

# **A BLENDED LEARNING APPROACH TO READING CIRCLES FOR ENGLISH LANGUAGE LEARNERS**

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## **ABSTRACT**

In order to explore the potential benefits of a blended learning approach to reading circles for students of second language reading, a website with several Web 2.0 technology resources was created for students at an intensive academic English language program in Hawai'i. Over the course of two terms at this school, traditional reading circle activities were carried out at the same time as online reading circle activities. Qualitative analyses of the students' online reading circle activities and interactions reveal the beneficial growth of student agency and show that students are able to use both synchronous and asynchronous multimodal communication, especially the co-annotation of digital reading texts in Google documents, to co-construct the meaning of reading circle articles and stories, thereby distributing the complex and burdensome cognitive processes involved in reading in a second language. These findings suggest that a blended learning approach to reading circles for second language learners further augments the known benefits of these educational practices. Blended learning and reading circles complement each other.

## **INTRODUCTION**

Whether learning to read in a first language or second language, students benefit in many ways from a curriculum that includes reading circles. In the past few decades, numerous research projects have shown the benefits of this approach in first language and second language reading classes (e.g., Daniels, 2002; Day, Spiegel, McLellan, & Brown, 2002; Furr, 2004; Kim, 2003). And in recent years, whether learning language, math,

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science, history, or any other subject, students and teachers have found many advantages in a curriculum that includes blended learning (e.g., Bañados, 2006; Bonk & Graham, 2012; Grgurović, 2011; Gruba & Hinkelman, 2012). Recently, few applications of technology in education have received as much attention as blended learning methods.

Reading circles and blended learning have similar strengths, warranting a close study of the combination of these two methods for teaching reading in a second language. Does a blended learning approach to reading circles for English language learners amplify these strengths?

During much of the twentieth century, reading teachers in many parts of North America formed book clubs, literature circles, and other types of reading circles to promote the development of reading skills and to foster an interest in reading. However, reading circles were not formally studied and developed into a clearly organized method until Harvey Daniels and his colleagues began to analyze their use of literature circles in Chicago schools in the 1990s (Daniels, 2002).

Reading circles are an enjoyable and unique form of practicing reading. In reading circles, small groups of students are formed to read and discuss a work of literature, a newspaper article, or other reading. Students take turns as leaders for these groups, and other reading circle members may have other roles or hold other responsibilities in the group. Instructors help to make sure that reading materials are appropriate for the students and offer other scaffolding support, but the students have liberty to manage the reading circles as they see fit, to maximize enjoyment of the text, understanding of the text, and discussion of the text. According to Daniels, literature circles have eleven key ingredients:

1. Students *choose* their own materials.
2. *Small temporary groups* are formed, based on book choice.
3. Different groups read *different books*.
4. Groups meet on a *regular, predictable schedule* to discuss *their reading*.
5. Kids use written or drawn *notes* to guide both their reading and their discussion.
6. Discussion *topics come from the students*.
7. Group meetings aim to be open, *natural conversations about books*, so personal connections, digressions and open-ended questions are welcome.
8. The teacher serves as a *facilitator*, not a group member or instructor.

9. Evaluation is by *teacher observation and student self-evaluation*.
10. A spirit of *playfulness and fun* pervades the room.
11. When books are finished, *readers share with their classmates*, and then *new groups form* around new reading. (2002, p. 18)

Traditionally, most communication among the members of a reading circle usually takes place during face-to-face meetings in class, but a blended approach to reading circles allows for additional communication in a virtual setting outside of class and enables a multi-modal means of communication over the Internet. Furthermore, modern Web 2.0 technologies allow the members of a reading circle to co-annotate the text of a single digital document, synchronously or asynchronously, and easily share information gleaned from the vast resources of cyberspace.

Blended learning, also called hybrid learning, has been defined in different ways. On the one hand, some researchers define it broadly as a combination of any different teaching or communication modalities in education (Bonk & Graham, 2012). On the other hand, it has been defined as the combination of face-to-face instruction and communication with Internet-based, multi-modal instruction and communication: “Those who use blended learning environments are trying to maximize the benefits of both face-to-face and online methods—using the web for what it does best, and using class time for what it does best” (Osguthorpe & Graham, 2003, p. 227). This second definition, in particular, has motivated this study.

What do face-to-face meetings for reading circles do best? And what does the Internet do best in facilitating reading circles? What specific benefits of these two learning methods might be amplified by combining them in the right way? This research project explores the affordances of Web 2.0 technologies in nurturing the benefits of reading circles for students of English as a second language.

## CONCEPTUAL FRAMEWORK

As mentioned above, a blended learning approach to reading circles for second language learners offers many potential benefits. In particular, the spirit of reading circles and the collaborative nature of Web 2.0 technologies, when combined, may afford students

enhanced opportunities to engage their agency, show greater care for their work and classmates, and participate in the social learning and support that are typical of communities of practice and the new culture of learning.

### ***Agency***

Influenced by the sociocultural theory that has motivated and steered many of the studies in computer assisted language learning (CALL) in recent years, numerous researchers “argue that the ideal CALL activity is one that encourages the second language learner to become an agent in the learning process” (Blake, 2013, p. 53, Kindle Edition). Meanwhile, proponents of the distributed view of language have further emphasized the role of agency in the development of second languages, showing that learning is co-constructed by the shared cognition of two or more agents who engage the cultural artifacts and tools in their shared environment (e.g., Thibault, 2011; Thorne, 2003; Zheng, Newgarden, & Young, 2012).

According to Leo van Lier, human agency plays a central role in many of the common approaches to language learning and teaching that are practiced today, including task based language teaching, content based instruction, project based learning, and others (2007). When agency is at the center of the learning process, as with many of these approaches, he calls it “action-based learning,” and he says that “motivation and autonomy are but two sides of the same coin of agency” (van Lier, 1996). Not surprisingly, motivation and autonomy are frequently mentioned benefits that accompany the use of technologies in language learning (see Reinders & Hubbard, 2013, for an overview).

Web 2.0 technologies provide a boost to learner agency. According to Young, Barab, and Garrett, “motivation, like problem solving, can best be described as an interaction arising from an intentionally driven agent perceiving and acting within an information-rich ecosystem” (2000, p. 165). Online meeting places, like those for the reading circle groups in this study, provide this “information-rich ecosystem.” When meeting synchronously or asynchronously online, collaboration activities promote agency by giving language learners access to the infinite resources of the Internet and a place for sharing the information that is discovered online. Language instructors facilitate by ensuring that language learners are

making short-term and long-term goals and providing the technological resources that allow for numerous actions and countless affordances.

The motivation and autonomy that accompany the central role of agency in many applications of technologies for language learning have other benefits as well. Reading in a foreign language can be stressful for students. As Grabe says, “Most students take a dim view of becoming good, fluent readers” (2010, Kindle Locations 4801-4802). He suggests three important themes for cultivating motivation for second language reading: “Instruction needs to (a) allow successful task outcomes by students on a consistent basis; (b) promote student autonomy; and (c) support student collaboration” (2010, Kindle Locations 4810-4811). A blended learning approach to reading circles has the potential to nurture all of these goals. When students show an interest or concern for a topic, and when their group mates realize these values, reading practice has the potential to become a more meaningful task for everyone.

### ***Creating Something Real***

Language learning activities are more fruitful when they are connected to the real world, and when students make something real and shared. Hay and Barab (2001) have shown the benefits of apprenticeship and other forms of learning by creating something real. When students create an “artifact or shareable product” (Hay & Barab, 2001, p. 283), they invest more energy, care, and thought into its design and final form. Hay and Barab show that technology serves as a “cognitive medium” (2001, p. 283) for the sharing and exploration of ideas in the group work that produces these artifacts.

Web 2.0 technologies provide this connection to the real world by giving learners the opportunity to create something real and shared in a public space. By communicating and co-producing materials on a public web page, language learners gain the benefits of creating something real. These web pages, as well as Google documents and other shared media, are environments where ideas are co-constructed by the shared cognition of human agents. These public artifacts serve a dual function as motivation and “cognitive media.” Indeed, if reading requires a complex combination of cognitive processes and skills, as Grabe suggests (2010), these “cognitive media” potentially allow for the co-construction of meaning by students of a second language as they share the burden of reading or composing a text

online. For example, “a blogging environment that encourages participants to negotiate their understanding of the meaning of a text may encourage better understanding of sociocultural aspects of meaning” (Park, Zheng, Lawrence, & Warschauer, 2013, p. 293).

### ***A Community of Practice in the New Culture of Learning***

Research has shown that Web 2.0 technologies, like those used in blended learning, also help to cultivate a community of practice whose members can engage the new culture of learning. These technologies promote many of the characteristics of a community of practice: Group members have common goals, they have “an identity defined by a shared domain of interest,” they “engage in joint activities and discussions, help each other, and share information,” and they “develop a shared repertoire of resources: experiences, stories, tools, [and] ways of addressing recurring problems” (Wenger, 2012, pp. 1-2). Face-to-face meetings and virtual meetings help to cultivate this community of practice, and leadership roles are an important part of these communities (Wenger, White, & Smith, 2009). Shared domains of interest may form around the practice of learning to read in a second language, or it may form around a shared interest in the topic of the reading. Both are acceptable possibilities, and both may occur simultaneously.

Communities of practice and blended learning are related to the new culture of learning, a pervasive phenomenon that Thomas and Brown (2011) have recently and thoroughly described in detail: “The new culture of learning actually comprises two elements. The first is a massive information network that provides almost unlimited access and resources to learn about anything. The second is a bounded and structured environment that allows for unlimited agency to build and experiment with things within those boundaries” (p. 19). When communicating outside of class on a web page or other digital place of interaction, language learners and students of other disciplines can access the unlimited resources of the Internet to learn about anything and share knowledge and resources within their group. Yet, the goals and boundaries provided by the online environments of a typical blended learning system offer a structured environment that promotes the agency mentioned above. And students have freedom to experiment within these boundaries.

## RESEARCH DESIGN

Researchers use many theoretical frameworks when studying language learning, and as the academic world has moved into the 21st century, more researchers have begun to use frameworks that view language learning as a social process, and they correspondingly focused more attention on the contexts of learning. As more researchers have embraced these frameworks for the study of language learning, the use of qualitative research methods has flourished (Friedman, 2012, Kindle Location 4891). The study in this paper is consistent with these trends.

In order to study the possible benefits of a blended learning approach to reading circles, the author of this paper carried out qualitative action research while teaching two reading classes at a university English language program for students of English as a second language for academic purposes. Both classes were comprised of students at the same level of ability, upper-intermediate to low-advanced adult learners of English as a second language, and they came from Japan, South Korea, Saudi Arabia, and Taiwan.

The author created a website for these reading classes (see Appendix A) with a page and numerous resources dedicated to the reading circle activities. The website has a description of the reading circle activities and an explanation of the short-term and long-term goals of the project. The main reading circle page has a schedule of the reading circle leaders for the term, lists of reading circle groups for each week in the term, as well as links to the separate reading circle pages and weekly community feedback exercises. Each week, each reading circle was given a page (see Appendix B) on the website where members could post questions, share information, share links to relevant materials from the Internet, and carry out any other reading circle activities. For three weeks, the students completed one reading circle session a week, with four or five reading circle groups acting at one time.

These pages served as the primary meeting place for reading circle groups outside of class. Most importantly, on these pages, reading circle members could find a link to the main text for their reading. After the first three weeks of reading circles, Google documents were used to publish the primary reading materials for the week, allowing students to co-construct meaning by shared annotations (see Appendix C). These Google documents are called *Google Readings* by the author and the students. In order to balance the face-to-face

meetings and website interactions for blended learning, student assignments were designed to produce evenly divided workloads for in-class activities and website activities.

Each student served as a reading circle leader once during the term, reading circles lasted for one week, and each week, everyone participated in a reading circle as a member when not serving as a leader. At the end of each week, the students submitted suggestions and other feedback based on the reading circle activities for that week. This *community feedback* was published and available to everyone as a reference for improving the quality of reading circle discussions and activities as the term progressed, for both online meetings and face-to-face meetings in class (see Appendix D). In total, the author observed seven weeks of reading circle activity, with three weeks of web-page interaction and four subsequent weeks of interaction that benefitted from the co-annotation environment of the Google documents. In total, the online interaction of thirty-two separate reading circles were observed and analyzed.

In addition to the data collected on the numerous pages of the website for these reading classes, the author also observed the face-to-face reading circle meetings during class times and took notes and made analytical memos. Unfortunately, no interviews were carried out to supplement these data and some analytical memos were not dated properly. As a result, this study has focused primarily on the observable interactions that have taken place in the online learning environment.

The primary data for analysis in this study are the complete recorded interactions of the students on their various reading circle web pages. These were recorded, dated, and time-stamped automatically by the Wordpress software used to construct and run the website, and they serve as a complete, visual history of the computer mediated interactions among the members of the different reading circles throughout the term. The primary focus of this study is the possibility of technological enhancement of the benefits of reading circles as provided by a blended learning approach; therefore, the website interactions and materials were of primary interest to the author. Qualitative note-taking regarding the face-to-face component of the reading circles was carried out primarily to see how the computer mediated communication on the website affected the face-to-face meetings.

## DESCRIPTION AND ANALYSIS OF DATA

The data for this research project are massive and the complete findings are equally large and too great to communicate in their entirety here. As a result, the author has chosen to narrow the focus of his description and analysis of data to the community feedback sections of the reading circle pages and to the co-constructed annotations in the Google Document sections of the pages. The author is analyzing only those parts of the online work that were published and completely public on the class website.

What kind of growth is evident in the agency of the student actions? What evidence reveals the growth of a community of practice with elements of the new culture of learning? How have these elements been formed? Does the data show how the students are benefitting by creating something real and public?

### ***Community Feedback***

The goal of the community feedback sections of the website was explicitly stated on the website and the students were aware of its role in the reading circles project:

Please share a few thoughts, suggestions, or opinions about our Reading Circles. These ideas will help our Reading Circles leaders to make good decisions and plans for our final week of reading circle activities. This is your opportunity to make the Reading Circles better for everyone. Thank You!”

(see Appendix D; Third Community Feedback, para. 1).

Indeed, the title of the first community feedback exercise was this: “How Can we Improve our Reading Circles?” Furthermore, when assigning homework for the reading circles, the instructor often reminded students of the purpose of the community feedback, and reminded the reading circle leaders to use this feedback when preparing materials or activities for their reading circle for the coming week. These community feedback exercises were intended to nurture and promote a community of practice. So, is there any evidence that this happened?

There is certainly evidence to support the growth of a community of practice, and there is also some evidence against it. In the first two community feedback exercises, several students mentioned a desire for easier readings, and readings about topics that are

thematically lighter and more enjoyable. For example, one student wrote “I just feel to be hard because the article and content on the text deal with big social issues in the now. So, I think the article, whose you like the entertainment, actor, fashion, food, magazine, and etc. are also good!” (see Appendix D; Second Community Feedback, para. 3). After several comments like these, many reading circle leaders chose readings with more entertaining and light topics, avoiding more serious topics in the news.

Additionally, several students mentioned the value of the community feedback exercises in helping to improve the design of future activities. For example, one student wrote “some students said same things and I could know what was the problem from their comments” (see Appendix D; Final Community Feedback, para. 5). Another student wrote “we can make more fun after feedback” (see Appendix D; Final Community Feedback, para. 5). While these types of comments were common for about half of the students, other students disagreed. For example, one student wrote “yes, it’s helpful but other I want to get more critical students” (see Appendix D; Final Community Feedback, para. 5). And another student wrote this: “I feel like I am writing the same things again and again” (see Appendix D; Final Community Feedback, para. 5). About half of the student comments reflect this belief in the failure of the community feedback to produce improvements in the reading circle activities. Certainly, a theme is developing here. In order for a fully functioning community of practice to form, it seems that the community needs more time for the sharing and realizing of values.

If leadership is crucial to the development of a community of practice (Wenger, White, & Smith, 2009), the students realized this, and there is much evidence to support the growth of this value in the community. For example, in the final community feedback exercise, one student wrote that the “Leader’s preparation is the most important thing. If it was not made, we do not need to do Reading Circle. Leader has to be responsibility” (see Appendix D; Final Community Feedback, para. 3). Other students made similar comments to promote this value, a common theme among the data. The students realized that in the future, students with experience in blended reading circles should be the first to serve as leaders, and that leadership is an important value in the successful workings of the community.

Additionally, the evidence shows how the elements of a community of practice develop slowly. Intensive English language programs like the school in this study will not quickly

see the growth of a successful community of practice, and instructors need to be careful when scaffolding support to nurture the growth of the community.

Regarding agency, the community feedback sections of the website offer some interesting findings. When asked if “[the students] needed more freedom” in order to make their reading circles better, no students said that they needed more freedom, and only a small percentage mentioned that “[the instructor] should do more” (see Appendix D; Final Community Feedback). In addition, the value and enjoyment of sharing one’s opinions and learning to appreciate the opinions of others were a common theme among the data: “Every students have different opinion and experiences. I like to know them by discussing” (see Appendix D; Final Community Feedback, para. 1) is a common type of comment in the feedback sections.

Another theme among the data relates to agency. Numerous students reported that the web-based portion of the reading circles allowed them the freedom to “catch up” or “read article on website anytime. Then we can post something interesting website or video” (see Appendix D; Final Community Feedback, para. 2). Several types of freedom appear to support student agency.

### ***Google Readings***

Perhaps more than anything else, the data for the *Google Readings* add further support to Hay and Barab’s (2001) discovery that learning is more fruitful when students co-construct a shared and public artifact – a real thing. Hay and Barab say that technology can serve as a cognitive medium for the sharing and exploration of ideas in group work, and the Google Readings are evidence for this benefit in the practice of reading circles. The data from this research project show that students were able to co-construct the meaning of different texts by co-constructing annotations via a shared Google Document. In other words, the students are distributing the burden of the complex cognitive process of reading in a second language.

Greater pleasure was one of the most common themes related to the Google Readings. Many students wrote that this form of collaboration was “awesome,” “more enjoyable and amazing,” and “very interesting” (see Appendix D; Third Community Feedback). Many students said that their members’ vocabulary study, comments, and questions were easier to

see and understand. Indeed, before using the *Google Reading* format, some students had mentioned the following problem: “I want to know as soon as member post something on our page... so we can contact with members” (see Appendix D; Second Community Feedback). The *Google Reading* format provided a solution to this common problem in the virtual meeting place of the reading circles.

The data in the *Google Reading* annotations reveal that students viewed the activity as more social than previous web-based work. The annotations contain numerous occurrences of shorthand that is common in texting language and social network communication, such as “lol” (see Appendix C; Jamaica Reading Circle Example). Also, students were more likely to use exclamation marks and share links to interesting and relevant materials from the Internet. The annotation boxes are aesthetically similar to comment boxes like those found in the Line app, Facebook, and other social networks. Perhaps, these students viewed the *Google Reading* articles as being similar to the posted photos, news stories, and other items that appear in the news feeds of social networks. Indeed, jokes were more common among the comments and annotations of the *Google Reading* work (See Appendix C; Brazil Reading Circle).

The Canada Reading Circle’s *Google Reading* page shows the co-construction of meaning via shared annotations; it shows the use of the *Google Reading* page as a cognitive medium where understanding and learning are social, shared, and distributed. On this page, one student highlights and annotates the text, posting a question about the “Middle Man” in the story. This student has made a physical change to the artifact by highlighting part of the text for others to see and annotating it with comments, and a reading circle classmate sees this, and offers a reply with helpful information about the meaning of “Middle Man” as mentioned in the story (see Appendix C; Canada Reading Circle). Both students are annotating the same document, and occasionally doing so at the same time, a phenomenon that is possible only with Web 2.0 technologies. The second student can do this as she reads the article. Both students make changes to the artifact in order to co-construct meaning: the first student highlights a part of the story that needs clarification, and a second student fills in this missing information. One can imagine that the other reading circle members see these changes to the document and benefit from them without needing to comment.

Interestingly, one sees few changes to the actual text itself beyond the highlighting, though the teacher made this action potential known to the students. In the future, perhaps some reading circle members will be brave enough to attempt a small remix of the story to promote understanding or to creatively construct an original meaning.

## CONCLUSIONS AND IMPLICATIONS

This study shows the benefits of a blended learning approach to reading circles for second language learners and shows that these two learning practices complement each other. Indeed, one of the common themes among the data was that both the website work and face-to-face work were valuable for learning in similar ways. The data from interactions online and the community feedback exercises reveal that the students began to find what the web does best and what the class time does best (Osguthorpe & Graham, 2003, p. 227). The findings in this study make a small contribution to theory and teaching methodologies.

More than any other theme that emerged from the data in this study, the following concepts are most prominent: the importance of leadership in helping to form a community of practice, and the importance of agency in helping to motivate good leadership and participation in reading circles. The data show that the members of this small community realized these values quickly, and began to promote these values (Hodges, 2009). If these blended reading circles continue in the same fashion in the future, these values will likely grow and lead to a stronger community of practice and better action-based learning outcomes. However, the evidence suggests that time and instructor support are needed in order to ensure a quicker development and adoption of these values by the community.

This study offers a contribution to teaching methodologies as well. The results of the data analysis from this study add further support to studies that have already shown benefits for blended learning curriculums (e.g., Bañados, 2006; Bonk & Graham, 2012; Grgurović, 2011; Gruba & Hinkelman, 2012). Why have reading circles without an online component? This study has clearly shown numerous advantages for a blended learning approach to reading circles, and additionally, the *Google Reading* activities show strong support for the benefits in using co-constructed and public artifacts in the teaching of reading. The data

show that reading practice, in particular, benefits from the use of these teaching and learning strategies.

Traditionally, reading circles are enjoyed by students because they must employ their agency to find interesting reading materials and promote interesting discussions and activities for their groups. The web-based work in a blended learning approach to reading circles amplifies these benefits. The unlimited resources of the Internet help to stimulate the agency of the students. A shared reading experience in Google Documents builds a social-network environment for enhanced communication in the co-construction of meaning and understanding; it's a cognitive medium and shareable product where students can touch and manipulate the text, in any way, to learn anything.

Future research and analysis of the data in this study will explore further the evidence for a new culture of learning in the community of practice. How do students engage the new culture of learning to understand the topics in the readings, or do they use this new learning in order to improve their reading skills and mastery of English? If the former is true, does the later ensue? How are the values of communities of practice realized over time?

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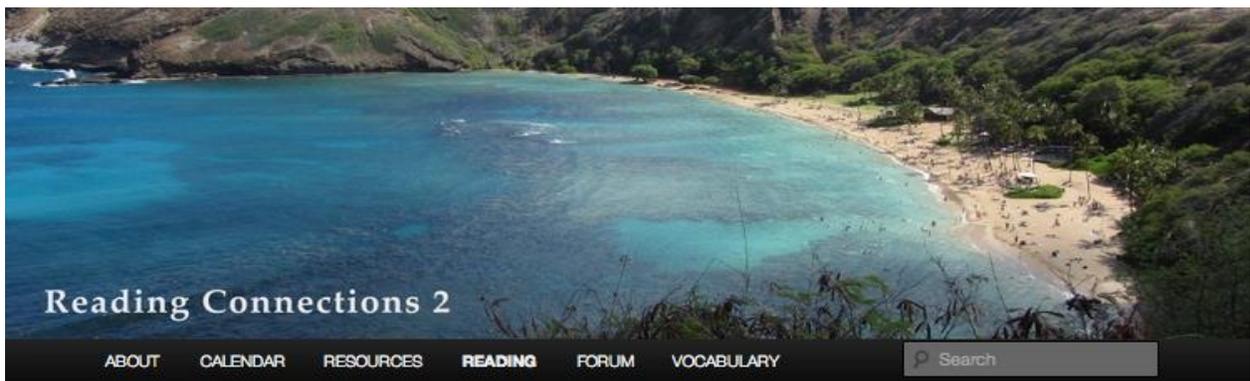
## APPENDIX A

Main Website:

[www.helpreadingconnections2.wordpress.com](http://www.helpreadingconnections2.wordpress.com)

Reading Circle Page

[www.helpreadingconnections2.wordpress.com/reading-circles/](http://www.helpreadingconnections2.wordpress.com/reading-circles/)



## READING CIRCLES

### Reading Circles Schedule

Nov 11 - Nov 14	Nov 18 - Nov 21	Nov 25 - Nov 28	Dec 2 - Dec5
<b>8am Class</b>	<b>8am Class</b>	<b>8am Class</b>	<b>8am Class</b>
Monday	Monday	Monday	Monday
Tuesday	Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday	Wednesday
		Thursday	Thursday
		Friday	Friday
<b>9am Class</b>	<b>9am Class</b>	<b>9am Class</b>	<b>9am Class</b>
Monday	Monday	Monday	Monday
Tuesday	Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday	Wednesday
Thursday	Thursday	Thursday	Thursday
Friday	Friday	Friday	Friday

### November 11th to November 14th



### KUMU RICK

#### Tweets

Follow

**Kumu Rick** @help2013rick 11 Dec  
My HELP students are so wonderful.

**Kumu Rick** @help2013rick 9 Dec  
Vocabulary is so important! Please find a way to enjoy studying vocabulary in your life! You guys are awesome!

**Kumu Rick** @help2013rick 9 Dec  
For the last vocabulary test, if you have about 85 entries or more in your second set, you do not need to do perfectly on the test.

Tweet to @help2013rick

### BE MY FRIEND !

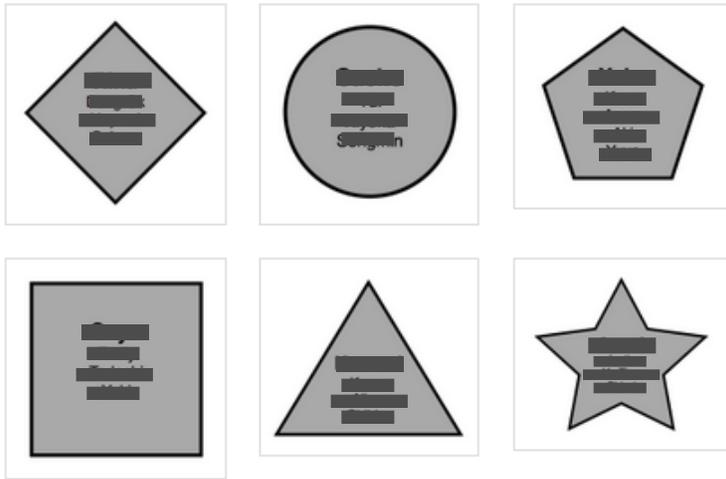


### GOOD WORDS !

- **cumin**  
seeds used for adding a special flavour to food, or the plant that produces them. Cumin is a type...
- **caraway**  
the seeds of a plant used on or in food such as bread or cakes



November 18th to November 21st



- **fennel**  
a pale green vegetable with seeds and leaves that are used for flavouring food

RECENT POSTS

- [Rick's HELP 332R2](#)
- [Rick's HELP 332R1](#)
- [Reading Circles Survey](#)



November 25th to November 28th



## APPENDIX B

Example of a Reading Circle Page:

<http://helpreadingconnections2.wordpress.com/green-reading-circle/>

*(this is not the complete page)*



## Green Reading Circle

GREEN READING CIRCLE

Leader: **Kana**

Group Members: **Aki, Azam, & Rina**

### Main Article

<http://www.dogonews.com/2009/1/20/president-obama-s-letter-to-sasha-and-malia>

### Other Websites

- <http://www.dogonews.com/2012/9/8/president-barack-obama-vs-mitt-romney-the-race-to-the-white-house-has-begun>
- <http://www.timeforkids.com/news/election-2012-education/44476>
- <http://www.timeforkids.com/news/election-2012-health-care/44481>
- <http://www.greatschools.org/improvement/quality-teaching/61-no-child-left-behind.gs>

## APPENDIX C

Google Documents (*Google Readings*) with co-constructed Annotations:

Jamaica Reading Circle

<https://docs.google.com/document/d/1GLbLUG8dFjKZ0KpnNUawVP8EvkL6iE9T47Zifg9qXug/edit>

Canada Reading Circle

<https://docs.google.com/document/d/13A1pCC4a0WkwOzu-yQa2Kf-HO1qI86vcmK4Bs7mNnws/edit>

France Reading Circle

<https://docs.google.com/document/d/1VR7tdrJCI4t-TfhRwpCl83FpHVZeUogIcB4YeGZLE8w/edit>

Egypt Reading Circle

[https://docs.google.com/document/d/1D\\_Jrx6D-PWI2uY53AUXyBkgKKSirzsyRQ6FXQksbg00/edit](https://docs.google.com/document/d/1D_Jrx6D-PWI2uY53AUXyBkgKKSirzsyRQ6FXQksbg00/edit)

Australia Reading Circle

<https://docs.google.com/document/d/1sRs6qist1rgc1WJyctsgNFmu0cxkPKC8e2yjVfapQ24/edit>

Brazil Reading Circle

[https://docs.google.com/document/d/1ZpEU-Tpy8J5hSQA-O137q\\_kEzdeJ3BMTrwMPs\\_WZ0P8/edit](https://docs.google.com/document/d/1ZpEU-Tpy8J5hSQA-O137q_kEzdeJ3BMTrwMPs_WZ0P8/edit)

Example:

The screenshot shows a Google Document interface. The title bar reads "Jamaica Reading Circle" with a star icon. The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Table", and "Help". A status bar indicates "Last edit was made 12 days ago by anonymous". The document content discusses the history of Santa Claus, mentioning Clement Clark Moore's 1823 poem, Thomas Nast's 1881 cartoon, and Coca-Cola's 1931 campaign. A comment thread on the right side shows a comment by Kiyoka Tataro (7:35 PM Dec 2) with a link to a website, a reply by 富永佳那 (9:06 PM Dec 4), and another comment by Kiyoka Tataro (7:45 PM Dec 2). Red horizontal lines are drawn across the interface, including one under the "Share" button and another under the second comment.

*Second Language Studies*, 33(1), Fall 2014, pp. 1-22.

## Appendix D

First Community Feedback

[https://docs.google.com/forms/d/1cX2fc1fe9yJ7bQ\\_j3yaqmaMFrLZPci-YhIUIJB7e5DQ/viewanalytics](https://docs.google.com/forms/d/1cX2fc1fe9yJ7bQ_j3yaqmaMFrLZPci-YhIUIJB7e5DQ/viewanalytics)

Second Community Feedback

<http://helpreadingconnections2.wordpress.com/2013/11/21/community-feedback-for-reading-circles/>

Third Community Feedback

<http://helpreadingconnections2.wordpress.com/2013/12/02/final-reading-circles/>

Final Community Feedback

<https://docs.google.com/forms/d/1iJzM8VefFS6Ah76YsK1-1yXuyeB4djK-rUtMyKBTysY/viewanalytics>