edu/~mduignan/Magazine/Influence_Of_Celebrities.htm](http://www.aug.edu/~mduignan/Magazine/Influence_Of_Celebrities.htm)
# Syllabus with Scope and Sequence

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 7</strong> Science &amp; Technology: <em>Mess Media Influence on Society</em></td>
<td>Before-reading - Reading a title and subtitles &amp; writing what you know about TV - Writing what you want to know (your questions) Skimming for main ideas Scanning for specific information After-reading - Writing what you learned - Creating questions to ask one another - Summary</td>
<td>- Talking about the benefits and harms of TV - Asking questions to one another for checking comprehension - Clarifying what you do not understand in text and peer tutoring</td>
<td>- Nouns of media and the press - Nouns of communication with cell phones - Guessing meaning from word parts breaking a word into syllables and affixes/roots</td>
<td>- Searching for the benefits and harms of technology</td>
</tr>
<tr>
<td><strong>Further reading</strong> <em>Influence of Mobile Phone on today's generation</em></td>
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<tr>
<td><strong>Unit 8</strong> Travel: <em>New Zealand youth Hostels</em></td>
<td>Before-reading - Writing what you know about travel - Writing what you want to know (making questions) Skimming for main ideas Scanning for specific information After-reading - Writing what you learned - Creating questions to ask one another - Summary</td>
<td>- Talking about travel - Asking question to one another for checking comprehension - Clarifying what you do not understand in text and peer tutoring</td>
<td>- Idioms and fixed expressions - Making the word web with the impressions of travel - Guessing meaning from word parts breaking a word into syllables and affixes/roots</td>
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</table>

Assessment plan

In this section, both the student assessment plan and the course evaluation plan are discussed according to the sequence of the pre-course, the initial and ongoing course, and the end of the course. Before the specific plans for the course, I would like to briefly mention what student assessment and course evaluation are and about their purposes.

Student assessment is a process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions on the basis of the interpretation in order to meet the needs (Graves, 2000). The purpose of student assessment is to find out learners’ abilities, attitudes, preferences before the course and to make progress toward desired abilities or change outcome. That is, it is to gather information in order to make decisions about what will be taught, how it will be taught, and how it will be evaluated (Graves, 2000).

Course evaluation can be defined as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved” (Brown 1989, p. 223). Through course evaluation the course can be analyzed and changed into a better qualified one during the course as well as after the course.

To be an effective course evaluation Brown (2009) argues that three factors should be considered in determining appropriate revisions: the students’ evaluation of both teacher and program elements, the audience (the administrator(s) and teachers) of the evaluation, and various aspects of the program.

☆Student assessment

1) Personal goals (initial)

Students will set three to five goals for the course and track their progress in a student
learning log (See Appendix D).

2) **Student learning logs (ongoing)**

Students write weekly in a journal which the teacher responds to. It includes what students are learning, where they feel they are making progress, and what they plan to do to continue making progress (See Appendix D).

4) **Group-discussions (ongoing)**

The course is mainly led in group tasks and activities in that it contains reciprocal teaching strategies considering interactions between students as well as the teacher and students as a key teaching method. Group-discussions can be observed and assessed by both the teacher and students (See Appendix E).

5) **Tests (ongoing)**

There are two achievement tests: one is in the middle of the course and the other is at the end of the course. These tests are addressed to determine how effectively students have mastered the desired objectives. The two tests can check not only the process of developing the tests themselves, but also the ongoing development of the course, especially in terms of examining and revising the course goals and objectives (Brown, 1995).

6) **Portfolios (ongoing)**

Portfolio assessment is “a purposeful collection of students’ work that demonstrates to students and others their efforts, progress, and achievement in given areas” (Genesee & Upshur, 1996, p. 99). It is used to check the extent to which students have acquired reading strategies and applied them to reading activities. It measures students’ ability over the course and captures many facets of language learning performance (See Appendix F).

**Course evaluation**

1) **Teacher’s Log (ongoing)**
This evaluation tool is a kind of teacher’s observation about students’ progress and behavior. This takes place during the ongoing curriculum development process, i.e., formative evaluation. It consists of more holistic information based on observations that may not readily lend themselves to conversion into quantities, i.e., qualitative data and analyses (Brown, 1995).

2) **Student feedback questionnaire (ongoing)**

It is an end-of-unit questionnaire which is given to each student in class at the end of each unit. This tool is formative evaluation that takes place during the ongoing curriculum development processes. This is a help in collecting and analyzing information that will improve the curriculum. It is also summative in that it assists teacher in determining to what extent students have been working toward the course goals and objectives and therefore, provides insight into how the program may need to be modified in the future to better meet those goals and objectives (Brown, 1995). It is countable bits of information, i.e., quantitative data (See Appendix G).

3) **Course evaluation rubric (after-course)**

This evaluation tool is mainly summative in nature. This tool is to gather information and to determine the degree to which the program was successful, efficient and effective. It will be given to each student out of classroom after the course is over using the internet tool. It is quantitative data (See Appendix H).

☆**The time line of the assessment plan**

The overall assessment plan must be clearly communicated to the audience such as students and their parents. The time line of the assessment plan is provide to the audience to easily identify what they are required to do. To do this, the graphic time line of the assessment plan is provided as below. (See Figure 4. *The Time Line of the Assessment Plan*)
Assessment Plan

- Personal Goals
- Student Feedback questionnaire (Every unit)
- Portfolios & Course Evaluation

Week 1  Week 2  Week 3  Week 4  Week 5  Week 6  Week 7  Week 8  Week 9  Week 10  After course

Mid-term exam

Weekly student learning log & teacher's log

Term exam
CHAPTER 5 MATERIALS AND LESSON PLANS

This chapter contains materials for reciprocal teaching and the three lesson plans which are sequential lessons. Each of them lasts one hundred minutes with a break. The three lesson plans match Unit One of the scope and sequence, which introduces reciprocal teaching strategies to students. Therefore, these lessons relatively lean to teacher-controlled or guided learning.

Materials for reciprocal teaching

KWL chart

The Know-Want-Learn chart is designed for non-fiction reading materials (Ogle, 1986; see Appendix I). A KWL chart has three columns: one is “what I know”, another is “what I want to know”, and the other is “what I learned”. The columns of K and W are serving as pre-reading activities and the L column as after-reading activities. A KWL chart is frequently used in reciprocal teaching strategies since each column fits reciprocal strategy well. That is, the K belongs to predicting strategy, the W is like questioning strategy, and the column L helps students with summary. The detailed information about a KWL chart is below:

Pre-reading –KWL Chart

1. Read the title and the article or text and all of the subheadings.
   a. Write down what you think the title and the subheadings mean. (K)
   b. Write down what you know already about the topic (K)
   c. Write down what you think you know (K)
   d. Write down questions that you have (W)

2. Look at any pictures, charts, graphs or other visuals that are included in the reading.
   a. Write down more information about what you know (K)
b. Write down more questions you have (W)

During-reading –KWL Chart

3. Mark with a circle or underlining anything you think is confusing, interesting, surprising, or important.

Post-reading –KWL Chart

4. Clarify what you think is confusing and the questions.

Write down what you learned and what you think are important (L)

**Story map prediction chart**

This chart is designed for fiction reading materials (See Appendix J). It is useful for before- and after reading activities. Students predict the story of a text, looking at some clues such as the title and illustrations. They make a prediction in detail about setting, characters, problem, main events, resolution or ending, and theme or lesson using the chart. After reading, students confirm their prediction in the story map prediction chart.

**Discussion sheet for reciprocal teaching**

The discussion sheet for reciprocal teaching is designed for both non-fiction and fiction reading materials (See Appendix K). It contains a whole cycle of reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing. That is why it follows the sequence of before-, during, and after-reading activities. This sheet is usually used in reciprocal teaching classes. It can be used as an assessment tool.

**Prompts for group/pair discussion**

The prompts should be presented in order for students to smoothly start their discussion.

(See Figure 4 *Prompts for Group/Pair Discussion*).
### Prompts for Group/Pair Discussion

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>I think..., I’ll bet..., I wonder if..., I imagine..., I suppose..., I predict...</td>
</tr>
<tr>
<td>Questioning</td>
<td>Question words</td>
</tr>
<tr>
<td></td>
<td>Who, what, where, when, why how, what if</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Identifying the problem</td>
</tr>
<tr>
<td></td>
<td>I didn’t understand the part where...</td>
</tr>
<tr>
<td></td>
<td>This (sentence, paragraph, page, chapter) is not clear, etc.</td>
</tr>
<tr>
<td></td>
<td>Clarifying strategies</td>
</tr>
<tr>
<td></td>
<td>I reread the parts that I..., I read on to look for clues.</td>
</tr>
<tr>
<td></td>
<td>I look for word parts that I know. I think of another word that looks like this.</td>
</tr>
<tr>
<td>Summarizing</td>
<td>The most important ideas in this text are..., This part was about..., First..., Next..., Then..., Finally..., The story takes place..., The main characters are..., A problem occurs when...</td>
</tr>
</tbody>
</table>

Figure 4 Prompts for Group/Pair Discussion

**A unit of lesson plans**

The purpose of a unit of lesson plans is to show students how to use multiple strategies to comprehend what they read, and to engage in reading comprehension discussions using the reciprocal teaching strategies. The time period of the lesson plan is one hundred minutes. It follows the sequence of before-, during-, and after-reading activities which is the typical sequence of reciprocal teaching. The lesson includes group work and group discussion and it is teacher-guided.
Lesson plan # 1

The reading material for the lesson is an article entitled “Bullying in Schools”. The topic, bullying, is interesting to students, even though some vocabulary in the text will be challenging to them. So, to solve the problem, I annotated the text by putting more understandable words with the same meaning next to the seemingly difficult words (See Appendix L).

Concerned reading activities in class, students are to read the article three times; the first time is for identifying the main idea, the second for understanding the text only with students’ background knowledge, the last time for identifying what they do not know in the text.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher starts the class by presenting the day’s agenda.</td>
<td>10mins</td>
</tr>
<tr>
<td></td>
<td>• Checks students’ attendance by calling each individual name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Talks about the reading topic and what reading techniques and strategies stands for (T gives some techniques and strategies as examples: taking notes, highlighting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher lets Ss discuss the techniques and strategies when reading.</td>
<td>10mins</td>
</tr>
<tr>
<td></td>
<td>• T divides Ss into small groups of 4 – 5 Ss and the groups continue until the end of the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• T circulates around groups and listens and takes part in the discussion.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>After discussion, each group presents the techniques and strategies that they used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T writes the techniques and strategies that each group presents on the board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A handout including techniques and strategies (see Appendix M)</td>
<td>Teacher gives out a handout including some techniques and strategies.</td>
<td></td>
</tr>
<tr>
<td>T adds some explanation about the techniques and strategies and compares them with students' own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading material a KWL chart</td>
<td>Pre-reading activity in a group</td>
<td></td>
</tr>
<tr>
<td>Discussion prompts (See Appendix N)</td>
<td>T gives out the reading material, an article entitled “Bullying in Schools”, a KWL chart and discussion prompts.</td>
<td></td>
</tr>
<tr>
<td>T explains the chart and has Ss fill out the columns of K.</td>
<td>Ss in groups read the title and subheadings of the article and write down what they know about bullying in K. (Members of a groups share their thoughts about bullying.)</td>
<td></td>
</tr>
<tr>
<td>Reading material a KWL chart</td>
<td>Group Presentation of K</td>
<td></td>
</tr>
<tr>
<td>T lets each group present what they know about bullying in K.</td>
<td>T writes the ideas from groups on the board.</td>
<td></td>
</tr>
<tr>
<td>Reading material</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>The first time, T lets Ss read the text quickly without using pens.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>The second time, each S reads carefully, marking with a star or their own ways anything that Ss think is interesting and important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading material</td>
<td>Group discussion</td>
<td></td>
</tr>
</tbody>
</table>
| A piece of paper | * Ss in groups discuss what are interesting and important in the text and take notes on a paper.  
* Groups exchange their notes and compare theirs with the others'. |
| Reading material | Reading |
| * The third time, each S reads carefully, adding a question mark to anything that Ss think is confusing. (what they don’t know) |
| Reading material | Group discussion |
| A piece of paper | * Ss in groups discuss what they don’t know in the text and take notes on a paper. (Each member of a group can be a tutor to each other because one may be familiar with what another may not know.) |
| A handout containing word parts and their meaning (See Appendix P) | Wrap up the class |
| * T gives out a handout containing word parts and their meaning and asks Ss to read it aloud 10 times as homework.  
* T asks Ss to search for the meaning of academic words in the second box of the handout | 10mins |
|  | 5mins |
**Lesson plan #2**

The lesson plan concerns questioning and clarifying strategies. The reading material is the same as that of lesson plan #1, “Bullying in Schools”. Also, this lesson uses KWL chart as a clarifying activity.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
</table>
| • A handout containing word parts and their meaning | Teacher starts the class  
  • Checks the meaning of the academic words in the second box of the vocabulary sheet like T asks and Ss answer the meaning (the homework of the last class). | 5mins |
| • The reading material  
  • KWL chart  
  • Discussion prompts | Questioning activity  
  • Ss in groups come up with questions and write them in column W of the KWL chart. (When discussing, they can use discussion prompts and T goes around groups and helps Ss to make questions.)  
  • Groups exchange the charts containing questions and compare them with their own. (T says, “Don’t remove any questions; just add some questions that you think are important to the sheet of other groups.”) | 30mins|
|                                 | Teacher-guided learning for questioning  
  • Groups get back their own papers.  
  • T asks each group to read out their questions and writes some questions on the board.  
  • T gives feedback on the questions to the class. (T asks Ss if a question is right or not. T encourages  
<pre><code>                                              | 15mins |
</code></pre>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break</td>
<td>10mins</td>
</tr>
<tr>
<td>Clarifying strategies</td>
<td>Clarifying strategies 5mins</td>
</tr>
<tr>
<td>(See Appendix O)</td>
<td>- T gives out a handout of clarifying strategies and gives enough information about the strategies.</td>
</tr>
<tr>
<td>The reading material</td>
<td>Clarifying activity 40mins</td>
</tr>
<tr>
<td>KWL chart</td>
<td>- T lets Ss in groups find out the answers of all the questions and misunderstandings from the text on the basis of the KWL chart. (Ss can be tutors for each other) (T goes around the groups and encourages Ss to discuss and takes part in discussion.)</td>
</tr>
<tr>
<td>Discussion prompts</td>
<td>- Each group gives a short presentation about what they finally understand and what they don’t understand as well as what strategies they use for clarifying. (T clarifies what they don’t understand)</td>
</tr>
<tr>
<td>A handout containing word parts and their meaning (See Appendix P)</td>
<td>Wrap up the class 5mins</td>
</tr>
<tr>
<td></td>
<td>- T asks Ss to fill out column L of the KWL chart as homework.</td>
</tr>
<tr>
<td></td>
<td>- T asks Ss to read the word parts and academic words in the handout aloud 10 times as homework.</td>
</tr>
</tbody>
</table>

**Lesson plan #3**

This lesson plan focuses on summary activities and vocabulary. The material for summary is presented to the class (See Appendix Q). This summary planning sheet consists
of four sections, which are connected with the four subtitles of the article. It requires students to concentrate on important supporting information of the text and determine what is important or not.

The vocabulary activities concern the recognition of word parts and the expansion of words. Word parts are smaller parts of a word such as prefixes, roots, and suffixes. The material is flashcards for checking students’ understanding of word parts, which had already been presented to students throughout the previous classes (See Appendix P). There are sixteen cards, each of which has a word part on one side and its meaning on the other side. Students are grouped in pairs and each student is given eight cards. Students of pairs take turns showing the word part of each card and asking the meaning. After the flashcard game, the pairs of students come up with words as many as they can on the word parts of the cards. The pair who gathers the most words will be winners.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
</table>
| Teacher starts the class by presenting the day’s agenda.  
• During the first half of the class Ss will learn how to summarize and during the other half Ss will do a vocabulary activity. | 5mins  |
| • The reading material  
• Summary Planning Sheet (See Appendix Q) | Summary activity  
• Ss individually write key words or phrases of each section of the text on the summary planning sheets.  
• Ss in groups discuss what is important or not in each section of the text. (T goes around groups and helps and encourages each S to participate in the activity) | 30mins |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss in groups summarize the text within 8 to 10 sentences.</td>
<td>15mins</td>
</tr>
<tr>
<td>The reading material</td>
<td>10mins</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td>Groups circulate their summaries and compare the others’ summary with their own. (They may add some missing important issues of the text on others’ summary or identify what they missed in their own summary.) Each Group gets back their own summary.</td>
<td>20mins</td>
</tr>
<tr>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>The reading material</td>
<td></td>
</tr>
<tr>
<td>A projector</td>
<td></td>
</tr>
<tr>
<td>Summary presentation</td>
<td></td>
</tr>
<tr>
<td>Each group gives a presentation of their own summary.</td>
<td></td>
</tr>
<tr>
<td>T gives comments and gives feedback after each presentation.</td>
<td></td>
</tr>
<tr>
<td>Flash cards including word parts and the meanings (See Appendix R)</td>
<td>10mins</td>
</tr>
<tr>
<td>Flash cards for learning 16 word parts</td>
<td></td>
</tr>
<tr>
<td>T makes Ss group in pairs.</td>
<td></td>
</tr>
<tr>
<td>T gives out 16 flashcards to each pair: eight to each S.</td>
<td></td>
</tr>
<tr>
<td>Each S to his/her partner takes turns showing the word part of each card and let the partner say its meaning.</td>
<td></td>
</tr>
<tr>
<td>Flash cards including word parts and the meanings</td>
<td></td>
</tr>
<tr>
<td>Expanding vocabulary with word parts</td>
<td></td>
</tr>
<tr>
<td>Ss stay in pair and come up with as many as words which they can include the word parts on the cards. (They can use books and dictionaries and they have to know what the meaning of each word is)</td>
<td>15mins</td>
</tr>
</tbody>
</table>
•T checks the words that each pair gathers and determines who has the most words. (The winner should define the word that T asks. If the winner does not answer that, the second highest pair gets the chance.)

Wrap up the class
•T reads out the assignment on the board.
•T summaries the next class agenda.

Lesson plans #1, #2, and #3 contain the whole cycle of reciprocal teaching strategies, so it will help students to experience and look through the sequence of the lessons using reciprocal teaching strategies. Each lesson allocates enough time to each activity in order for students to identify and understand reciprocal teaching strategies since the unit of the lesson plans belongs to the stage of the introduction of the reciprocal teaching approach.
CHAPTER 6 CONCLUSION

The course design outlined in this project attempts to increase the learners’ English competence through the Reciprocal Teaching (RT) approach. While the reciprocal teaching approach is not well-known, the concepts activated in this approach are commonly used. Teachers who use a communicative language teaching approach use grouping and discussion strategies, emphasize learner responsibility and create the lessons to follow a pattern of discovery.

Reciprocal can be defined as interaction or dialogue on the basis of reading strategies. The class using reciprocal teaching strategies depends highly on social interaction such as group or pair work. From the introduction of RT to a class, the teacher gives enough modeling about four strategies: predicting, questioning, clarifying, and summarizing. By the time students have become accustomed to the four RT strategies, the teacher’s modeling has been taken over by peer tutoring, in which members of the group take turns leading the group.

There are three reasons why I chose this approach from among other reading approaches. First of all, reciprocal teaching is a successful approach which has been producing a lot of positive and consistent results shown by considerable supporting research and case studies. Second, it has been shown to be effective for EFL/ESL learners. Reciprocal teaching was originally designed for disabled or struggling readers of the first language by Palinscar and Brown (1984). The program at that time turned out to be a successful approach. After that, some researchers and teachers adopted this approach to regular reading classes in public schools, which encouraged language researchers and teachers to then apply it to EFL or ESL reading classes. Now there is evidence of positive and satisfactory results from EFL and ESL reading classes using reciprocal teaching strategies. The third reason is that it is a metacognitive approach in which students notice and experience the process of
comprehension through group work. That is, it helps students to visualize the cognitive process of comprehension happening in their minds. This is important because student can learn from each other and also apply strategies outside of class.

However, there are several challenges to applying this effective and efficient approach to a real language teaching situation in Korea. First, it is difficult to get students to use the target language in discussion session since they are all the same language group, Korean. To overcome this challenge, the language teacher should keep encouraging learners to use the target language. In this point, the reciprocal teaching approach provides a specific guideline about teacher’s roles. For example, there are a lot of discussion prompts for each strategy in order for students to smoothly start using the target language (See Appendix N and O).

The second challenge is that there are lack of qualified language teachers in Korea and even fewer teachers who have experienced communicative language teaching. They tend to consider language teaching as one of the other subjects like mathematics and social science. Language is a living thing, so it cannot be taught and memorized as a mathematical formula. Despite these problems, things have been changing at the state level. The government has introduced an official entrance examination, the College Scholastic Ability Test (CSAT), which is a new meaning-oriented and fluency-based official test. Also, it has created a situation where language teachers must try to use new and effective education systems. Thanks to the active assistance and teachers’ positive attitudes toward new education systems, the possibility to successfully implement reciprocal teaching in Korean schooling has increased.

The third challenge is that students are not accustomed to discussion in class in that they have little experience with student-centered learning. However, reciprocal teaching depends highly on group work and group discussion, not a whole class discussion, which would make students feel more comfortable. In this approach students are to notice and
experience the cognitive process of comprehension throughout group activities and
discussion. One of the most important elements in reciprocal teaching is cooperative learning;
students can learn not only from the other members of a group but also can teach them. The
National Reading Panel (2000) identifies the use of cooperative learning as a proven way to
successfully teach comprehension.

From the perspectives of typical Asian schooling, reciprocal teaching approach might
seem less effective and efficient in that there is little pressure to push students to cram
knowledge in a short period of time. Also, using the reciprocal teaching strategies in class
means that established classroom culture should be changed in several aspects. To be specific,
teacher-centered learning should be changed into student-centered, and lecture into group
discussion or group work. However, these are positive changes because by implementing the
reciprocal teaching approach, learners as well as teachers would have positive experience in
using effective reading strategies as well as in using discussion. During the course, students
will gain valuable reading strategies, which would be useful for developing further reading
activities after the course.
REFERENCES


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APPENDICES

Appendix A: Questionnaire for EFL adult learners

Questionnaire with Korean adult learners

By filling out this questionnaire, you are taking part in research being conducted by Ujin Jeong (ujin@uoregon.com), who is working on an MA in Linguistics, Language Teaching Specialization, at the University of Oregon. The purpose of this questionnaire is to collect information for designing an efficient English reading course in Korea to improve comprehension through reciprocal teaching strategies. Your participation is voluntary. Any information you provide will be confidential and your name will not be used.

1. 언제 영어공부를 시작하셨습니까?
   When did you start learning English?
   □ 7살 전에 before 7 years old
   □ 7-11살 사이에 between 7 and 11
   □ 12살과 15살 사이에 between 12 and 15
   □ 16살 이후에 At 16 or after

2. 본인의 영어실력은 어느 정도라고 생각하십니까?
   In your opinion, what level of your English are you in?

<table>
<thead>
<tr>
<th>초급</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>상급</th>
</tr>
</thead>
<tbody>
<tr>
<td>low level</td>
<td>high level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. 영어 공부나 교육에 관심이 있으십니까?
   Are you interested in learning English?

<table>
<thead>
<tr>
<th>전혀없다</th>
<th>not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very much</td>
<td>매우 많다</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. 어떤 목적으로 영어공부를 하시겠습니까?
What is your purpose of learning English?

☐ 승진하기 위해 to promote
☐ TOEFL 또는 TOEIC과 같은 영어시험 점수 향상을 위해 to get proper scores in English tests such as TOEFL and TOEIC
☐ 영어권 국가 방문하기 위해 to visit an English speaking country
☐ 자녀 교육을 위해 to improve your children’s English
☐ 유학을 위해 to study abroad
☐ 외국인과의 교류를 위해 to communicate with foreigners
☐ 외국문화에 대한 관심으로 interested in other culture
☐ 기타 other ___________________

5. 영어 스킬 중에 가장 자신 있는 것은 무엇입니까?
What skill do you think makes you feel comfortable?

☐ 말하기 speaking
☐ 듣기 listening
☐ 읽기 reading
☐ 쓰기 writing
☐ 문법 grammar
☐ 어휘 vocabulary

6. 영어로 쓰여진 글을 읽을 때 어떤 느낌이 드심니까?
How do you feel when reading in English?

<table>
<thead>
<tr>
<th>불편하다</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>자신있다</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncomfortable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>confident</td>
</tr>
</tbody>
</table>
7. 영어로 쓰여진 글을 이해하는데 가장 힘든 점은 무엇입니까?
What is the most difficult point when reading in English?

☐ 추론 inference
☐ 문화 이해 cultural understanding
☐ 중요 정보 찾기 picking up important information
☐ 어려운 단어/표현들 unfamiliar words/expressions
☐ 복잡한 문장 complicated sentence structures
☐ 기타 other

8. 영어 독해력 향상을 위하여 경험해본 학습방법 중 가장 효과적인 것들은 무엇입니까?
In your opinion, what is the most effective way that you have ever experienced in order to improve reading comprehension?

☐ 요약하기 summarizing
☐ 질문 만들기 self-questioning
☐ 글쓰이의 의도 이해하기 questioning the author
☐ 어려운 단어 추측하기 guessing difficult words in text
☐ 글의 요지 찾기 seeking the main idea in text
☐ 문장구조 익히기 understanding sentence structures
☐ 글의 논리구조 파악하기 understanding logical sequences in text
☐ 기타 other

9. 어떤 종류의 교실 활동이 읽기 이해도를 높이는데 효과적인가요?
What kind of class activity is efficient to improve reading comprehension?

☐ 문법분석 Analyzing sentence structures
☐ 새로운 단어 습득 learning unfamiliar vocabulary
☐ 한국어로 해석 Translation into Korean
☐ 퀴즈/시험 Quiz/Test
☐ 토론 discussion
☐ 그룹활동 peer tutoring
☐ 독서 일지 reading log (diary)
☐ 기타 other
10. 어떤 종류의 독해 교재를 선호하십니까?
   What kind of reading books do you prefer?
   □ 소설 novel
   □ 시 poetry
   □ 수필 essay
   □ 신문/잡지/газета 기사 articles
   □ 수준에 맞는 인위적 교재 graded readers
   □ 기타 other ________________

11. 어떤 종류의 독해 토픽을 선호하십니까?
   What kind of reading topics do you prefer?
   □ 가족/가정 생활 family & housing
   □ 과학/기술 science & technology
   □ 자연(동식물, 생태학) nature: animals, plants, ecology
   □ 음식, 스포츠 & 건강 food, sports & health
   □ 여가활동 free time activities
   □ 언어와 문화 languages and cultures
   □ 역사적 인물/자서전 historical figures/biographies
   □ 기타 other ________________

12. 학교(초.중.고) 영어교육이 자신의 영어실력에 얼마나 큰 영향을 주었다고 생각 하십니까?
   In your opinion, to what extent the schooling have an influence on improving your English?
   전혀없다 not at all  1  2  3  4  5 매우 많다 very much
13. In your opinion, what is the positive point of Korean schooling within learning English?

- 부모님의 높은 관심 parents’ high interests
- 사교육 기회 풍부 many private institutes for learning English
- 교사주도의 교실활동 teacher centered activities
- 빠른 진도/많은 학습량 fast learning pace/heavy learning burden
- 기타 other __________________________

14. In your opinion, what is the negative point of Korean schooling within learning English?

- 문장해석 위주의 학습 sentence level translation into Korean
- 강의중심 focusing on lecture
- 지루한 영어교육 not interesting English text
- 교사주도의 교실활동 teacher centered activities
- 문법 위주의 학습 focusing on grammar
- 교사 자질 부족 lack of qualified teachers
- 실용영어 학습 부족 lack of learning practical English
- 빠른 진도/많은 학습량 fast learning pace/heavy learning burden
- 기타 other __________________________

참여해주셔서 감사합니다.
Thank you for participating in the survey.
Appendix B: Classroom observation tool

<table>
<thead>
<tr>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Place</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>Class Time</td>
</tr>
<tr>
<td>Today’s lesson</td>
</tr>
<tr>
<td>Goal</td>
</tr>
</tbody>
</table>

1. Classroom environment (general setting, seating arrange, classroom equipment: board, chart, etc)

It was borrowed from a Patricia’s observation tool.
2. Teaching strategies

- Slow delay rate, clear enunciation
- Body language, facial expression, gestures, etc.
- Relating instruction to students’ background and experience (schema building)
- Grouping: whole class, group work, pair work
3. Application of materials/activities

- Use of main text book
- Use of supplementary materials
- Hands-on activities
Appendix C: Interview questions for ESL teachers

Interview questions for ESL teachers

Ujin Jeong (ujin@uoregon.edu), a graduate student from the Language Teaching Specialization program, Linguistics Department, University of Oregon, is conducting this interview to collect information for designing an efficient English course for young adult language learners in Korea to develop language proficiency through reciprocal reading strategies. Your participation is voluntary. Any information you provide will be confidential and your name will not be used in the project without your permission. Your willingness to be interviewed will indicate that you give permission for Ujin Jeong to use information from the interview in her terminal project.

Part I

1. What sequences of teaching reading do you usually use?

2. What teaching methods or strategies do you apply to your class for improving reading comprehension?

3. What materials do you prefer for reading class like authentic or graded readers? And tell me the reason why.

4. In your opinion, what aspects make students have trouble in constructing meaning in text?

5. Do you think interactions between students or peer tutoring help students improve reading comprehension? (if yes, tell the reason why.)
Part II

6. What do you think of communicative/interactive reading strategies?

7. In your opinion, what are the benefits of communicative/interactive teaching?

8. What aspects of communicative/interactive teaching motivate students' interests?

9. What are problematic factors when you use communicative/interactive teaching strategies? (Testing & Assessment/ hardness to control class/less active students/less professional teacher's modeling)

10. What are some important factors for a successful communicative/interactive teaching? (any suggestions for the reading course)

Thank you for participating in the interview.
Appendix D: Personal goals and student learning logs

My Goals

At the end of this course I will be able to

1. 
2. 
3. 
4. 
5. 

Language Learning Log

This week I learned

This week I read

This week I spoke English to

My new words are

Next week I want to learn

Retrieved from Graves, K. (2000). Designing Language Courses: A guide for Teachers, and revised some of items according to the course.
Appendix E: Group discussion

Assessment Tips: What to Look for When Observing Students Who Are Using Reciprocal Teaching Strategies

Predicting
When predicting, students
___ use the language of prediction such as
   • I predict...
   • I think...
   • I'll bet...
___ use clues from the text to help form predictions and evidence from the text and/or illustrations to support predictions.
   • I predict ____________ because ____________.
___ use prior knowledge about the topic or from experience to help make logical predictions.
   • I predict ____________ because ____________.
___ check predictions after reading to see if they make sense.

Metacognition
___ tell steps to predicting.
   • When I predict I...
___ tell how predicting helps them understand what they have read.

Questioning
When questioning, the students
___ use the language of questioning with question words such as who, what, when, where, why, or how.
___ ask logical “wonders” before reading based on clues from the text.
   • I wonder...
___ ask literal and higher level thinking questions after reading.

Metacognition
___ tell steps to questioning.
   • When I question I...
___ tell how questioning helps them understand what they have read.

Assessment Tips: What to Look for When Observing Students Who Are Using Reciprocal Teaching Strategies (continued)

### Clarifying

When clarifying, students

1. use the language of clarifying.
   - I didn't get _______ (confusion), so I ____________ (strategy used to repair comprehension).

2. identify words that are difficult to pronounce or understand.

3. use a variety of strategies to understand the words, including finding "chunks" they know, sounding out the words, using syllables, and rereading.

4. tell how they clarified a difficult word.

5. identify sentences, pages, or ideas that need clarifying.

6. use a variety of strategies to understand the parts, such as rereading, reading on, or talking to someone to figure out the parts of the text that confused them.

7. identify confusions (words, parts, or ideas) and the strategies that they used to repair comprehension.

**Metacognition**

- tell steps to clarifying.
  - When I clarify I...

- tell how clarifying helps them understand what they have read.

### Summarizing

When summarizing, students

1. use the language of summarizing.
   - This part is about...
     - The most important ideas in this text are...

2. reread to summarize main events or important ideas from the text.

3. include only main events or important ideas.

4. tell main events or important ideas in order.

5. use some vocabulary from the text.

**Metacognition**

- tell steps to summarizing.
  - When I summarize I...

- tell how summarizing helps them understand what they have read.

Assessing students themselves in a group I

Question
Think about questions that you can ask others as you read the text. After reading, create some questions. Please check off the following tasks when you have done them:

___ Reread the text, looking for parts of the text that could be turned into questions.

___ Ask questions that begin with who, what, where, when, why, how, or what if.

___ Ask one main idea question.

___ Make sure you can show where your answers are in the reading.

___ Ask one inferential question. Explain how you used clues from the text, plus your experiences to form the question and answer.

Discussion Points
Our questions are

__________________________________________________________

__________________________________________________________

__________________________________________________________

Predict
Predict with your group before reading. Please check off the following tasks when you have done them:

___ Preview the book’s front and back cover. Discuss what you think the book is about.

___ Look through the book’s illustrations and discuss them. Now, what do you think the book is about?

___ Use clues from the text or illustrations, plus your own knowledge to make a prediction or two.

___ Be prepared to explain why you made that prediction.

Discussion Points
Our predictions are

__________________________________________________________

__________________________________________________________

The prediction clues we used are

__________________________________________________________

__________________________________________________________

Assessing students themselves in a group II

Summarize
Summarize with your group before reading. Please check off the following tasks when you have done them:

___ Look quickly through the reading and illustrations for the main ideas. Reread, or skim and scan by running a finger and your eyes down the text to review it.

___ Use your own words to summarize the reading.

___ Make sure you summarize important events or information in order.

___ Use words such as first, next, then, or finally. For fiction, use story words such as setting, characters, problem, key events, and ending.

Discussion Points
Our summary

Clarify
Think about confusing parts or difficult words as you read. Please check off the following tasks when you have done them:

___ Reread the text, looking for difficult words or parts of the text that you did not understand.

___ Tell at least two ways to clarify difficult ideas. Reread. Read on. Think about what you know. Talk with a friend.

___ Reread the text and give one or two difficult words.

___ Explain how you figured out the difficult words. What are two strategies to use in figuring out words?

___ Reread. Think about chunks you know. Try sounding it out. Read on. Does your word make sense?

Discussion Points
A difficult word (idea) that we found is

Here are the ways we figured the word (idea) out.

Appendix F: Portfolio guidelines

Reading Course: Portfolio Guidelines

Sections and content

1. Introduction
   - Statement of your personal goals for the course
   - An annotated table of contents or a written overview describing each section in your portfolio
   - Reflection on the portfolio as a whole:
     What did you learn?
     What progress did you make?
     What were the results of reflecting on your work?
     What did you think of the portfolio process? Etc.

2. Your work
   - A list of reading strategies and techniques learned and some descriptions, numbered and in order
   - Outputs of group works and individual works in class
   - All assignment

3. Personal (this section is optional)
   - Journal/learning log
   - Class notes
   - Any additional items you wish to add to your portfolio for future reference

Adapted and abridged from Delaney’s Portfolio Guideline
Appendix G: Questionnaire for course evaluation

Questionnaire

Name: _______________  Unit: _______________

1. What activity or activities did you find most worthwhile in this unit?  
   What was it specifically that made them worthwhile?

2. What activity or activities did you find least worthwhile in this unit?  What was it 
   specifically that made them less worthwhile than the other activities?

3. What specifically would you suggest to improve the activities that you listed in #2
**Appendix H: Course evaluation rubric**

**Course Evaluation Rubric**


<table>
<thead>
<tr>
<th>COURSE OBJECTIVES/CONTENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I was well informed about the objectives of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The content was practical and applicable to real life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The course content lived up to my expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE DESIGN</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The methodologies used in this course are interesting and suitable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The activities in this course gave me sufficient practice and feedback for better understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The pace of this course is appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE INSTRUCTOR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The instructor was prepared and well-organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The instructor was able to make sessions lively and interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The instructor was able to explain the ideas and concepts clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) The instructor was able to encourage participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ENVIRONMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The class environment was conductive and comfortable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The materials(e.g. textbook, handouts, etc.) were relevant and useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) the audiovisual equipment (e.g. projects, sound, etc.) was effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE RESULTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I accomplish the objectives of this course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) I will be able to use what I have learned out of classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Borrowed from [http://www.ku.edu.tr/images/faculty_handbook/evaluation.gif](http://www.ku.edu.tr/images/faculty_handbook/evaluation.gif) and was revised some of items according to the course.
Appendix I: A Know-Want-Learn chart

Name ___________________________________________ Date ________________________

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Story Map Prediction Chart

<table>
<thead>
<tr>
<th>Before Reading (Use text and illustrations to predict.)</th>
<th>After Reading (Fill in what actually happened.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Setting:</td>
</tr>
<tr>
<td>Characters:</td>
<td>Characters:</td>
</tr>
<tr>
<td>Problem:</td>
<td>Problem:</td>
</tr>
<tr>
<td>Main Events:</td>
<td>Main Events:</td>
</tr>
<tr>
<td>Resolution/Ending:</td>
<td>Resolution/Ending:</td>
</tr>
<tr>
<td>Theme or Lesson:</td>
<td>Theme or Lesson:</td>
</tr>
</tbody>
</table>

Appendix K: Discussion sheet for reciprocal teaching

**Literature Discussion Sheet for Reciprocal Teaching**

| Group Members: |  
|---|---|

**Predict**

| Fiction |  
|---|---|
|
I predict that ____________

because ____________

| Nonfiction |  
|---|---|
|
I think I will learn ____________

because ____________

| Question |  
|---|---|

Here are questions I can ask my group (who, what, when, where, why, how, what if):

1. ____________

2. ____________

3. ____________

| Clarify |  
|---|---|

1. _______ is a difficult word because ____________

So I (check the strategies that you used)

- checked parts of the word that I know.
- sounded out the word.
- thought of a word that looks like this.
- read on to find clues.
- reread to find clues.
- tried another word.

2. _______ is a confusing idea because ____________

So I (check the strategies that you used)

- reread.
- read on.
- thought about what I know.
- talked to a friend.

| Summarize |  
|---|---|

Here is a one- or two-sentence summary:

---


Appendix L: Reading material
Bullying in Schools
By Ron Banks (1997)

DEFINITION OF BULLYING

1 Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences—both for students who bully and for their victims. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist.

2 Bullying is comprised of (includes) direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by (started by) one or more students against a victim. In addition to direct attacks, bullying may also be more indire by causing a student to be socially isolated through intentional exclusion (leaving out). While boys typically engage in direct bullying methods, girls who bully are more apt (likely) to utilize these more subtle indirect strategies, such as spreading rumors and enforcing social isolation (Ahmad & Smith, 1994; Smith & Sharp, 1994). Whether the bullying is direct or indirect, the key component (part) of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff, 1994; Olweus, 1993).

EXTENT OF THE PROBLEM

3 Various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of (people who start) bullying behavior (Olweus, 1993). Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. However, while
direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. Finally, boys engage in bullying behavior and are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies, & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

CHARACTERISTICS OF BULLIES AND VICTIMS

4 Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They appear to derive (get) satisfaction from inflicting (causing) injury and suffering on others, seem to have little empathy (understanding) for their victims, and often defend their actions by saying that their victims provoked (forced) them in some way. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviors are generally defiant (rebellious) or oppositional toward (against) adults, antisocial, and apt to break school rules. Some bullies appear to have little anxiety and to possess strong self-esteem. But there is also some evidence to support the contention (argument) that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993).

5 Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating (hitting back) when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. Victims tend to be close to their parents and may have parents who can be described as overprotective. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers—other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be
correlated with (related to) victimization (Batsche & Knoff, 1994; Olweus, 1993).

CONSEQUENCES OF BULLYING

6 As established by studies in Scandinavian countries, a strong correlation (relationship) appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994).

7 Victims often fear school and consider school to be an unsafe and unhappy place. As many as 7% of American’s eighth-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some students’ isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves. Being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994)

CONCLUSION

8 Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention plan that involves all students, parents, and school staff is required to ensure that all students can learn in a safe and fear-free environment.

Adapted and abridged from
Appendix M: A Handout of reading techniques and strategies

Reading Skill: Annotating a text

1. Pick up a pencil, a pen, or a post-it.

2. Read everything at least twice.
   The first time, read quickly to get a sense of what the text is about.
   The second and following times read carefully.
   Mark with a star ★ anything that you think is:
   A. Confusing,
   B. Interesting,
   C. Surprising or
   D. Important.
   Mark anything that is unfamiliar and keep going.
   Do not look up your dictionary.

3. Begin to annotate.
   A. Circle, underline, or stick on a post-it for important ideas and explain their significance.

   B. Mark repetitions or rhetorical signals (connecting words or phrases such as first, moreover, finally, etc).

   C. Circle or highlight confusing words or phrases. Define from context or dictionary if possible.

   D. Note passages that seem different from what the other ideas in the reading seem to be saying or that seem different from what you have read or learned previously.

   E. Note Passages that create a strong positive or negative response from you.

4. Write questions where you made annotations. These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.

5. Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.

Retrieved from: Levy & Maloney Spring 2004, Georgetown University
## Appendix N: Discussion prompts

<table>
<thead>
<tr>
<th>Predicting</th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think…</td>
<td>Who, what, where, when, why how, what if</td>
</tr>
<tr>
<td>I’ll bet…</td>
<td>I am wondering…</td>
</tr>
<tr>
<td>I wonder if…</td>
<td></td>
</tr>
<tr>
<td>I imagine…</td>
<td></td>
</tr>
<tr>
<td>I suppose…</td>
<td></td>
</tr>
<tr>
<td>I predict…</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarifying</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying the problem</strong></td>
<td>I didn’t understand the part where…</td>
</tr>
<tr>
<td></td>
<td>This (sentence, paragraph, page, chapter) is not clear.</td>
</tr>
<tr>
<td></td>
<td>This doesn’t make sense.</td>
</tr>
<tr>
<td></td>
<td>I can’t figure out…</td>
</tr>
<tr>
<td></td>
<td>This is a tricky word because…</td>
</tr>
<tr>
<td><strong>Clarifying strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>To clarify an idea</strong></td>
<td>I reread the parts that I didn’t understand.</td>
</tr>
<tr>
<td></td>
<td>I read on to look for clues.</td>
</tr>
<tr>
<td></td>
<td>I think about what I know.</td>
</tr>
<tr>
<td></td>
<td>I talk to a friend.</td>
</tr>
<tr>
<td><strong>To clarify a word</strong></td>
<td>I reread.</td>
</tr>
<tr>
<td></td>
<td>I look for word parts that I know.</td>
</tr>
<tr>
<td></td>
<td>I try to blend the sounds together.</td>
</tr>
<tr>
<td></td>
<td>I think of another word that looks like this.</td>
</tr>
<tr>
<td></td>
<td>I read on to find clues.</td>
</tr>
<tr>
<td></td>
<td>I try another word that makes sense.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarizing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important ideas in this text are…</td>
<td></td>
</tr>
<tr>
<td>This part was about…</td>
<td></td>
</tr>
<tr>
<td>First…, Next…, Then…, Finally…</td>
<td></td>
</tr>
<tr>
<td>The story takes place…</td>
<td></td>
</tr>
<tr>
<td>The main characters are…</td>
<td></td>
</tr>
<tr>
<td>A problem occurs when…</td>
<td></td>
</tr>
</tbody>
</table>

Appendix O: Clarifying strategies

How to Clarify

How can you figure out a difficult word or idea in the text?

Reread, reread, reread!

Think about work chunks you know.

Try sounding it out.

Read on.

Ask. Does it make sense?

Talk to a friend

**Appendix P: Vocabulary learning from word parts**

→ Learning word parts is a shortcut to expand your vocabulary!!!

<table>
<thead>
<tr>
<th>Word parts (roots/prefix/suffix)</th>
<th>Meaning</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>force, fort</td>
<td>strength, strong</td>
<td>enforce, effort, fort</td>
</tr>
<tr>
<td>en-, -en</td>
<td>Verb: to cause to become</td>
<td>enforce, ensure, sharpen</td>
</tr>
<tr>
<td>co, col, coll, con, com</td>
<td>with, together</td>
<td>consequence, combine, collect</td>
</tr>
<tr>
<td>sequ, secu, sue</td>
<td>follow</td>
<td>sequence, consequence, consecutive, second</td>
</tr>
<tr>
<td>ex-</td>
<td>out of, away from</td>
<td>exit, exclusion</td>
</tr>
<tr>
<td>clud, clus</td>
<td>to close, shut</td>
<td>include, exclude, exclusion</td>
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<tr>
<td>phys-</td>
<td>body</td>
<td>physical, physiology</td>
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<td>psych-</td>
<td>Mind, soul</td>
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<td>-ology</td>
<td>Study</td>
<td>physiology, psychology</td>
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<tr>
<td>de-</td>
<td>down, away</td>
<td>decrease, depression</td>
</tr>
<tr>
<td>crease, cru</td>
<td>rise, grow</td>
<td>Increase, decrease, accrue</td>
</tr>
<tr>
<td>anti</td>
<td>against, opposite</td>
<td>antisocial, antifreeze</td>
</tr>
<tr>
<td>leg</td>
<td>Law</td>
<td>legal, legislate</td>
</tr>
<tr>
<td>in-, im-, il-, ir-</td>
<td>Not</td>
<td>insecure, illegal</td>
</tr>
<tr>
<td>volv, vol</td>
<td>turn about, roll</td>
<td>revolve, evolution</td>
</tr>
<tr>
<td>in-, im</td>
<td>Into</td>
<td>involvement</td>
</tr>
</tbody>
</table>

How many words are you familiar with?
(These words are academic words that we should be familiar with for the entrance exam!!!)

- negative, consequence, environment, research, enforce, isolation, physical, psychological,
- establish, significant, factor, legal, maintain, adulthood, status, depression, self-esteem,
- decline, constant, occurrence, injury, indicate, involvement, antisocial, evidence, insecure,
- ensure, anxiety, defend, suffer, require
**Appendix Q: Summary planning sheet**

Article Title: ___________________________ Author(s): ___________________________

Year Written: ___________________________

Main Idea: ___________________________

---

**Directions:** Take notes in the boxes to help you with your summary

<table>
<thead>
<tr>
<th>Section 1:</th>
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<tbody>
<tr>
<td><strong>Main Idea:</strong></td>
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<tr>
<td>Important supporting Information</td>
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<table>
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</tbody>
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<table>
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<td>Important supporting Information</td>
<td></td>
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### Appendix R: Flashcards for learning parts

<table>
<thead>
<tr>
<th>English Part</th>
<th>Spanish Part</th>
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<tbody>
<tr>
<td>forc, fort</td>
<td>strength, strong</td>
</tr>
<tr>
<td>en-, -en</td>
<td>to cause to become</td>
</tr>
<tr>
<td>co, col, coll, com, con</td>
<td>with, together</td>
</tr>
<tr>
<td>sequ, secu, sse</td>
<td>follow</td>
</tr>
<tr>
<td>ex-</td>
<td>out of, away from</td>
</tr>
<tr>
<td>clud, clus</td>
<td>to close, shut</td>
</tr>
<tr>
<td>pd, pde</td>
<td>body</td>
</tr>
<tr>
<td>paid</td>
<td>mind, soul</td>
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<tr>
<td>Word</td>
<td>Definition</td>
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<td>------------</td>
<td>-----------------------------</td>
</tr>
<tr>
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<td>study</td>
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<td>de</td>
<td>down, away</td>
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