Teaching Practice

Using Extensive Reading Oral Reports to Enhance Spoken Fluency

Brian Wojtowicz
Kwansei Gakuin University, Hyogo, Japan

Extensive Reading (ER) is most commonly used in TEFL/TESL practices to improve a variety of specific specialized reading skills, and sometimes even writing skills; however, ER is seldom associated with enhancing speaking skills. This paper explains a classroom practice where Oral Book Reports were designed and used as an additional component to standard ER work with the intent to strengthen students' spoken output performance, speaking confidence, and oral fluency. Discussion of mid-course and post-course student self-reflective open-ended questionnaires reveals that incorporating Oral Book Report components into ER work not only increases enjoyment and improvement of L2 reading, but also successfully enhances students' self-identified improvements in spoken output performance, speaking confidence, and oral fluency. Adding oral components to non-speaking based ER practices can benefit L2 learners in Asia since EFL classes and courses throughout Asia often lack adequate focus on developing L2 oral fluency.

Keywords: oral fluency, communicative language teaching, EFL in Asia, classroom practice, extensive reading

Extensive Reading (ER) can result in language acquisition (Krashen, 1982) and much of the literature supporting the benefits of ER focuses on vocabulary and grammar development (Brown, Waring, & Donkaewbua, 2008; Lee & Mallinder, 2017), reading comprehension and speed (Chang & Millett, 2017; Huffman, 2014), and even writing skill improvements (Mermelstein, 2015; Salehi, Asgari, & Amini, 2015); however, using ER to strengthen oral fluency and increase spoken output quality and quantity has been mostly neglected in ER research. This could possibly be because the logical standard aim of ER is to primarily improve reading fluency (Day & Bamford, 1998; Day & Bamford, 2002; Suk, 2017; Taguchi, Takayasu-Maass, & Gorsuch, 2004).

In numerous EFL classes and courses, oral fluency is the most underdeveloped of the four categories of fluency, in comparison to reading, writing, and listening fluency (Diepenbroek & Derwing, 2013; Gan, 2012; Onoda, 2014; Rossiter et al, 2010; Wang, 2014; Wojtowicz, 2017;

Zhang, S., 2009; Zhang, Y., 2009). Therefore, the Oral Book Report activity, which is the classroom practice addressed in this paper, prioritized a focus on oral fluency development instead of reading fluency improvement by including in-class oral report and group discussion components that integrated aspects of five oral fluency tasks identified by Rossiter et al. (2010). These fluency task ideas will be explained at the end of the Literature Review section.

This paper explains how ER work, in an integrated four skills EFL university course in Japan, was augmented to focus on improving students' oral fluency rather than reading fluency. Firstly, the problem of there being a lack of practical focus on L2 oral fluency in various Asian countries' EFL classes and courses is addressed, followed by an examination of oral fluency tasks and their relation to ER Oral Book Reports, and then Oral Book Reports are explained as a teaching practice. Finally, student questionnaire feedback results about ER work are discussed to show that Oral Book Reports successfully improved L2 oral fluency, spoken output performance, and speaking confidence.

Literature Review

Concerns with Communicative Language Teaching and L2 Oral Fluency in Asia

L2 acquisition research has extensively reiterated the relevance of communicative language teaching (CLT) procedures ever since the concept of communicative competence was first presented by Hymes (1972). Recently throughout Asia, there has been a fastidious importance being placed on L2 communicative competence curriculum design with an emphasis on CLT practices (Butler, 2011; Hu & McKay, 2012; Littlewood, 2007). Even though the incorporation and implementation of CLT practices in EFL classrooms across Asia has steadily improved over the past few decades, there are still some considerable restraints and restrictive factors preventing more widespread implementation throughout all education levels (Butler, 2011; Kelch, 2011).

Unfortunately, in some Asian EFL teaching environments from middle or junior high school through to even tertiary level institutions, there is a concerning lack of prioritizing oral fluency development due to departmental restrictions or lack of non-native English teacher confidence. Butler (2011) provides an in-depth exploration of how conceptual constraints, classroom-level constraints, and societal-institutional level constraints have hindered and affected the growth and development of CLT in EFL classes throughout Asia.

In Japan, CLT was incorporated into the national curriculum at the secondary school level a couple decades ago (Butler & Iino, 2005), however, "despite promotion of communicative language teaching techniques, oral fluency development has virtually been ignored in Japanese secondary and university-level English education" (Onoda, 2014, p. 121). A lack of proper teacher training regarding CLT methodology and implementation guidance, along with a need to satisfy the national curriculum's focus on entrance examination preparation were some common reasons "promotion of language use for communication was not pursued in the classroom" (Taguchi, 2005, p.10) when CLT was initially introduced in Japan (Sakui, 2004). Kavanagh (2012) further argues that these reasons are still commonplace in more recent times. Another possible reason CLT is still not affectively administered nationwide, is that many Japanese English teachers lack confidence in their own ability to adequately teach

communicative English due to a self-identified deficiency in English communication skills, and oral fluency ability (Fennelly & Luxton, 2011; Nishino & Watanabe, 2008).

Nhung (2017) explains that in Vietnam the majority of students studying English at university graduate without being able to communicate successfully in English even though they have a knowledgeable understanding of English grammar and vocabulary. One underlying problem is that English teachers in Vietnam often do not possess the ability to speak fluently or teach fluency based curriculums and many training programs that promote English teacher language proficiency fail “to help teachers develop effective communication for English language teaching” (Burns, 2017, p. 87). Students themselves can also contribute to the problem of in-class oral disfluency, which can be defined as “the oral outputs which make oral productions disfluent or unnatural” (Gao & Du, 2013, p. 77), since traditional learning styles in Vietnam emphasize passivity, silence, memorization techniques, and a preference for reading and writing activities as opposed to oral production skills and group work activities (Nguyen, 2002).

As with the situation in Vietnam, South Korea also tries to focus on teaching English in English to improve students’ English proficiency abilities (Park, 2009). Even though some teachers admit to not fully complying to the English teaching policy requiring English to be taught in English (Choi & Lee, 2008), CLT approaches to improving English proficiency levels has remained the primary pedagogical method of instruction in Korean English curriculums with a focus on oral communication and listening (Flattery, 2007; Li, 1998). Flattery (2007) explains that even though the educational emphasis has moved towards CLT, teachers are reluctant to fully embrace this pedagogical approach to teaching since it is in contrast to more traditional and comfortable rote and translation style pedagogical practices in South Korea.

China began focusing on communicative and task based learning curriculums in the 1990s; however, the communicative pedagogical teaching practices conflicted with traditional rote style translation and memorization techniques that are more historically common in China (Hu & McKay, 2012). Consequently, the success of CLT proved to be limited (Nunan, 2003) and eventually lead to a Chinese-English bilingual teaching system that quasi-combined traditional translation pedagogical practices with Western style English instruction methodologies (Hu & Alsagoff, 2010; Hu & McKay, 2012) which has ultimately led to oral fluency and speaking being “the most difficult skill for English learners in China to master” (Zhang, S., 2009, p. 93). Zhang, Y. (2009) further explains that another part of the reason why “college graduates in China are often incapable of effectively communicating with foreigners in English” (p. 32) is because sometimes “speaking classes do not provide chances for oral interaction, as most of the teachers talk on and on throughout the lesson without giving students the opportunity to speak” (p. 32).

Even though the “TESOL field has evolved from using traditional grammar translation methods to communicative language teaching approaches where the focus of language teaching is on meaningful language use in a broad context” (Sun, 2014, p. 8), some Asian EFL course curricula have not been able to successfully replace traditional teaching methods with CLT pedagogical instruction for numerous genuine reasons (Nunan, 2003). This paper does not

address possible solutions to this somewhat volatile topic, but rather attempts to propose that Asian EFL classes and courses should focus more extensively on oral fluency development, “because the primary goal of most communicative L2 programs is to foster communicative competence” (Rossiter et al., 2010, p. 599) and this can be optimally achieved with self-designed tasks focusing on L2 oral fluency development (Bamford & Day, 2003; Diepenbroek & Derwing, 2013; Helgesen, 2008; Nation, 1989; Ogura, 2008; Rossiter et al., 2010; Zhang, Y., 2009).

Oral Fluency Tasks in Relation to the Oral Book Reports

The term *oral fluency* used throughout this paper refers to definitions by Hasselgreen (2004) and Schmidt (1992). Hasselgreen (2004) defines L2 oral fluency as the “ability to contribute to what a listener, proficient in the language, would normally perceive as coherent speech, which can be understood without undue strain, and is carried out at a comfortable pace, not being disjointed or disrupted by excessive hesitation” (p. 184). Similarly, Schmidt explains that “nonfluent speech is effortful and requires a great deal of attention, so that nonfluent speakers exhibit many hesitations and other manifestations of groping for words and attempting to combine them into utterances” (p. 358). Rossiter et al. (2010) identified consciousness-raising tasks, rehearsal or repetition tasks, formulaic sequences, use of discourse markers, and communicative free-production activities as five main activity tasks that enhance oral fluency. Their research found that integrating aspects of these five tasks into instruction and activities can improve oral fluency. How the Oral Book Reports included all five of these oral fluency tasks is explained in the following paragraphs prior to a detailed Oral Book Report explanation.

Consciousness-raising tasks. Students were taught Hasselgreen’s (2004) oral fluency definition, identified in the previous paragraph, so they understood the concept of oral fluency as a language learner. Students were also repeatedly reminded that the Oral Book Reports were created to specifically help them with oral fluency improvement. Consciousness-raising tasks were also used to teach students about understanding and using discourse markers to strengthen oral fluency.

Rehearsal or repetition. It was explained to the students that oral fluency improvement requires repetitious rehearsals; therefore, before each Oral Book Report they needed to repeatedly practice so the spoken output would not sound like a memorized speech. Repetition practices were further supported by having students complete six similarly structured oral reports and subsequently perform them twice each in class for all six oral reports.

Formulaic sequences. Students were taught standard patterns of Book Report introduction material, body content, and conclusion techniques along with ways to structure a brief summary of events, main character information, and personal opinions about the characters, scenes, and overall story details (see Appendix A).

Use of discourse markers. Students were taught about discourse markers because underuse, misuse, or omission of discourse markers can signal disfluency, communicative

misunderstandings, and even communication failure (Polat, 2011). Therefore, discourse marker usage was required for the final Oral Book Report (see Appendix B for full instructions).

Communicative free-production. Even though the Oral Book Report material was prepared outside class time, the spoken output performances produced in class were mainly non-memorized, interactive, and freely communicative. Students were required to engage in free speaking conversation rather than give a memorized report.

Helping L2 learners enhance their oral fluency can be challenging for teachers in Asia because there is a significant lack of exposure to the L2 outside of school (Bohlke, 2014; Derwing, Munro, & Thomson, 2008; Tang, Chiou, & Jarsaillon, 2015; Zhang, Y., 2009). Therefore, in Asia, where EFL students commonly lack daily opportunities to speak English, “the only way to improve oral expression is to make the most of the situations available for speaking” (Zhang, S., 2009, p. 98), which predominantly occur in the EFL classroom. Asakereh & Dehghannezhad (2015) further explain that in EFL learning environments “where students have limited access to real and authentic contexts, speaking classes play a significant role in the development of the EFL students’ speaking skills” (p. 345). This lack of opportunity to practice English out of class influenced the author of this paper’s decision to prioritize oral fluency development and focus on oral fluency tasks during ER work by creating Oral Book Reports. The Oral Book Reports discussed throughout this paper incorporated all five of the above mentioned oral fluency tasks identified by Rossiter et al (2010); however, regular class work was also strategically designed to further develop these tasks.

Objectives and Method

Aim

The aim of this study was to explore how ER tasks could be successfully augmented to focus on and improve L2 oral fluency.

Course Details and Participants

The Oral Book Reports were designed for an integrated four skills course at a private university in Hyogo Japan where the students enrolled were Japanese (L1) native speakers studying English (L2) as a foreign language. Classes met for three ninety-minute lessons per week, for a total of twenty-eight weeks over two semesters. The two 2016 academic year classes (23 students per class) were streamed according to the results of TOEIC proficiency tests and the TOEIC score range was between 600 and 675 (about CEFR Mid-High B1 to Low B2 levels). The Oral Book Reports were one of the three main in-class speaking assessment projects, along with individual presentations and group presentations.

Classroom Practice: Oral Book Reports

A typical ER Book Report commonly focuses solely on reading and writing fluency improvement and often functions simply as proof of book reading completion (Iwahori, 2008; Mason & Krashen, 1997; Yamashita, 2013); however, the additional Oral Book Report components attempted to improve speaking and listening fluency along with reading and writing fluency. The two Oral Book Report components implemented and analyzed were: individual interactive spoken reports and interactive question based group discussions.

Graded readers were self-selected by students and book levels corresponded to the class proficiency level to coincide with ER guidelines (Day & Bamford, 1998; 2002; Day, 2015). Six books were read in the first semester and four were read in the second semester, but only six of the ten books read had the Oral Book Report components. Four individual students presented their oral reports simultaneously to small audiences of four or five classmates. Students were randomly placed into groups and usually hadn't read the presenter's book. Each presenter gave their oral report and discussion twice. Since four speakers gave reports simultaneously, the teacher also assessed four reports at once.

Before the first report, Oral Book Report content guidelines and formulaic expression suggestions (see Appendix A) were taught, however there was no detailed script example for them to copy or simply replicate. For the first and second reports, students were permitted to use self-written notes to assist them while speaking, but a full transcript was not permissible. For the third report the notes were reduced to brief point form only style. Notes were not permitted for the fourth report. Since the report speaking time was extended from five minutes to eight minutes for reports seven and eight, point form notes were allowed again.

Since task repetition has a profound effect on spoken output performance (Skehan, Bei, Li, & Wang, 2012); students can better improve their oral fluency by performing their speaking tasks several times, therefore, the students subsequently gave their oral reports twice and completed the oral report task six times over the duration of the course. Rather than simply repeat the exact same task each time, the Oral Book Report tasks occasionally changed throughout the academic year in order to more specifically focus on oral fluency enhancement. Skehan et al. (2012) explained that the initial implementation of an activity "seems to prime later use, to sensitize it, and thereby to enable the speaker to exploit the greater accessibility of the language and avoid errors that were made the first time around" (p. 181). Table 1 below shows the required repetitious tasks for each Book Report and the progressive augmentations made throughout the course.

Table 1
Book Report Task Requirements

	Semester	M-Reader Quiz	Short Answer Questions	Oral Report	Post Oral Report Group Work	Mandatory Discourse Marker Use
Book Report 1	1	✓	✓	5 mins	Q&A Session (2 mins)	X
Book Report 2	1	✓	✓	5 mins	Q&A Session (2 mins)	X
Book Report 3	1	✓	✓	5 mins	Lead Group Discussion (2 mins)	X
Book Report 4	1	✓	✓	5 mins	Lead Group Discussion (2 mins)	X
Book Report 5	1	✓	✓	X	X	X
Book Report 6	1	✓	✓	X	X	X
Book Report 7	2	✓	✓	8 mins	Lead Group Discussion with More Detailed Questions (5 mins)	X
Book Report 8	2	✓	✓	8 mins	Lead Group Discussion with More Detailed Questions (5 mins)	✓
Book Report 9	2	✓	✓	X	X	X
Book Report 10	2	✓	✓	X	X	X

Students were required to complete an online comprehension quiz (M-Reader) for each of the ten books they chose to read. They also hand wrote answers to a general short answer questions hand-out for each book (See Appendix C). The first two individual spoken reports were five minutes followed by a two minute audience Question and Answer session where audience members asked clarification questions to the presenter. For reports three and four, the audience Q & A session changed to a group discussion. The presenter had to prepare questions about themes from the book for the audience members to discuss (see Appendices D and E for full instructions). For the final two Oral Book Reports, spoken reports increased to eight minutes and group lead discussions extended to five minutes. Prior to these reports, students were taught discussion question writing skills and had several in-class practice sessions since rehearsal and repetition are essential for improving oral fluency (Rossiter et al., 2010). The final change to the last Oral Book Report was including a mandatory discourse marker use assessment criteria since discourse marker use is an integral aspect of oral fluency (Rossiter et al., 2010). Students were not only taught about the importance of discourse

markers for oral fluency but they also participated in regular discourse marker focused in-class speaking activities.

Teacher Feedback Reports

After each of the Oral Book Reports, students received detailed individual feedback reports commenting on both positive and negative aspects of their oral performance, and improvement advice was also suggested. Using teacher feedback reports to promote oral fluency was also found to be successful in Boonkit's (2010) research which found that feedback comments from both peers and the course instructor of an EFL university course in Thailand "played an important role in raising awareness, which eventually led to English speaking improvement" (p. 1308).

Students were informed that their Oral Book Report feedback reports would be used as a beginning template for the following Oral Book Report's performance grading and corresponding feedback reports. This allowed the teacher to focus on each student's oral performance individually and help them improve their oral fluency over the duration of the six Oral Book Reports conducted throughout the academic year. By documenting each students' Oral Book Report performance six times, the teacher was able to monitor and notice continuous improvement. More importantly, the students also had continuous support and encouragement to improve their oral fluency. The following three end of the course ER Book Report Questionnaire open-response question answers show that students used the feedback reports to assist them with improving their oral fluency and speaking confidence: "I was looking forward to your feedback comment. It was written in detail and I know how to improve my next speech. You know what I said in Oral Reports and you commented about it. It is very interesting and cheers me up", "I think that the personal teacher feedback for each book report is very helpful. Thank to it, I came to think I would do my best next Book Report, and I could push myself", and "Each time you gave us very careful comments, and it was so useful and helpful for me to improve my presentation".

Furthermore, one of the ER Book Report Questionnaire's question, which used a Likert Scale from 1 to 10, asked "How important was the personal teacher feedback for each book report in helping you improve with your spoken and written book reports?", had an average score for the 46 students who completed the questionnaire, of 9.22; thereby, suggesting that the feedback reports enabled the teacher to successfully monitor each students' progression through the Oral Book Reports and assist the students with understanding how to improve their oral fluency more with each subsequent Oral Book Report.

Analysis

Overall research results were tabulated according to three qualitative student questionnaires administered by the teacher at the end of the first and second semesters. Specifics of all three questionnaires are outlined in the following Results and Discussion section of this paper. All three questionnaires consisted of both closed-response items and open-response items. Since researching the effects of using ER to improve L2 oral fluency is a virtually unexplored area, the data analysis only focused on one open-response question on each of the three questionnaires because "open-response items are especially good for exploring issues and contexts which

have not been previously investigated" (Brown, 2009, p. 205). The three questions analyzed herein were *broad open questions*, because they "allow for a deeper exploration of one issue, and they...prompt the respondent to write a succinct answer of more than a phrase and up to a paragraph" (Brown, 2009, p. 203). Even though "open-response items are relatively difficult to analyze and interpret" (Brown, 2009, p. 211), focusing on broad open-response question answers allowed for the researcher to analyze the data for content specifically relating to students self-identifying the Oral Book Reports as being responsible for strengthening their spoken output performance, speaking confidence, and oral fluency.

Results and Discussion

Questionnaires

At the conclusion of the course students completed a questionnaire (*End of the Course ER Book Report Questionnaire*) about the importance of the ER Book Reports in relation to their L2 improvement. Students also completed two other questionnaires (*End of 1st and 2nd Semester Questionnaires*) at the end of the first and second semesters that asked them to identify enjoyable course activities and activities they felt were important for improving their English ability. Although the two end of semester questionnaires were not administered specifically to gather analytical data about the effects Oral Book Reports had on students' oral fluency, some of the data collected could be analyzed to support the researcher's claims that ER can be used to successfully improve L2 oral fluency.

End of the Course ER Book Report Questionnaire

Results of the following open-response question is discussed: "*Write any comments you had regarding any aspect of the Book Report assignments or explain any of your answers from the previous questions in more explicit details*". 41 of the 46 students completed this question. All 41 responses indicated that at least one component of the Book Reports (reading, short answer writing, vocabulary acquisition, oral reports, group discussions, comprehension testing, question writing, and discourse marker use) was a factor in improving their English ability to some extent. Even though numerous responses included a combination of various improvement areas such as reading, vocabulary, listening, grammar, comprehension, and reading enjoyment, the fact that 80.5% of the 41 respondents identified an improvement in speaking ability and speaking confidence as a noticeable result of an ER Book Report assignment, reveals that including oral components in ER work positively affects L2 learners' spoken output performance and oral fluency. The following seven student comments are just a few examples of how the Oral Book Reports were perceived by some students as being responsible for improving their English speaking ability and speaking confidence: "Thanks to this experience I can speak more freely in public", "Oral Group Reports was the most important for improving our ability of English", "Doing oral group reports was very helpful for me to improve my English and I could have confidence to speak English", "I liked the Oral Group Report because it was very helpful for me to improve English and speaking ability in front of audience. I think it gave me a confidence to speak", "I think that Book Report improves our English ability, such as explaining, listening and understanding, and talking skills", "To use discourse markers fluently in conversation was also little difficult, but this semester, I could use them a little, and I felt it improved my conversation very good", and "While giving the book

reports, I could try to use discourse markers and gradually I could use them more fluently. I think book reports made my English better”.

Shumei Zhang’s (2009) research into input, interaction and output in developing EFL oral fluency of Chinese young learners suggests that “reading for information and reading to talk about it should be one of the aims sought by learners to practice their English in a foreign language setting” (p. 98). Helgesen (2008) commented that teachers using ER should want to get “students to report on the books they are reading” (p. 3) because it allows for “students to share what they are reading – what they think about the stories and what they do and don’t enjoy” (Helgesen, 2008, p. 3). Zhang, S. (2009) also reiterates the importance of including communication tasks with ER because they give “the opportunity to improve speaking by telling others orally what they have read” (p. 98). The fact that the majority of the Japanese tertiary EFL students who participated in the Oral Book Reports found that Oral Book Report discussions were beneficial to their English speaking ability and speaking confidence shows that being capable of confidently talking about what they have read as part of an ER EFL assignment is an important aim for EFL students to have. Boonkit’s (2010) research into EFL learner speaking skills also used qualitative data to conclude that “building confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance” (p. 1308).

End of 1st and 2nd Semester Questionnaires

Results of the following open-response question is discussed: *“A) Write any comments you had about the class. B) What did you enjoy doing the most? C) What did you not like doing in this class? D) What did you do that you think was best for improving your English ability in this class?”* Attention is given to comments made about the Oral Book Reports in relation to improvements in speaking performance.

Even though the end of semester questionnaires were not specifically designed to collect data about Oral Book Reports, there is noticeable evidence that numerous students thought the Oral Book Reports were important for improving their oral fluency, spoken output performance, and speaking confidence, as is evident from numerous student comments: “I think book report was best for improving my English ability. It improves not only speaking ability but also reading ability and conversational ability. It improves many areas”, “Thanks for the book reports, I could have confidence to speak English, so I could have good learning”, “Book Report assignment is the best for improving my English ability because reading gave me a lot of words that I had not known and, speaking about book in a class made my ability much better”, “I think Book Report was the best thing to improve my English ability. By telling about the books and how I feel to everyone I could improve my speaking ability the most”, “Book Report’s preparation was so tough, but after finishing book report, I was happy when the audience could understand my English”, “Book report was very hard for me. However, thanks to this, I improved my speaking ability”, “Book Report made me grow up. I could improve writing skill, speaking skill, and confident. At the first time of my Book Report presentation, I couldn’t speak English with confident. But at last, I could speak without the reminder”, “After my Book Report, classmates said it was so excited! Or fantastic! to me. And I got confidence on my speaking”, “In book reports I could learn how to tell things that I want to speak, so it’s very important for

me to have that skills because I will be able to use this skills in not only English but also Japanese”, “Book Reports and Discussion Activities improved my speaking English ability”, “I think the Book Reports assignments and activities are the most effective for improvement of my English abilities. The Book Reports is certainly difficult and a little troublesome for me, however, it made my every English skills better, for example reading, writing, and speaking ad-lib. So I am sure that the Book Reports assignments and activities are great experiences in this class for me”, “I think the Book Reports was the best activities to improve not only English skills but also the ability of presenting what you think to other people. Most of lesson in Japan, we have little opportunity to express our opinion to the audiences so we couldn’t improve the skills. So I think Book Reports is good for us to develop our faculties”.

This multitude of positive student open-responses to the Oral Book Reports being responsible for oral fluency improvement reflects Tang, Chiou, & Jarsaillon’s (2015) comment that “From a communicative perspective, language is best learned when used, especially orally, which better allows learners to retain the language” (p. 173). In their study, a student made a comment similar to some of the comments mentioned above, saying “With more oral practice with my group members, I feel more comfortable about speaking English” (Tang, Chiou, & Jarsaillon’s, 2015, p. 173).

Considering students could choose from a wide assortment of classroom tasks and assignments from the 42 lesson first semester, the fact that 22 of 46 students identified the Book Report activity as being the best for improving their English is impressive. Moreover, after isolating specific areas of their English they thought they had improved, it is considerably interesting that for an ER Book Report assignment, *speaking ability* and *speaking confidence* improvements were mentioned the most often, at sixteen times. This result is even more copacetic since the questionnaire did not specifically use the terms *speaking*, *confidence*, or *oral fluency* in the question, and there was no list of activities for students to choose from on the questionnaire either. Some students noted multiple areas of improvement, therefore the totals displayed in Table 2 below surpass 22 for the first semester figures.

Table 2
Book Reports Mentioned in End of First and Second Semester Questionnaires

	Improved Speaking / Speaking Confidence	Improved Non-Specified English Ability	Improved Reading / Reading Confidence	Improved Writing Skills	Improved Vocabulary	Improved Listening
Semester 1	16	5	7	4	3	2
Semester 2	5	3	1	1	0	1

A similar pattern occurred in the second semester questionnaire answers, but the amounts were lower. Only 9 of the 46 students referred to the Book Reports as being the best method for improving their English in the second semester. This was possibly due to less Book Reports

being assigned during the second semester, and giving students more in-class attention to free-speaking activities which also focused on oral fluency tasks. Micán & Medina's (2017) study on L2 vocabulary competence and oral fluency, which found that "student's reflective practice supported them in acknowledging their own difficulties and strengths regarding their language learning process" (p. 411), is similar to how the students who answered the end of semester self-reflective questionnaires acknowledged the Oral Book Reports as being a noticeably effective means to strengthening their oral fluency and overall language learning process.

Conclusion

Since "oral fluency is one of the most salient markers of proficiency in a second language" (Rossiter et al., 2010, pp. 584-5), dedicating a majority of class time to L2 oral fluency needs to be prioritized by teachers. Zhang, Y.'s (2009) research found that EFL learners in China did not receive enough speaking practice in class and he proposed that a viable solution to this problem was to make sure "speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication" (p. 33). Even though L2 learners should ideally develop reading, writing, listening, and speaking fluency skills, a distinctive focus on primarily improving oral fluency could better benefit EFL students throughout Asia since oral fluency seems to be the least focused on area of fluency during class time and the most difficult aspect of fluency to practice outside of class due to a lack of opportunity to use the L2 in Asia.

There seems to be little to no research exploring how ER work can be successfully augmented to increase oral fluency; however, Bamford and Day (2003), and Helgesen (2008) explain how to include speaking tasks and oral fluency components in ER practices. Using Oral Book Reports as a component of ER work shows that augmenting a generally non-speaking focused activity can result in self-noticeable learner L2 oral fluency and L2 speaking confidence improvement. Even though the student questionnaire responses discussed in this paper do not provide statistically proven empirical evidence that oral fluency improved solely due to the Oral Book Report activities, the qualitative information received from the questionnaires clearly shows, just as Tang, Chiou, & Jarsaillon's (2015) study concluded that "language was better learned when orally used" (p. 174), that many students not only enjoyed reading more because of ER practices, but also felt they improved their overall English abilities with a distinct improvement regarding speaking ability and speaking confidence due to the Oral Book Report components of the ER work. The overwhelmingly positive responses written to all the open-response questions could also be interpreted as proof that some students found that their speaking became more automatic, required less strain and effort, and reduced unnecessary hesitations, and thus became more fluent English speakers.

Author Note

Brian Wojtowicz, Kwansei Gakuin University, Hyogo, Japan.

Brian has been teaching English in Japan for over 15 years. About seven years after graduating with a Master's degree (MA) in English Literature from Carleton University, Ottawa, Canada, he then successfully completed a Master's degree (MA) in TEFL/TESL with Birmingham University, England.

Contact information: Correspondence concerning this article should be addressed to Brian Wojtowicz, Kwansei Gakuin University, Language Center, 1-155 Uegahara Ichiban-Cho, Nishinomiya, Hyogo, 662-8501, Japan. E-mail: b_wojo@hotmail.com

References

- Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Education Research*, 25(4), 345-363. Retrieved from <http://www.iier.org.au/iier25/asakereh.pdf>
- Bamford, J., & Day, R.R. (eds.). (2003). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Bohlke, D. (2014). Fluency-oriented second language teaching. In M. Celce-Murcia, D.M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (pp. 121-135). Boston: National Geographic Learning, Heinle, Cengage Learning.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia – Social and Behavioral Sciences*, 2(2), 1305-1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Brown, J.D. (2009). Open-response items in questionnaires. In J. Heigham, & R.A. Croker (Eds.), *Qualitative research in applied linguistics* (pp. 200-219). Great Britain: Palgrave Macmillan. https://doi.org/10.1057/9780230239517_10
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*, 20(2), 136–163. Retrieved from <http://nflrc.hawaii.edu/rfl/October2008/brown/brown.pdf>
- Burns, A. (2017). Classroom English proficiency: What can be learned from the Vietnam experience? In D. Freeman & L. Le Drian (Eds.), *Developing classroom English competence: Learning from the Vietnam experience* (pp. 84-94). Phnom Penh: IDP Education (Cambodia) Ltd.
- Butler, Y.G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36-57. <https://doi.org/10.1017/S0267190511000122>
- Butler, Y.G., & Iino, M. (2005). Current Japanese reforms in English language education: The 2003 'action plan'. *Language Policy*, 4(1), 25-45. <https://doi.org/10.1007/s10993-004-6563-5>
- Chang, A.C., & Millett, S. (2017). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. *Reading in a Foreign Language*, 29(1), 1-19. Retrieved from <http://nflrc.hawaii.edu/rfl/April2017/articles/chang.pdf>
- Choi, Y.H., & Lee, H.W. (2008). Current trends and issues in English language education in Asia. *The Journal of Asia TEFL*, 5(2), 1-34. Retrieved from http://www.asiatefl.org/main/main.php?main=6&sub=5&submode=2&PageMode=JournalList&inx_journals=16
- Day, R.R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294-301. Retrieved from <http://nflrc.hawaii.edu/rfl/October2015/discussions/day.pdf>
- Day, R.R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Day, R.R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, Honolulu, 14(2), 136-141. Retrieved from <http://nflrc.hawaii.edu/rfl/October2002/>

- Diepenbroek, L. G., & Derwing, T. (2013). To what extent do popular ESL textbooks incorporate oral fluency and pragmatic development. *TESL Canada Journal*, 30(7), 1-20. <https://doi.org/10.18806/tesl.v30i7.1149>
- Derwing, T.M., Munro, M.J., & Thomson, R.I. (2008). A longitudinal study of ESL learners' Fluency and comprehensibility development. *Applied Linguistics*, 29, 359–380. <https://doi.org/10.1093/applin/amm041>
- Fennelly, M., & Luxton, R. (2011). Are they ready? On the verge of compulsory English, elementary school teachers lack confidence. *The Language Teacher*, 35(2), 19-24. Retrieved from www.jalt-publications.org/files/pdf-article/art2_12.pdf
- Flattery, B. (2007). Language, culture, and pedagogy: An overview of English in South Korea. Retrieved from <http://homes.chass.utoronto.ca/~cpercyc/courses/eng6365-flattery.htm>
- Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 43-59. <https://doi.org/10.14221/ajte.2012v37n1.4>
- Gao, Y., & Du, W. (2013). A study on the oral disfluencies developmental traits of EFL students – A report based on canonical correlation analysis. *English Language Teaching* 6(8), 77-84. Retrieved from <https://eric.ed.gov/?id=EJ1077104> <https://doi.org/10.5539/elt.v6n8p77>
- Hasselgreen, A. (2004). *Testing the spoken English of young Norwegians: A study of test validity and the role of 'smallwords' in contributing to pupils' fluency*. New York: Cambridge University Press.
- Helgesen, M. (2008). Reading reaction reports – Options and alternatives for student book reports. *Extensive Reading in Japan*, 1(2), 3-9. Retrieved from http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_1.2.pdf
- Hu, G.W., & L. Alsagoff. (2010). A public policy perspective on English medium instruction in China. *Journal of Multilingual and Multicultural Development*, 31, 365-382. <https://doi.org/10.1080/01434632.2010.489950>
- Hu, G., & McKay, S.L. (2012). English language education in East Asia: Some recent developments. *Journal of Multilingual and Multicultural Development*, 33(4), 345-362. <https://doi.org/10.1080/01434632.2012.661434>
- Huffman, J. (2014). Reading rate gains during a one-semester extensive reading course. *Reading in a Foreign Language*, 26(2), 17-33. Retrieved from <http://www.nflrc.hawaii.edu/rfl/October2014/articles/huffman.pdf>
- Hymes, D. (1972). On communicative competence. In J.B. Pride and J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Harmondsworth: Penguin.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1), 70-91. Retrieved from <http://files.eric.ed.gov/fulltext/EJ791535.pdf>
- Kavanagh, B. (2012). The theory and practice of communicative language teaching in Japan. *Academic Research International*, 2(2), 730-738. Retrieved from [www.savap.org.pk/journals/ARInt/Vol.2\(2\)/2012\(2.2-80\).pdf](http://www.savap.org.pk/journals/ARInt/Vol.2(2)/2012(2.2-80).pdf)
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York, New York Pergamon Press.

- Kelch, K. (2011). Curriculum development in English language teaching: Innovations and challenges for the Asian context. *International Journal of Organizational Innovation*, 3(3), 22-42. Retrieved from: <https://search.proquest.com/docview/905945208/A5FC17B71A8E4310PQ/4?accountid=16402>
- Lee, H., & Mallinder, M. (2017). Role of extensive reading in EFL vocabulary development: Review and recommendation. *The English Teacher*, XL, 145-163. Retrieved from <http://journals.melta.org.my/index.php/tet/article/view/268>
- Li, D.F. (1998). 'It's always more difficult than you plan and imagine': Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703. <https://doi.org/10.2307/3588000>
- Littlewood, W. (2007). Communicative and task-based teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249. <https://doi.org/10.1017/S0261444807004363>
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102. [https://doi.org/10.1016/S0346-251X\(96\)00063-2](https://doi.org/10.1016/S0346-251X(96)00063-2)
- Mermelstein, A.D. (2015). Improving EFL learner's writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 182-198. Retrieved from <http://www.nflrc.hawaii.edu/rfl/October2015/articles/mermelstein.pdf>
- Micán, A.D., & Medina, L.C. (2017). Boosting vocabulary learning through self-assessment in an English language teaching context. *Assessment & Evaluation in Higher Education*, 42(3), 398-414. <https://doi.org/10.1080/02602938.2015.1118433>
- Nation, P. (1989). Improving speaking fluency. *System*, 17(3), 377-384. [https://doi.org/10.1016/0346-251X\(89\)90010-9](https://doi.org/10.1016/0346-251X(89)90010-9)
- Nguyen, T.H. (2002). Vietnam: Cultural background for ESL/EFL teachers. *The Review of Vietnamese Studies*, 2(1). Retrieved from <http://www.vietnamesestudies.org/uploads/4/5/8/7/4587788/vietnamforesolteachersvs2002.pdf>
- Nhung, P.T.H. (2017). English-for-teaching training: Initial impact on in-service EFL teachers' classroom discourse: A case study. In D. Freeman & L. Le Drian (Eds.), *Developing classroom English competence: Learning from the Vietnam experience* (pp. 72-83). Phnom Penh: IDP Education (Cambodia) Ltd.
- Nishino, T., & Watanabe, M. (2008). Communication-oriented policies versus classroom realities in Japan. *TESOL Quarterly*, 42(1), 133-138. <https://doi.org/10.1002/j.1545-7249.2008.tb00214.x>
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly* 37(4), 589-613. <https://doi.org/10.2307/3588214>
- Ogura, F. (2008). Communicative competence and senior high school oral communication textbooks in Japan. *The Language Teacher*, 32(12), 3-8. Retrieved from https://www.jalt-publications.org/ltt/issues/2008-12_32.12
- Onoda, S. (2014). An exploration of effective teaching approaches for enhancing the oral fluency of EFL students. In T. Muller, J. Adamson, P.S. Brown, & S. Herder (Eds.), *Exploring EFL fluency in Asia* (pp. 120-142). New York: Palgrave Macmillan.
- Park, J.K. (2009). 'English fever' in South Korea: Its history and symptoms. *English Today*, 25(1), 50-57. <https://doi.org/10.1017/S026607840900008X>

- Polat, B. (2011). Investigating acquisition of discourse markers through a developmental learner corpus. *Journal of Pragmatics*, 43(15), 3745-3756.
<https://doi.org/10.1016/j.pragma.2011.09.009>
- Rossiter, M.J., Derwing, T.M., Manimtim, L.G., & Thomson, R.I. (2010). Oral fluency: The neglected component in the communicative language classroom. *The Canadian Modern Language Review*, 66(4), 583-606. <https://doi.org/10.3138/cmlr.66.4.583>
- Salehi, H., Asgari, M., & Amini, M. (2015). Impacts of the extensive reading tests on the writing performance of Iranian EFL pre-university students. *Asian Journal of Education and e-Learning*, 3(4), 306-316. Retrieved from
http://research.iaun.ac.ir/pd/hadisalehi/pdfs/PaperM_8088.pdf
- Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58(2), 155-163. <https://doi.org/10.1093/elt/58.2.155>
- Schmidt, R. (1992). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition*, 14, 357-385. Retrieved from
<http://nflrc.hawaii.edu/PDFs/SCHMIDT%20Psychological%20mechanisms%20underlying%20second%20language%20fluency.pdf>
<https://doi.org/10.1017/S0272263100011189>
- Skehan, P., Bei, X., Li, Q., & Wang, Z. (2012). The task is not enough: Processing approaches to task-based performance. *Language Teaching Research*, 16(2), 170-187.
<https://doi.org/10.1177/1362168811428414>
- Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73-89.
<https://doi.org/10.1002/rrq.152>
- Sun, Y. (2014). Major trends in the global ELT field: A non-native English-speaking professional's perspective. *Language Education in Asia*, 5(1), 7-19.
<https://doi.org/10.5746/LEiA/14/V5/11/A02/Sun>
- Taguchi, N. (2005). The communicative approach in Japanese secondary schools: Teacher's perceptions and practice. *The Language Teacher*, 29(3), 3-12. Retrieved from:
http://jalt-publications.org/tlt/issues/2005-03_29.3
- Taguchi, E., Takayasu-Maass, M., & Gorsuch, G.J. (2004). Developing reading fluency in EL: How assisted repeated reading and extensive reading affect fluency development. *Reading in a Foreign Language*, Honolulu, 15(2), 70-96. Retrieved from
<http://nflrc.hawaii.edu/rfl/October2004/taguchi/taguchi.pdf>
- Tang, H., Chiou, J.S., & Jarsaillon, O. (2015). Efficacy of task-based learning in a Chinese EFL classroom: A case study. *English Language Teaching*, 8(5), 168-176.
<https://doi.org/10.5539/elt.v8n5p168>
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2), 110-118. <https://doi.org/10.5539/elt.v7n2p110>
- Wojtowicz, B. (2017). Speech acts and actually speaking. *Pragmatics Matters*. Newsletter of JALT Pragmatics SIG, 50, 6-7. Retrieved from
http://docs.wixstatic.com/ugd/d07ea9_db16ce43998544b6b8fd7b994576873b.pdf
- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248-263. Retrieved from
<http://nflrc.hawaii.edu/rfl/October2013/articles/yamashita.pdf>

- Zhang, S. (2009). The role of input, interaction and output in the development of oral fluency. *English Language Teaching*, 2(4), 91-100. <https://doi.org/10.5539/elt.v2n4p91>
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 47(1), 32-34. Retrieved from <http://exchanges.state.gov/englishteaching/forum/archives/2009/09-47-1.html>

Appendix A

Initial Book Report Discussion Guidelines

Eye contact: Try to look at people while you are talking, don't look away or down.

Be prepared: Having a piece of paper with point form notes with names & main point information is good to help you, but don't write many sentences, you should not be reading a report!

Introduction: I read _____, by _____. Do you know this story? It's a story about... / It's a _____ story. (action, scary, funny, romance, etc.)

Tell about the main characters: There are many / a few / not many characters in this story. The main character is _____ and he / she is strong, about 25, and a generous person. (Tell about the person, describe the person with appearance and personality adjectives).

Tell about the main events in sequence: At the beginning of the story...Then...After that...Next... (You don't have to tell about everything, just the main or important pieces of information.

OR:

Tell about the main events by chapter: In chapter 1...

Don't go through the book page by page because it takes up too much time!

Give a conclusion: Tell about how the story ended. At the end of the story... / Finally...

Make sure to give your opinion: Tell about events and characters you liked and didn't like. You can do this during your discussion or after you tell about the story details. My favorite scene was... / My favorite character was... / I didn't like when... / The character I didn't like was...

Practice: Be sure to practice talking about the book before the lesson. You should practice with a family member, friend, or by yourself. Try a real practice – that means speaking out loud, not just thinking silently in your head!

As an Audience Member: There will be a 2 minute Q&A session after the 5 minute oral reports so audience members can ask content or clarification questions to presenters. You are expected to be an active listener so try to think of a question to ask the presenters about their books.

Appendix B

Final Book Report Instructions

Your final reports will be more severely graded than before. Grading will continue to be based on individual abilities. You must read and understand your individual Feedback reports from your previous Book Report and follow the teacher's advice. You must also try to follow the information explained on this page. Heavy emphasis will be on use of Discourse Marking and overall effort. Keep up the great work everyone, you are all progressing and improving very well.

8 Minute Reports:

- Use of Discourse Markers will be evaluated and be an important part of the final grade. In your timed practices, try to use them when you are thinking, but most especially after any short stop or long pause. Here is a list of the most common and easy to use:

Anyway...	It's like...	Okay...	You know...
I mean...	Now...	Well...	Like...
So...	Non-Lexical (ah, uhm, uhh, hhmhhh, etc.)		

Of course combinations of both words and non-lexical discourse markers are good to use too.

- Don't just summarize the story or book during the 8 minutes. You need to mix in some of your own opinion and personal comments too. Tell about favorite or least favorite characters or scenes. Tell what events, occurrences, or characters you liked or didn't like.
- Your timed practices should prepare you for the entire 8 minutes, but if you finish early be prepared to continue speaking. Have back-up information ready. You can use your phones as timers so you can know how you are doing for time. Be prepared!

5 Minute Discussion:

- Practice Discussion Questions for clarity. Ask some people the questions to see if they are understandable. Edit & revise them (Don't wait until the start of class to do this though!).
- Try to avoid simple questions or questions with obvious answers. For example:

Bad Question: This story was also a movie, do you like movies?

Good Question: This story is from a famous mystery movie. I like mysteries because I enjoy trying to solve the problem. The harder the problem, the better the story, I think. Anyway, this book was great, but my favorite mystery movie is...because... Do you like mystery movies or books? What is your favorite? What do you recommend?

- Sometimes, but not always, you should answer your own question especially if the audience is slow to answer, or if a question requires the audience time to think before answering. Giving your own personal answer reduces and fills silence. Also, your answer provides an example so if there is confusion or misunderstanding about the question meaning, the audience can better understand after hearing your own personal answer. If you cannot answer your own question then perhaps it isn't a good question to ask.
- Refer to the book content (events, scenes, character situations, etc.) to introduce the question. Be careful not to over explain or spend too much time talking about the story details again. Even if you already told about the event in your 8 minute report, you need to say it again so the audience can understand the relationship between the book and your question, even if it is obvious.
- During your discussion you are the leader so you are like the boss/teacher! So, if someone in your group answers in Japanese, asks a question in Japanese, or speaks any Japanese to you or other members of your group, YOU, the group leader, are responsible for telling them not to speak Japanese! It is very important that you do not respond in Japanese either.
- Try to use discourse markers during your discussion. Especially between questions. This is a control device used while speaking to signal the end of a topic and the beginning of a new topic (in this situation, discourse markers are to be used to end answer sessions and also to ask new questions).

Examples: Okay, so we had some great answers to that last question. *Well*, now I'd like to ask you my next interesting question...

Great, that was a good discussion. *Now*, for my 2nd question let me ask you all this...

- Try to give encouraging comments to people after they answer.

Example: Interesting answer, I like what you said about...

- You should have 4 questions; however, if you only have 3 very detailed, lengthy and high level multi section questions, then only having 3 is acceptable.

Appendix C

Extensive Reading Short Answer Questions

Book Title: _____

Author: _____

BEFORE READING:

Why did you choose this book? _____

_____

Make a prediction. What do you think will happen in this book?

_____

_____

WHILE READING:

Write about a section (one or two sentences only) that you think is intriguing, surprising, or interesting. Write the sentence(s) and why you think it is intriguing, surprising, or interesting.

What page: _____

_____

_____

_____

WHILE READING: Write a question about why something in the story is happening that you don't completely understand. Write your own answer (speculation) as to why it is happening. If an answer is given later in the book, write that as well.

Example: Q: Why does Draco Malfoy not like Harry Potter?

Q. _____

A. _____

_____

_____

AFTER READING:

What was something that surprised you about this story?

_____

_____

_____

If you could change something that happened in the book, what would you change and why?

_____

_____

_____

Appendix D

Oral Book Report #3 Augmentations

After finishing your 5 minute book presentation, be prepared to lead a short discussion with your group for 2 minutes. If any audience members have any questions about the content of the book, answer them first, then it is your responsibility to keep the discussion active, there shouldn't be any silence afterwards. Don't use the 2 minutes to finish explaining about your book or give your opinion, which should be concluded in the first 5 minutes of timed speaking. During your 2 minute discussion after the 5 minute report you should ask "what if" style questions related to your story. For example: What would you have done in this situation (a situation from the story)? How would you feel if this (a situation from the book) happened to you? You should prepare 3 or 4 "What if" style questions beforehand so you are ready to lead your group mini-discussion.

If you used notes, you can still use notes to help you, but try to reduce the amount of information in your notes. ***Do not use full sentences or extensive detailed information.*** Try to use only a few main points written on paper to help you organize your discussion. Use the notes as a guide to help you through the information. Plan it well and practice it thoroughly. For the 3rd report, the Notes page has less lines so try to have less information on the page. You should be trying to push yourself to improve each report. For your 4th and final 1st semester report, you won't be permitted to use any notes, so for your next report (the 3rd one) try to condense the amount of notes if you used long detailed notes for the 1st and 2nd reports.

Note Page Criteria:

1st Report: Long notes acceptable (not submitted afterwards)

2nd Report: Long notes acceptable (not submitted afterwards)

3rd Report: Short Point Form Notes Only (Submitted & Graded Afterwards*)

4th Report: NO NOTES!!!! (Grading will be more lenient so don't panic)

* For the 3rd Report your M-Reader will be worth 5 marks and the Notes Page will be worth 5 marks. If you don't use notes you will get a full 5 marks depending on your speaking effort. ONLY use No notes for Report #3 if you are confident in your free speaking.

Appendix E

Fourth Oral Book Report Information

You cannot use any notes for your final report. Preparation is essential and attention to the 5 minutes is also crucial. When the timer goes off after 5 minutes you must stop speaking about the book information. You cannot continue into the next 2 minute section explaining about your book more.

After the 5 minutes, you will need to lead a 2 minute discussion about your book. The audience will NOT ask you any questions, but rather, you will need to prepare at least 2 or 3 discussion questions for your audience. You will need to submit a copy of these 3 questions at the beginning of the class along with your Short Answer questions page. You will also keep a copy of the questions for yourself (on the back of this paper) to use in the lesson. Therefore, the questions you write on the back of this page should be the exact same as the questions you write on the other page that is handed in with the Short Answer Questions. The questions should engage your audience into some critical thinking about the main ideas or themes from your book as well as any main situations, scenes, or events that occur in the story. Ask “what if” questions related to your story. For example: What would you have done in this situation (a situation from the story)? How would you feel if this (a situation from the book) happened to you? Be creative, original, and witty to make the discussion more interesting.

Audience members are expected to answer and discuss their ideas, if for some reason they remain quiet, it is your responsibility to make them speak and contribute answers since you are the leader. Also, don't just accept “yes” or “no” answers, make people explain or expand on their answers with detailed reasons or explanations.

Examples:

Dracula: Question #1: Vampires are immortal, they can live forever. Would you like to live forever? What would be the benefits and drawbacks of having this power?

Anne of Green Gables: Anne didn't like her freckles and red hair so she tried dyeing her hair a different color, but it accidentally turned green.

Question #1: What would you do if you accidentally turned your hair green?

Question #2: Have you ever dyed your hair? Why did you do it? Did it make a difference?

Question #3: If you could change any part of your physical appearance, what would you change and why?