Teaching Practice

Empowering Students Through Speaking Round Tables

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Abstract

Oral communication teachers constantly strive to empower students to become confident English speakers. In order to become fluent, students must spend class time speaking English, but it can be difficult to increase individual speaking time and still meet the goals of the curriculum. Many teachers focus on individual presentations; however, this is time-consuming and difficult in large classes. This paper will explain Round Tables, a practical, engaging alternative to the traditional classroom presentation. Round Tables are small groups of students, with each student given a specific speaking role to perform. The roles allow students to practice different types of presentations and build fluency. Throughout the course, students present to their Round Table several times, improving their confidence and competence, while still allowing teachers to achieve other goals. This paper will also provide an implementation structure and offer materials that can be adapted for different classrooms.

Developing speaking skills is essential for students to become fluent in a language. According to Folse (2006), one key factor in a speaking course is that students should be doing the majority of the speaking throughout the class. While informal conversation can be practiced and improved through group work and pair work, in an English for Academic Purposes (EAP) setting, the goal is not only informal conversation but also formal presentation practice. It is essential to provide students more formalized opportunities to develop their self-expression and help build an authentic voice (Roberts & Cooke, 2009). Yet individual presentations are time-consuming and difficult in large classes, with only one student speaking at a time while all other students are listening. In large classes, it can easily take more than one full class period for each student to give a standard five-minute speech. In addition, for the majority of this class time, students are primarily developing listening skills instead of interacting with the presenter or developing their own presentation skills. This represents a huge loss of student speaking time. Therefore, lost time and the limited linguistic output of the majority of the students during individual presentations are major disadvantages of heavily focusing on this activity throughout the semester. However, acquiring the skills necessary to give effective presentations is one major component of effective speaking, especially within an EAP environment. Of the four

language skills (reading, writing, speaking, and listening), English language learners experience the highest level of anxiety with speaking, and therefore need to practice this skill (Kim, 2009).

Furthermore, traditional presentations can require a large amount of in-class preparation. This, combined with the time needed to conduct the actual presentations, makes it difficult to prioritize this type of formal presentation practice. Considering these challenges, how can teachers give students the formal presentation practice needed to succeed in academia while also using class time efficiently and allowing ample time to achieve other course objectives? Implementing Round Tables is a practical and engaging way to overcome these challenges and offers many benefits to oral communication classes. This article will explain Round Tables, provide detailed information on the five different roles, give step-by-step advice for implementation, clarify the benefits of using this activity, present student reflections, and describe how Round Tables can be adapted to fit any classroom setting.

Round Tables Explained

Round Tables are a student-led approach to individual presentations. Round Tables consist of small groups of five students, with each student having a specific role. These roles rotate among students throughout the semester, allowing students to practice each role. The roles are: Facilitator, Word of the Day Speaker, Impromptu Speaker, Introduction Speaker, and Informative Speaker. Each role requires a different type of presentation, providing students with opportunities to practice a variety of presentations. Throughout the semester, each student gathers with his or her group and participates in five Round Tables (each time performing a different role). At the conclusion of the semester, each student will have presented each role once, for a total of five different presentations.

Round Table Roles

There are five distinct Round Table roles:

Facilitator

- Responsible for leading the group:
 - welcoming students to the Round Table
 - providing introductory remarks
 - following the Round Table agenda (see Appendix A)
 - monitoring time
 - facilitating discussion after each member's speech
 - encouraging all students to participate
 - tallying participation (see Appendix B)
 - closing the Round Table by thanking everyone for their participation
- Preparation:
 - making the agenda
 - bringing a timer
- Note:
 - This role does not include a formal speech; instead, it focuses on practical, academic, and professional facilitation skills (e.g., leading a meeting, encouraging participation, and keeping students on task).

Word of the Day Speaker

- Responsible for teaching a new vocabulary word:
 - choosing a new vocabulary word to teach to the group (the speaker can choose an academic word, an idiom, slang, or a course-content word)
 - preparing for their speech
 - delivering a 3-minute speech teaching the new lexical item
 - answering clarification and follow-up questions during the question and answer session
 - tallying use of the word of the day (see Appendix C)
 - listening for and tallying hesitation markers (*umm*, *err*, etc.) (see Appendix C)
- Preparation:
 - choosing a word that will build their group's vocabulary
 - getting teacher approval
 - preparing a handout explaining the word, including the definition(s) as well as one to three sample sentences (see Appendix D)
 - practicing their speech
- Notes:
 - Once the word of the day has been taught to the group, each member is encouraged to use the word throughout the Round Table. The Word of the Day Speaker monitors the number of times the word is used by tallying each student's use of the word. Students often utilize their new vocabulary knowledge during the post-presentation discussion for each role, when they are asking and answering questions.
 - There is no set limit on how many hesitation markers are acceptable in students' speech. The purpose of this is to raise students' self-awareness of the use of these markers. It can be beneficial to have students tally a teacher's hesitation markers during a sample presentation, to show students that the use of these markers is acceptable.

Impromptu Speaker

- Responsible for delivering an impromptu speech:
 - receiving a topic from the teacher (see Appendix E for sample topics)
 - spending 2 minutes to prepare a speech, taking notes and referring to a dictionary as needed
 - delivering a 2-minute speech on the topic
 - answering clarification and follow-up questions during the question and answer session
- Preparation:
 - none

Introduction Speaker

- Responsible for delivering a formal speech introducing a person or thing or explaining a process:
 - choosing an appropriate introduction topic (some sample topics are "My Best Friend," "My Family Trip to Hawaii," or "How to Make Pad Thai")
 - preparing for their speech
 - delivering a 4-minute speech
 - answering clarification and follow-up questions during the question-and-answer session

- Preparation:
 - choosing a topic
 - getting teacher approval
 - creating a speech outline
 - preparing a visual aid (e.g., a PowerPoint, either on a computer or a printed copy of the slides; photos; or anything else to help explain the student's topic)
 - practicing their speech
- Notes:
 - Students are encouraged to use content that they are already familiar with and to focus on improving their formal speaking abilities. Allowing students to choose this type of content lowers students' affective filter, which encourages them to produce more complex language and limits their anxiety as they build on their presentation skills (Dörnyei, 2005).
 - This presentation and the question-and-answer session creates authentic, meaningful discussion and promotes team building, as students are genuinely interested in the Introduction Speaker's topic.

Informative Speaker

- Responsible for delivering a formal, academic speech:
 - choosing an appropriate topic (some sample topics are "Social Networking Services" and "The Importance of Water in Developing Countries")
 - preparing for their speech
 - delivering a 5-minute speech teaching the group about the topic
 - answering clarification and follow-up questions during the question-and-answer session
- Preparation:
 - choosing a current and relevant topic
 - getting teacher approval
 - researching the topic
 - creating a speech outline
 - preparing a PowerPoint presentation and outline
 - practicing their speech
- Notes:
 - This is the most formal speech in Round Tables.
 - The content of this speech is different from that of the Introduction Speech as it is academic in nature and should be supported by research.

Throughout the Round Table, each group member is actively engaged in a number of ways: giving presentations, taking notes, and asking and answering questions. The five prescribed roles give students practice in a variety of presentation styles. For clarification, the General Description of Roles (Appendix F) provides a brief but detailed overview of the distinct roles and the associated tasks. In addition to this description, students can also use the general overview chart (also shown in Appendix F), which lays out the expectations for each role and explains what students need to do before, during, and after the Round Table (including time limits). Using these two supplemental documents helps to clarify the expectations and to simplify the process.

Implementing Round Tables

Round Tables may appear complex at first, but with careful introduction, teachers can implement them with great success.

Step 1. The teacher introduces Round Tables in general, explaining their purpose and generating enthusiasm for the activity.

Step 2. The teacher explains each role in detail. The most effective way to introduce each role is for the teacher to model it, so students have a clear idea of what is expected of them and have a concrete example to look back on. Introducing all five roles at once would be overwhelming for students; so teachers should present and focus on each role individually, introducing two roles per class period at the most. This means that introducing Round Tables may take three to four periods, but only about fifteen minutes per class. As the roles are revealed, it is important to remind students that when they do Round Tables they will only be presenting to their small groups, in a low-stakes, comfortable environment, and they will focus on only one role for each Round Table. This is also an appropriate time to introduce other skills that will be used throughout the activity, such as common linguistic forms for presentations, presentation skills, and strategies for creating an effective speech outline. Once these skills have been introduced, students continue practicing them throughout each of the Round Table roles.

Step 3. The teacher introduces the Note-Taking Sheet, Peer Evaluation Form, and the tally sheets. According to Lazaraton (2001), providing listeners with a task to complete helps them focus their listening, encouraging active listening and providing motivation throughout the activity. During Round Tables, students complete the Note-Taking Sheet (see Appendix G). This sheet allows students to practice and improve their note-taking skills while listening to their group members' presentations and helps them to prepare a question to ask during the ensuing discussion. In addition, students complete the Peer Evaluation Form, which is a low-stakes way to evaluate their peers' presentation skills, e.g., eye contact, volume, or gestures (see Appendix H). At the end of each Round Table, students distribute these evaluations to their peers. This evaluation is not graded by the teacher; rather it is used to raise awareness of presentation skills and to help students to become their own self-monitors. According to Avery and Ehrlich (1992), self-monitoring has been emphasized in instruction as part of learners' taking responsibility for their own learning. It provides students with the opportunities and the strategies to continue their learning beyond the classroom. Practicing peer evaluation also assists students in recognizing effective presentation skills, both for their peers and for themselves. It is useful to introduce the Note-Taking Sheet and Peer Evaluation Form early on, so that students can practice taking notes and evaluating the teacher during the sample presentations. This is also the time to introduce the tally sheets:

- Participation Tally Sheet, completed by the Facilitator:
 - each time a student participates in any way in the discussion, the Facilitator marks the sheet (see Appendix B)
- Word of the Day Tally Sheet, completed by the Word of the Day Speaker:
 - each time a student uses the word of the day or a hesitation marker (e.g., *umm*, *err*, *uh*), the speaker marks the sheet (see Appendix C)

It is also beneficial for students to practice this type of tallying during the introduction of the roles, before Round Tables formally begin.

Step 4. The teacher forms student groups, and each group chooses a group name and fills out the Schedule (see Appendix I). While scheduling may seem complex, it is actually quite simple as students begin by only signing up for Round Table 1. Once students have chosen their first role, they rotate through each of the roles in order. It is very important for students to write these dates and their roles in their calendars as it is their responsibility to prepare for their speeches before class. Finally, the teacher collects the schedule and affixes it to an A4-sized envelope, for easy organizing of each group's papers. The teacher brings these envelopes containing all the materials the group needs to each Round Table, and the students submit all their materials in the same envelope.

Step 5. Students begin Round Tables. During the first Round Table it is useful for the teacher to circulate among the groups to ensure that students understand their tasks and roles, to remind the Facilitator and Word of the Day Speakers to use their tally sheets and give a report at the end, and to check that presentations are appropriate to the roles. While this first Round Table is slightly confusing for the students, ensuing Round Tables are much smoother, as students become familiar with the format and the procedure. Once students become accustomed to the process, Round Tables are 45 to 60 minutes of student-led interaction. During these subsequent Round Tables, the teacher's role is to circulate and listen in on presentations, offer questions during the question-and-answer sessions, and take notes to assist in providing feedback.

Assessment of Round Tables is based on student preparation and engagement, as noted by the teacher while circulating during each Round Table, as well as the student Note-Taking Sheet. Teachers grade the Note-Taking Sheet for completion and effort and combine this with their observations to determine students' grades. As multiple Round Table groups are presenting simultaneously, it is difficult for teachers to accurately assess each student's individual performance. However, experience has shown that students find Round Tables intrinsically motivating, meaning that rarely are group members unprepared. One option to increase individualized student feedback is for a teacher to choose one group per Round Table and provide that group with more focused feedback.

It is extremely important for students to understand the importance of attending and being prepared for their Round Table presentations; however, teachers should also be prepared for absences. For occasions when a student is absent, one easy and practical contingency plan is to prepare extra impromptu speech topics. Students can volunteer for extra presentation practice, or these topics can be used as discussion prompts.

Step 6. At the end of the semester, students complete a Round Tables Reflection Form which asks them to reflect on their experience, what they've learned, and how their presentation skills have changed (see Appendix J). This also provides the teacher with useful feedback on how Round Tables worked in their classroom.

Benefits of Using Round Tables

Setting up Round Tables at the beginning of the semester is complex and requires class time. However, the benefits of Round Tables justify this initial effort. The numerous benefits include:

1. strengthening classroom relationships
2. integrating listening and speaking skills
3. building confidence and speaking fluency
4. improving student autonomy
5. using class time efficiently
6. providing students with multiple opportunities to speak throughout the semester

Round Tables create a strong sense of community as each group learns and shares together. Students share personally relevant topics, giving insight into each student as an individual outside of the English classroom. By developing stronger relationships within the classroom, students are more likely to feel comfortable practicing their language skills and, therefore, are more likely to improve their linguistic skills.

Round Tables require students to consistently integrate their listening and speaking skills, which is one of Brown's key principles (2007). Every student in the group is expected to actively participate through taking notes, presenting, and asking and answering questions. Round Tables provide a perfect opportunity for students to comprehend the relationship between listener and speaker and to practice both roles.

Round Tables also build confidence as students practice presentation skills in a low-stakes, friendly environment. The familiar format and community allow students to feel comfortable to take on new linguistic challenges. Both the actual presentations and the informal question-and-answer discussions at the end of each presentation improve fluency, especially as students feel more confident to share ideas and opinions within their supportive community. As explained by Nation and Newton (2009), encouraging students to negotiate with each other improves communication and is good for second language acquisition. By participating in engaging and thoughtful follow-up question-and-answer sessions at the end of each presentation, students negotiate with their group on a regular basis, thus improving their language, critical thinking skills, and confidence in actively engaging with each other.

Round Tables are completely student-led and utilize class time efficiently. After the teacher-fronted introduction and the teacher-guided first Round Table, the students control everything. This encompasses everything from the structure (i.e., when to start and end a discussion) to the student-driven speech content, as recommended by Lazaraton (2013). In addition, Round Tables are an efficient use of class time when compared to individual presentations. During Round Tables, one person in every group is presenting at the same time, meaning that many students are giving simultaneous presentations. Furthermore, because students work in small groups, the post-presentation discussion time is very interactive and productive. Finally, students are excited to share topics that are personally thought-provoking to them, and they are genuinely interested in their peers' speeches.

Student Reflections

Overall, student response to Round Tables has been overwhelmingly positive (see Appendix K for student comments). Students frequently use words like *love* and *awesome* to describe Round Tables. They appreciate learning about their classmates, the group's self-sufficiency, and the chance to communicate in English. Students are quick to say that Round Tables are a lot of work and require preparation time outside of class, and yet this effort is perceived as worthwhile. In the most recent student survey, 101 out of 104 respondents liked Round Tables. The three students who didn't like Round Tables still acknowledged their value as a tool to help students improve their English.

Adapting Round Tables

Every teaching context is different: different needs, different goals, and different constraints. Yet Round Tables can be adapted to work across a wide range of settings and in a variety of classrooms. Time limits can be modified depending on availability of class time or to adjust for students' linguistic proficiency. Additionally, roles can be added or deleted to suit curricular needs. The implementation of Round Tables described in this article calls for five roles and five Round Table meetings per semester. However, the frequency of Round Tables is malleable, as the teacher could choose to increase or decrease the number of roles and meetings. Another variable to consider is the use of technology. Is PowerPoint required, merely suggested, or completely unfeasible? For contexts with limited access to technology, a poster, a photo or even a hand-drawn picture would suffice. Or, if building technological skills is a classroom objective, a PowerPoint could be required and more classroom time could be devoted to technological instruction. Finally, each Round Table could have a specific emphasis on one type of presentation skill (e.g., eye contact) or linguistic feature (e.g., transitions). Taking advantage of these possible adaptations ensures that Round Tables can be effectively utilized in a variety of classroom settings and can be modified to accomplish a diverse set of objectives.

Conclusion

According to Toth (2012), students who experience elevated levels of oral presentation anxiety will receive lower scores on assessments (regardless of their linguistic proficiency) and will be perceived as less fluent and competent communicators. Round Tables have proven to be a highly successful method of increasing student confidence, improving presentation skills, and creating more motivated independent learners. The rotating roles help students increase their confidence and integrate their listening and speaking skills, and are practical to implement in the classroom.

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Appendix A
Sample Facilitator's Agenda

Agenda for _____ (date) _____

Facilitator: _____ (name) _____

- I. **Welcome** (1-2 min.)
- II. **Checks** for Attendance / Prepares Time Cards and 'Ah' Meter Sheets (2 min.)
- III. **Word-of-the-Day:** _____ Classmate's Name _____ (5-6 min.)
 - A. Delivery (3 min)
 - B. Word-of-the-Day person prepares Word-of-the-Day Tally Sheet for group (1 min.)
 - C. Questions/feedback from others (1-2 min)
- IV. **Impromptu Speech:** _____ Classmate's Name _____ (6-8 min.)
 - A. Speaker chooses a question.
 - B. Speaker is given 2 minutes to think (2 min.)
 - C. Speaker speaks for 2 minutes (2 min.)
 - D. Questions/feedback from others (2-3 min.)
- V. **Introduction Speech:** _____ Classmate's Name _____ (8-9 min.)
 - A. Delivery (4 min.)
 - B. Questions/feedback (4-5 min.)
- VI. **Informative Speech:** _____ Classmate's Name _____ (10-11 min.)
 - A. Listen to speaker (5 min.)
 - B. Questions/feedback (5-6 min.)
- VII. **Meter Checks** (2 min.)
 - A. Facilitator—Time-Keeping
 - B. Word-of-the-Day Person—'Ah' Meter
 - C. Word-of-the-Day Person—Word-of-the-Day Uses
- VIII. **Concluding Remarks / Questions** (1-2 min.)

Appendix B
Participation Tally Sheet

Round Table Participation—Facilitator	
Facilitator's Name:	Speaking Participation (# of times)
Classmate 1:	
Classmate 2:	
Classmate 3:	
Classmate 4:	
Classmate 5:	

Appendix C
Word-of-the-Day Tally Sheet

Word-of-the-Day Tally Sheet		
WOD Speaker's Name:	Uses of WOD (# of times)	Ah-Meter (# of times)
Classmate 1:		
Classmate 2:		
Classmate 3:		
Classmate 4:		
Classmate 5:		

Appendix D

Sample Word of the Day

Slang

Word of the Day: Sweet

sweet (adj) – American slang, especially on the West Coast. Very informal.

- Awesome! Excellent! Really nice!
- Used for things, situations.
- Not used for people. If a person is sweet, then they are kind, polite and nice.

Example sentences:

1. We don't have homework today! Sweet!
2. That is a sweet motorcycle. Did you see it?
3. Dude! His t-shirt is sweet! I totally want one!

Note: The longer the vowel, the stronger the word.

For example:

- No homework? Sweet!
- I just won a million dollars? Sweeeeeeeeeet!

Academic

Word of the Day: Revision

revision (n) – the process of changing something in order to improve it by correcting it or including new information or ideas

related words: revise (v), revised (adj)

Example sentences:

1. After I received my teacher's comments on my essay, I made a lot of revisions.
2. My teacher said that my revised essay was much better than my first draft.

Appendix E
Sample Impromptu Speech Topics

- What are some popular places for university students to go in Tokyo? Be specific. Include details in your answer.
- What is the best thing to do in Tokyo on a sunny day? Be specific. Include details in your answer.
- If you could meet any famous person (alive or dead), who would you like to meet? Why? What would you want to talk about?
- If you could have one superpower (for example, flying, becoming invisible), what would you like to be able to do? Why? How would you use your superpower?
- Describe someone you respect or admire. Why do you look up to this person (why do you respect/admire this person)? Explain.
- In your opinion, what is the most important invention from the past 50 years? How has it impacted (influenced, changed) our lives? Explain.
- If you could go back in time, what time period would you like to go to? When and where would you go? Why?
- If someone gave you \$1,000,000 to spend in 1 week, what would you do? How would you spend the money? Explain.

Appendix F

General Description of Roles

Round Table Roles—OVERVIEW

During this course, we will have 5 Round Table sessions. During each Round Table session, you will have a different role, or job. The Round Table Roles are as follows—

1. **FACILITATOR:** As the facilitator, you are like the teacher in your small group. You will have to prepare an agenda for your classmates and the teacher, keep time with your watch or cell phone, mark down the participation of each group member and lead your classmates through each of their tasks.
2. **WORD-OF-THE-DAY SPEECH:** As the deliverer of the Word-of-the-Day speech, you will use time outside of class to find a new and interesting vocabulary word. You can use your dictionary, the class academic words list, or www.urbandictionary.com. Please check your word with your teacher the week before you deliver the Word-of-the-Day speech. In the Round Table session you will teach your classmates the definition(s) of the word, use it in 1-3 example sentences and encourage your classmates to use the new word throughout the Round Table session. Also, you should record the number of times each person uses the word-of-the-day and the phrases “ah” or “um”. You will have 3 minutes to teach your word.
3. **IMPROMPTU SPEECH:** As the deliverer of the impromptu speech, you will not be able to prepare for your topic outside of class. Instead, you will choose a question topic in class, and the facilitator will give you 2 minutes to think about your speech. You will then have 2 minutes to deliver your speech.
4. **INTRODUCTION SPEECH:** As the deliverer of the introduction speech, you will have 4 minutes to introduce a favorite person / thing or explain a process (“how to”) to your group members. You should prepare for this speech before class time. Be sure to prepare key points and examples in your outline, practice, and bring in a visual aid (PowerPoint, photo, etc.)
5. **INFORMATIVE SPEECH:** As the deliverer of the informative speech, you will act as a professor in order to inform or educate your group members about a specific academic topic, such as biology, music, or economics. You will have 5 minutes to give your speech. You should use time outside of class to prepare, including doing research, preparing a PowerPoint and outline, and practicing.

Tasks	Round Table Roles				
	Facilitator	Word-of-the-Day Speech	Impromptu Speech	Introduction Speech	Informative Speech
Before class	<ul style="list-style-type: none"> -prepare and copy the agenda -bring timer 	prepare: <ul style="list-style-type: none"> -word / phrase choice -definition(s) -example sentences (1-3) 	<ul style="list-style-type: none"> -no preparation 	<ul style="list-style-type: none"> -prepare a speech using notes -use an OUTLINE (not an essay) -choose a topic -bring visual aids 	<ul style="list-style-type: none"> -prepare a speech using notes -use an OUTLINE (not an essay) -choose a topic -bring visual aids
Papers to use in class	<ul style="list-style-type: none"> -agenda -listening sheet -participation count sheet -time warning sheets 	<ul style="list-style-type: none"> -agenda -listening sheet -notes for your speech -visual aids -WOD/"uh" count sheet 	<ul style="list-style-type: none"> -agenda -listening sheet -topic paper (from teacher) 	<ul style="list-style-type: none"> -agenda -listening sheet -notes for your speech -visual aids 	<ul style="list-style-type: none"> -agenda -listening sheet -notes for your speech -visual aids
During your speech	<ul style="list-style-type: none"> -give a 1-2 min welcome -lead 1-3 min speech discussions -give 1-2 min reports on time, etc. -give 1-2 min closing 	<ul style="list-style-type: none"> -speak for 3 min 	<ul style="list-style-type: none"> -think for 2 min -speak for 2 min 	<ul style="list-style-type: none"> -speak for 4 min 	<ul style="list-style-type: none"> -speak for 5 min
Papers to give the teacher after class	<ul style="list-style-type: none"> -agenda -listening sheet with notes / Qs -participation count sheet -time warning sheets 	<ul style="list-style-type: none"> -listening sheet with notes / Qs -speech notes/outline -WOD/"uh" count sheet 	<ul style="list-style-type: none"> -listening sheet with notes / Qs 	<ul style="list-style-type: none"> -listening sheet with notes / Qs -speech notes/outline -visual aids 	<ul style="list-style-type: none"> -listening sheet with notes / Qs -speech notes/outline -visual aids

Appendix G
Note-Taking Sheet

Name: _____	
Round Tables: Note-Taking Sheet	
Word-of-the-Day SPEECH _____ <i>Topic:</i> _____	
	Q:
 IMPROMPTU SPEECH _____ <i>Topic:</i> _____	
	Q:
 INTRODUCTION SPEECH _____ <i>Topic:</i> _____	
	Q:
 INFORMATIVE SPEECH _____ <i>Topic:</i> _____	
	Q:

Appendix H
Peer Evaluation Form

Round Table—Evaluating Your Peers

Speech Evaluation Form									
Your Name:					Date:				
Classmate's Name	Type of Speech	Posture	Eye Contact	Gestures	Confidence	Fluency	Main Ideas	Details	Overall Delivery
! excellent		+ good		~ okay		< needs work		*needs a lot of work	

Appendix I

Schedule

Our Group Name: <i>March of the Koalas</i>						
Session	Date	Facilitator	Word-of-the-Day	Impromptu	Introduction	Informative
ONE	Mon Oct 15	Yumeno	ATSUSHI	KANAKO	Teji	Yuka
TWO	Mon Oct 29	Yuka	Yumeno	Atsushi	KANAKO	Teji
THREE	Thurs Nov 15	Teji	Yuka	Yumeno	ATSUSHI	Kanako
FOUR	Thurs Nov 22	Kanako	Teji	Yuka	Yumeno	Atsushi
FIVE	Mon Dec 3	Atsushi	Kanako	Teji	Yuka	Yumeno

→ When you are finished, please give this paper to Emily!

Appendix J
Round Tables Reflection Form

Name: _____

Round Table Reflection

Directions: Please think about the last 10 Round Table presentations that you gave this year and answer the following questions. Please be specific and give a lot of information!

1. What skills did you improve by doing Round Tables? How did participating in Round Tables help you?

2. What was your favorite Round Table Presentation to give and why?

3. What was your least favorite Round Table Presentation to give and why?

4. What is one thing that you liked about Round Tables and why?

5. What is one thing that you would like to change about Round Tables and why?

Appendix K
Student Reflections from Fall 2012

1. "Round Tables are perfect!! I want to try again Round Tables."
2. "Round Tables has many opportunities we speak English. It's very fun!"
3. "I become positive about participating [sic] in discussion and asking some question! I think it's great & awesome!"
4. "It's useful for me because it is not only hearing my friend's thinking, but also talking about my thinking."
5. "I love Round Table! Especially word of the day is useful for me."