Reader selection method and student engagement in an ER activity.

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Abstract

A consistent feature of the FEP program in the first years of Aichi Shukutoku`s Faculty of Global Communication has been the use of extensive reading (ER) in the 2nd quarter reading class. This year we tried to identify conditions which impacted on student engagement in ER. This paper reports on a six week ER intervention with first year students (N=39). The intervention had three weeks where students were asked to work in groups to select, read and discuss a reader, and three weeks where students were asked to select their readers individually. Engagement questionnaires were used to compare the individual and group selection conditions. Students reported greater engagement at all stages with the individual selection of readers relative to group selection with a significant difference in engagement with the discussion activity at the end of the week's reading. This supports the contention in the ER literature that an important principle of ER is that students choose their own reading material.

Keywords

Extensive Reading	Engagement	EFL

Introduction

A frequent distinction in the EFL field in teaching reading is between intensive and extensive reading. In the last twenty years, there has been a surge in interest and publication of research into extensive reading (ER) since the publication of Day and Bamford`s *Extensive reading in the second language classroom* (1998). This book outlined some of the history of ER, and proposed requirements and principles for using ER as a means to teach reading in an EFL context. Drawing on Harold Palmer`s dichotomy of intensive and extensive reading, they contrasted the intensive approach of reading short, difficult texts in order to achieve a goal such as the answering of comprehension questions, requiring a detailed understanding, with the extensive approach of students reading easy texts in large quantity, focusing on overall meaning and enjoyment. This, they proposed, mirrored much more closely how we enjoy and gain understanding from reading in our first language. One of the arguments that they employed was that students were not doing enough reading to become good readers. They provided the following rationale in an article a year before the publication of the book:

"…skills-based and other traditional foreign language reading instructional approaches appear to have their priorities the wrong way round. The primary consideration in all reading instruction should be for students to experience reading as pleasurable and useful. Only then will they be drawn to do the reading they must do to become fluent readers. And only then will they develop an eagerness to learn new skills to help them become better readers." (Day & Bamford, 1997)

In this study, we investigate student engagement in ER using their interest, enjoyment and concentration, as well as overall self-reported engagement in ER to study whether there is any difference in student engagement when individually selecting readers or using group selection. By understanding how this impacts on student engagement, we hope to understand better how to develop in students that eagerness to read that Day and Bamford discuss in order that they become enthusiastic and self-directed readers in English.

Literature review

Benefits of ER

To understand the importance of students being engaged in ER, we need to review some of the benefits that research has found for the practice of ER for second language learners. The goal of students reading a far greater amount unsurprisingly requires students to read at a faster, more fluent speed. This has resulted in interest in research on the impact of reading speed on comprehension. Carver finds a typical reading rate for a college student reading in their first language (L1) to be 300 words per minute (wpm) for example. He states that most people read fairly constantly at around this rate, which he terms the `rauding` rate. L1 readers occasionally slow down if they wish to concentrate for memorization for example, or speed up, if they are scanning or skimming a text for particular information. L2 reading rates for language learners are much slower, but some researchers have proposed that the minimum reading rate estimates from research for L1 learners of around 180-200 wpm are realistic for L2 learners as reading rates of L2 learners are 30% or more slower than L1 learners (Beglar, Hunt, Kite 2011). Research in both L1 and L2 contexts largely agrees that increases in reading rate do have a benefit for comprehension (Carver, 1990; Day & Bamford, 1998; Robb & Susser, 1989). Also, the increased amount of reading means an increased number of encounters with different vocabulary items and research has also found benefits for vocabulary acquisition (Cobb, 2007, McQuillan & Krashen, 2008, Nation, 2014, Waring & Takaki, 2013).

ER and Engagement

Engagement is a construct that has gained increasing attention in the last 30 years This has often been

in the context of overrall engagement in school, with a specific interest in how the concept can address the issue of dropout rates as well as overrall academic performance as engagement has been shown to be a predictor of student outcomes (Wang & Degol, 2014; Fredricks & McColskey, 2012). The literature also includes research on levels other than engagement with school, however. Engagement has been studied at subject and classroom level as well as at the level of engagement with individual tasks or task types (Wang & Degol, 2014). It is the latter that interests us in the present study.

In the field of ER, Cho and Krashen`s 1994 study of four second language learners reading the Sweet Valley Kids series, which found vocabulary gains as well as students reporting gains in speaking and listening competency, also reported that students became eager readers who enjoyed reading a lot. Yamashita states that the affective domain in ER is understudied compared to the cognitive domain in an article that supports the claim that learners transfer L1 reading attitudes to their L2 reading (Yamashita, 2004).

The present study attempts to address that lack of attention paid to attitude and engagement with ER by answering the following research question:

RQ1: How does reader selection method (individual-selected readers versus group-selected readers) affect student engagement in the ER activity?

Methodology

Participants

The participants for this study were first year university students (n = 39) in Japan. A total of 63 freshmen majored in Global Communication and were streamed into four classes of approximately the same size, using the results of TOEIC. Their scores ranged from 265 to 630 out of a possible 990 points. Mainly due to incomplete questionnaire entries or absence from classes the final test group was reduced to 39 participants. TOEIC is made up of a listening and a reading component accounting for an equal proportion of the total score. On closer investigation of the reading scores their scores ranged from 80 to 315 out of a total possible score of 445. According to ETS TOEIC Reading Score Descriptors (2018) people with scores lower than 150 can understand easy vocabulary and common phrases but cannot make inferences about information in texts. Test takers in the 150 – 250 zone can understand easy to medium level vocabulary and understand simple inferences but cannot understand inferences that require paraphrase or connecting information. People who have a score between 251 and 350 have the ability to read for meaning even when the vocabulary and grammar is difficult and

are able to understand from context. (ETS, 2018) This was the approximate range of the English abilities of the participants.

Data Collection

This data was collected in six consecutive weeks spanning the period May 2018 to July 2018, comprising parts of quarters one and two, as part of a project that utilized an online graded reader virtual library called xreading (xreading.com). There are currently over 800 graded readers from eleven ELT publishers that are accessible to students. Once registered, students have unlimited access to graded readers on their mobile devices or computers anywhere and at any time. The Learner Management System (LMS) of xreading allows the instructor to have access to various data such as difficulty of reader, comprehension, and reading rate. However, for the purpose of this research, the data particularly connected to number of words read, reading speed and titles read was investigated. In tandem with this online data collection five types of questionnaires were administered in class:

1. A pre-intervention reading background questionnaire asking students about reading habits and attitudes.
2. A weekly questionnaire focusing on their opinions and experiences of the selection process. (Appendix 1)
3. A weekly questionnaire focusing on their opinions and experiences of reading at least one graded reader title. (Appendix 2)
4. A weekly questionnaire focusing on their opinions and experiences of a weekly group discussion. (Appendix 3)
5. A post-study questionnaire focusing on their overall opinions of the two selection conditions in each of the selection, reading and discussion stages of the weekly activity.

Questionnaires

The pre-intervention questionnaire was administered in the first classes by the instructor. Conversely the post-intervention questionnaire was collected in the final class of the second quarter in August 2018, a few weeks after the ER intervention. At the beginning of each week the weekly selection questionnaire for a weekly selected graded reader title was gathered. After the book was read a group discussion activity was done in class followed-up with a weekly reading questionnaire and a separate group discussion questionnaire. To balance the need for a representative sample of data with the need to maintain as large a possible sample size of students, once absences and failure to return questionnaires was accounted for, the research used the three weekly questionnaires from the two

group selection weeks with the most complete sets of questionnaires, and from the two self selection weeks with the most complete sets of questionnaires.

Extensive Reading Data

For homework, students were required to read a minimum of one graded reader title per week. Students were shown the LMS screen to show that they were being monitored. In similar previous projects reading monitors and reading areas were necessary to oversee and supervise reading activities to ensure a high student involvement rate. Over a six week period, preceded by a pilot week to gain familiarity with the process, students were required to read a minimum of 6 titles so as to be able to take part in the weekly discussion activity. Students were of course encouraged to read more titles if possible. No extrinsic motivation was offered to encourage any extra reading other than it would be beneficial for the students' reading skill. Of the required minimum six titles, three titles were freely chosen by students and three titles were the same titles as their group members. As a secondary goal, students were required to read approximately for an hour a week to instill a habitual reading routine.

Reading Speed Data

The Reading Speed data was automatically recorded in the xreading site as students accessed, selected and read a graded reader. Students had access to all data from their own personal accounts. However, they were not actively encouraged to monitor it. There was an online comprehension test for each reader that students could check their own understanding of each title. Students were encouraged to pass four out of the five comprehension questions before reading another title.

Xreading Data

The individual reading activities were administered in weeks 1, 2 and 5 while the group reading activities were administered in weeks 3, 4 and 6. They are referred to as the first, second and third time respectively. The average Reading Speed for both the individual and group activities improved over the first two times but decreased sharply for the third time (Figure 1). It is unclear as to the reason why the reading speed decreased for the third time in both individual and group selections.
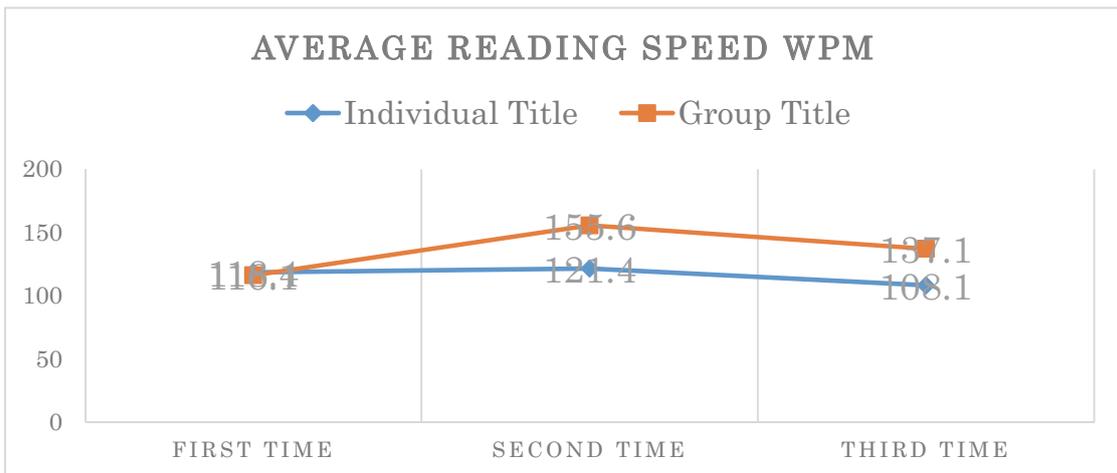
AVERAGE READING SPEED WPM

Individual Title — Group Title

Figure 1. Average reading speed words per minute (WPM) separated by individual or group activity.

Total time spent reading was extremely high for the first week (7:19:58). We considered whether this could be attributed to the fact that students had been given extra time to become used to the xreading site using in class time as well as outside of class time, but this seemed insufficient to understand the extent of the disparity between this week and the others (Figure 2). Once acclimatized students seemed to read the recommended one hour but again decreased to less than thirty minutes by the third time in both individual and group reading activities.
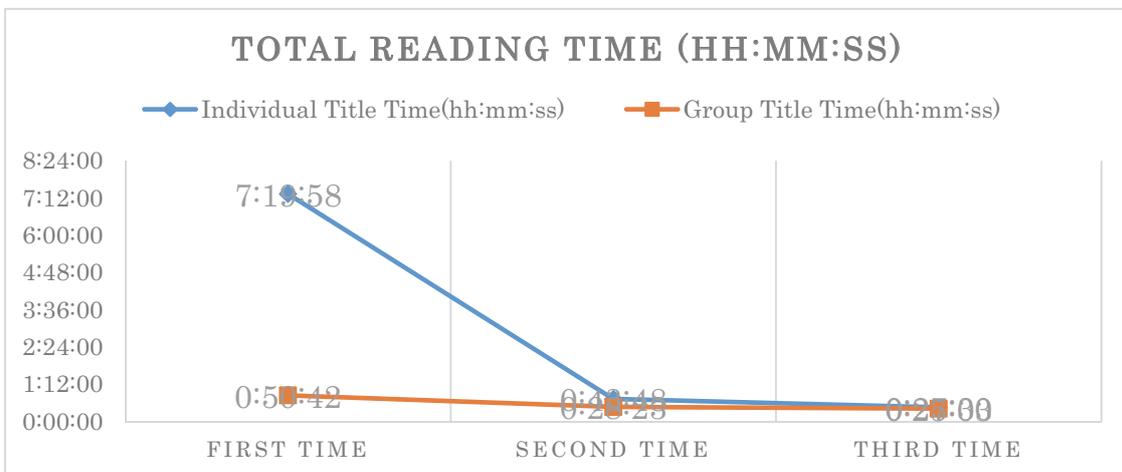
TOTAL READING TIME (HH:MM:SS)

Individual Title Time(hh:mm:ss) — Group Title Time(hh:mm:ss)

Figure 2. Total reading time in hours, minutes, seconds (HH:MM:SS) separated by individual or group activity.

As for the number of words read there was a steady increase of the individual selected activity over the three times (first 3194.6, second 3943.4 and third 4636.8) this activity was completed. There was a steady increase in group selected materials from 2671.1 words the first time, then a slight increase to 2995.3 words the second time but a drop to 2477.1 words the final time. In general, there was a 30% increase in the number of words read for individual selection weeks. This may show the importance of autonomy and freedom of choice when it comes to title selection. (Figure 3).
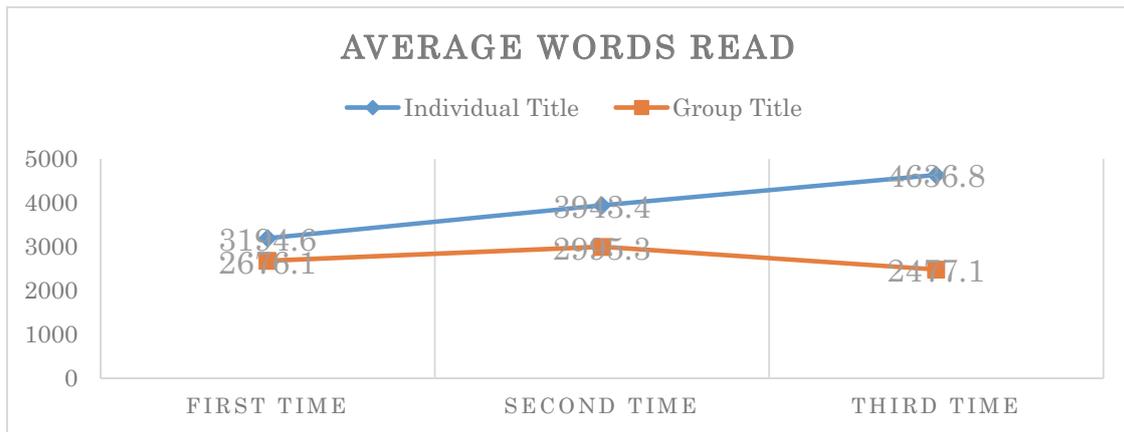
Figure 3. Average words read separated by individual or group activity.

Results

Our research question was focused on the differences between student engagement in the individual and group selection conditions. We report below the distribution of responses to the Likert type items in the weekly questionnaires asking students about overall engagement. These questionnaires asked about three different stages of the process for this ER activity: the selection of the reader, the activity of reading the graded reader itself and the group discussion of the reader in class.

Table 1

Engagement in selection of graded reader measured by response to 6-point Likert item "I felt engaged in the task of selecting a graded reader." (1 = strongly disagree, 6 = strongly agree)

	1	2	3	4	5	6	Mean	SD
Week 2 (individual)	1	1	8	18	6	5	4.08	1.109
Week 3 (group)	2	2	8	18	6	3	3.85	1.159
Week 5 (individual)	2	2	5	16	10	3	4.03	1.197
Week 6 (group)	2	0	7	18	8	4	4.08	1.133

Overall, we see no clear difference in the means of the group selection and individual selection weeks in the reported engagement in the selection process. Most weeks see a mean of slightly above 4 for this item, with the third week providing the one exception with a slightly lower level of engagement reflected in the responses (mean = 3.85) as a result of 12 students disagreeing to some degree (total of responses 1-3) that they felt engaged in the selection task, more than in any other week. Only 9 students expressed either moderate or strong agreement (responses 5-6), which was also the lowest of the four sampled weeks. This lower level of engagement is not reflected in the later measure of engagement in a group selection process, however, and we cannot see anything that particularly leads us to observe

an effect on engagement relating to the group or individual selection condition.

Table 2

Engagement in reading of graded reader measured by response to 6-point Likert item "I felt engaged in the reading activity." (1 = strongly disagree, 6 = strongly agree)

	1	2	3	4	5	6	Mean	SD
Week 2 (individual)	1	1	6	15	13	3	4.21	1.056
Week 3 (group)	3	1	7	18	7	3	3.87	1.218
Week 5 (individual)	3	0	6	14	11	5	4.15	1.288
Week 6 (group)	2	1	6	17	8	5	4.10	1.209

The mean scores for student engagement in the reading activity were higher in both the individual selection weeks than in the group selection weeks. Students on the whole reported greater engagement with books they had chosen themselves rather than ones where the choice was made in a group, including 16 who stated that they felt moderate or strong agreement with the questionnaire statement, more than in either group selection week. We see that week 3 again had clearly the lowest mean engagement score, however, which raises the possibility that the group of students were affected by some other factor particular to that week that impacted on their engagement. The later group selection week does not show the same drop in the mean engagement score.

Table 3

Engagement in group discussion of graded reader activity measured by response to 6-point Likert item "I felt engaged in the discussion activity." (1 = strongly disagree, 6 = strongly agree)

	1	2	3	4	5	6	Mean	SD
Week 2 (individual)	1	0	8	14	10	4	4.19	1.076
Week 3 (group)	3	1	8	18	8	1	3.77	1.135
Week 5 (individual)	2	0	5	12	12	8	4.44	1.252
Week 6 (group)	1	1	6	17	9	5	4.21	1.105

Student responses regarding engagement in group discussion appear to lean towards greater engagement with discussion activities where students had the opportunity to discuss different books that they had read. This was considered by students to be more engaging than a discussion of a single reader which all group members should have read before class. If we consider the weeks as two pairs (weeks 2&3 and weeks 5&6), we see the individual selection condition has a greater engagement score

for group discussion than the group selection that takes pace the following week each time (mean = 4.19 (individual) vs. 3.77 (group)) and (mean = 4.44 (individual) vs. 4.21 (group)). Once again, week three has the lowest engagement, but we also see that the week six discussion is less engaging for students than week five. This change in the mean appears to mainly be due to the greater number of students who expressed something stronger than mild agreement that they found the group discussion engaging. In week two (individual selection), there were fourteen students who expressed moderate or strong agreement that the discussion was engaging, compared to nine in the following group selection week. In weeks five and six, the corresponding figures were 20 (individual) and 14 (group). Notably, twenty students expressing such a degree of engagement represented more than half the sample. This not only shows greater agreement than in the group condition that the discussion was engaging, but the strongest level of engagement with any of the stages of selection, reading and discussion. Other weekly means (range 3.77, 4.21) showed relatively milder agreement that the stages of the ER activity were engaging in either condition.

The most consistently observable pattern in the responses regarding engagement is that week 3 showed the weakest level of engagement of the four weeks included in our sample. The other weeks don't consistently demonstrate a link between this and the group selection condition, however. Although we have noted the greater engagement in the discussion activity following the individual selection weeks, this isn't clearly shown in the levels of reported engagement in the selection process and reading the graded reader. It is unclear whether overall engagement with the ER activity in that third week is related to the selection condition or one or more other confounding factors. Overall, students tended to mildly agree that the ER activities were engaging, with students who agreed that the activity was engaging outnumbering those who disagreed in all weeks in either selection condition.

Paired samples t-tests were also conducted using IBM SPSS Statistics 25 to compare students` reported engagement with the task of selecting the graded reader, the reading itself and the group discussion task in the individual selection condition and in the group selection condition. A mean score for each student in the sample was taken from the two group selection and the two individual selection weeks.

For the selection of the graded reader, there was no significant difference in the individual selection weeks (M = 4.03, SD = .99) and the group selection weeks (M = 3.93, SD = .96); t (37) = .909, p=0.369. For the reading task, there was also no significant difference – individual selection (M = 4.18, SD = 1.06), group selection (M = 3.99, SD = 1.01); t(38) = 1.862, p = 0.07. For the discussion task, there was a significant difference at a bonferroni adjusted alpha level of 0.008 per test between the individual selection condition (M = 4.31, SD = 1.04) and the group-selection condition (M = 3.97, SD = .96);

$t(36) = 3.555$, $p = 0.001$, 95% CI [0.07, 0.6]; $d=0.58$. The effect size in this analysis was found to exceed Cohen's (1988) convention for a medium effect.

Discussion

This study found that the students on average reported greater engagement with all three stages (selection, reading and discussion) of the ER activity in the individual selection condition than in the group selection condition. Only in the discussion stage, however, was there a significant difference. A number of possible explanations occur for this. One is the fact that reading different books creates an information gap activity effect. The information gap activity is a language teaching staple that mimics real world communicative needs where one person has information that another person does not. (Scrivener, 2011) The goal is that these activities are more engaging due to creating a need for communication, rather than communication having an artificial feeling of being just for practice due to the lack of genuine communicative need. Although genuinely contrasting opinions about the book can be shared in the discussion activity in the group condition, the individual selection condition may well enhance the need for genuinely communicative explanation about different aspects of the reader, such as the main narrative, or characters which the other group members do not know. It also creates a communicative opportunity in being able to give recommendations to other group members about whether they should choose the book in question in future. This gives some support to dedicating class time to allow students to discuss books they have read. A second possible explanation is consistent with the ER literature on the importance of students having a choice in their own reading material. For example, Day and Bamford`s third of their oft-cited ten principles of Extensive Reading is "Learners choose what they want to read" (Day, Bamford 2002). Part of their justification for this principle is that learners are free to stop reading anything that is not of interest, or is at an inappropriately difficult reading level for them to read enjoyably. Although the group condition keeps learners rather than the teacher in charge, once a reader is selected, learners may feel an obligation to read to participate in the discussion with other group members, or feel disengaged from the discussion if they fail to complete the reader. However, no more than four students in any one week reported failing to complete the reader for the group discussion, and this does not appear to have had any observable impact on the mean engagement reported for the discussion activity. We might also expect to see the same effect present in the reading activity as well as the discussion activity if this second explanation was correct. Furthermore, it is stronger agreement with the engaging nature of the discussion activity at the end of the individual selection weeks compared to all other stages of the extensive readung activity in either selection condition that can be observed in the results. We do not see that the discussion activity after the group selection is likely to be considered less engaging than other stages of the reading process. In fact, we see a mild agreement that it is engaging, consistent with the overall engagement in the extensive reading activity.

A number of limitations to the study need to be noted when considering the findings of the research, however. Although care was taken to limit the sample to those students who had participated in the discussions and returned questionnaires for all three stages of each of the weeks in our sample, it was apparent when conducting analysis that the database still included students who had missed individual items off a questionnaire which had not been noticed in selecting the students to include in the sample. This may or may not affect the findings of the paired t-tests that were conducted, and replications of this study would be required taking particular care that students have not missed individual responses from the questionnaires.

Furthermore, the length of the questionnaires themselves pose some limitations in this study. Combining the three questionnaires, students had 59 items to complete each week. The missed items were difficult for the researchers to notice when collecting up to 63 questionnaires each week with so many items. Student responses may have been affected as much by their engagement with the process of completing the questionnaire as with the ER activity itself, raising questions as to the validity of the questionnaires for measuring engagement. An example of this is where items measuring the same construct produce internally inconsistent answers. An example of this is with the construct `interest`, measured in the weekly group discussion questionnaire with the items "my group`s discussion was interesting." and "I felt bored during the discussion." Clearly, if we believe that the questionnaire is a valid instrument to measure student interest in the group discussion activity, we would not see students agreeing strongly with both statements, or indeed disagreeing strongly. While most students clearly understood the way in which these statements contrasted, a small number of examples of not clearly focusing on the meaning of the statements or simply failing to understand the statements were apparent as students would strongly agree with both statements. If we were to repeat this study, we would examine ways to reduce the workload for students in terms of the number of questionnaire items they were required to respond to during the study period. Additionally, failing to return a questionnaire entirely, or absence from class might in themselves be indicators of a lack of engagement. We may have to consider that the sample of students that we were left with were more engaged than the student population from which they were drawn.

Another sampling drawback is that while the sixty three students were separated into four classes of fifteen or sixteen students each, based on TOEIC score, the distribution of students with missing data across the four classes meant that our sample drew disproportionately from the upper and lower quartiles of English proficiency as measured by TOEIC. This is illustrated below in table 4.

Table 4

Number of students included in sample from each intact class described in terms of quartile by TOEIC score within the year group.

Class	Number of Students
1st quartile	12
2nd quartile	5
3rd quartile	9
4th quartile	13

The final drawback of the research design was that the study was limited to six weeks, of which four were included for our sample. The student with the greatest numbers of words read during the study had read 85,126 words. Only three students in our sample read over 50,000 words, and the mean number of words read was 18,818. This poses the question whether the study continued for a sufficient amount of time for it to be considered extensive reading. Indeed, a recent meta-analysis bears out the relative brevity of this intervention in the field of extensive reading (Liu & Zhang, 2018). The previously noted lower engagement in week three of the study also raises questions as to whether the greater engagement in the individual selection weeks was indeed related to the condition of individual selection. Another possible explanation is that other factors in the students` workload outside the study for this or other classes affected the engagement in week three, and thereby exaggerated the effect of the selection conditions on student engagement. Future attempts to investigate this question should address these limitations.

Conclusion

Our study investigated the impact of group or individual selection of readers on the engagement in an ER activity among a group of Japanese first year undergraduates studying for an English language medium Global Communications major. Although individual selection was the condition that resulted in greater engagement reported by students in weekly questionnaires about their selection of the reader, their reading and a group discussion of their reader in class, only in the group discussion phase was the difference found to be statistically significant in a paired t-test.

The research design and small errors in the database, however, left some areas that can be improved on in future research, and replication of this finding should probably be attempted to make it more robust. We feel that such attempts at replication would be worthwhile as it would give further support to the principle espoused in the literature that students should choose their own reading material.

Appendix 1 – Weekly Selection Questionnaire

Student ID: _____

Engagement Questionnaire (v1.0)

Assignment

1. Name of Graded Reader: _____

2. Level: _____

3. Selection Method:(circle one)   Self   Group

4. Finished the reader?: (circle one)   Yes   No

Directions

Please rate the following statements based on your own opinions using the scale below.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

Selecting the Graded Reader

Interesting

1. It was interesting to browse the readers while making a choice.   _____

2. I felt bored while looking for a good reader.   _____

Enjoyable

3. I enjoyed the process of selecting this reader.   _____

4. I felt irritated during the selection process.   _____

Concentration

5. I was focused on finding a good reader during the selection time.   _____

6. I found my mind wandering while choosing the reader.   _____

Effort

7. I tried hard to find a good reader.   _____

8. I was mostly interested in finishing the selection process as quickly as possible.   _____

Control

9. I feel I had little control over the choice of the reader.   _____

10. My preferences were an important part of the selection process.   _____

Success

11. I did what I was supposed to do to complete this task.   _____

12. I am looking forward to reading this story.   _____

Challenge vs. Skill

13. Selecting the graded reader was a challenging task.   _____

14. I felt I had sufficient English ability to successfully select the reader.   _____

15. It was easy to find a reader that I wanted to read.   _____

16. I had troubles understanding the English descriptions of the stories. _____

Engagement

17. I felt engaged in the task of selecting a reader.   _____

Appendix 2 – Weekly Reading Questionnaire

Student ID: _____

Engagement Questionnaire (v1.0)

Assignment

1. Name of Graded Reader: _____

2. Level: _____

3. Selection Method: (circle one) Self Group

4. Finished the reader?: (circle one) Yes No

<u>Directions</u>

Please rate the following statements based on your own opinions using the scale below.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

Reading the Graded Reader

Interesting

1. I felt bored while reading the story. _____

2. The plot of the story was interesting. _____

Enjoyable

3. I enjoyed reading the story. _____

4. I became immersed in the story while reading. _____

Concentration

5. My mind was wandering while I was reading. _____

6. While I was reading, I stayed focused on the task. _____

Effort

7. I did my best to finish the reader by the deadline. _____

8. I put a lot of effort into this assignment. _____

Success

9. I did everything that I was assigned to do. _____

10. I feel good that I could read a whole book in English. _____

Challenge vs. Skill

11. The language was easy to understand. _____

12. I could read at a fast, steady pace. _____

13. The plot of the story was difficult to follow. _____

14. I often stopped for unknown words. _____

Engagement

15. I felt engaged in the reading activity. _____

Appendix 3 – Weekly Discussion Questionnaire

Student ID: _____

Engagement Questionnaire (v1.0)

Assignment

1. Name of Graded Reader: _____

2. Level: _____

3. Selection Method:(circle one) Self Group

4. Finished the reader?: (circle one) Yes No

<u>**Directions**</u>

Please rate the following statements based on your own opinions using the scale below.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

Group Discussion

Interesting

1. My group's discussion was interesting. _____

2. I felt bored during the discussion. _____

Enjoyable

3. Overall, I enjoyed discussing the story. _____

4. It was fun to hear what other students in my group thought. _____

Concentration

5. I was focused on understanding what all of my group members were trying to say. _____

6. My mind was wandering during our discussion. _____

Effort

7. I did my best to express my opinion about the reader. _____

8. I tried hard to contribute to the discussion. _____

Success

9. I was an active participant in the discussion. _____

10. I brought some good ideas into our discussion. _____

Challenge vs. Skill

11. It was difficult to express my ideas in English. _____

12. It was difficult to understand what my group members were saying. _____

13. I had sufficient English ability to discuss the book with my group. _____

14. I had troubles finding opportunities to add my ideas to the discussion. _____

Engagement

15. I felt engaged in the discussion activity. _____

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