

APPENDICES

APPENDIX 1.

SETTINGS - THE TWO CLASSES

1. The Language Centre

The language centre offers a range of full-time courses to different clienteles, including the following:

1. International students hoping to qualify for university entrance by studying for the IELTS (International English Language Testing Service) English proficiency examination; such students may attend the Centre for periods of between two weeks and a year.
2. International students accepted for university courses (undergraduate or postgraduate), upgrading their English language proficiency and study skills through English for Further Studies (EFS group); these students may study at the Centre for from five to fifteen weeks.
3. International students newly arrived in local high schools and needing to develop their English language skills to participate fully in school life (HS group); they live at the school but attend classes at the Centre until able to be independent.
4. 'General English' students, wishing to develop their English for business or personal reasons, who may enrol in courses ranging from five to forty weeks (GE groups 1, 2, 3 and 4).

The students' English language proficiencies were extremely varied, as evidenced by IELTS and other proficiency measures and by teacher assessment. Although to some extent the intending university students were the most advanced, there was no direct connection between the course in which an individual was enrolled and their English skills. Overall, however, they were at a roughly intermediate or better level, and both their teachers and the researcher found that discussion flowed relatively easily.

Of those who had been in the workforce, one had been a doctor, one a nurse, one an electronic technician and one in business; all seeking a change of direction into computing or (other) business areas as a result of their studies.

Teacher qualifications ranged from Graduate Certificate in TESOL to Masters, and several were currently enrolled in Graduate Diploma or Masters programs. Team-teaching was the usual practice at the Centre, with each group of students shared by two or three teachers, and most teachers concurrently working with more than one student group (and hence colleagues).

2. The Community Class

This class met three times a week for two hours each time, in one of the ESL classrooms at a local primary school.

There were twelve women students in the class altogether, mostly wives of international students at the university and with children attending the primary school which hosted the class. None was working in Australia; their focus was very much on supporting their families by providing a home life. Eight of these students agreed to be interviewed and surveyed for this study.

Their own educational levels ranged from high school graduates to university teachers; and their English language proficiencies, though these could not be formally assessed, likewise varied from those able to function autonomously and comfortably in the local community to some who were very dependent on husband or friends for assistance in everyday life in Australia. Although almost all had studied some English in their countries of origin, at school or even at university (though not as a specialisation), their previous studies were all quite some time in the past, and the three meetings a week of the Community class were their main contact with English.

Their jobs in their home countries - put on hold for these two or three years in Australia - included shop assistant, lawyer, agricultural officer, and high school and university teachers.

The teacher had just completed a Graduate Certificate in TESOL. She had prior teaching experience (high school for sixteen years), but had only been teaching this class - her first in TESOL and with adults - for six months.

APPENDIX 2.

INFORMATION SHEET AND CONSENT FORM - TEACHERS.

INVESTIGATION OF READING STRATEGIES USED WITH ESL STUDENTS

STATEMENT AND CONSENT FORM FOR TEACHER PARTICIPANTS

Researcher: Ruth Nicholls
Lecturer in TESOL Methodology.
Address: Department of Education Studies,
University of New England.
Armidale. NSW. 2351.
Telephone (work) 067 73 3340.

Dates: November 1996 - February 1997.

Purposes of the study:

1. To survey the strategies used by ESL teachers in fostering their students' reading skills.
2. To examine the attitudes and beliefs of teachers about these strategies.
3. To survey the past and present experiences which ESL students have had with these strategies.
4. To analyse the students' attitudes and beliefs about these strategies.
5. To investigate the possibility of a correlation between teaching/learning styles (Kolb and Myers-Briggs questionnaires) and strategy preferences.
6. To develop a list of recommended teaching/learning strategies for enhancing ESL students' reading skills.

I would be very grateful if you and some of your students would agree to participate in this study. My hope is that the outcomes of this research will be of direct interest and benefit to all the participants, as well as to other ESL learners and their teachers.

The time needed for each individual **teacher** participant will be about **half an hour**, during **November-December 1996**. This will involve:

1. Filling in two (2) fairly brief learning-/teaching-style **questionnaires**.
2. A short (15-20 minutes) semi-structured **interview** about the strategies you use to foster your students' reading skills. This interview will be tape-recorded for later transcription and reference.

The time commitment for each **student** participant would also be about half an hour: for details, see the separate Statement and Consent Form for

Students. It would be most helpful if you could encourage (some of) your students to take part in this study, too, though no-one should feel under pressure to do so.

Feedback to each teacher participant will include:

As soon as possible after each interview:

1. return of the learning-/teaching-style questionnaires analysed for your 'type' and additional explanatory material, for your interest and comment;
2. return of your interview transcript for your information and comment.

As soon as possible after the completion of the research - March-April 1997:

3. a summary of the overall research findings.

Feedback to each student participant will be similar: see Student Statement.

If you agree to take part in this study, please sign and return the **Consent Form below**. You are of course free to withdraw from the study at any time.

If you have any **questions** about this project, please contact Ruth Nicholls at the address or phone number above.

If you have any **complaints** about the way in which this research is conducted, please contact the Human Research Ethics Committee at the following address:

The Secretary,
Human Research Ethics Committee,
Research Services.
University of New England,
Armidale. NSW. 2351.
Tel: (067) 73 2352. Fax: (067) 73 3543.

I hope you will agree to take part and I look forward to speaking with you.

Ruth Nicholls.

Consent Form

I (please PRINT your name) _____ have read the information above, and any questions I have asked have been answered to my satisfaction.

I agree to participate in this activity, realising that I may withdraw at any time.

I agree that the research data gathered for the study may be published, provided that my name is not used.

(participant) _____ (date) _____
(researcher) _____ (date) _____

APPENDIX 3

INFORMATION SHEET AND CONSENT FORM - STUDENTS

INVESTIGATION OF READING STRATEGIES USED WITH ESL STUDENTS

STATEMENT AND CONSENT FORM FOR STUDENT PARTICIPANTS

Researcher: Ruth Nicholls
Lecturer in TESOL Methodology.
Address: Department of Education Studies,
University of New England.
Armidale. NSW. 2351.
Telephone (work) 067 73 3840.

Dates: November 1996 - February 1997.

Purposes of the study:

1. To survey the strategies used by ESL teachers in fostering their students' reading skills.
2. To examine the attitudes and beliefs of teachers about these strategies.
3. To survey the past and present experiences which ESL students have had with these strategies.
4. To analyse the students' attitudes and beliefs about these strategies.
5. To investigate the possibility of a correlation between teaching/learning styles (Kolb and Myers-Briggs questionnaires) and strategy preferences.
6. To develop a list of recommended teaching/learning strategies for enhancing ESL students' reading skills.

I would be very grateful if you would agree to participate in this study. I think you will find it easy and interesting - and useful to you in your learning of English. I hope that the outcomes of this research will be of direct interest and benefit to all the participants, as well as to other ESL learners and their teachers.

The time needed for each individual **student** participant will be about **half an hour**, during **November-December 1996**. Each student will:

1. Fill in two (2) short **questionnaires** on learning-style preferences.
2. Take part in a short (15-20 minutes) semi-structured **interview** with the researcher about the strategies you and your teachers use (and have used in the past) for developing reading skills, and how useful you feel these are. This interview will be tape-recorded for later transcription and reference.

Feedback to each student participant will include:

As soon as possible after each interview:

1. return of the learning-/teaching-style questionnaires analysed for your 'type' and additional explanatory material, for your interest and comment;

2. return of your interview transcript for your information and comment.

As soon as possible after the completion of the research - March-April 1997 (if you are interested):

3. a summary of the overall research findings.

If you agree to take part in this study, please sign and return the **Consent Form below**. You do not have to participate if you do not wish to do so, and you are of course free to withdraw from the study at any time.

If you have any **questions** about this project, please contact Ruth Nicholls at the address or phone number above.

If you have any **complaints** about the way in which this research is conducted, please contact the Human Research Ethics Committee at the following address:

The Secretary,
Human Research Ethics Committee,
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University of New England,
Armidale. NSW. 2351.
Tel: (067) 73 2352. Fax: (067) 73 3543.

I hope you will take part in this study, and I look forward to meeting and talking with you.

Ruth Nicholls.

Consent Form

I (please PRINT your name) _____ have read the information above, and any questions I have asked have been answered to my satisfaction.

I agree to participate in this activity, realising that I may withdraw at any time.

I agree that the research data gathered for the study may be published, provided that my name is not used.

(participant) _____ (date) _____

(researcher) _____ (date) _____

APPENDIX 4

MYERS-BRIGGS TYPE INDICATOR AND INFORMATION

Answer each question. For each pair of items, tick the box that best or most often reflects you, your interests, your preferences, . . .

- | | | | | |
|-----|--------------------------|--|--|--------------------------|
| 1. | <input type="checkbox"/> | sociable | territorial | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | interaction | concentration | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | external | internal | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | multiplicity of relationships | fewer relationships | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | interest in external events | interest in internal events | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | realistic | speculative | <input type="checkbox"/> |
| 7. | <input type="checkbox"/> | directions | hunches | <input type="checkbox"/> |
| 8. | <input type="checkbox"/> | the present | the future | <input type="checkbox"/> |
| 9. | <input type="checkbox"/> | details | patterns | <input type="checkbox"/> |
| 10. | <input type="checkbox"/> | facts | innovations | <input type="checkbox"/> |
| 11. | <input type="checkbox"/> | analysis | empathy | <input type="checkbox"/> |
| 12. | <input type="checkbox"/> | evaluate | appreciate | <input type="checkbox"/> |
| 13. | <input type="checkbox"/> | urgency | lack of urgency | <input type="checkbox"/> |
| 14. | <input type="checkbox"/> | deadline! | what deadline? | <input type="checkbox"/> |
| 15. | <input type="checkbox"/> | At a party, I tend to interact with many, including strangers. | At a party, I tend to interact with a few, known to me. | <input type="checkbox"/> |
| 16. | <input type="checkbox"/> | In company, I usually prefer to initiate conversation. | In company, I usually wait to be approached. | <input type="checkbox"/> |
| 17. | <input type="checkbox"/> | New/non-routine interaction with others stimulates/energises me. | New/non-routine interaction with others taxes my reserves. | <input type="checkbox"/> |
| 18. | <input type="checkbox"/> | I usually speak easily/;t length with strangers. | I usually find little to say to strangers. | <input type="checkbox"/> |
| 19. | <input type="checkbox"/> | I tend to be easy to approach. | I tend to be somewhat reserved. | <input type="checkbox"/> |
| 20. | <input type="checkbox"/> | I am more attracted to sensible people. | I am more attracted to imaginative people. | <input type="checkbox"/> |
| 21. | <input type="checkbox"/> | I am more frequently a practical sort of person. | I am more frequently an imaginative sort of person. | <input type="checkbox"/> |
| 22. | <input type="checkbox"/> | I feel more practical than ingenious. | I feel more ingenious than practical. | <input type="checkbox"/> |

- | | | | | |
|-----|--------------------------|--|---|--------------------------|
| 23. | <input type="checkbox"/> | I value my sense of reality more than my imagination. | I value my imagination more than my sense of reality. | <input type="checkbox"/> |
| 24. | <input type="checkbox"/> | I am more observant and practical. | I am more imaginative and creative. | <input type="checkbox"/> |
| 25. | <input type="checkbox"/> | I am more impressed by principles. | I am more impressed by emotions. | <input type="checkbox"/> |
| 26. | <input type="checkbox"/> | I am more drawn to the convincing. | I am more drawn to the touching. | <input type="checkbox"/> |
| 27. | <input type="checkbox"/> | In approaching others, I tend to be somewhat objective. | In approaching others I tend to be somewhat personal. | <input type="checkbox"/> |
| 28. | <input type="checkbox"/> | I am more often cool-headed. | I am more often warm-hearted. | <input type="checkbox"/> |
| 29. | <input type="checkbox"/> | In making decisions, I feel more comfortable with standards. | In making decisions, I feel more comfortable with feelings. | <input type="checkbox"/> |
| 30. | <input type="checkbox"/> | Which is more of a compliment: 'There is a very logical person.' | 'There is a very sensitive person.' | <input type="checkbox"/> |
| 31. | <input type="checkbox"/> | I see myself as basically hard-headed. | I see myself as basically soft-hearted. | <input type="checkbox"/> |
| 32. | <input type="checkbox"/> | I prefer relationships with others which are uncomplicated by personal concerns. | I prefer relationships with others where personal concerns and harmony can be maintained. | <input type="checkbox"/> |
| 33. | <input type="checkbox"/> | I tend to be more deliberate than spontaneous. | I tend to be more spontaneous than deliberate. | <input type="checkbox"/> |
| 34. | <input type="checkbox"/> | I tend to choose rather carefully. | I tend to choose rather impulsively. | <input type="checkbox"/> |
| 35. | <input type="checkbox"/> | I am usually punctual. | I am usually fairly leisurely. | <input type="checkbox"/> |
| 36. | <input type="checkbox"/> | I put more value on being definite. | I put more value on being open-minded. | <input type="checkbox"/> |
| 37. | <input type="checkbox"/> | I tend to organise in advance. | I tend to await whatever turns up. | <input type="checkbox"/> |
| 38. | <input type="checkbox"/> | It is mostly preferable to make sure things are orderly/structured. | It is mostly preferable to just let things happen. | <input type="checkbox"/> |
| 39. | <input type="checkbox"/> | A structured, scheduled situation appeals to me more. | An unstructured, unscheduled situation appeals to me more. | <input type="checkbox"/> |
| 40. | <input type="checkbox"/> | I like to have a plan, have things largely settled in advance. | I like to stay flexible and avoid making plans. | <input type="checkbox"/> |

Scoring

1-5
+
15-19

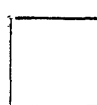
6-10
+
20-24

11-12
+
25-32

13-14
+
33-40



E-I
0-10



S-N
0-10



T-F
0-10



J-P
0-10

*How the Jungian Preferences Display Themselves at Work**

Extraverts

Like variety and action.
Tend to be faster, dislike complicated procedures.
Are often good at greeting people.
Are often impatient with long slow jobs.
Are interested in the results of their job, in getting it done and in how other people do it.
Often do not mind the interruption of answering the telephone.
Often act quickly, sometimes without thinking.
Like to have people around.
Usually communicate freely.

Sensing Types

Dislike new problems unless there are standard ways to solve them.
Like an established way of doing things.
Enjoy using skills already learned more than learning new ones.
Work more steadily, with realistic idea of how long it will take.
Usually reach a conclusion step by step.
Are patient with routine details.
Are impatient when the details get complicated.
Are not often inspired, and rarely trust the inspiration when they are.
Seldom make errors of fact.
Tend to be good at precise work.

Thinking Types

Do not show emotion readily and are often uncomfortable dealing with people's feelings.
May hurt people's feelings without knowing it.
Like analysis and putting things into logical order. Can get along without harmony.
Tend to decide impersonally, sometimes paying insufficient attention to people's wishes.
Need to be treated fairly.
Are able to reprimand people or fire them when necessary.
Are more analytically oriented—respond more easily to people's thoughts.
Tend to be firm-minded.

Judging Types

Work best when they can plan their work and follow the plan.
Like to get things settled and finished.
May decide things too quickly.
May dislike to interrupt the project they are on for a more urgent one.
May not notice new things that need to be done.
Want only the essentials needed to begin their work.
Tend to be satisfied once they reach a judgment on a thing, situation, or person.

Introverts

Like quiet for concentration.
Tend to be careful with details dislike sweeping statements.
Have trouble remembering names and faces.
Tend not to mind working on one project for a long time uninterrupted.
Are interested in the idea behind their job.
Dislike telephone intrusions and interruptions.
Like to think a lot before they act, sometimes without acting.
Work contentedly alone.
Have some problems communicating.

Intuitive Types

Like solving new problems.
Dislike doing the same thing repeatedly.
Enjoy learning a new skill more than using it.
Work in bursts of energy powered by enthusiasm, with slack periods in between.
Reach a conclusion quickly.
Are impatient with routine details.
Are patient with complicated situations.
Follow their inspirations, good or bad.
Frequently make errors of fact.
Dislike taking time for precision.

Feeling Types

Tend to be very aware of other people and their feelings.
Enjoy pleasing people, even in unimportant things.
Like harmony. Efficiency may be badly disturbed by office feuds.
Often let decisions be influenced by their own or other people's personal likes and wishes.
Need occasional praise.
Dislike telling people unpleasant things.
Are more people-oriented—respond more easily to people's values.
Tend to be sympathetic.

Perceptive Types

Adapt well to changing situations.
Do not mind leaving things open for alterations.
May have trouble making decisions.
May start too many projects and have difficulty in finishing them.
May postpone unpleasant jobs.
Want to know all about a new job.
Tend to be curious and welcome new light on a thing, situation, or person.

* (from *Gifts Differing* (1980) by Isabel Briggs Myers and Peter B. Myers,

BRIEF DESCRIPTIONS OF THE SIXTEEN TYPES

ENTJ

Intuitive, innovative ORGANIZER; aggressive, analytic, systematic; more tuned to new ideas and possibilities than to people's feelings.

ESTJ

Fact-minded, practical ORGANIZER; aggressive, analytic, systematic; more interested in getting the job done than in people's feelings.

INTP

Inquisitive ANALYZER; reflective, independent, curious; more interested in organizing ideas than situations or people.

ISTP

Practical ANALYZER; values exactness; more interested in organizing data than situations or people; reflective, a cool and curious observer of life.

ESTP

REALISTIC ADAPTER in the world of material things; good natured, tolerant, easy going; oriented to practical, first hand experience; highly observant of details of things.

ESFP

REALISTIC ADAPTER in human relationships; friendly and easy with people, highly observant of their feelings and needs; oriented to practical, first hand experience.

ISTJ

Analytical MANAGER OF FACTS AND DETAILS; dependable, decisive, painstaking and systematic; concerned with systems and organization; stable and conservative.

ISFJ

Sympathetic MANAGER OF FACTS AND DETAILS; concerned with people's welfare; dependable, painstaking and systematic; stable and conservative.

ISFP

Observant, loyal HELPER; reflective, realistic, empathic; patient with details, gentle and retiring; shuns disagreements; enjoys the moment.

INFP

Imaginative, independent HELPER; reflective, inquisitive, empathic, loyal to ideals; more interested in possibilities than practicalities.

ESFJ

Practical HARMONIZER and worker-with-people; sociable, orderly, opinioned; conscientious, realistic and well tuned to the here and now.

ENFJ

Imaginative HARMONIZER and worker-with-people; sociable, expressive, orderly, opinioned, conscientious; curious about new ideas and possibilities.

INFJ

People-oriented INNOVATOR of ideas; serious, quietly forceful and persevering; concerned with the common good, with helping others develop.

INTJ

Logical, critical, decisive INNOVATOR of ideas; serious, intent, highly independent, concerned with organization, determined and often stubborn.

ENFP

Warmly enthusiastic PLANNER OF CHANGE; imaginative, individualistic; pursues inspiration with impulsive energy; seeks to understand and inspire others.

ENTP

Inventive, analytical PLANNER OF CHANGE; enthusiastic and independent; pursues inspiration with impulsive energy; seeks to understand and inspire others.

RELATING TYPE TO INSTRUCTIONAL STRATEGIES

ISTJ

Linear learner with strong need for order (SJ)
Likes direct experience (S)
Likes audiovisuals (S); Lectures (I)
Enjoys working alone (I)
Likes well-defined goals (S)
Prefers practical tests (S)

ISTP

Linear learner; needs help in organizing (SP)
Likes direct experience (S) Likes lectures, audiovisuals (S)
Enjoys working alone (I)
Wants logically-structured, efficient materials (IT)

ESTP

Linear learner; needs help in organizing (SP)
Needs to know why before doing something (S)
Likes group projects, class reports, team competition (E)
Likes direct experience (S)
Likes audiovisuals (S)
May like lecture (T)

ESTJ

Linear learner with strong need for structure (SJ)
Needs to know why before doing something (S)
Likes direct experience (S)
Likes group projects, class reports, team competition (E)
Likes audiovisuals, practical tests (S)
May like lecture (T)

ISFJ

Linear learner with strong need for order (SJ)
Likes direct experience (S)
Likes listening to lectures (I)
Likes audiovisuals (S)
Enjoys working alone (I)
Likes practical tests (S)

ISFP

Linear learner; needs help in organizing (SP)
Likes direct experience (S)
Needs well-defined goals (S)
Needs harmony in group projects (I)
Likes audiovisuals, practical tests (S)
Enjoys working alone (I)
Needs sensitive instructor (IF)

ESFP

Linear learner; needs help in organizing (SP)
Likes direct experience (S)
Likes audiovisuals; practical tests (S)
Needs to know why before doing something (S)
Likes group projects, team competition, class reports (E)
Needs orderly, well-defined goals (S)

ESFJ

Linear learner with strong need for structure (SJ)
Needs to know why before doing something (S)
Needs well-defined goals (S)
Values harmonious group projects, team competition, class reports (E)
Likes audiovisuals; practical tests (S)
Likes direct experience (S)

INFJ

Can be global or linear (NJ)
Wants to consider theory first, then applications (N)
Enjoys working alone (I)
Prefers open-end instruction (N)
Needs harmony in group work (F)

INFP

Global learner; may need help in organizing (NP)
Likes reading, listening (N)
Wants to consider theory first, then applications (N)
Needs harmony in group work (F)
Prefers open end instruction (N)
Enjoys working alone (I)
Likes autonomy (NP)

ENFP

Global learner; needs choices and deadlines (NP)
Likes seminars (EN)
Likes reading if can settle down long enough (EN)
Likes harmonious group projects, team competition, class reports (EF)
Likes autonomy (NP)
Needs help with organizing (NP)

ENFJ

Can be global or linear learner (NJ)
Likes seminars (EN)
Likes reading if can settle down long enough (ENF)
Likes harmonious group projects, class reports (EF)
Likes listening (N)
Likes pencil-and-paper tests (N)
Prefers open-end instruction (N)
Wants to consider theory, then applications (N)

INTJ

Can be global or linear (NJ)
Wants to consider theory first, then applications (N)
Enjoys working alone (I)
Prefers open-end instruction (N)
Good at paper-and-pencil tests (NT)

INTP

Global learner, needs help in coming to closure (NP)
Likes reading, listening (N)
Wants to consider theory first, then applications (N)
Good at paper-and-pencil tests (NT)
Prefers open end instruction (N)
Enjoys working alone (I)
Likes autonomy (NP)

ENTP

Global learner; needs choices and deadlines (NP)
Likes autonomy (NP)
Likes seminars (EN)
Likes reading, listening (N)
Wants to consider theory, then applications (N)
Good at paper-and-pencil tests (NT)
Prefers open-end instruction (N)

ENTJ

Can be global or linear learner (NJ)
Likes seminars (EN)
Likes reading if can settle down long enough (EN)
Likes group projects, class reports, team competition (E)
Likes listening (N)
Likes pencil-and-paper tests (N)
Prefers open-end instruction (N)
Wants to consider theory, then applications (N)

THE TEACHER IN THE CLASSROOM

Type Preferences and Teaching Styles

Extravert-Introvert differences

Extraverted teachers are more likely to give students choices about what to study and how to go about learning tasks. Introverted teachers are more likely to structure learning activities through the materials they select for students. Extraverted teachers are more likely to be constantly attuned to the changes in student attention and activities. Introverted teachers are more attuned to the ideas they are trying to teach, and tend to center the control in themselves.

Sensing-Intuitive differences

Sensing types tend to emphasize facts, practical information, and concrete skills. Intuitive types tend to emphasize concepts and relationships, and the implications of facts for understanding larger problems.

Sensing type teachers tend to keep things centralized, and focus activities on a narrow range of choices. Intuitive type teachers are more likely to give a wide range of choices to students, and the teachers themselves are more likely to move freely around the room than their sensing counterparts.

Thinking-Feeling differences

Thinking type teachers make relatively few comments about student performance, and these are likely to be objective statements. Feeling types praise and criticize, support and correct, in words and by body language. Thinking types have students spend more of their time focused on what the teacher is doing. Feeling types have students spend more time in their own individual work. Feeling type teachers are more likely than thinking type teachers to move from student to student, attending to each student in their individual work, and usually seeking some dialogue. Feeling types also seem better able to attend to more than one student at a time, in contrast to thinking types who typically deal with the class as a whole.

Judgment-Perception differences

The classrooms of judging type teachers are more likely to be orderly, with adherence to structure and schedules. Perceptive type teachers encourage more movement around the classroom, more open-ended discussions, and more socializing in study groups.

Student Reactions to Teachers' Management Styles

The classrooms of I, S and J teachers are likely to be quiet and orderly. When students in these classrooms get off task, they are apt to daydream, doodle, and do other passive, withdrawn things.

In contrast, the classrooms of E, N and P teachers typically have more movement and more noise. In these classrooms, students have a greater voice in decisions about activities. When students get off task, they are likely to do so actively and noisily. The E, N and P teachers spend more time trying to get students settled down to work.

Structure and Flexibility in the Classroom

I _ _ J teachers seem to need the most structure in the classroom; E _ _ J's need somewhat less; I _ _ P's need even less, and E _ _ P's need the least structure of all. In fact, E _ _ P teachers often do things that will bring unpredictability into the classroom—encourage open-ended discussions, ask students to create projects, permit socializing in study groups, etc. Clearly, the amount of structure a teacher needs for personal equilibrium will suit the needs for external structure of some of the students in the classroom, and will not fit others at all.

APPENDIX 5

KOLB LEARNING STYLE INVENTORY AND INFORMATION

There are nine sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner.

You may find it hard to choose the words that best characterize your learning style. Nevertheless, keep in mind that there are no right or wrong answers—all the choices are equally acceptable. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Be sure to assign a different rank number to each of the four words in each set; do not make ties.

1. <input type="text"/> discriminating	<input type="text"/> tentative	<input type="text"/> involved	<input type="text"/> practical
2. <input type="text"/> receptive	<input type="text"/> relevant	<input type="text"/> analytical	<input type="text"/> impartial
3. <input type="text"/> feeling	<input type="text"/> watching	<input type="text"/> thinking	<input type="text"/> doing
4. <input type="text"/> accepting	<input type="text"/> risk-taker	<input type="text"/> evaluative	<input type="text"/> aware
5. <input type="text"/> intuitive	<input type="text"/> productive	<input type="text"/> logical	<input type="text"/> questioning
6. <input type="text"/> abstract	<input type="text"/> observing	<input type="text"/> concrete	<input type="text"/> active
7. <input type="text"/> present-oriented	<input type="text"/> reflecting	<input type="text"/> future-oriented	<input type="text"/> pragmatic
8. <input type="text"/> experience	<input type="text"/> observation	<input type="text"/> conceptualization	<input type="text"/> experimentation
9. <input type="text"/> intense	<input type="text"/> reserved	<input type="text"/> rational	<input type="text"/> responsible

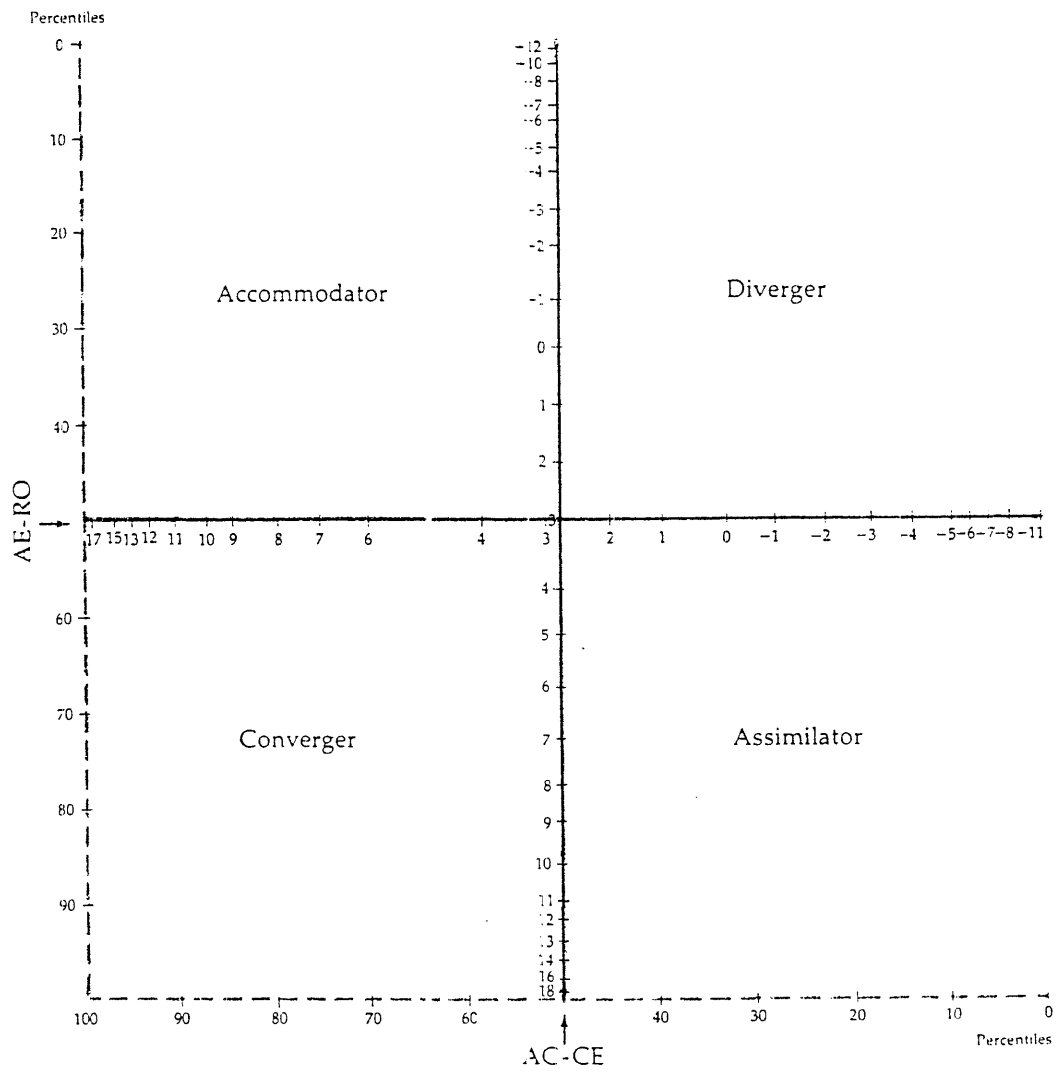
The four columns of words above correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank numbers in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3, 4, 5, 8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items: 2 3 4 5 7 8 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 1 3 6 7 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 2 3 4 5 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Score items: 1 3 6 7 8 9 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
CE = <input type="text"/>	RO = <input type="text"/>	AC = <input type="text"/>	AE = <input type="text"/>

To compute the two combination scores, subtract CE from AC and subtract RO from AE. Preserve negative signs if they appear.

AC-CE: $\begin{array}{c} \text{AC} \\ \square \end{array} - \begin{array}{c} \text{CE} \\ \square \end{array} = \underline{\hspace{2cm}}$	AE-RO: $\begin{array}{c} \text{AE} \\ \square \end{array} - \begin{array}{c} \text{RO} \\ \square \end{array} = \underline{\hspace{2cm}}$
---	---

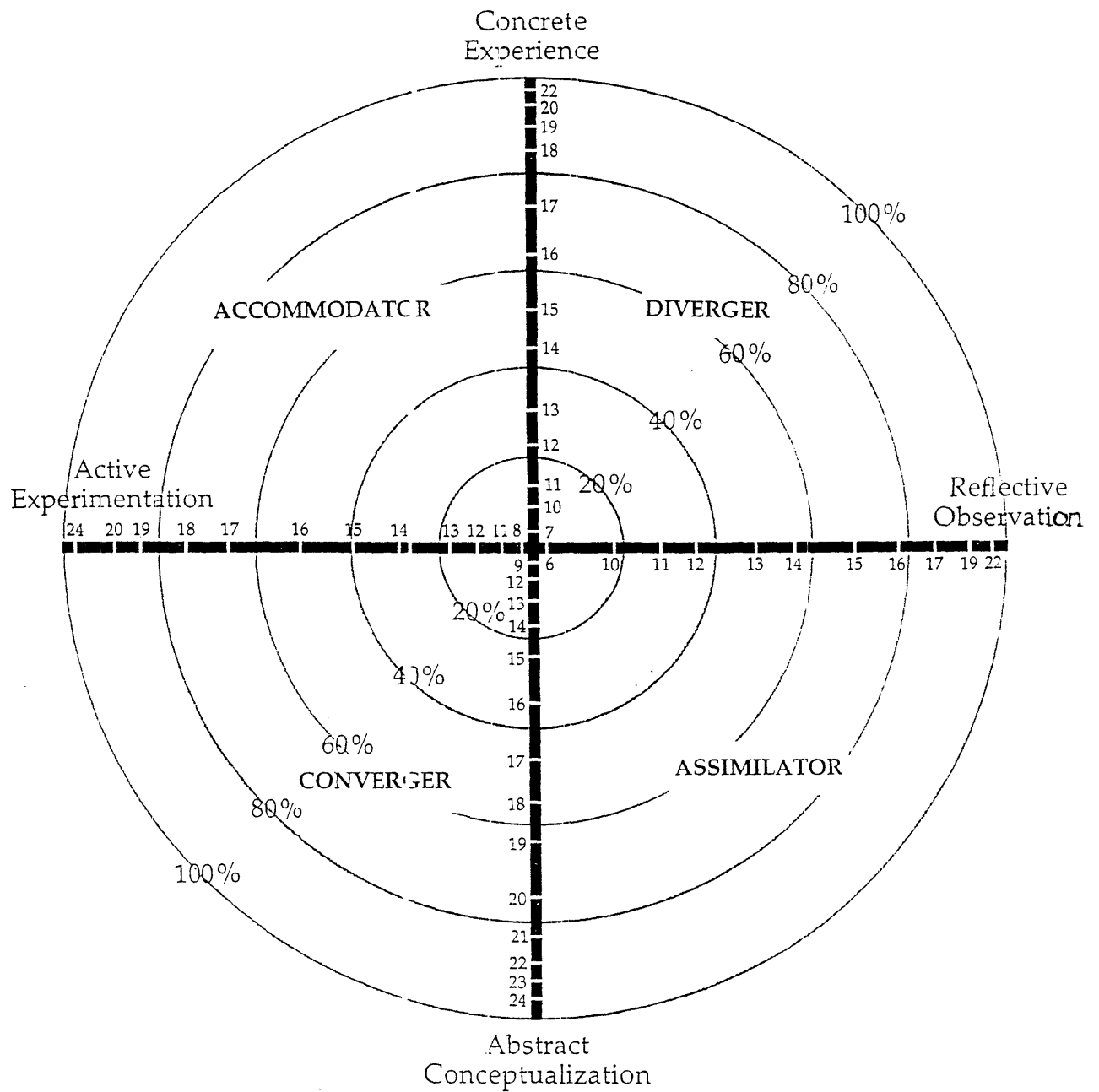
LEARNING STYLE TYPE GRID



Kolb, D. 1984. *Learning Style Inventory Test*. Boston, MA: McBer.

LEARNING STYLE PROFILE

Norms for the Learning Style Inventory



A high score on Concrete Experience represents a receptive, experience-based approach to learning that relies heavily on feeling-based judgements. High CE individuals tend to be empathetic and 'people-oriented'. They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasise Concrete Experience tend to be oriented more towards peers and less towards authority in their approach to learning, and benefit most from feedback and discussion with fellow CE learners.

A high score on Abstract Conceptualisation indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be oriented more towards things and symbols and less towards other people. They learn best in authority-directed, impersonal learning situations that emphasise theory and systematic analysis. They are frustrated by and benefit little from unstructured 'discovery' learning approaches like exercises and simulations.

A high score on Active Experimentation indicates an active, 'doing' orientation to learning that relies heavily on experimentation. High AE individuals learn best when they can engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extroverts.

A high score on Reflective Observation indicates a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgements, and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

It is unlikely that a person's learning style would be described accurately by just one of the preceding four paragraphs. This is because each person's learning style is a combination of the four basic learning modes. It is therefore more meaningful to describe a learning style in terms of the quadrant into which the individual's scores place her/him. The four dominant learning styles, each related to one of the quadrants, are as follows:

Accommodator (AE+CE): risk-taker, intuitive trial and error, may be pushy, values new experiences highly, values facts above theory.

Diverger (CE+RO): imaginative, emotional, people-oriented, views concrete situations from many perspectives, generates ideas in brain-storming.

Assimilator (RO+AC): uses inductive reasoning, derives an integrated explanation from disparate observations, values abstract concepts highly, values theory above facts if these conflict.

Converger (AC+AE): relatively unemotional, thing-oriented, practical, uses hypothetical-deductive reasoning, in order to arrive at the one 'right' answer. The LSI (Learning Style Inventory) does not measure an individual's learning style with 100% accuracy, but rather gives an indication of how s/he sees herself/himself as a learner. To pinpoint one's learning style more exactly, one would need other data: e.g. how one makes decisions on the job, how others see one, what kind of problems one solves best, etc.). More detail is given in The Learning Style Inventory Technical Manual by David Kolb.

APPENDIX 6

WILLING'S AMES LEARNING STYLE SURVEY

STUDENT QUESTIONNAIRE

HOW DO YOU LEARN BEST?

Example: I like to learn by listening to songs.	no	a little	good	best
1. In English class, I like to learn by reading.	no	a little	good	best
2. In class, I like to listen and use cassettes.	no	a little	good	best
3. In class, I like to learn by games.	no	a little	good	best
4. In class, I like to learn by conversations.	no	a little	good	best
5. In class, I like to learn by pictures, films, video.	no	a little	good	best
6. I want to write everything in my notebook.	no	a little	good	best
7. I like to have my own textbook.	no	a little	good	best
8. I like the teacher to explain <u>everything</u> to us.	no	a little	good	best
9. I like the teacher to give us problems to work on.	no	a little	good	best
10. I like the teacher to help me talk about my interests.	no	a little	good	best
11. I like the teacher to tell me all my mistakes.	no	a little	good	best
12. I like the teacher to let me find my mistakes	no	a little	good	best
13. I like to study English by myself (alone).	no	a little	good	best
14. I like to learn English by talking in pairs.	no	a little	good	best
15. I like to learn English in a small group.	no	a little	good	best
16. I like to learn English with the whole class.	no	a little	good	best
17. I like to go out with the class and practise English.	no	a little	good	best
18. I like to study grammar.	no	a little	good	best
19. I like to learn many new words.	no	a little	good	best
20. I like to practise the sounds and pronunciation.	no	a little	good	best
21. I like to learn English words by <u>seeing</u> them.	no	a little	good	best
22. I like to learn English words by <u>hearing</u> them.	no	a little	good	best
23. I like to learn English words by <u>doing</u> something.	no	a little	good	best
24. At home, I like to learn by reading newspapers, etc.	no	a little	good	best
25. At home, I like to learn by watching TV in English.	no	a little	good	best
26. At home, I like to learn by using cassettes.	no	a little	good	best
27. At home, I like to learn by studying English books.	no	a little	good	best
28. I like to learn by talking to friends in English.	no	a little	good	best
29. I like to learn by watching, listening to Australians.	no	a little	good	best
30. I like to learn by using English in shops/CES/ trains...	no	a little	good	best

STUDENT QUESTIONNAIRE cont...

31. When I don't understand something in English, I ask someone to explain it to me.	no	sometimes	often
32. If something in English is too difficult for me, I try to listen to some <u>part</u> of it.	no	sometimes	often
33. I watch people's faces and hands to help me understand what they say.	no	sometimes	often
34. When I'm reading—if I don't understand a word, I try to understand it by looking at the <u>other</u> words.	no	sometimes	often

STUDENT QUESTIONNAIRE cont...

- | | | | |
|---|----|-----------|-------|
| 35. When I am not in class, I try to find ways to use my English. | no | sometimes | often |
| 36. I am happy to use my English even if I make mistakes. | no | sometimes | often |
| 37. I think about what I am going to say before I speak. | no | sometimes | often |
| 38. If I don't know how to say something, I <u>think</u> of a way to say it, and then I try it in speaking. | no | sometimes | often |
| 39. When I am speaking English, I <u>listen</u> to my pronunciation. | no | sometimes | often |
| 40. If I learn a new word, I try to put it into my conversation so I can learn it better | no | sometimes | often |
| 41. If someone does not understand me, I try to say it in a different way. | no | sometimes | often |
| 42. I like the sound of English. | no | sometimes | often |
| 43. I try to find my special problems in English, and I try to fix them. | no | sometimes | often |
| 44. I ask myself how well I am learning English, and I try to think of <u>better</u> ways to learn. | no | sometimes | often |
| 45. I try to understand the Australian way of life. | no | sometimes | often |

STUDENT QUESTIONNAIRE cont...

What country do you come from?.....

Your language?.....

Other language(s)?.....

Your age? 15-20 21-24 25-29 30-39 40+

Sex? M F

How many years education? (school, college, university).....

Did you go to school in your country in :
 a village (about 500 people)
 a town (about 5000 people)
 a city (about 50 000 people)
 a big city (about 500 000 people)

Which language (s) did you study in your country?.....

Did you study English in your country? YES NO

If YES, where did you study English? at school
 at university
 other.....

If YES, how many years did you study English?.....

How many hours a week?.....

How long have you been in Australia? years months

~~What is your teacher's given name?.....~~

How many English courses have you had in Australia?.....

How many brothers and sisters do you have?.....

Willing, K. 1988. *Learning Styles in Adult Migrant Education*.
 Adelaide: NCRC/AMEP. 106-108.

WILLING'S LEARNING STYLES - TYPE DESCRIPTORS

1. 'Communicator style'

People with this learning style usually like such activities as:

- observing native speakers
- listening to native speakers
- talking to friends in English
- conversations/discussions in class with teacher and students
- watching TV in English
- using English in everyday activities (shops, etc)
- learning words by hearing them

These learners often enjoy new experiences (new people, new activities), and are quite active in trying to use English in everyday life as much as possible.

2. 'Concrete style'

People with this learning style usually like such activities as:

- games
- talking about pictures
- watching films, video
- talking in pairs
- using cassettes
- going on excursions

These learners are often imaginative, and like to watch or listen to see how things are done, and perhaps discuss many possibilities, then try these in everyday life.

3. 'Expert-oriented style'

People with this learning style usually like to work with an expert (a teacher or someone else who knows the subject very well) in order to learn. They like:

- to have someone explain ideas clearly
- to write things down in a notebook to study later
- to use a textbook
- to study grammar
- to learn to read
- to learn words by reading them

These learners often like theory and abstract ideas, and they can often see a pattern or a 'rule' in a group of different things or ideas.

4. 'Analytical style'

People with this learning style usually like such activities as:

- working and learning alone
- studying grammar
- studying English books
- finding their own mistakes and working on these
- having problems to work on
- reading newspapers

These learners are often very practical and like to analyse problems, find the right answers and act on these.

APPENDIX 7

INTERVIEW QUESTIONS - TEACHERS

1. What groups of students are you currently working with?
2. How would you define a good reader, in a second language? Would this be the same as in their first language?
3. How well are your current students reading? What are their reading skills like? (Different groups)
4. How do you know? How do you assess their reading skills? What do you get them to do/observe them doing? (Different groups)
5. What are some of the classroom strategies/tasks/activities you use with these students to develop/enhance their reading skills?
6. Why do you use these strategies etc? What is the specific value/purpose for each one (reading sub-skills etc)?
7. Do students find them useful/interesting? How do you know?
8. Do you encourage students to use specific reading strategies/ activities out of class to develop/consolidate their reading skills? Which, and why?
9. Do students in fact do these? How do you know? Which do they do most? Which do they consider useful/not useful etc (how do you know)?
10. Reading aloud **by** students: do you use this, and why and how?
Why: does reader-aloud or listener benefit? is it more for learner or teacher? what do you think it reveals?
How/when do Ss do it: often or rarely, 'cold' or prepared, happily or unhappily, skilfully or haltingly, etc
Do students seem to want to do it, enjoy doing it, find it useful?
Are they used to this, or even expect it, from earlier experience (eg in country of origin)?
11. Reading aloud **to** students (by teacher, tape, . . .): do you use this? Why? When/how/with what sorts of texts?
Do students expect this? enjoy it? find it useful? (how do you know?)
12. Any further ideas/thoughts/comments?
13. Thank-you for your time. It's been really interesting and helpful for me to share your experiences and your ideas. I hope you continue to enjoy your teaching so much!

APPENDIX 8

READING ALOUD SURVEY - TEACHERS

1. I like to have students read aloud in class.

very often (every class)	sometimes	not often (once a week)
-----------------------------	-----------	----------------------------
2. The students like to read aloud in class.

like it a lot	it's OK	don't like it
---------------	---------	---------------
3. The students find it is helpful to them to read aloud in class.

very useful	it's OK	not useful
-------------	---------	------------
4. When they read aloud in class, they understand what they read.

all of it	some of it	none of it
-----------	------------	------------
5. When one student reads aloud in class, it helps the others to understand the written text (better?).

much better	a bit better	doesn't help
-------------	--------------	--------------
6. When their teacher reads aloud in class, it helps the students understand the written text (better?).

much better	a bit better	doesn't help
-------------	--------------	--------------
7. The students like/find it useful to read aloud individually to their teacher.

like it a lot	it's OK	don't like it
very useful	it's OK	not useful
8. The students like/find it useful to read aloud to themselves.

like it a lot	it's OK	don't like it
very useful	it's OK	not useful
9. Any further comments?
10. Many thanks for your help!

APPENDIX 9

INTERVIEW QUESTIONS - STUDENTS

1. What is a good reader (in English? in your first language?)? What can a good reader do?
2. Do you like reading in English? Do you find it easy? How much/often do you read in English? What kinds of texts/books/materials?
3. How 'good' do you think you are at reading in English (eg in comparison to other skills - listening/speaking/writing - or other people)? Are there aspects of your reading skills you would like to improve: eg speed? accuracy? types of reading you want to be able to do but can't yet do?
4. How old were you when you were in your home country, learning to read in your first language(s)? Did you start to learn at home or at school? What sorts of texts (books) and activities did you use to learn or practise or improve - in class (what did your teachers do/get you to do)? out of class (was this set by teachers or parents or did you decide to do it yourself)? What did you like best? find most useful? (at diff ages/stages). When (after how long) did you feel you 'could read well/independently' in your L1?
5. Did you start to learn English in your home country? How old were you? Was it at school or at home or . . .? Was it compulsory (for everyone) or optional? Did you want to learn it or did you just have to learn it? What skills etc were the most important - to you? to teacher? - listening/speaking/reading/writing/other (eg grammar)? Did you enjoy it at first? later? Why (not)? Did it prepare you for coming to live and study in Australia? What aspects have you needed to develop more in Australia?
6. When you were learning to read in English (school, home, . . .?), what sorts of texts and activities did you use to learn or practise or improve - in class? out of class? What did you like best? find most useful? When did you feel you could 'read well/independently' in English? Has your opinion about your skill changed since you came to Australia? in what way(s)?
7. In Australia, what sorts of texts and activities do your teachers use in class to help you develop your reading skills? Which of these do you enjoy? find interesting? find useful?
What do they suggest you do out of class? Do you follow their suggestions (which/why/why not)?
Do you use some ideas of your own to develop your reading skills in/out of class? which and why? how do these ideas help?
Do you think your reading skills are getting better (faster/more accurate/more varied texts/ . . .)? How do you know?

8. Reading aloud **to** you/learners: is this an activity which was common in your country for learning to read in your first language (or any other purposes)? Who read aloud (parents/teachers/older students/brothers/sisters)? Why/when?

What did you do while they read to you: just listened? looked at pictures? followed the text in the book? repeated? asked/answered questions?

Did you enjoy this/find it useful? Why (not)? Did others continue to read to you after you could read for yourself? Why/when? Do you enjoy this?

What about your English teachers in your country of origin? in Australia?

9. Reading aloud **by** you/learners (1): is this an activity which was common in your home country for learning to read in your **first language(s)**? (or anything else??). What did teachers/parents do while you read aloud? Did you enjoy this/find it useful at that time? Do you think it helped you to understand the text (book) better when you read it aloud than when you read it silently? What about when another student read aloud: was there a difference in comprehension?

Did you continue to do this (in class? out of class?), even after you could read 'well/independently/silently'? Why?

10. Reading aloud **by** you/learners (2): learning to read in **English** in your home country? Teachers/parents? Did you enjoy this/find it useful? Why was it enjoyable/not enjoyable? useful/not useful?

Did you/teachers continue this after you could read 'well'? Why (not)?

11. Reading aloud **by** you/learners (3): learning to read in **English in Australia**? Do your teachers use this in class? Why/when? Do you find this enjoyable/ not enjoyable/boring/frightening? useful/not useful? Are there times when it is not helpful? When you are reading aloud, does this help you to understand the text (book etc) better? or do you need to read it again (first/later) silently/by eye to understand?

Is it more useful (etc) to read, or to listen to another student read (a good reader? a poor reader?)? Why (not)?

Do your teachers suggest you read aloud out of class? Why/when?

Do you use it out of class? Why/when? How does it help you? (Should you use it more?! less?!)

12. Can you remember any particular situations or incidents, especially at school, which were 'good' or 'bad' for you or a classmate, which involved reading aloud (particularly in English or another 'foreign' language)?

13. Any more ideas/thoughts/comments?

14. Thank-you for your time. It's been very interesting and helpful for me to hear your experiences and your ideas. All the best for your studies and your time in Australia.

A PPENDIX 10

READING ALOUD SURVEY - STUDENTS

1. We often read aloud in class in this centre.

very often (every class)	sometimes	not often (once a week)
-----------------------------	-----------	----------------------------
2. I like to read aloud in class.

like it a lot	it's OK	don't like it
---------------	---------	---------------
3. It is useful to me to read aloud in class.

very useful	it's OK	not useful
-------------	---------	------------
4. When I read aloud in class I understand what I read.

all of it	some of it	none of it
-----------	------------	------------
5. When other students read aloud in class, it helps me understand the written text (better?).

much better	a bit better	doesn't help
-------------	--------------	--------------
6. When the teacher reads aloud in class, it helps me understand the written text (better?).

much better	a bit better	doesn't help
-------------	--------------	--------------
7. I like/find it useful to read aloud just to the teacher.

like it a lot very useful	it's OK it's OK	don't like it not useful
------------------------------	--------------------	-----------------------------
8. I like/find it useful to read aloud to myself.

like it a lot very useful	it's OK it's OK	don't like it not useful
------------------------------	--------------------	-----------------------------
9. Any further comments?
10. Thank-you for your help!

APPENDIX 11

TEACHER INTERVIEWS - SAMPLE TRANSCRIPTS

Transcription code used

T7	Teacher - number refers to data sheet in Appendix 13
I	Interviewer
< >	interjection or 'listening sound' from listener
=	interruption
(xxx)	what was said is not certain
(sic)	preceding transcription is indeed what was said
(inaud)	inaudible
((xxx))	description: e.g. ((laugh))
(5)	pause (in seconds)

Utterances have been transcribed with approximately one clause or sense unit to a line to facilitate reading and analysis.

TEACHER INTERVIEWS - extracts from transcripts

Teacher 1 (Language centre)

- I reading aloud by the students
you said that you don't do that
you don't see that as very important in
- T1 judging whether they're good readers
- I judging them as readers
- T1 no but it's a an active it's a part of the process of reading
well I mean I don't know about the process of reading
it's part of the process of learning to speak English
I think if they can = if they =
they do need to read aloud when they're learning
they listen to each other
so it's a listening activity as well
- I so do you see it as more useful
for their speaking of English their speaking skills
or their reading skills
- T1 well only only only in their reading skills
in that I can see whether they're making mistakes I suppose
I can correct you know
I can see where they need correction
if they read something out aloud
I can hear if (inaud) they're reading correctly
and if they're not understanding the words

and if they're reading 'bed' for 'bad'
they're not going to understand the story
so it's going to give the teacher um
a better understanding of the help they need

((later))

T1 I probably do get more of an idea of their what's going on
when they're reading straight without having
when they're reading aloud something
that they haven't read seen

((later))

I do you use the opportunity to correct when they're reading aloud
or do you just let them go or

T1 they want correction
they know (2) they expect to learn something
they'll ask (1)
and other children in the class will give them a hand too
so um yeah there's a fair amount of correction within the group

I supportive

T1 oh yeah oh certainly
I mean when B. stood up
B. is a new boy this term
and when he stood up to read
everyone was just totally amazed
because he read so beautifully
better than anyone in the class
but you couldn't understand him speaking
he speaks very poorly he speaks badly
his listening is (inaud)
they were delighted that he could do something
and now he helps others
he was you know he will correct and say things to others
and they will they will quite happily accept (inaud)
he doesn't really understand what he's reading
just imagine he must have had training in
I'd say it was the lessons he had in Korea
it must have been very much based on reading (aloud)
I so for him it's been a real way to contribute to the class <mm>
when he couldn't in other ways <mm yes>

((T1 was filling in the survey))

do you think that reading aloud the auditory thing
is an important part of learning to read

T1 are you talking about being read aloud to or reading it aloud

I them reading aloud

T1 them reading aloud
I think it takes away from their comprehension
I think reading aloud makes it umm
there's something more they have to concentrate on
when they're reading aloud
they're concentrating on too many things

Teacher 2 (Language centre)

T2 right so= um= I=
well to be a good reader I canno
they'd have to have a certain level of comprehension
so so so they'd have to
have to have a reasonable sort of basic vocabulary um to begin with
but on top of that there'd be certain strategies like=
it's sort of almost easier to say the things that make a bad reader
in the sense that if people ah
if people are continually hindered
by the things that they don't understand
it's sort of a bad reading strategy
whereas um if they continually skim over everything
without stopping to understand
that's also a bad reading strategy

((later))

T2 some teachers don't agree but I do oral reading
that often= because I feel that that gets people on task
they will actually read through the text
and um they'll follow while somebody else is reading
'cause I will sort of suddenly go from one person to the next
so they're sort of=
at least their mind has come from outside the classroom to the text
so I I I do do that= not=
and sometimes it's um I use the text for pronunciation too
so if their pronunciation's very poor sort of go back
and I get them to read right from the beginning
and that kind of thing
sometimes point out the difference between the word (forms)
you know the noun's pronounced in this way
and the verb and so on that kind of thing
so I do do oral reading for that purpose

((later))

I what about reading aloud by the students
you mentioned that you quite often use it
to get them focussed and on task
at the beginning of a session where you're going to use a reading text
um what other sorts of purposes do you have for using reading aloud

T2 to get them um to listen to themselves
like if they've prepared a news report
then they'd read that onto a tape
and they'd listen to themselves and they'd read it in class
you know listen to it in class
so to get them to focus on listening to what they sound like

I so that's actually the reader listening to themselves

T2 yeah (2) I use it for some pronunciation
so short things
like um a pronunciation activity that I do reasonably often is
I have a set of cards

and a reader reads the card
 and a writer writes down what they think that the reader said
 and then at the end the writers show the reader
 what they thought he said
 and it's really quite fun
 because they sort of ((laugh)) (inaud)
 so that kind of reading aloud
 and I never do extended reading students reading aloud
 they read at that level nothing longer than a short paragraph
 per student
 I
 T2 so usually just say just two or three sentences
 'cause they don't really gain a lot for pronunciation and things
 unless you actually sort of do something specific
 so just getting through the text
 just making sure that everybody actually gets through the text
 I
 right and you you make sure
 that everybody had a turn around the class
 T2 yes oh well generally speaking yes
 I and do the students co-operate
 T2 for reading aloud
 oh yeah no there's no problem
 some= sometimes when you first start a class
 they're a little bit astonished
 that they're being asked to read aloud
 especially like EFS
 and their pronunciation is actually appalling
 so you get a chance to sort of pick up the (inaud) words
 by doing oral reading you know
 if it's a text about pollution then you pick out your key words
 so I do use oral reading for pronunciation at all levels
 ((T2 was filling in the survey))
 T2 ((Q.1)) three or four times a week
 ((Q.2)) even though they don't like
 they don't particularly like to hear the sound of their own voice
 and they sort of feel a little bit self-conscious
 they do like the fact that you're paying attention
 to the way they pronounce things
 so they like the personal attention
 even though they don't sort of say please can I read
 OK so I can put it in here in the sense that um
 some people do quite like it
 some people (1) object to it a little bit
 people who are people who are poor readers do tend to (inaud)
 ((Q.3)) I've never actually surveyed
 if they find it helpful to read in class
 you get the general feeling that they don't mind
 you'd never=
 no= none of my students have ever said
 that they don't like doing it
 ((Q.4)) depends on the student and on the text

- ((Q.5)) I don't think (1) that it helps anybody else except=
 I don't that person reading that sentence helps the next person
 but I think the fact that they go and then they go and then they go
 sort of helps to bring the class together
 and make it a focussed activity
 but I don't think they're very good at listening to each other
 and especially across the nationalities
 they don't listen very much
 and once somebody's branded as not very smart
 they don't listen at all ((laugh))
- I is that particularly with this group
 or is that true in general of groups
- T2 that's all groups
 they're hard to make listen to each other
 but um yes a couple of days ago I nearly lost it
 when somebody got up who they don't sort of really respect
 and actually he was trying to give a talk
 and they just flicked through their books
 I thought that was really=
- I so they obviously see the purpose of the thing
 as being mainly their own performance <yeah>
 not as something that that other people can gain from
- T2 ((Q.7)) and so just sort of that one on one thing
 (I/they) found quite helpful
 and sometimes I have done it
 I do it in GE1
 so so occasionally you know you go round
 and listen to somebody read something
 and give them some general pointers on their pronunciation
- I so when you were talking about this
 you made the point that um what
 you thought that the students (1) liked that individual attention
 so that would apply even more so here
- T2 even more so
- I you didn't actually say they might feel threatened by the group
 but you feel maybe that sense of the audience
 could temper their enthusiasm in the big group
 whereas one to one
- T2 yeah it does they tend to moderate their tones you know to
- I do they
- T2 sort of flat (inaud) not a lot of expression um
 whereas like you were saying about performatively
 one could encourage that if you did
 but you can just sort of go one more (after the other)
 they do sort of tend to be a bit self-effacing when they read
- I you felt that that's reflected (on the tone)
 ((later))
 I s'pose that I've always thought that reading was v= ss=
 you know so useful and helpful and everything it was that=
 what I was saying about reading cards

- so you've made me take a rather look at reading (inaud)
 what's you know really happening when I do oral reading
 so um after being you know I'm used to=
 I used to think that the most important thing was to read
 but now I've sort of thought of more of what strategies are involved
 in reading
 and what useful things are coming out of it
 it may be that they can have that they can be uselessly=
 I didn't think that that was possible when I first started teaching
 but now I can see
- I that it might drive them into themselves rather than
- T2 yeah and if they read the wrong things
 like if they read things that are too high a level
 they don't get anything out of it
 it just screws up their language
- ((later))
- I so for this group you really are seeing oral reading
 as something to support their communication skills their speaking
 so oral reading would you say is more allied to speaking skills
 than strictly a reading skill <yes> or is it both
- T2 er (2) oh well no it'd be both wouldn't it
 well I'd put it I'd say both
 'cause they're reading

Teacher 3 (Language centre)

- I you haven't talked about um reading aloud much
 and I'm wondering whether you use that
 either you reading to them or them reading (1) to a group
 or to you or to themselves
 do you (inaud)
- T3 I read to them (1)
 but I'm I almost never have them read aloud
- I OK and why do you read to them what are your purposes
- T3 um (2) I su= first 'cause there are as we were saying
 some kids who will have a word orally
 but don't know it in writing
 or who may say it (inaud) but they know what the word is
 and um (1) and have the concept (inaud) with the word
 they also I suppose I just (1) really think that to
 when you teach first language (inaud) kids
 they start to appreciate reading and and um stories
 that their mothers read aloud to them
 I I think um especially
 I I don't do it so much with my class now
 but when I had the beginners class um
 I thought it was really sad that we sort of went
 kids who might have read a lot of books in (inaud) or Japanese
 came here

- and I mean I always encouraged them
to keep reading in their own language anyway
um but can't immediately jump
into that same level of appreciating literature
that they've had in their own language
so (inaud)
- I so you reading aloud helps make that bridge
it's a bit easier for them it brings it alive for them
- T3 I mean I and I and I hope
that they will eventually read for pleasure as well (inaud)
- ((later))
um but as far as the kids reading aloud I I just
I don't I can't see that there's a purpose in it (1) um
annnd (1) maybe there is maybe I'm wrong but
I think that any teacher who made kids read aloud in class
our overseas kids it would be pretty cruel
- I it sounds as if= though you have bad experiences
either from your own past (inaud)
- T3 no-o-o I don't really
- I or that you've seen students
- T3 I just don't I I I have in the past had kids read aloud
and I've um I remember one little girl
who could read aloud really well
but she didn't understand a word of what she was reading <mhmm>
her pronunciation was impeccable but
- I so from that you felt this is not purposeful
it isn't achieving a purpose
- T3 no
- ((T3 was filling in the survey))
((Q.2)) no I I mean
I don't really think the students like to read aloud in class
and I don't think they like to listen
to other people struggle over reading too
they'd rather listen to me <mhmm>
I don't know it might be different for adults but
I mean you do get the kids (2)
I admit you do get the kids that do mou= at least mouth things
or or whisper <mhmm> a long while you're reading occasionally
so th= so there's obviously for them
there is something helpful about (1) verbalising the words
((Q.4)) no I don't think they do
they're concentrating on (1) the pronunciation and the sounds
takes their attention away from the meaning
((Q.5)) um a little I mean it it depends on the proficiency
if they were if they were quite good at reading (1) aloud
- ((later))
- T3 and high school students particularly
because their lack of (3)
- I they're very impatient
- T3 they're impatient and they're um

- not much compassion the're sometimes
mm (inaud) they sort of turn around
there's one boy in my class at the moment
whose pronunciation's very bad
and the other kids will turn around
and they tell him he's speaking alien language
((laugh)) we don't understand you
so no they couldn't understand for (inaud) <OK>
((Q.8)) um yes I do think some students find it useful
to read aloud to themselves depending
I do you encourage them to do it
or is it just up to their individual learning style
T3 yeah I wouldn't say that I encourage it
but I don't discourage it occasionally when=
I'm thinking of one particular boy who was always (1) quite loud
I'd say could you be a little bit quieter ((laugh)) <OK> so
OK I suppose I'm saying
depending on the type of learner that they are

Teacher 4 (Language centre)

- I the specific aspect that I'm really investigating is reading aloud
the use of reading aloud
T4 well in the past when I've been working with beginners
I've certainly= I certainly did a fair bit of it there
and reading aloud with them as well
because they're= I I guess the main purpose was er pronunciation
I m h m m
T4 and um and keeping the flow (inaud)
I don't do much reading aloud with the students
type students that I'm working with now
although I've just remembered that yesterday I actually did
I actually sat down with a student
and ah he was wanting some information on um
functions of the different parts of a thesis
and I ah had some notes
and we just sort of looked at the headings
and I um read them aloud as as as we went through
and it was probably because I wanted him to read
before we came back and had a look at expression
but I think that was really a conversational thing
I sort of make them salient bits to him
T4 yes but we did read it together
so I suppose yeah I s'pose I s'pose I did it
I yeah it's surprising how often we do use it
but don't sort of give it the label
or think of it as a strategy
T4 or do it deliberately even
((some time later))

T4 I think that if an NESB student can read something quite competently that that doesn't necessarily reflect their understanding of it

I mmmm would you say their comprehension is higher or lower

T4 often lower
they can read it and they can pronounce it
they can sound as if they understand it
but they (inaud)

((T4 was filling in the survey; tended to read questions aloud))
((Q.2)) but others they just die
you know they're just made very shy about it
((Q.4)) well it varies between students (inaud)
I'd say some of it some of it
but some students it would be very little
((Q.5)) I don't know
it helps more with the continuity or (inaud)

I does it have another aim to listen to other students read aloud
other than to help them understand it

T4 yes I think so
well it focusses=
there's the continuity of it being spoken and heard as well as read
um to some students it's really agitating
because um they want to correct the other people's pronunciation
and things like that
in a mixed term language-class first-language class
often it can be very frustrating for certain students
they simply can't help themselves
but to jump in and correct somebody from another country
correct their pronunciation
when in fact theirs is not perfect anyway
sometimes it can be a bit of a can of worms

I in fact they're learning

T4 they get annoyed often they get=
yeah they're learning they're learning they're testing themselves yes

I they're testing themselves against someone else's pronunciation

T4 but sometimes I wonder whether it's=
that learning is all that effective
when it's taking place in a = in an atmosphere of (inaud)
which is tainted by something else

I yes mm that's interesting mm yeah
I've had students like that too

T4 yeah and also twitching they twitch
and it doesn't= and it
and that doesn't happen so much in classes of first- of of

I all one group

T4 all one group
and also in all one group
they're not so self-conscious about exposing themselves either
I mean I've had=
at the Language centre we had Japanese in with Koreans
which is the same set of problems

- you know the Korean girls for example
 don't want to speak up in front of the Japanese boys
 there's a whole lot of all that cultural stuff and historical baggage
 and you know sometimes there are things
 which might include reading aloud
 which you just don't do with certain groups
 because it simply doesn't work
 so it's often it's not an (inaud)
 it's not just a matter of what works well to develop the reading
 it's what's going to work in that particular group
- ((later))
- I so do you think the person who reads aloud benefits more
 or the person listening
 or or does it depend on the situation
 and do you think it's more for the learner or the teacher
 are we doing it for their practice
- T4 well I think it's for everybody
 we're doing it= we're doing it for their practice
 particularly= we're doing it for them
 we're also doing it for us
 'cause it helps us to make a judgement about=
 about their proficiency
 particularly if you follow it up with some discussion
 which will sort of um help you to ascertain their actual
 their actual um comprehension of what they've read
- I mhm so you would have u= tended to use it as a sort of icebreaker
 or start to a reading session
- T4 yes yes I would use it
- I get people talking
- T4 at the beginning of something else
- I and then come back and look in more detail at the text or
 or the issue that's in the text
- T4 mm mm
 for example if I was doing a comprehension passage
 um well again it depends on the group
 but (1) if it's a um (1) if it's a
 if it's appropriate to do it with the group
 given the group dynamics and so forth
 and if they're not really really proficient readers
 I would get them to read a paragraph each
 and go round the room and (inaud) focussed
 they've listened to each other read
 and then we go on to the actual comprehension part of it
 in a really= in a really good group
 I'd let them read it themselves because they've
 they would= they would read at varying speeds
 and probably faster than the speed of reading aloud
 and they're not (1) it's not quite so helpful
 it's more frustrating
 and also with the with the um less proficient group

- I would do it also to sort of mm
 make personal notes for myself about individuals' pronunciation
 and things like that
 and then deal with that later on a one-to-one basis
 so yeah it's helpful
 it's helpful in that context it's helpful for everybody I think
 the listener the reader and the teacher <mhmm>
 but there are other situations when it's= where I wouldn't do it or=
 I you wouldn't for example do the silent reading and the discussion
 and then at the end get people to read (inaud) as a sort of performance
 you know once they've understood it
 but there wouldn't be the same purpose would there
- T4 I actually haven't done that
 but I can see there'd be a a deal of value in that actually
 but I haven't= don't think I've ever done that
- ((later))
 um no but it's been very interesting talking to you about this
 it's (inaud) clarified a few things
 there's so much that you do that you don't
 you do it as a sort of a a gut reaction
 to the group or the student that you're with at the time um um
 I I actually like that idea of reading through a passage together aloud
 after all the comprehension and other issues have been dealt with
 'cause that could be very well (inaud)
- ((later))
 T4 and that's one thing I completely forgot
 that's one thing that I do encourage them to do
 in terms of self-editing because they can=
 they're reading aloud and they're not (inaud)
 if you have to take a breath you know
 you know that your sentence is too long
 stuff like that
 and also you can get a better sense of whether your punctuation is
 correct or not by reading it aloud
 it's a very=
 I believe it's a very good (inaud) reading aloud in that situation
 and er yeah
 and not only that
 I think it's more worthwhile not just read it to themselves
 because if they're just reading it aloud to themselves
 they know all the ideas that they were trying to express
 it's very similar to= it's not that much=
 there's a bit more advantage in reading aloud
 but not much
 but they're better if they read it to someone else
 because then they're aware of an audience
 and they're actually (1) seeing it and hearing it
 through somebody else's eyes
 so they pay more attention to the expression

Teacher 5 (Language centre)

- I how would you define a good reader
 what can a good reader do in general terms
- T5 a good reader is someone who reads quickly enough
 to be able to understand and enjoy what they're reading
 and um um yes that that would be my definition
- I and how well is your current group reading (inaud)
- T5 they they vary enormously
 some of them who (1) practise a lot and read a lot
 are obviously better than the others
 it depends on how keen they are
 some of them um
 when they read aloud (inaud) pretty badly <mhmm>
 and don't seem to understand a lot that they're reading
- I when they read aloud
- T5 yes yes
- I you get them to read aloud sometimes in class
- T5 yes when there's a passage I generally
 rather than get them just to read it silently
 I get them to read it aloud in turns around the class
 jump around so that they never know who's going to be next
 but er then I can correct their pronunciation (sic)
 give them another opportunity to speak in the classroom
- I mm so you might start with a text
 and er just get them all focussed and then
- T5 and break it up all the way through with comprehension questions
 make sure they understand what they're reading
- I OK so a little bit of reading aloud and then reflecting
- T5 yes maybe two sentences
 and then I'll ask them what do the difficult words mean
 and and um questions that er questions that test their comprehension
 of what they what they've just read
- ((later))
- I reading aloud by the students
 and reading aloud by the teacher to the students
 let's start with that one first
 do you read aloud to the students (inaud)
- T5 I um I I would only do that with a short passage
 I'm very conscious at the moment of
 speaking too much myself in the classroom
 and not getting them to speak enough
 so I'd much rather they read aloud
 and I just corrected the words that are very badly pronounced
 and then often others in the classroom repeat the word after me
 as well as the person who mispronounced it
- I so you= at the moment you're consciously trying
 to keep your teacher talk down <yes>
- ((later))
- T5 the thing about reading getting them to read aloud

- is that they are actually speaking without getting quite so threatened because they know they're not going to make any any other mistakes than pronunciation (sic)
they've got the words in front of them
and there are some people are very shy
and I think reading aloud helps them
I think you know
- I they don't actually have to find the words they're given
- T5 they don't have to find the words in their minds
- I so what are they
- T5 they're hearing themselves speaking aloud in front of the whole class
and that ah boosts their confidence a bit <(inaud)>
yes yes it really pushes them into a corner
where they absolutely have to read to
everyone everyone's doing it around the class
they're not being singled out
and as well as that they don't get any choice
they can't say oh no and I'd rather not do it
you know or (1) not take part
as they can when they're doing discussion
or something like that
they just keep quiet and keep low
- I so that in fact mm being pushed to do it is a good thing <yes>
because they do succeed <yes>
and they mightn't always push themselves forward
so knowing that this is the format and this is what it's like
and everybody gets a go
- T5 yes when everyone gets a turn
they know that they're going to have to have that turn
they're often just as good as everybody else
it's just their shyness that keeps them from doing it all the time
- I do you see some of them hanging back
do all of them seem to want to do it
or do a lot of them from particular groups
perhaps they're more reluctant
and only do it because they've got to
or do you think most of them really want to do it
- T5 read aloud <mm>
yes I would say they realise that they they've got to do it
and they all do it and and they don't mind
it's when they're in a situation where they get the choice
that er you notice some of the girls particularly are shy
and will will say as little as possible in a (performance)
then you get this very confident trying hard male character
I mean they are so determined to fix the their
maybe they've had to save up like anything to come here
or their families paid
and they feel a tremendous responsibility to their families
to succeed and getting through the course
and tests and exams and things

- and they are they'd be the most motivated and determined and
and they'll push themselves forward
and they'll talk a lot more than they need to
and they'll you'll hear the r voice
about three times as much as everyone else
- I so having a strategy
- T5 and then retiring (inaud)
- I so having a strategy that spreads it a bit more evenly <hmm>
is a real plus for you <yes yes>
- ((later))
so this is a benefit to the student who is actually reading aloud
do you think it's of most benefit to the person who's reading aloud
or more benefit to the people who are listening
or indeed more benefit to the teacher who can assess the level
who benefits most or does everyone benefit equally do you think
- T5 I think the person who's reading would benefit the most
the others are following the words
with their with their eyes and they're listening
so they're benefiting too <mm>
and the teacher's getting the chance to assess them
certainly <mm mm> so
- I everybody gains it's not just the person speaking <yes>
- ((later))
- T5 but the problem when you have a very short passage
because you can't ask people to read too sh= short a segment
and then others miss out and trying to keep them in your
the ones who haven't read in your mind
so that next time you come across a chance for them to read
you give it to them first
- I so you're very conscious of being (inaud)
if they don't all get a chance
you make sure you remember the next time
who missed out last time
- T5 yes I want them all to to go home thinking
oh yes I talked some English today <mm mm>
not just some of them
- ((T5 was filling in the survey; tended to read questions aloud))
- T5 ((Q.4)) they wouldn't understand everything all the time
but you know breaking it up
and making sure they have understood as you go along
- I that makes a big difference <mm>
- ((Q.8)) some of them read aloud to themselves
when you ask them to read a passage silently
and you (inaud)
- I well that's interesting because that suggests
- T5 that they don't obey
- I that that's what they're used to <yes>
whether it's at home or previous experience or
- T5 mm but they don't read aloud
so that they're trying to force their importance

- I they call it mumble reading
 T5 they're mumble reading you know (inaud)
 ((later))
 maybe I don't know maybe they like to hear themselves speaking
 and they think oh I'm speaking as well as reading <mhmm>
 and others would think oh ah this is slowing me down
 ((later))
 I do you think that reading aloud has more value
 is a subskill of reading or is it more as a subskill of speaking
 or another way to look at it is
 is it more practice for reading
 or more practice for speaking
 or is it really straddling the two
 T5 maybe it's more practice for reading
 I for reading
 T5 mm I've often had students who um
 who feel that they read and write better than they can speak and listen
 and reading helps to concentrate on improving their speech
 but they feel as though all this reading and writing
 I can do that at home I can do that anywhere
 I sorry so you're saying it's more a speaking skill (inaud)
 T5 they really feel very strongly
 that they've got to improve their their speaking skill
 so reading the passages are um
 I so when they read aloud
 T5 sort of should be directed towards a
 opportunities for speaking afterwards
 and reading aloud is giving them speaking opportunities
 already while they're doing the reading
 I and you as a teacher would you see it the same way
 or is there also some (inaud) aspects of reading skill
 or do you think
 when you were talking about confidence and pronunciation before
 do you think that's the most the most important aspect
 T5 no because they're really they're they're
 they're practising both at the same time
 they're getting confidence in improving their reading
 and the speed of their reading you know
 just by practising reading <mhmm>
 and they they they've got the native speaker
 listening to them and correcting them occasionally
 and checking their pronunciation (sic) (inaud)
 the meanings of words and um um
 and getting confidence in speaking

Teacher 6 (Language centre)

- I specifically about reading aloud and oral reading
 do you use that in your classes <yes>

- is it something that they would participate in
those are two separate questions
- T6 yes as part of the as part of
not a separate thing it's not a separate issue
'cause whenever we have a certain set of instructions or a certain passage
where they're going to be answering questions on that passage
in groups or in pair work or whatever
I get them to take turns in reading a sentence or or a paragraph <mhmm>
um I do that so that I can see what their pronunciation problems are
if they're having to quite often when we're having just discussion
I would quite often have to ask them to repeat words
if they're reading I know where the problem is
because I've got the text in front of me <mmm hmmhmm>
and so I think it's good for pronunciation reading aloud <mhmm> yeah
I don't know about comprehension
I don't= I have a tendency to think
that when they're reading aloud
they're not actually understanding what they're reading
they're concentrating more on the reading and the pronunciation
- ((later))
- T6 we don't read aloud in the reading lesson
but in core work we do reading around in certain (inaud)
- I OK and um so they you try and make sure
everyone had a turn to do it <yes>
and fairly regularly <mm>
and do they participate fairly willingly
- T6 yes anything that is spoken
they participate very willingly to speak
they like to talk
- I isn't that good
- T6 yeah they're good they're very good that way this group
- I so they would see it as a speaking mode <yes>
and they would (inaud)
but they might be reading stuff
before they've actually read it for comprehension <mmhmm>
and that doesn't seem to faze them
- T6 no no they just want to practise the sound of the language
- ((later))
- T6 they're actually used to me correcting their pronunciation
because I also take them for stress and intonation
which is sort of purely pronunciation (inaud)
and they don't mind me I'm correcting quite a lot
and I've always been aware of correcting too much
because I feel that can often inhibit a second language learner
because you want really for them to actually speak
and get it out and be understood
rather than correcting each phrase
but this group they thrive on it <mhmm>
they seem to they're used to
I think they're very much used to it

and they're motivated to speak
 I mhmm and they
 T6 so they thrive on it so I do it
 I and can you see this bearing fruit too
 over the time you've had them
 T6 well I've only had them for four and a half four weeks now
 and yeah it does
 um I they do improve <mm mm>
 I but you don't do much reading aloud to them
 T6 no ((laugh))
 I don't know if it's I don't want to hear my voice
 or they don't need to be hearing mine me all the time or
 I well no some people use it quite deliberately as a model
 for spoken or to bring a text alive <mhmm>
 I've heard of a mathematics teacher using it
 for some classes to actually hear how problems sound
 T6 see now I do that I do that in maths a lot
 but not with this particular group

Teacher 7 (Community class)

I how would you define a good reader
 you say they read extremely well
 T7 they recognise units of speech
 or rather is that the word units of speech
 they recognise parts or connected areas of speech from what they see
 so they're not just reading individual words
 so they make sense out of it
 and read it in such a way
 as to convey the sense they've made out of it
 I think that's probably um would be
 where I'd start with it with reading <mmm mmm>
 and they're adventurous I think
 about the pronunciation of new words
 and things like that too
 I mmhmm adventurous is a good word
 so even words they don't know they=
 T7 yes some of them
 I = they tackle
 T7 some of them will tackle with no hesitations
 some always stop at new words
 and sort of like want somebody else to say them for them
 but others will they will actually=
 even if they make a mistake
 some people it doesn't worry yeah
 I it's helpful to the teacher to the group to have that sort of people
 T7 yeah it sort of is a stop stop start operation
 if I if they stop and look to me
 I for the pronunciation of a word

- T7 well it can be= there are times when it's needed
because if they say it wrongly
then everybody will be misled
and if it's just supplied smoothly
then sometimes it facilitates understanding
but yeah
- ((later))
- I mm what do you think they need to improve
- T7 I'd like all of them to be able to read
with that fluent quality <mm> I guess
which recognises the sense of what they're saying at the same time
that's probably a big big tall order
but it would be a real result
and for them it would be really er qualify qualification
for what they've been doing
and they could see the results very clearly
it'd be good for their morale
it would be quite quite (inaud)
- I so is it being able to read fluently <yeah>
that gives them immediate feedback <mmm>
and they become conscious <mmm> of progress
- T7 yes I think so
they're looking for progress <mm>
- I yes a sense of progress is very <mm> is very important <mm mm>
um where does um comprehension fit into this
you mentioned just then (naud) to read fluently
and to recognise the sense of what they're reading <mm>
- T7 I would always look for um things
that need understanding beforehand
that if you don't=
if they don't understand the bits while they're going through
then the whole sense of the passage is non-existent
not= it's not always vocabulary
because sometimes it that's relatively unimportant
but you sort of (sense of) (naud) maybe compound verbs
the way that they're (inaud) verbs that are used totally differently
once they're compounded or something like that
so comprehension would be completely blocked if they didn't (inaud)
so we look at them (beforehand)
- I so you preteach some of the syntactic points <yeah yeah yeah>
so that when they come upon it in connected text
they recognise it and they don't stumble
- T7 mm and there are concepts too that many of them haven't got
things like ah ecology ummm and not as a vocabulary item
- ((later))
- I where does the comprehension come in
do they show they comprehend with their reading
or does the person reading it out help the others to comprehend
by lifting the text off the page
or you know how does it all <not always> come together

T7 not everybody can do that
 I do you pull it apart after they read it
 T7 yes I often do don't always
 A. tends to read with more =
 she expresses what she understands
 much more clearly than some of the others
 um and you often have to do very little with some people's reading
 either explanation or pulling apart or whatever
 but with some people if it's clearly just in words
 then I do a lot
 and maybe I'll read whole phrases
 not whole sentences because that can then be difficult too
 but um we will often animatedly discuss what's just been read
 and everybody will have=
 because they're looking at the text
 generally not always but generally they're looking at the text too
 and so they've understood and read for themselves
 S. interestingly always reads out loud
 while somebody else is reading
 and for a while there I thought this was=
 that that was just that she was (inaud)
 but by the second day or third day I was aware
 that she was needing to actually hear herself say it
 that just seeing them isn't enough for S.
 she actually needs to read it herself out loud
 and hear herself saying it
 it's not so important to her
 that she hears the person who's reading it
 ((T7 was filling in the survey))
 T7 ((Q.1)) I'd like to leave that one (5)
 I think they actually like doing it more than not (4)
 they find it (inaud)
 because it varies across the range
 this goes probably from here to here
 it's helpful= it depends on= some of them (inaud) (2)
 I agree they understand much much more (3)
 no either would be=
 nearly all of them do that to some de= like to do it to some degree
 some like it and some find it useful and some don't (3)
 ((later))
 I you say that you use the reading aloud for comprehension
 how does the reading aloud help the comprehension
 I mean whose comprehension does it help
 do you think it helps the listener's rather than the speaker's
 T7 yes yes it does yeah
 I don't really think until you're very competent
 reading helps the speaker the reader very much
 I so the person who reads aloud is serving the purposes of the class
 rather than their own specific purposes
 at least in terms of reading

T7 at the beginners level
 these aren't really beginners they're not raw beginners (inaud)

I so would you say that reading aloud
 is more a reading skill or a speaking skill with your particular group

T7 I often don't think it's a reading skill
 except for the really more advanced language learner
 I think it's more of a speaking skill

I and yet it helps the readers-along the listeners

T7 it does and as I said about S. she needs to speak the words
 I guess she's reading also but she's also having to do it out loud
 the reading is going silently isn't it
 well I think it probably is
 and what's coming out is the speaking skill
 but S. is one who really seems to need to do it at the same time
 for her it's not very useful to listen to the reader
 she needs to be listening to herself

((T7 also discusses her own strategies as language learner: she likes to get
 the language out, speak it, for it to become a reality.))

APPENDIX 12

STUDENT INTERVIEWS - EXCERPTS FROM TRANSCRIPTS

Transcription code used

As for Teacher interviews. Also:

S1, S2 Student - number refers to data sheet in Appendix 13

Student 1 (Community class)

((S1 is Japanese, and because of a tendency to pronounce a schwa after many final consonants, it is not always easy to know when an 'er' is such a schwa and when it is a hesitation noise))

- I what can a good reader do
S1 I think one person can read
 don't worry about it
 er (learning/looking) the dictionary or something
 like Australian people I think
I so if someone can just pick up any bit of writing
 and read and understand most of it
 and not need a dictionary
 that would be a good reader
S1 yes 'cause I read Japanese book
 then I don't need a dictionary and something that
 don't need worry
 just er (inaud) I think
I OK so it's a question of understanding <mm>
 that's a good word
 they understand and they don't need the dictionary
 now reading aloud ((demonstrated)) reading silently ((demonstrated))
 do you think umm that these are both important equally important
 or do you think one is more important than the other <oh>
 better than the other
S1 same <the same> because almost (if/it) you will be the same
 but sometime I er just er relax and er something like that
 sometime I think this is sometimes
 and this isn't really (1) just er relax and enjoy something like that
 that's (my/a) (theory/feeling)
I so when when would we do this ((demonstrated silent reading))
 and when would we do this ((demonstrated oral reading)) most often
 wha= what what is this most useful for
 and what is this most useful for
S1 ohh ((she was indicating silent reading))
 I think this is very ss= serious serious serious <serious>
 serious thing

- because (alone) I need ver/ very important or something
- I OK you're reading something important
and you're taking it seriously
so you read it silently
- S1 I think <mhmm>
and when I read something funny or (1) funny or (2)
so then I don't think
just just fun
- I mhmm which which one do you think is best
if you want to understand
when you first=
if I just suddenly said read this <mhmm>
to understand <ohhh>
what would you do
- S1 I think (inaud) s= same just same mm
- I do you think to understand something
it would be easier if you read it silently
or it 'd be easier aloud or cr (inaud)
- S1 sometime I read loud and silent
and suddenly I read aloud
and I don't know (1) just er just er
not thinking just coming as er when I read
((S1 was filling in the survey; mumble-read the questions))
- S1 ((Q.4)) sometimes when I read (aloud) I forget
and have to go back and read again
((unaware of when and why she mumble-reads))
((Q.5)) someone reading very loud (=aloud) can stop me concentrate
when I try to read silent to understand

Student 2 (Community class))

- I OK so what is a good reader
a person who is a good reader <mm> who reads well
in your opinion what you think
what can a good reader do
- S2 can is when is person is Australian <mm>
yeah like er speaking slowly <mm>
- I is that a good reader <yeah> or a bad reader
- S2 a good reader
- I a good reader <yes> reads slowly <yeah>
why is it good to read slowly
- S2 because er when I s= er tsk (test) this reader
mm sometime I'm understand what it he is saying
maybe I can have some (vocabulary)
- I so a good reader is someone who is easy to understand <yes>
that listeners can understand <yes> OK
um is it good is it important to understand what you read
- S2 yes
((later, discussing high school English learning))

S2 reading aloud (2) because is very important for er for speak
 I OK it's right to speak English <yes>
 ((S2 was filling in the survey: Q.4))
 I for example when M. was giving you this passage the other day
 now at the point at the time you were reading
 could you understand what you were reading
 or did you have to go back afterwards <er>
 and read it again to understand
 S2 I I I read er I read just (one
 and then I read it (out loud)
 I and then you could understand it <yeah> yeah
 ((later))
 S2 interesting for me
 because I'm practise my English

Student 3 (Community class)

I so what does a good reader do
 what is what is good reading
 is good reading ((demonstrated silent reading))
 or is good reading ((demonstrated oral reading))
 speaking reading aloud
 S3 ah oh mm
 no er yes I'm good sometimes I'm good read I'm er er
 when my teacher er er can you read it this one er
 I reading er very fast
 and then the teacher tell me
 can you slowly read it
 because I I'm reading very fast
 I mhmm reading aloud <yes> very fast <very fast er>
 so that's good to be able to read fast <yes> is good <yeah yes>
 S3 I can't (do) slowly for reading
 I don't know why sometime
 I you don't like to read slowly
 you like to read more quickly
 S3 yes yes I like s= very fast er er
 because when I slowly sometimes I don't know which ah
 until which one sometime I reading fast <mhmm mhmm>
 I and if you listen to someone else who is reading <mhmm>
 who is a good reader <mm>
 they read fast too
 S3 no I think no er my er
 my friend did it er not too fast not too slowly
 but sometime I don't understand er er
 because maybe my friend from different country
 and sometimes when I'm hear they are reading
 sometimes I'm lost
 I because their accent is different
 their pronunciation is different

S3 yeah accent pronunciation yes pronunciation different with me
 I OK so if they read too quickly <mhmm>
 you can't understand <yeah>
 so a good reader reads well for other people to listen to
 is that the most important <mm>
 is that the important thing
 a good reader reads clearly <mm>
 so that other people can understand <mm ((unsure tone))>
 is that the important thing
 S3 yes maybe er important for me
 I yeah you want to be able to understand what they're saying <yeah>
 is this useful to the person who is reading
 S3 I think's good for me yeah <mm> yeah
 I why is it good for you
 why is it useful to you
 S3 yes because I like reading
 I you like reading
 S3 yes ((laugh))
 I and you like reading out loud to other people
 S3 yes

Student 7 (Community class)

I when you read in your English class <yes>
 what do you like to do there
 how do you read there
 S7 um in English class I sometime teacher give me some reading
 and we um read in English class with teacher yes
 I and um do you read out loud
 or do you read just with your eyes <um>
 do you read and speak <yes> or read <I I think> just quietly
 S7 I think at first I read just by my eye
 I think is a no good
 but is um a habit my habit
 I think is a no good
 I reading by your eyes is <yes> not good?
 S7 yes I think because I think
 if you want to speak English very well
 I have to read a <aloud> aloud yes <mhmm>
 and read (a loud/a lot)
 until um I a read fluently
 I OK so if we came back to this first question <yes>
 what is a good reader in English <mm>
 a good reader can read <mm I think> by their eyes and out loud
 S7 I think is a by by (my life)
 I so that a good reader
 you can judge that they are a good reader
 if they read aloud fluently
 S7 yes

((later))

- S7 last time you asked me
when I read I think if I read some Vietnamese
I just read by my eyes
because I don't (want) my pronunciation
but in English I think
I have to read by a loud a loudly
because is a help me to remember the (inaud)
and it help me to speak
I to practise the pronunciation
S7 practise pronunciation
I OK so reading aloud is it more a reading exercise
does it help your reading more
or does it help your speaking
S7 I think is a speaking more
but when I a reading by my eyes
I a is a help me to reading more not speaking more
((S7 was filling in the survey))
S7 because I think even at my level
sometime if I read aloud
I pay much attention to the pronunciation
so I can't concentrate in the meaning or in the ideas
and I can lost some ideas
we can't understand at the first reading
sometimes we have to read again and again
and at that moment we can read catch up on the ideas

Student 8 (Community class)

- I what can a good reader a person who reads well
what can they do
S8 mmm I think er read slowly and clearly it's important
I read slowly and clearly <yeah>
is that good for the person who is reading
or the person who is listening
S8 person who is listening or person who is reading
both of them I think
I good for both of them <yeah>
get them to read slowly <yes> and clearly <yes>
why is it useful for them to read slow=
why is it good to read slowly
S8 I-I-I sometimes people er very fast er read
reading and speaking we can't catch these words
if we concentrate one word
the pupils= I think they can understand better
and also we can remember (this/these) word(s)
((later))
I is there a difference between reading for yourself just for you
and reading for other people

- S8 yeah it's=
sometimes when I read English
sometimes I have noticed some wrong words
if I read another person I read clearly and correctly
I but for yourself what is important
when you just read for yourself
S8 I just um I try to understand one sentence
when I was reading English
I concentrate to understanding
ah when I read another person
I just concentrate clearly in the right reading
sometimes I can't understand the meaning ((laugh))
I right so you concentrate on being clear
and when you read aloud for someone else <yep yep>
you say sometimes you're concentrating so much on that
S8 yes I er afterwards I er can't didn't understand some meaning
I just concentrate clearly yeah loudly yeah

Student 9 (Language centre)

- I what's a good reader what can a good reader do (2)
S9 mm good reader oh good reader is er er
people who have a lot of vocabulary <mhmm>
so reading can read er carefully
I mhmm when you say carefully how do you mean
S9 so-o-o if people who try to understand each paragraph
and who who what a writer tried to write tried to mean
and then also (1) um it's people who try to understand yes
or er it does (generally) mean
I mhmm mhmm so they they read carefully enough
so that they can really understand the writer's meaning <mhmm>
((learning to read in L1 - Japanese))
S9 teacher point out (inaud)
I yes so everybody got a chance to read aloud
can you remember did you enjoy that
S9 oh no no I don't think so
it was= eh it was some sort of shameful things for Japanese (inaud)
I why do you think the teacher did it
do you think it was useful
I mean you didn't enjoy it
but do you think it was useful
or do you think it was useful for the teacher
but not really useful to you or
S9 yes it useful teacher but just-a it-a make ..
I think I it make the teacher satisfied ((laugh))
I but the students very dissatisfied
S9 that's right
I yes it can be very embarrassing
((S9 was filling in survey))

I what's been the most helpful thing to you do you think
in learning to read
S9 to read u-um yeah
we need to know the background
also hmm (1) vocabularies (1) mm
speaking aloud is not useful to me to read <mhmm>
I do you think reading aloud is more useful for
practising your speaking skills <yeah yeah>
or for your reading
S9 ah for speaking
I OK can you say why
S9 ah yeah yeah yeah just in my case
so I follow the sentence by my eyes
but if I speak aloud I read aloud
so my concentration (1) ah going to just-a (1) speaking <OK>
I can't understand what the sentence means ((laugh)) <mhmm>
just-a I speak it follow follow follow the ah follow sentences
and then I have to speak I have to speak just I think
so I can('t) follow what's the exact meaning (inaud)
I so you could read it aloud
and I might think that you're understanding
but in fact you're not <yeah>
you can say it <yeah> very convincingly
but you wouldn't necessarily be able to tell me straight
you'd have to go back <yeah yeah> and have another look <yeah>
that's interesting

Student 10 (Language centre)

I what is a good reader (2) what can a good reader do
S10 they can understand all words <mm>
then she can read (inaud) like a/very good) pronunciation
I mhmm good pronunciation
S10 know (everything/good thing) about the comprehension (inaud)
I good comprehension and good pronunciation mm
are you a good reader <no>
are you an OK reader in English
can you understand quite a lot of what you read
S10 about (1) just a little bit
((learning to read in L1 - Mandarin))
S10 always my teacher say aloud speak louder
so they speak louder
but when my teacher (inaud) say that (then/they) don't speak
I so the more she said speak louder <yeah> the quieter you spoke
I think a lot of students are like that
because you get very shy ((S10 laughs)) very embarrassed <yeah>
((discussing how they read at the Language centre))
S10 sometimes we read it quiet:
sometimes she read it loudly to us

- I but usually someone reads aloud <yeah> in class
OK I'm going to ask you
do you like to read aloud in English
- S10 um sometimes I read aloud and sometimes I I read (silent)
if I know a word I I want to read loudly
but if I don't know the word I just want read um quiet
((S10 was filling in the survey: Q.9))
- S10 I like the teacher on one way pronounce is not good
I want she tell me because I don't want speak (inaud) English
- I right so when you make a mistake
you really like your teacher to correct you <yeah>
right um do you think reading aloud is more useful
for teaching you how to speak English
or for teaching you how to read and understand English
or is it equally good for both
- S10 mm I think not really (inaud)
- I which which one not really <um>
not really speaking not really reading
- S10 reading
- I not so much reading <mm>
but good for speaking <yeah> mmmm mmmm
it's interesting that you (1) er you you quite like reading in the group
but you don't like reading just to the teacher so much
you like it better in the whole class <yeah>
not so much one to one
why is that
what is different between this situation and this situation
- S10 umm (1) because ah in the group um we do it
just the group all the mm back me
not like a English I think
we come study together very interesting
only I only speak to teacher
I don't think it's good because umm oh
I don't know because sometimes I don't know what she's speaking
- I you don't know what she's saying
- S10 yeah but I (1) um I think
I can always ask her the mean (sic) of this (inaud)
- I right but when it's in the whole group
everyone's supporting everyone else
everyone's helping everyone else <mm>
but when it's just you and the teacher <yeah>
it's a bit more stressful more stress more pressure <yeah>
more like a test just you and the teacher
but not with the whole group

Student 11 (Language centre)

- I in your opinion what is a good reader
what can a good reader do

S11 umm I think read fast
and if they really understand I mean ((laugh))
all kind of book they will like to read <mhmm>
yeah that's all I think

I when you say read fast do you mean reading silently with their eyes
or reading out loud

S11 I think both because if you want to practise your speaking
and then you if you want both
you can read out and then read it by your eyes
when you're just only= how you say
when you're alone just read it by your eyes I think you learn more
and then you can think about it

I so you think you learn more reading with your eyes <mhmm>
than when you're reading aloud <mhmm>
and reading out loud you wouldn't do that <um>
you wouldn't (normally) do that

S11 um I think is about how you how you pronounce a word
you need to (1) say it out loud or while you're studying

I OK so it's good practice for speaking <yeah mhmm>
((later))

I what about when you learnt English

S11 when I was small I used to read out loud

I was this for the teacher or just for you

S11 for you or I mean for myself and for the teacher

I yeah (1) why did you (1)
well with the teacher did she or he was it the whole class
and everybody read a little bit <mm>
around the class <mhmm> sort of thing
and um did you find that helpful
did you enjoy it

S11 umm (1) just only for me I'll be how you say it
oh miss my turn I must do that my best
and every time goes oh I'll do better and better and better

I so you could hear= you could feel that you were improving

S11 mm mm (inaud) yep

I and when you read just for yourself at home
why did you read out loud there

S11 mm because I want to improve and listen
or if tomorrow I'll do read this to the whole class
I might (think) oh what to say how do I pronounce it

I so you sometimes knew that the next day
you would be reading this with the whole class (inaud)

S11 we can prepare before
((S11 was filling in the survey))
((Q.9)) I think feelings are very important
things that our teacher give the feeling to the student (inaud)
because while you're speaking loud in classes
you have to use so many courage <mhmm>
you're brave
and then (1) also if you say something wrong

- the teacher will how do you say it= back up like
cheer you up to speak
it was really hard (to me) if the teacher is really mad
and another student didn't listen to you (inaud)
- I so reading aloud in class
would you think that this is more use for for your speaking skills
or for your reading
- S11 everything everything
- I everything (1) it really helps you (inaud)

Student 12 (Language centre)

- I what is a good reader what can a good reader do
what would be your idea
- S12 I think good reader is like (1) um can understand the purpose
or like the (1) like the at= more details <mhmm> yeah
- I so it's to do with understanding <yeah> what's written
(learning English in Japan))
- I and did they use the same sorts of techniques teaching English
getting you to read in English
as they did with reading Japanese
in other words mostly silent reading
- S12 no-o it bit different
because English pron= pronunciation is different from
Japanese pronunciation
so the teacher tried to talk loud voice
- I OK so they encouraged you
they got you to do more reading aloud <yeah> in English
than in Japanese <yeah>
and would you say there was more reading aloud in English
or more silent reading or a bit of both
- S12 ah (inaud) um (2)
- I do you like reading aloud
- S12 no ((laugh)) I'm so shy-y so (1) many
in front of many people I can't read ((pron. 'lead')) so much
- I yes yes a lot of people feel like that <mhmm>
and actually that's what I'm specially interested in
so you're saying that reading aloud is not used that much in Japan
or wasn't with you anyway <yeah> for learning to read Japanese
but it was used more with learning to read English <yes>
do you think other people feel the same as you
other students feel the same as you rather shy
or do you think they like to perform in front of the class or
- S12 u-u-um (1) two out of 30 feel excited to talk in front of people
like (1) only people two in 30
- I so 28 out of 30 would be the same as you (inaud)
- S12 yeah
((S12 was filling in the survey))
((Q.4)) while I reading I can understand a bit

- I ((Q. 7-8)) what do you get out of just reading to yourself
that you enjoy or that you find useful
- S12 if by myself it ah I I don't need to worry about the others
to listen (inaud) and maybe they laughing
so I don't know I don't worry about that
- I but when you're by yourself
do you prefer to read out loud or do you prefer to read silently
- S12 u-um almost time I read silently but sometimes um
if I think about the story and reading silently
I sometimes can't understand
so sometimes I read read loud
- I and that so that helps you to understand better what you're reading
but only when you don't have to worry about other people
- S12 yes

Student 13 (Language centre)

- I what is a good reader in your opinion what can a good reader do
- S13 ah I think if someone can be a good reader
after finish reading he can ah answer the question
more than 60% or 70%
- I mm can answer the questions like comprehension questions
- S13 yeah yeah comprehension questions yeah
- I OK um anything else that they can do <mm>
that a not so good reader can't do that would be
- S13 if (use/he was) er like pronoun or something
refer to previous statement <mhmm>
he can he can know about this
- I mhmm so he can um use some of the
the more um difficult language in the text
he can understand that very quickly <yeah>
- ((later))
- S13 I think good reader should use a shorter time
if use long time I mean skill yeah
- I so you think you take a bit longer to read <yeah> at this stage
than you will when you're a good reader
- S13 yeah sometime I use a time short time
but I can't correct the answer <uhuh>
ah (reach to) 70% just 50% or 60% <OK>
- I so if you read too quickly you miss some of the understanding <yeah>
but if you read more slowly you get more understanding <yeah>
- ((learnt English and Thai together at a private school; reading after the
teacher, then later round robin))
- I did you enjoy that
did people like to read around the class
- S13 yes I enjoyed (this/English)
- I your Thai teacher and your Thai English teacher
did the same sorts of things <mm>
and you didn't mind if the teacher suddenly said OK read that

- and you just had to stand up and read it
that was OK
- S13 yeah ((laugh)) OK
((S13 was filling in the survey))
- S13 ((Q.1)) some people think if er read loud loudly
is er like a small girl <(yeah/really)>
like a primary school <yes>
((Q.3)) is OK for pronunciation

Student 14 (Language centre)

- I in your opinion what is a good reader what can a good reader do
S14 but I'm not good reader (2)
(inaud) a wide background and more vocabulary and like to read
but I don't like to
((learning to read L1 - Korean))
- S14 usually (reading/speaking aloud
the teacher ordered (that) (individual reading))
sometimes teacher teacher just read first sentence
and students followed him
- I did you like that
S14 erm I had no choice ((laugh))
(inaud) just teacher wants
so
- I but it wasn't too bad
S14 yes too bad
I not too bad
S14 yeah not too bad not too bad
but I don't like oral repetition
(it's/just) practice
- I you don't like following the teacher <yes>
where you say the teacher reads and then you repeat the same thing
you don't like that
- S14 yes I don't like that
I you don't like that
but if if the teacher reads one sentence
and then you read the next
and then someone else reads the next one
that's better
- S14 oh yes that's interesting
I that's more interesting OK
((S14 was filling in the survey; rumble-read questions and stated answers))
- S14 ((Q.5)) no (1) <why not>
'cause (1) Australians (1) people speak= the way of speaking
the way of Australian speaker
and the way of another oversea (sic) student speaker speaking
so for example er Thai people
when Thai (person/first) speak English
I don't understand <mhmm> because

I even if you've got the words in front of you
S14 the same but (first/just) if (inaud) you have the same paper
and I= if I didn't see and read this I don't understand
I so if you understand it
it's because your eyes have understood it
but not your ears
I ((Q.8)) do you ever do you ever use this
do you read aloud at home for English
S14 ah yes sure
when I listen the tape special tape
and I copy (right) <(inaud)>
I and and that's a useful <ir aud>
S14 that's useful useful
I I noticed that when you were reading the questions
you read them out loud
you didn't just use your eyes
S14 usually
I you usually do that <usua ly>
when you're by yourself <yes>
so that you find that helps
do you know why you find why you do that
S14 why I usually use just eye
I you usually just use your eye <yes>
oh I see so this it's not usual for you to speak it out loud OK
um so do you think reading aloud (1) um
it's OK= you've said it's OK
it's quite helpful you like it quite a lot
um do you think that it's (1) most useful as a reading skill
or as a speaking skill
or is it both equally
S14 reading or speaking
I reading aloud
do you think reading aloud is more useful for reading
or more useful for speaking
or is it equally both
S14 I think more useful (for/to) speak
I you see it as more what related to speaking mm mm

Student 15 (Language centre)

I what is a good reader in your opinion what can a good reader do
S15 mm get a main point <main>
I think they can get a main point and um quickly <mhmm>
((learning to read in L1 - Thai))
I so it gave the teacher a chance to correct you and help you <yes>
yeah did you like that do you like reading aloud
S15 no ((laugh))
I no why not
S15 I don't like it (1) to to read loud

- I read um silently
- I you read silently <yeah> just with your eyes <yeah>
that's what you prefer <yeah> OK
((learning English in Thailand))
- S15 reading is just I read for examination yes
I didn't teach about reading loudly or (something)
- I so you didn't do any in class
- S15 just look at grammar or some speaking
but not reading
speaking a conversation (inaud)
- I OK and then somehow you were supposed to be able
to do it for the exam <yeah> without any practice <mm yes>
oh so for the exam for the test
did you just read silently and answer questions
or did you read out loud
- S15 yeah in the test we either read silent and and read louder (inaud)
- I so you read it silently first <yeah>
and then you read it out loud <yeah>
and that was the test <yes yes (inaud)>
- I mm gosh was that very hard
- S15 yes if I reading loudly
some words I don't know how to pronounce
maybe I (pass it)
- I even when you have read it just with your eyes first <mhmm>
you still might not know how to say it <mm>
((S15 was filling in the survey))
- I ((Q.7)) you like that a lot better than this one ((Qs 3-4))
why do you like that one better
- S15 (inaud) I think is=
I don't like but I think it is useful <OK>
yes if the teacher ask me to read louder
maybe is (better/bit) very good for everyone <OK>
but I don't like (inaud)
- I why don't you like it
- S15 ummm maybe it's my pronunciation is not good <mhmm>
((laugh)) so I
- I sounds good to me <yes>
so do you sometimes read aloud to yourself at home <yeah>
just to practise <yeah (inaud)>
so that's OK
so when you're at home reading two hours a day
would you read one hour aloud and one hour silently
or 5 minutes aloud and one hour and 55 minutes
- S15 almost almost is silent
- I almost all silently but a little bit out loud <yeah>
why do you like to read out loud to yourself
- S15 i.e. if the if is a if is a conversation
I want to say what did they say how did they say this sentence
- I uhuh
- S15 (inaud) ((imitates expressive intonation)) something like that

I uhuh
 S15 (like/so) I want to be the a= actor or something
 I OK specially when it's conversation <yeah>
 but if it's just the story <yeah>
 not so interesting <yeah> OK
 so you use it for=
 S15 maybe more interesting <uhuh>
 it's funny ((laugh))

Student 16 (Language centre)

I in your opinion what is a good reader what can a good reader do
 S16 a good reader have to be able to read faster (that/than) usual (thing)
 he can get more information than other people
 I mhmm anything else
 S16 and I think he can yes he can ah um remember
 the main idea or the main point on the passage
 I mhmm that sounds a good summary to me
 ((learning to read Thai))
 I did you like reading out loud
 did you like that activity
 S16 it was very very (2)
 when I was a child always I want to read aloud
 um want to read aloud so (inaud)
 I so it was useful as a child it was useful
 S16 (so I don't know if it was useful) (so adult not so useful)
 when I was child I am like to read aloud so that is why (inaud)
 ((learning to read English - most emphasis on reading))
 I did the teacher in your English class get you to read out loud a lot
 S16 yes because he she wanted to practise our pronunciation
 I right so it was particularly for pronunciation practice
 did everyone enjoy reading aloud in English
 or did some people not like it or
 S16 some people like it <mm> some not <mhmm>
 I how about you can you remember
 S16 yes I (1) like it
 I you liked it <mhmm> OK
 ((S16 was filling in the survey))
 I ((Q.2-3)) that's interesting
 you like to read but it's not so useful
 I ((Q.8)) you never read aloud you never practise by yourself
 always silently
 S16 ((Q.4)) yes but you know (very)
 when I read aloud mm
 my speed of reading you goes slower
 so that's why I can understand
 ((Q.5)) (mostly/possibly) when they they read (aloud/are around me)
 and I realise something disturb me
 and that's why I think (they/I) cannot concentrate (properly)

I you can't concentrate when someone else is reading <yes>
perhaps you're wanting to read a bit faster than they can read <yes>

Student 17 (Language centre)

I what do you think a good reader is in English
what can a good reader do (8)

S17 um I think a good reader must answers corrects (sic)
the questions in the book
and understand about the total of the lesson

I mhmm so it's their ability to understand <yes I think>
and to answer questions <answer question correct>
and understand the whole thing
OK anything else

S17 mm that's the main the main thing
((learning English in Vietnam - a ways read aloud around class))

I did you like that

S17 yes I like <mm>
because um I I I can I can corrects my pronunciamation (sic) <mm>
when I hear(d)s another people speak

I right so when someone else is reading <mm>
in your head you're saying
oh I would say it this way <yeah>
and they get it right or they get it wrong <wrong>
and so you're learning <yes>
what about when you had to read aloud
did you like it
or did you feel shy when you had to read aloud
or did you quite like it

S17 yeah I read ((pronounced [ɪd]))

I mm when you personally were reading
did you feel embarrassed or did you feel confident or

S17 I I I myself con= confident ((laugh))

I you felt confident <yes> oh that's good that's good ((laugh))
((S17 was filling in the survey))

I if you read aloud you understand just about everything

S17 yeah

I oh that's great

((later))

I I know you read silently
but do you do you read aloud too

S17 yes sometimes I alway rea(d)s aloud in my room just my room

I yes yes (how/oh) do you

S17 I I I practise pronunciation

I mhmm mhmm
and you think it's a useful way to practise pronunciation <yes>
do you find it more useful in class
or more useful just with the teacher
who's got all the time for you

- or just by yourself
 which one is the most useful
 or are they all useful in different ways
- S17 I like just me (sic) and the teacher
 I just you ((laugh)) and the teacher or just you <yes>
 S17 because (dem) spend a lot of time
 I OK when it's a big group you don't have much chance to <yes>
 but then you can listen to all the others <mm>
 and you said that was useful

Student 18 (Language centre)

- I what is a good reader what can a good reader do
 S18 hmm first of all he can understand topic very accurately
 and he takes the short time to understand (a lot too)
 and a very good reader
 I and he's a very good reader
 S18 yes
 I um so he he can get the ideas <yeah> and get them quickly <yeah>
 and accurately <yeah>
 would he have to be able to read aloud or just read silently
 S18 just silently
 I just silently OK
 ((learning to read in L1 - Indonesian))
 I did you enjoy reading aloud did you like it
 S18 er no really
 I no not really
 did you think it was useful
 a slightly different question
 you might enjoy something but not think it's useful
 or you might not like it but you can see that it's useful
 so you didn't really enjoy it <yes>
 do you think it was useful or not useful (inaud)
 S18 maybe no useful because we can= that is another problem
 you know maybe you can understand (the class/it faster)
 but if we we read louder (something/silent)
 you think you can understand it faster
 if you read it silently <mm> just by eye
 rather than <mm>
 ((learning English in Indonesia))
 S18 maybe read aloud more read aloud yeah
 I maybe (1) you're not sure
 S18 yeah I'm not sure
 I what did you think about reading aloud in English
 S18 we we it makes= we speak it (sometimes)
 we can make a mistake easily
 because we have to concentrate for reading (a)loud
 we have to concentrate very very (inaud)
 I so that wasn't good <yeah> ((laugh))>

- why wasn't it good
 did it= was it because of the way you felt
 or did it stop you understanding or=
- S18 first we can separate er concentration
 because we have (this/to) read aloud
 and we have to know how to what it means (inaud)
- I mm that's a good phrase actually it separates your concentration
 you you're trying to do two things at once <yeah>
 and it's it's a very diffic=
 even for native speakers it's quite a difficult thing to do <sure>
 so you didn't find that particularly useful or enjoyable
- S18 yeah ((laugh))
- I what about now in Australia
 do your teachers in the Centre get you to read out loud sometimes
- S18 yes a few times but the meaning is different
 because(1) the teacher ask us ask me to read loud
 because she knows that er about pronunciation for right speaking
- I so she's using that more for speaking <yeah> practice
 and pronunciation
- S18 for speaking yeah
- I and you are too= and you accept that <yeah>
 it's not= reading aloud is not <yeah> reading <yeah that's true yeah>
 reading aloud is speaking
 ((S18 was filling in the survey))
- I ((Q.7-8)) that's interesting
 so you find it more useful in class
 than you do if it's just you and the teacher
 and that's more useful
 you never use it just by yourself
 do you know why
 can you sort of express why?
- S18 'cause it sounds funny ((laugh)) aloud
 and when I just by myself I think it's (funny) (inaud)
 because if I can read it silently but so why should I (inaud)
- I some people find it a lot easier to read just with the teacher
 and much more difficult to read with an audience
 but you're the other way round
 do you know why
- S18 because (1) usually we (1) we read aloud
 because we want to er everybody to pay attention to us (there)

Student 19 (Language centre)

- I what is a good reader what can a good reader do
- S19 I think a good reader he can catch the main point of the reading
 he can explain back to person who ask hi= her or him
 something about the reading
 ((learning to read in L1 - Indonesian))
- S19 my teacher used to do that thing to me

I did you enjoy reading aloud
S19 sometimes I get scared eh because er I I can do that
but I I was slowly
I read better myself in the (corner/time) of the class or something
I used to get nervous or so
I yes a lot of people do
S19 was was little (nervous) mm
I why do you think the teacher got you to read aloud
S19 er to get (1) er like maybe aloud
like pronounce (1) pronunciation
and er they usually ask me to keep looking (sic) the words
if I I I can't er say that so (1) so (1) (inaud)
((later))
I what about when you learned started to learn to read English
S19 oh I think the first year on my secondary school
the teacher used to= usually ask someone=
R. pick open page number six or something for example
and I read aloud for one paragraph
and then another my friends <mhmm> read another paragraph
like that
I and did they also ask you to translate the paragraph you'd just read
or to explain it or did they just read it aloud
S19 oh after that they give= the teacher give me like a couple of minutes
for (1) read back the whole paragraph
and (1) er as= ask me to (1) ask the question to him
if it er (1) I didn't understand it
I (inaud) well that's interesting
so you'd read aloud before you'd had
S19 (being/in) my school
I and then you'd have a moment to read back
and see if there was anything you didn't understand <yeah>
and then you could ask the teacher
the teacher didn't say to you translate that into Indonesian <no>
or what does this word mean or what does that
S19 or sometimes we just ask er
what's the meaning of this and this <mhmm mhmm>
so ((laugh)) so until right now I used to do the same thing eh
I used to ask just the (1) the words
I just the things you didn't understand <yeah> yeah
did you um (1) did you find it useful to read out loud in English
S19 yeah it's very useful because um (1)
er on the second (1) second (of year) my secondary school
they start to translate (1) to er
I have to translate the (1) not not (1) so translate in Indonesian
but I have to (1) like make a summary <mm>
make it shorter but in Indonesia (sic) <right>
and then try to translate again to English according to the task
I right OK
did you find that when you were reading out loud <yeah>
that you could understand most of what you were reading

- or did you have to go back and look (inaud)
- S19 yeah I think we have to go back and look <mm>
'cause er when I'm was reading (a)loud
I'm ((laugh)) concentrating to make the pronounce right and
- I mm so you're concentratir g on one thing
rather (than) concentrating on the other right
um so do you think that reading aloud was useful for reading
for reading skill
or more for the speaking skill
or equally for both
- S19 (1) I think it's more like to speaking skill
because teacher sometimes make you= correct me
when I I'm pronounce words wrong you know
stop the the words is wrorg the pronounce is this or something
- I OK
- S19 and let= keep= I continue to (1) read (1) words

Student 20 (Language centre)

- I what is a good reader what can a good reader do
- S20 oh a good reader it should be they can read fast
and (1) in the fa= in facts they can read fast
but they have to= they can keep the main idea
the specific of the story er (1)
the understanding in in the idea
which the author (keep/give)
in the author ((sounded like 'order'))
in in the author in the author ideas I think yeah
((learning to read L1 - Thai - often teacher read and students repeated after
teacher; some reading aloud by individuals))
- I did you enjoy that
- S20 er ((laugh)) first time (=at first?) was quite interesting
but er when when we study in the
maybe in the five or six like a five or six sixth year yeah year
- I sort of the end of primary school
- S20 end of primary school
I think it should be like a= we have= we have another way
we talk about the idea or something like that
- I so it continued all the way through primary school <yeah>
but you didn't in fact discuss the ideas <yeah>
you just read out loud <yeah>
((learning English in Thailand - grammar and reading mostly))
- S20 just just reading around yeah just er normal normal English
- I normal English sort of reading aloud around the class <yeah>
((S20 was filling in the survey))
- S20 ((Q.6)) because the teacher not only reads aloud
but also explain the topic a (kind of) new words or so on
((Q.8)) I like find it useful to read aloud to myself
sometime is too boring (if) (reads/our) by myself

if reads with each other we we can ah (argue/agree)
 with other readers in that topic yes <mm> (inaud)
 ((later))
 I so from what you're saying; um
 would you say that reading; aloud is more useful to you
 for practising your reading skills
 or for practising your speaking skills <yeah sure>
 or both
 S20 sure both

Student 22 (Language centre)

I what is a good reader in English in any language
 what can a good reader do in your opinion
 S22 I think a good reader should understand what they are reading <mm>
 and can give some some ideas from their text
 that's all
 I'm not much of a reader
 ((learning to read L1 - Thai))
 I did you enjoy that did you like to read in the class
 S22 I prefer reading silently <nm> read for myself
 ((learning English in Thailand))
 S22 we went to talk to him to read to to him one by one
 at the table like sitting here (inaud)
 I do you like reading aloud
 S22 no
 I no (1) why not
 S22 I don't know
 but wrong for me
 if I read I'm (un)able to concentrate on the details of the text <OK>
 I lose concentrate (inaud) concentration
 I you lose concentration
 a lot of people say that
 a lot of people feel the same way
 is this the same in Thai and in English
 S22 the same <the same>
 I never read anything if they some (inaud)
 if some people are talking <mm>
 I it needs to be really quiet
 S22 especially if I'm prepared for my test or exam
 I need a very quiet place
 mm for for example I will get up and read at midnight
 when everyone go sleep
 ((S22 was filling in survey))
 I ((Q.5)) why doesn't it help
 S22 some students read (something)
 because of their (accent)
 (inaud) is better if I read for myself
 I ((Q.6)) it doesn't help

because you already understand it from <yeah> your own reading
 S22 and (inaud) if I read it by myself as I listen to the teacher as well
 I so it's not helpful to have the teacher reading <mm>
 does it actually get in the way is it is it (1)
 for some people they read quickly
 and someone else reading out loud is slower <yeah>
 is that (1) how you feel
 or is it just that it's not (1)
 it's not useful it's not unuseful it's just
 S22 yeah it's (1) nothing
 I nothing OK
 S22 ((Q.9)) if I want to to practise my accent um something like that
 I think it's better to practise (inaud) speaking to each other
 than to read (aloud)
 I so do you think reading aloud if it's useful at all
 do you think it's more useful
 for developing your skills at reading
 or it's more useful for developing your skills for speaking
 or both
 S22 it's er better for for speaking better for speaking
 I mm but for you
 the best thing is practising with friends <yeah>
 that's much better than reading aloud
 S22 (1) because when we read from the (book)
 is not our own words <mm>
 so we may have trouble
 I mm the real the real thing that you need to practise
 is thinking what you want to say as well as saying it
 S22 yeah mhmm
 I (mean) and all that is maybe very useful for some people
 but not for me

Student 23 (Language centre)

I what is a good reader in English what can a good reader do
 S23 ah (3) er (2)
 when you read something if you understand (1) 90 or 100%
 (1) you are a good reader from (inaud)
 ((S23 was filling in the survey))
 S23 do I have to read loudly
 I ((Q.2)) why don't you like it
 S23 because it's like child's game
 I mhmm not what you expect as an adult learner
 S23 yeah <mhmm>
 ((at Q.3 began to mumble-read (some) questions aloud to self))
 S23 ((Q.5)) doesn't help because everyone else has different
 pronunciation
 it's hard to catch their= what they said.

APPENDIX 13

STATVIEW DATA (1)

BIOGRAPHICAL INFORMATION AND SURVEY RESPONSES

Data categories and codes used in the following table (Table 52: Statview data - biographical, learning styles and responses to reading aloud survey questionnaire: all respondents):

1	Status (teacher or student)	Teacher	1
		Student	2
2	Sex	Male	1
		Female	2
3	Setting of class	Community class	1
		Language centre	2
4	Age		
		15-20 years	1
		21-24 years	2
		25-29 years	3
		30-39 years	4
		40+ years	5
5	First language	English	1
		Indonesian	2
		Japanese	3
		Thai (+ Hmong)	4
		Chinese (various)	5
		Vietnamese	6
		Mongolian	7
		Korean	8
		Turkish	9
6	Education level	Still at high school	1
		Completed high school	2
		Completed first degree	3
		Completed postgrad. degree	4

7	Years of English in country of origin (students only)	No prior study	1
		1-2 years	2
		3-6 years	3
		7-10 years	4
		10+ years	5
8	Highest level of study of English before this course	No prior study	1
		Some high school	2
		Finished high school	3
		During first degree	4
9	Months in current class/Australia	1-2 months	1
		3-6 months	2
		7-12 months	3
		12+ months	4
10	MBTI: Extrovert/Introvert:	Score 0-3 (Extrovert)	1
		Score 4-6 (Mixed)	2
		Score 7-10 (Introvert)	3
11	MBTI: Sensing/Intuiting	Score 0-3 (Senser)	1
		Score 4-6 (Mixed)	2
		Score 7-10 (Intuitier)	3
12	MBTI: Thinking/Feeling	Score 0-3 (Thinker)	1
		Score 4-6 (Mixed)	2
		Score 7-10 (Feeler)	3
13	MBTI: Judging/Perceiving;	Score 0-3 (Judger)	1
		Score 4-6 (Mixed)	2
		Score 7-10 (Perceiver)	3
14	Kolb (teachers)/Willing (students)	Diverger/Concrete	1
		Assimilator/Authority-oriented	2
		Converger/Analytical	3
		Accommodator/Communicative	4

15 Likert scale scores

Participants were told they could mark their response at any place along the scale. Some chose to indicate their answer by a point (by a tick or cross), while others indicated a general region (by a circle or a line). To code these responses, five regions were allocated to the scale as follows:

Strongly positive	1
Relatively positive	2
Neutral	3
Relatively negative	4
Strongly negative	5

Table 52: Statview data - biographical, learning styles, and responses to reading-aloud survey questions: all respondents

	NRME	Status	Sex	Setting	AGE	L1	ED LEVEL	YRS ENG	LEVEL ENG	MO'S ENG RUST	E/I	S/N	T/F	J/P	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Kolb
1	T1	1	2	2	4	1	4	•	•	•	2	2	3	2	2	2	3	4	2	2	•	5	1
2	T2	1	2	2	5	1	4	•	•	•	1	1	3	2	3	2	3	3	4	3	2	•	4
3	T3	1	2	2	3	1	4	•	•	•	3	1	2	1	5	5	3	5	4	2	•	3	3
4	T4	1	2	2	5	1	4	•	•	•	1	1	3	1	2	2	2	3	2	2	1	2	3
5	T5	1	2	2	5	1	4	•	•	•	3	1	1	1	2	2	1	2	2	2	2	3	5
6	T6	1	2	2	4	1	3	•	•	•	1	1	3	1	2	1	1	3	4	•	1	•	3
7	T7	1	2	1	5	1	4	•	•	•	3	2	3	3	1	2	1	3	2	1	•	1	2
8	S1	2	2	1	5	3	2	3	3	2	•	•	•	•	•	2	1	2	3	2	1	•	2
9	S2	2	2	1	3	2	2	3	4	2	•	•	•	•	•	2	2	2	3	2	•	3	4
10	S3	2	2	1	4	2	3	4	4	2	•	•	•	•	•	2	3	1	3	2	•	1	4
11	S4	2	2	1	3	2	3	1	1	1	•	•	•	•	•	3	2	3	2	3	•	2	1
12	S5	2	2	1	4	5	3	2	4	2	•	•	•	•	•	5	3	3	5	3	•	3	4
13	S6	2	2	1	2	5	2	2	3	1	•	•	•	•	•	2	2	2	2	3	1	•	5
14	S7	2	2	1	4	6	3	2	3	2	•	•	•	•	•	2	2	2	2	1	1	•	3
15	S8	2	2	1	4	7	3	1	1	1	•	•	•	•	•	2	1	3	4	1	•	2	1
16	S9	2	2	2	3	3	3	5	4	2	1	1	2	1	5	2	4	4	4	1	3	4	4
17	S10	2	2	2	1	5	1	4	2	1	1	1	1	2	1	2	2	2	2	5	1	4	2
18	S11	2	2	2	1	5	1	5	2	2	2	2	1	2	1	1	1	1	1	4	1	1	4
19	S12	2	2	2	1	3	1	3	2	3	2	2	3	2	2	5	2	2	3	1	2	1	4
20	S13	2	2	2	3	4	3	2	4	2	2	1	2	1	1	3	3	2	3	1	3	5	1
21	S14	2	1	2	3	8	3	4	4	2	1	1	2	2	5	2	2	4	4	2	2	2	4
22	S15	2	2	2	1	4	3	3	4	2	3	2	3	2	5	5	3	2	3	2	1	2	1
23	S16	2	1	2	1	4	3	5	4	1	3	2	2	2	4	2	4	1	2	2	3	5	4
24	S17	2	2	2	4	6	4	2	4	4	1	1	1	1	2	1	1	1	1	1	1	1	1
25	S18	2	1	2	1	2	3	3	3	1	1	3	3	3	3	3	3	4	4	4	4	4	2
26	S19	2	1	2	1	2	2	3	3	2	2	1	1	1	5	4	2	2	4	1	4	5	4
27	S20	2	1	2	1	4	3	4	4	2	3	1	1	1	2	2	1	2	2	2	1	4	4
28	S21	2	1	2	1	3	2	3	3	2	1	2	2	1	5	2	1	2	2	2	2	4	4
29	S22	2	2	2	1	4	3	4	4	2	2	3	3	1	2	5	5	1	5	4	5	3	4
30	S23	2	1	2	2	9	3	4	4	3	3	2	1	2	2	5	2	5	5	1	5	5	4