A CASE REPORT: ADAPTING READING CLASS COURSE MATERIALS TO MEET FLIPPED CLASSROOM STANDARDS, LEARNING OUTCOMES, AND FLEXIBLE CLASS FORMATS

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ABSTRACT

A combination of language learning materials and course design contribute to successful language learning in language learning classrooms. However, considering diverse learning contexts, commercial materials cannot be a one-size-fits-all panacea to successful learning. Contextual factors, such as the student population, learning format, objectives, and program requests, often require adjustments in the form of modifications, such as extensions, additions and deletion, of materials on the part of the teacher. This paper provides an in-depth report of the textbook and materials adaptation process (analysis, planning, modifications, piloting, revisions) of a high-intermediate English as a second language academic reading class at an American university. It reviews relevant literature informing modifications and provides an overview of appropriate materials that enriched students' learning experiences in this reading course.

This project sheds light on the adaptation and expansion process of a textbook curriculum for a hybrid/in-person English as a second language (ESL) reading class of an academic English language program at the University of Hawai'i. The project illustrates motives and procedures behind adapted, deleted, expanded, and extended class materials for a high intermediate reading class to meet the class's pedagogical and situational frameworks. Language programs often provide teachers with class requirements, such as student learning outcomes (SLOs), and resources, such as textbooks, offering teachers guidance on expectations, content and sequencing. In some cases, they expect teachers to adopt specific pedagogical approaches. While provided resources are necessary and helpful, they need to be critically analyzed and often

adapted to fulfill the students' needs, meet class requirements, the class format, and specific pedagogical models (Ahmed, 2017).

In the case of this project, the reading textbook provided by the program had to be adapted to meet the courses' SLOs, students' needs, the program's recently adopted flipped classroom pedagogical approach, and the challenging landscape of a flexible teaching format (hybrid/in-person) in reaction to the Coronavirus pandemic. Students received a reading textbook at the beginning of two eight-week terms. Because of local classroom teaching restrictions due to the pandemic, instructions (4 times a week for an hour) alternated between face-to-face and synchronous, online instructions during the first eight-week session. During the second session, face-to-face classes resumed under restrictions to student and teacher interactions (social distancing, mask-wearing at all times). Materials design and lesson planning had to take a flexible class format into account, potentially having to accommodate students or teachers in quarantine or isolation for health reasons. Due to these restrictions on social interactions, the interactive component of in-class activities in face-to-face classes was limited.

This paper aims to give an in-depth account of the steps involved in developing class materials for a reading class under the former circumstances. This paper is organized as follows:

- A general overview lays out this project's guiding principles, such as research about second language reading and the flipped classroom pedagogical model.
- A subsequent section examines the adaptation process. The section is structured in different segments discussing analytical components of this project (textbook analysis, textbook analysis under the lens of SLOs) and the design and procedures (course planning, lesson planning, materials, and rationales). Because presenting the vast number of materials created for this class would go beyond the scope of the paper, sample activities and their use in class represent the materials at large.
- In an informal feedback section, student voices informally collected during class time at the middle and end of the semester find their way into the paper by adding a student's perspective.
- The conclusion discusses and reflects on the project in its whole entity.

LITERATURE REVIEW

Second Language Reading

The ability to read in a second language (L2) provides second language learners with academic opportunities in diverse contexts. Just as in first language (L1) reading, strong L2 readers display fluency and comprehension of different texts across various genres. A fluent reader utilizes several distinctive processes to interact with a text and comprehend its meaning (Grabe, 2009, 2014). It is the smooth and quick access to a combination of several lower-level and higher-level processes that supports reading competency and aids comprehension (Grabe, 2009).

According to Grabe (2009), lower-level processes lay below our consciousness level and can become automatic; they include word recognition, syntactic deconstruction, and identification of semantic elements. Higher-level functions, such as understanding main ideas and utilizing contextual knowledge, build upon these lower-level processes resulting in meaning-making through the means of reader interaction with the text and the ability to build knowledge while incorporating one's own experiences (Grabe, 2014).

Comprehension occurs when a reader's working memory (the facility that works during cognitive activities and is limited in terms of information storage) can draw from a combination of these processes to create meaning from text (Grabe, 2009). L2 readers' not fully developed target language and target culture knowledge pose additional challenges. Like in L1 reading, fluency and comprehension are two particularly influential reading development concepts that inform instructional considerations and materials selection and design.

Developing fluency and comprehension in L2 reading. Day and Bamford (1998) state that fluency develops more easily for L2 readers who can draw from a large sight vocabulary and possess a great general vocabulary. Additionally, familiarity with target language features (e.g., syntax, morphology) and various texts aid fluency. Developing automaticity by swiftly and efficiently recognizing words is the foundation of fluent reading. Automaticity in word recognition grows when words are consistently and frequently encountered. As a result, frequent and consistent reading itself becomes the principal component of emerging reading fluency.

In general, reading comprehension entails a reader's understanding of the text. Readers determine what a text is about by interpreting and inferencing while using their experiences,

contextual knowledge, and personal stances (Grabe, 2014; Kintsch, 2012). Promoting the understanding of texts involves familiarity with skills such as finding the main idea, awareness of text organization, and attentiveness to discourse parameters (Grabe, 2014). Comprehension strategies (consciously applied) that encourage students to attend to text-level components can help students understand the text. If practiced frequently, these strategies can become skills that readers automatically apply throughout the meaning-making process. Development of fluency and comprehension should be at the center of all reading instructions. Depending on the learning context (e.g., proficiency, age), instructions may emphasize fluency and comprehension or address one more than the other.

Reading instructions and materials. Grabe (2009) writes, "L2 reading instruction should be sensitive to the students' needs and goals and the institutional context" (p. 19). In the classroom context, the reading teacher needs to analyze course parameters (context, resources, learning objectives) to decide the reading class's purpose. For instance, whether students need to read for academic purposes or enjoyment. Shih and Reynolds (2015) note that "no single instructional approach is likely to meet all the needs of English language learners, so instructional approaches may need to be adapted or combined to cater to students' diverse needs" (p. 4). In sum, the reading class's purpose influences the materials design process by informing on which reading abilities to focus, and which approaches or combination of approaches of teaching reading to use in classroom instructions (Masuhara, 2003). Within the last couple of decades, two distinctive and frequently applied approaches have emerged to teaching reading: The extensive reading approach and the skills and strategies approach.

The extensive reading approach. In extensive reading (ER), students immerse in self-selected texts at or below their level of reading ability with the goal of encouraging readers to read more frequently and enjoy the reading experience (Bamford & Day, 1998). This practice often results in building reading fluency. Frequent encounters with vocabulary and grammar structures at or below their level aids in building a more extensive sight word vocabulary and automatizes other lower-level processes such as syntactic parsing and identification of semantically significant elements (Grabe, 2014).

In the classroom context, ER can be used during class time as a substitute for other reading activities or/and additively after class time, such as a homework assignment (Robb & Kano, 2013). Rob and Kano (2013) found that first-year college students at a Japanese university who

were assigned ER as an additional homework assignment using Moodle reader (a website on which students demonstrate their knowledge about the books they read by answering questions) showed significant gains in their reading scores in comparison to the previous year's cohort whose students did not receive ER instructions.

Suk (2016) examined reading comprehension, reading rate, and vocabulary acquisition of Korean university-level English learners. One group of students received in-class ER assignments in addition to intensive English instructions, while the control group received only intensive reading instructions for the same amount of time. The ER group outperformed the control group in all three parameters.

The skills and strategies approach. Reading classes conducted using the skills and strategies framework rely on the principle that readers need particular skills (automatized and are done by the reader unconsciously) and strategies (consciously selected tactics) to support their comprehension of a given text (Bamford & Day, 1998). The skills and strategies approach is widely used with language learners in an academic context who already demonstrate a good command of the L2. Skills and strategy instructions support reading skills of more academic texts and foster comprehension.

Taylor et al. (2006) found in a meta-analysis of 23 studies on the effects of explicitly taught reading strategies that knowledge and practice in reading strategies aided students' reading comprehension. In a small study situated in Hong-Kong, Teng (2020) gathered from multiple data sources such as reading tests that teaching metacognitive reading strategies to young English learners led to better reading comprehension and enhanced confidence in comparison to a control group that did not receive metacognitive strategy instructions.

The skills and strategies approach appears to be easily combinable with the flipped classroom pedagogical model. Active teaching of strategies to comprehend texts can be done in pre-class instructional videos and followed up during class time with short assessments and discussions based on students understanding.

Flipped Classroom as a Pedagogical Tool

The flipped classroom (FC) approach, also called inverted learning (Davis, 2013), emerged as a relatively new pedagogical tool in response to the evolving online and blended learning

landscapes (Bergman & Sams, 2012). A reversal of instructional elements, such as lectures, activities, and homework, characterizes this approach and differentiates it from procedures commonly experienced in regular classrooms (Tucker, 2012).

In a typical FC, students learn new information using materials made available by the teacher, such as instructional videos, teacher narrated and recorded presentations, or readings, before attending the class (Hung, 2015). Accumulation of knowledge prior to class (in a more traditional classroom, this would happen during class time) results in the more productive use of class time, allowing for collaboration, individualized attention, and application of higher-order thinking skills (Hung, 2015). The classroom becomes a student-centered space facilitated by an instructor whose role switches flexibly between the role of a mentor, discussion partner, and guide among others (Bauer-Ramzani et al., 2016).

According to the Flipped Learning Network (2014), the successful implementation of an FC rests on "four pillars" (p. 2), specifically a flexible environment, learning culture, intentional content, and a professional educator. The flexible environment refers to the plethora of resources (online or tangible) created to promote learning while the learning culture describes the student-centered, contextualized, and individualized lesson mindset. Intentional content is delivered using the comprehensive organization of coordinated pre-class and in-class assignments. The teacher serves as the professional educator who develops the plan and progresses and advances the students through the maze of learning (Flipped Learning Network, 2014). Honeycutt and Garrett (2014) describe the actual FC space as a "dynamic learning environment. Flipped classrooms are interactive— sometimes even 'messy'—because students are working together and solving problems rather than sitting passively listening to a lecture" (para. 8).

Leaning on Bloom's (1984) taxonomy of educational intentions, pre-class instructional materials prepare students for class time by requiring learners to use lower-level thinking skills such as understanding and remembering. During class time, students build on these lower-level skills and sequentially use more complex cognitive skills, for instance, analyzing, evaluating, and creating, to actively engage with the content by meaningfully collaborating and interacting with the teacher and classmates (Brinks Lockwood, 2014). Removing the instructional part from class time provides students with extensive opportunities to interact more profoundly with the content and with others (Hung, 2015). This more in-depth learning strategy gets credited for students' sustained and profound knowledge of the content.

In the L1 context, FC has been used for teaching subjects such as science, math, and social studies and has yielded positive outcomes in terms of learner motivation and performance (Alvarez, 2012; Day & Foley, 2006). However, other studies showed that some students struggled with the class format and their roles as learners (Findlay-Thompson & Mombourquette, 2014; Strayer, 2012). Lee and Wallace (2018) gathered that "teacher collaboration and commitment, as well as technical support" (p. 66), seem imperative to an effective FC. A limited number of studies describe the use of FC in the L2 context.

Flipped classroom in the language learning context. Lee and Wallace (2018) examined the effectiveness of FC in an English as a foreign language (EFL) context. They showed in a study of college-age English language learners in South Korea that the student group studying under a flipped classroom regiment performed better on three tasks and a final examination than their counterparts in a classroom that utilized a communicative language teaching approach. Moreover, learners displayed positive attitudes and a more profound commitment to learning. However, they also pointed out that FC requires teachers to have expertise in technology and commit a significant amount of time to create engaging videos and materials. Furthermore, they noted accessibility of materials and student tech support as crucial aspects for realizing an effective FC in which contextual factors such as proficiency and age inform the scaffolding process (Lee & Wallace, 2018).

Situated in Taiwan, Hung (2015) investigated the impact of flipped learning on college-age EFL students' academic performance, their perceptions and attitudes towards this learning model, and their participation. Three groups of learners received instructions in different class formats (flipped, semi-flipped, and non-flipped). Hung used different online learning platforms (Webquest: flipped; TED-Ed: semi-flipped) to structure instructional content for the flipped and semi-flipped classroom. The non-flip control group received regular task-based language instructions. Students of the flipped classroom showed positive results for overall larger gains in academic performances than the students from the non-flipped and semi-flipped class environment. Moreover, students generally perceived the classes as valuable and consequently showed more engagement and motivation in their learning.

In a case study, Choe and Seong (2016) looked at student perception of the FC in a university-level general education English classroom in South Korea. Moreover, they examined the class to gather information on the successful implementation of a FC. The authors used the

University of Texas, Austin, flipped learning model and applied that to their classes in South Korea. Results showed that students overall responded well to the FC which helped them understand and interact with the course content and collaborate and practice their English skills during class time. However, some students voiced their concerns regarding the time spent preparing for class, and others struggled with the collaborative nature of the course. The authors concluded by suggesting that contextual factors, such as student workload from other classes should be considered regarding the time spent on pre-class preparation. Furthermore, they recommended that familiarizing students with the class format and the expectations (e.g., come to class prepared) help students to engage in deeper learning during class time. They reiterated that teachers need to display technological expertise to create engaging instructional materials.

Han (2015) looked at the self-directedness and independence of advanced language learners in an adult community-based ESL context. He created a 5-week intensive English class situated within the flipped learning paradigm incorporating Nation's (2007) "four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development" (p. 2). He found that this combination supported students' independence as learners by letting them study the materials on their own terms while also addressing language development to its fullest during class time during which they apply their knowledge in cooperative and communicative language activities and deploy higher-order thinking skills. Especially in flexible class formats (online/ hybrid/face to face), the flipped classroom pedagogical model, if appropriately done, becomes an important and supportive tool to engage students and free class time for deeper learning.

Online/hybrid Class Models

For this project, the textbook had to be adapted to meet the student populations' needs and fit the situational context. Ideally, appropriate online materials are readily available to provide teachers with a didactically sound framework to be applied in a time-efficient way. However, in my situation, a textbook and SLOs designed for face-to-face classes were the program's prescribed cornerstones to be adapted to the situational context. Online classes require online access to materials. The teacher uses these materials to support student learning of class content, assess student knowledge, monitor student progress, and engage students in the learning process.

Moreover, materials should be used via educational classroom platforms (google classroom in this case) and aid the grading process.

These two aspects (FC model and online/hybrid format) informed my course design and affected the materials' design. The adaptation process was long and strenuous and required materials to be readjusted because of technical difficulties such as challenges to access or submit them online. The following section will demonstrate how the course parameters (L2 reading, flipped classroom pedagogical approach, class format) were incorporated into the materials development project.

MATERIALS DEVELOPMENT PROJECT

To adapt the reading coursebook to all stakeholders' needs, I developed a 'game plan' that I could follow to design an engaging and academically worthy reading class that met the program's, students', and situational needs. The 'game plan' contained the following aspects in chronological order:

- An analysis of textbook features
- An analysis of the textbook's content under the lens of given student learning objectives
- The strategic proposition of elements to be added, deleted, expanded, extended or adapted to strengthen the curriculum and fit the stakeholder's needs
- The design of a scope and sequence chart serving as a skeleton framework to the development of a course schedule and two syllabi (one for each session)
- The adaptation and creation of materials and course elements meeting the course format and SLOs
- Lesson planning and piloting of the materials in the reading class
- Evaluation and revision of the course schedule, materials, and lesson plans

The last two steps within the process were often intertwined. Flexibility and creativity were the keys, as I frequently adjusted lesson plans and created additional materials depending on the individual student's needs.

Analysis of the Textbook Features

At first glimpse, the textbook, *Making Connections 3: Skills and Strategies for Academic Reading* (Pakehham et al., 2013), looked very organized and aesthetically pleasing, with captivating pictures. It included a teacher's manual that was mainly an answer key to the textbook exercises. Looking at the different unit titles, I regarded them as not exciting but probably still attractive enough to engage adult learners of high intermediate proficiency. The book followed the skills and strategies approach within an intensive reading context. Each unit contained a set of five reading sections holding the following elements: Preview and prediction exercises, reading strategy and skill development exercises, an academic non-fictional reading passage, reading comprehension exercises, a vocabulary in context exercise, recycling and review of previously taught strategies, and a discussion of the article's content followed by short writing prompts.

A closer inspection yielded that the articles were not very engaging because they consistently followed the same format and reading genre (non-fiction, academic essays). The design demanded reading the articles and completing the exercises in face-to-face classes or as homework directly in the book. The book did not use any other links to media sources to teach or support student learning or reading development. Even though the book suggested timed reading activities of the passages to keep track of students' reading progress, I did not detect any reading materials that supported students' reading pace development, such as materials supporting word recognition. Neither did the book suggest any reading activities outside the provided reading passages. On another challenging note, the book was created solely for in-person classes, had no online component, and did not adhere to FC principals.

Analysis of the Textbook under the Lens of the SLOs

For this analysis, I combined both prescribed components, the textbook and the SLOs, to find the missing pieces to help students succeed in this class. In the following paragraphs I refer to the SLOs provided by the program administration (Figure 1).

Upon analysis of the SLOs, it became clear that the course needed to encompass intensive as well as extensive reading components. For instance, at first glance I noticed that an increased reading rate was one of the SLOs that would be hard to achieve by reading the textbook's intensive reading articles. Furthermore, I worried that reading only intensive reading articles

would trigger a cognitive overload that would prevent students from interacting with the text in a meaningful way. Ideally, students can also read extensive reading materials (enjoyable, interesting, engaging, and self-selected reading materials a little below their level) to strengthen their word recognition skills, which are needed to become faster and more fluent readers (Grabe, 2009).

Figure 1.

Student Learning Outcomes Provided by the Program

1. Increase reading rate. Reading rates will be evaluated through timed readings.

2. Improve skimming, scanning, and prediction skills; assessed through textbook activities and class discussions of intensive reading texts.

3. Increase general & academic English vocabulary and common affixes; assessed through quizzes, textbook activities, or vocabulary logs.

4. Demonstrate understanding of text organization and main ideas; assessed through textbook activities and reading summaries and/or reports.

5. Demonstrate critical thinking that expands discussions beyond information found in the text; assessed by observation of discussions & reading circles.

6. Display academic values & readiness by taking responsibility for one's own learning and engaging in cooperative and collaborative work with classmates, assessed through teacher observation.

I decided that the textbook readings and activities would meet the SLOs for skimming, scanning, and prediction skills (SLO No. 2) and help understand text organization and main ideas (SLO No.4). The textbook offered some ideas and activities to expand students' critical thinking skills beyond the reading (SLO No. 5). Meanwhile, the evaluation of those skills seemed to be more questionable for my class format. SLO No. 6 required collaborative work and the support for developing an academic mindset in which students advocate for themselves and produce quality work.

The textbook's vocabulary activities seemed useful to increase students' vocabulary size (SLO No.3) but seemed a little overwhelming and time-consuming considering the program's context. Students enrolled in the program took classes covering multiple English language skills

(reading, writing, listening & speaking, and grammar), each one hour a day. Basic math will exemplify the problem I faced thinking about my students' vocabulary development. If each of these four classes gave the students an average of 20 new vocabulary words to study every week, they would have to learn and retain 80 new academic words each week. Ideally, students interact with the vocabulary and use it in context to make it stick. Memorizing and retaining that number of vocabulary words seemed to be impossible under these circumstances. I found that learning about affix but also prefix (not mentioned in the SLOs) use might increase students' vocabulary size without increasing the number of vocabulary words students would have to study each week.

Strengthening the Textbook Curriculum

The following adjustments to activities seemed appropriate to meet the criteria of the SLOs:

- The adaptation of textbook materials to online use
- The adaptation of textbook materials to assess student progress
- The addition of genre reading in an in-class "Read-Along" activity
- The initiation of an in-class silent reading period
- The addition of a daily Reading Log (extensive reading focus)
- The introduction of a Vocabulary Log
- The addition of comprehension tools to the existing reading strategies
- The design of Flipped Classroom materials to pre-teach comprehension tools

These measures seemed appropriate to strengthen the curriculum, considering the context, needs, and constraints. Given my students' context of taking other classes addressing all other language skills, I had the luxury to develop their reading skills explicitly. The following section only explains the components that were added or adapted. A more detailed rationale for each activity can be found in the practical implications section.

Adaptation of the textbook materials to online use and for assessment. The adaptation of textbook materials was necessary so that the teacher and students alike could access the same materials via the same platform. By adapting the materials to online use, I decluttered the information given in the textbook. I carefully selected essential activities, considering the sequencing of reading materials. I often recreated textbook materials in the form of online worksheets using free resources, such as Google Slides and Google Docs and Google Forms, that

required drag and drop, filling in the blank, and written answers. Sent to the students via our google classroom platform, I checked their worksheets and assessed their progress (See Appendix A for sample materials)

Addition of genre reading in "Read-Along" activity. Because the textbook addressed only one type of reading genre (non-fiction), I decided to encourage my students to seek other genres by immersing them in reading another genre (fiction). To awaken their curiosity, I planned to invite them to read along with me in a 'Read-Along' activity at the beginning of each class.

Initiation of an in-class silent reading period. Students needed to read slightly below their reading level at times to build quick word recognition skills. The book's intensive reading passages did not provide the ideal environment to strengthen word recognition skills. I decided to introduce a silent reading period during class time to model good reading behavior, monitor that students were reading, and provide them with reading materials slightly below their reading level.

Addition of a daily reading log (extensive reading focus). The addition of a daily reading log was supposed to aid students' word recognition skills and boost their joy of reading. Four times a week, students selected materials on their own (we were limited on access to books from the extensive reading library and therefore had to access materials that were available online to us) and read outside of class time for approximately 20 minutes. Afterward, students recorded the title and commented on the reading in their reading log. I commented on their reading logs, which facilitated relaxed discussions and the exchange of information.

Introduction of a vocabulary log. Vocabulary size has an enormous impact on students reading comprehension (Nation, 2013). However, considering my students' situation (taking four language-related classes at once), I decided to downsize their mandatory vocabulary load to ten vocabulary words each week. Instead, I emphasized the depth in which students interacted with the vocabulary to help them retain their knowledge. As a way to assess their vocabulary knowledge, we frequently played Kahoots.

The addition of comprehension tools. As additional tools to the book's suggested comprehension tools, I added annotation skills and discussion forums. Via video instructions, students learned how to highlight and comment in a Google document. Initially, they annotated individual electronic copies of reading materials before discussing them in class. Later, students collaboratively annotated shared class copies of reading materials, which facilitated an active

classroom discussion forum. The discussion forum proved to be a fruitful approach to prepare students for the class discussion the following class time. Students seemed to be able to formulate their opinions and use reading-specific vocabulary comfortably with their classmates.

Design of FC materials to pre-teach comprehension tools. FC standards entail pre-teaching content in the form of videos of either pre-existing or teacher-recorded videos. I designed materials using free online tools such as Loom and Edpuzzle to create and edit engaging videos. The use of Edpuzzle enabled me to add an assessment component to the videos that checked for student understanding throughout the instructional video. Furthermore, most of the readings included a flipped component since they were usually assigned before class and came with reading guides, comprehension checks, and discussion questions. Class Time was freed for interactive discussions and review activities addressing individual student's needs.

Scope and Sequence Chart, Syllabi, and Course Schedule

Scope and sequence charts provide a quick overview of a course and its contents. In my case, the scope and sequence chart (Appendix B) also provided me with a skeletal framework to combine and organize textbook content with my selection of additional content. Moreover, it guided my syllabi and course schedule design and informed my lesson planning.

Materials Design and Adaptation and their Rationales

Adapting and creating materials is a time-consuming affair. Materials and activities need to be well developed, explained, and applicable. Rationales provide justification as to why a certain component is incorporated in the class design. In this project's case, the rationales explain and substantiate activities such as the comprehension tool review, reading strategy exercises, or vocabulary knowledge practice. They provide overall guidance of the activities' purposes as well as how each activity was applied under the class' particular situational aspects. The following section provides rationales to class activities used in the reading class sorted in alphabetical order:

- Edpuzzle for pre-teaching reading comprehension tools
- Flipgrid reading response
- In-class drawing

- In-class silent reading

- Kahoots for reading comprehension and vocabulary assessment

- Read-Along

- Reading discussion

- Reading log

- Timed reading log

- Vocabulary log

Rationales

Edpuzzle. Edpuzzle (https://edpuzzle.com) is a free online tool that teachers can use to create interactive videos for their students to teach content while also assessing students' understanding. The platform permits uploading and editing of preexisting videos (such as Youtube videos) or recording and editing of teacher-created videos. One of the most useful editing tools provided by the platform enables the teacher or material creator with the unique ability to check on students' understanding during the learning process. This tool allows the viewer to strategically pause the video to insert questions or notes that the viewer has to answer or read before being able to continue watching the video. Answers can be requested in either multiple choice or short answer format. Grading options include automatic grading (multiple choice) or teacher grading (short answer). Other functions include to permit multiple tries or skipping of questions. Connected to platforms such as google classroom, teachers can easily assign videos, and view students' answers and grades on Edpuzzle.

In the case of my project, Edpuzzle activities complemented the FC design as they promoted content learning before the content's actual use during class time. I mainly used Edpuzzle by creating a weekly video to pre-teach content belonging to the comprehension toolbox' tools of reading (see Appendix B: Scope and Sequence Chart). Each week, I chose a comprehension tool either suggested in the book or added by me, researched existing videos (on Edpuzzle or youtube) or created my own PowerPoints with Loom Screen recordings on how and why to use those tools.

The assignment was usually assigned on Thursdays and due on Sunday late afternoon. Sunday evenings, I could review my students' answers, illuminate existing problems, and tweak the follow-up activity planned for the subsequent class according to students' needs. When

attending the classroom session after viewing and engaging with Edpuzzle, students seemed prepared to interact with the content materials during class time more deeply. The review answer and grading function gave my students the opportunity to check on their own understanding of the video's content while proceeding. Appendix C illustrates the topics and links to Edpuzzles created for the class.

Flipgrid reading response. Flipgrid (https://info.flipgrid.com) is an online platform that allows teachers to post content in pre-existing or self-created videos, asking students for a verbal response to single or multiple prompts. Students use the platform to self-record a short video using their teacher's instructions and the platform's entertainment functions (emojis, frames etc.). By setting a time limit to student responses, the teacher can control the length of the response. The platform permits individual students to discuss teacher prompts under controlled conditions, which means they can, depending on their comfort level, prepare and answer prompts in writing and read the script aloud, or respond spontaneously. Moreover, essential features on Flipgrid allow teachers to provide feedback on student responses either as a written comment or as a recorded message. Depending on the prompt and response's purpose, feedback on the content of the answers and pronunciation is possible.

I used Flipgrid in the first session of the reading class to get to know my students as readers. During the first week, the class practiced using the platform under my guidance by responding to an introductory video. The following weeks, students posted two short videos responses about their favorite books and reading preferences (Appendix D: Week 2). Later I utilized Flipgrid to encourage students to speak about our classroom novel (Appendix D: Week 4). I noticed that my students seemed shy and needed extra time to respond to my questions about the story. I decided to post and record a video each week, asking them to respond to comprehension questions about the book's previous chapter. The controlled practice gave them time and individual freedom to practice for our classroom discussion in the following class period.

The students enjoyed the activity so much that their responses developed into useful summaries of the previous chapters. They were curious about how the other students had responded. Since everybody agreed to share their videos, watching a video mashup to catch up on the book's plot became our Monday morning routine. I provided feedback on pronunciation and provided comments, usually in the form of encouragement, that the students seemed to

enjoy. During the second session, spontaneous responses posed no problems anymore, so I discontinued the use of Flipgrid and only used it in preparation for our final presentation.

In-class Drawing Activity. Students experience and interact with reading materials in diverse ways. Often, students create a mental picture of their understanding of a text. Physically drawing this representation of their mental image provides students with an artistic outlet to interact with the text regardless of the ability to talk about it spontaneously. A subsequent narration and explanation of their art pieces encourages students to show their comprehension, take pride in their work, and invites others to join discussions.

During the second session of my class, I encouraged students once a week to draw a scene from the recently read chapter of the classroom novel. My instructions asked the students to draw a scene of the previously read chapter that they found interesting, noteworthy, or significant to the unfolding plot. Some students created very elaborate drawings, while others used stick figures and captions as a vehicle to show their comprehension. All these types of drawn and narrated artwork counted as a completed in-class assignment. Since the students enjoyed this activity, I decided to make their drawings a part of the class's final project. The final project and assessment were a cooperative and communicative book display at the end of the semester.

In-class silent reading. The practice of reading helps students become better readers; engagement with as many written materials as possible supports reading development. Therefore, students should spend a reasonable amount of time during reading class reading various materials. The introduction of a silent reading period sets class time aside during which the teacher, as a role model, and the students silently read engaging reading materials. The texts should be easy to read, attractive in nature, and students should have the opportunity to choose from various texts.

For the reading course, I used an online platform called "Readworks" (https://www.readworks.org/) to engage my students during the silent reading period (7-10 minutes at the end of each class). Coronavirus restrictions and the course format did not allow our class to use joint hands-on resources that could be passed between students. Therefore, I had to rely on online platforms for reading materials. Readworks provided a vast number of leveled reading materials in the form of non-fiction articles that seemed appropriate for my students' levels.

Moreover, I could choose a weekly theme, usually related to the textbook unit (see Appendix A: Scope and Sequence Chart), that provided my students with eight to ten articles at or below their reading level to choose from during silent reading. The platform employs a comment section for each article, the so-called "Book of Knowledge," to ensure students' participation. My students posted a quick comment, question, or opinion to the Book of Knowledge after reading, to which I replied after class. This feature provided the students with feedback on their reading or opened up class discussions later on.

Kahoots. Kahoots (https://kahoot.com) is a game-based learning platform that allows teachers (and students) to create tests and quizzes to be administered online. Teachers can develop multiple-choice or true or false questions, which the program automatically transforms into a game format. Students receive a game code and log into the game either with their names (for assessment purposes) or pseudonyms (for review game purposes). Games checking on students' understanding and learning progress can be played synchronously by individual players or groups during class time. Assigned as homework, Kahoots provides a unique, asynchronous study opportunity. Students receive immediate feedback on their answer choice and, depending on the game modus (teaching or learning), compete with their classmates for the fastest, most accurate answers or work individually at their own pace. Overall, playing Kahoots is a creative and engaging in-person and online classroom activity that supports student learning and provides assessment opportunities.

For my class, I used Kahoots as an engaging and fun way to assess students' knowledge of class content, such as comprehension tools and vocabulary. Moreover, I checked on their comprehension of the class novel and the textbook articles. During game time, I could stop the game to review and explain problematic questions that showed students' lack of knowledge. For instance, when two out of four students did not know the answer to a question about one of our comprehension tools, passive sentences, I interrupted the game for a few minutes to immediately review the strategies needed to make use of the tool. On our next Kahoots played two days later, all students succeeded on a similar type of question. Often, I asked students to create and submit student-created Kahoots questions either for vocabulary questions or reading comprehension questions. Students were delighted to come across their student-created problems in the game.

Read-along. Reading-along activities provide a unique opportunity for all classroom stakeholders to explore various reading genres by allowing them to engage and interact with a

text synchronously. Texts can be teacher vetted and purposefully chosen for content, genre, and level or democratically suggested and voted on by students. During daily read-alongs (maximum 10 minutes.), the teacher serves as a model reader by reading aloud the chosen text. Students read along on a scanned, magnified version on the TV screen while listening to the teacher. This technique provides not only an auditory but also a visual stimulus to the students.

Teachers can help readings come alive by using storytelling techniques such as different intonations and contrasting voices. These techniques awaken and stimulate the listener-readers' imaginations, stir their interests, and foster their joy of reading. Students who enjoy reading are more likely to engage with other reading materials and become more involved in their reading development.

Read-alongs can support reading engagement and enjoyment by making students aware of reading genres that they would otherwise not study during the course (fiction, poetry, short stories). Reading studies have shown that students who enjoy reading and display enthusiasm to read by themselves are more likely to interact with texts outside the classroom (Day & Bamford, 1998). Avid readers who interact extensively with texts eventually gain experience to recognize and identify words quickly. Readers with rapid word recognition skills are faster readers (Day & Bamford). Faster readers are usually better readers. Read-alongs provide students with the opportunity to build their word recognition skills and become motivated to interact with various text types. Students continuously listen to the teacher's model pronunciation and parsing of the text while reading, which seems to aid student comprehension.

For the reading course, the students and I chose two novels (historical fiction) based on my students' interest in the Holocaust (The Boy in the Striped Pajamas by Boyne) and the Black Lives Matter movement (Roll of Thunder Hear my Cry by Milton). By continuously reading at the beginning of each class time and Read-Along videos over the weekend, we finished both novels and incorporated our classroom novel in our final project. My observations of this practice indicate that there might be a positive effect on the student reader regarding engagement, enjoyment, reading comprehension, and vocabulary development.

Reading discussion circle. Reading circles are student-centered, collaborative discussions that can be integrated into any reading curriculum. Readings circles encourage students' independence by handing them the responsibility to find suitable, interesting materials to engage their classmates in a reading activity and a discussion. Simultaneously, students learn how to use

resources in a meaningful way and grow their vocabulary. Reading circles allow students to interact individually with the text and often become vivid verbal exchanges (debates, arguments, discussions) that facilitate critical thinking beyond the text. Often, students aid each other's reading comprehension and activate their classmates' deeper thinking skills. However, reading circles are not automatically effective in classrooms. They require teacher guidance, modeling, and support and should be enjoyed by students.

For the reading course, I integrated a reading discussion circle into the curriculum once a week for approximately 30 minutes. During the first week, I modeled a reading circle for my students. Each week, one student was responsible for selecting an article that could be of interest to the whole class. The student in charge formulated three questions about the text, one question demanding inferencing, and one opinion question. Another student assisted the student in charge by finding five relevant vocabulary words and their definitions to aid other students' reading comprehension. The day before the reading circle, each student received an individual electronic copy of the article and the questions as a homework assignment. Students had to annotate the text on individual copies and find answers to the questions in preparation for the reading circle.

On the day of the reading discussion, the student in charge summarized the reading and explained why they selected it. Afterward, they asked the students the questions that they prepared for the discussion. Responding to the opinion question, students usually began to engage in the debate suggesting and explaining their ideas. They often used prior knowledge to connect to the reading and their classmates' ideas. No reading circle looked the same. Each of them was unique in how they unfolded, but they all had an engaged and avid conversation in common. Many students voiced their enjoyment of this activity.

Reading log. Reading logs are journals that require students to document the title of their reading and, depending on the purpose, to post a response to the reading. They allow students to track their progress as readers. The documentation in a reading log will encourage students to continue reading. Teachers benefit from monitoring students' reading logs by gaining knowledge about their students' interests and reading progress.

For my class, I created an online portfolio for each student. Every portfolio included three files accessible to the students and me: A reading log, a timed reading log, and a vocabulary log. The reading log was supposed to track their reading outside the classroom. Anchored in Day and Bamford's (1998) extensive reading theory, students were supposed to read easy, interesting

reading materials of their choosing at least four times a week for approximately 15 minutes each time and record these in their reading logs. In my instructions, I emphasized that they should enjoy reading for the reading log. I was hoping that they would read more often and voluntarily outside of class if they enjoyed reading. Reading more facilitates a reader's ability to automatically perform the act of reading, which is a requirement for fluent reading (Grabe, 2009). In the reading log, my students kept track of their assignments by sharing the title, the origin of their reading, and reading time.

Moreover, students had to write a short comment about each reading. I responded to their words, and a written discussion unfolded with each student about their readings. Because of restrictions due to the Coronavirus, students had limited access to the program's extensive reading library that would have supplied them with reading materials of their choosing. Instead, they relied on internet resources. They became quite crafty and read Instagram posts, local and national newspaper articles, websites, and various other internet sources.

Timed reading log. Generally speaking, timed reading logs provide information about students' reading rates over time. Reading rates are tied closely to fluency, which is an essential aspect of reading. Fluent readers read accurately and quickly. Good decoding skills and quick word recognition are necessary to aid comprehension.

I used timed reading logs as a diagnostic tool to monitor my students' reading rates on our textbook readings. I administered the first textbook reading as a timed reading in the first week of classes to establish a baseline for every student. The students read the article, recorded their time, and calculated their reading rate per minute using a textbook formula. Every time we had a new textbook reading, the students timed their reading, recorded their time, and recorded their rate. I did not intend for the reading log to be a tool to help my students become faster readers. Since I doubted that the textbook's intensive reading passages would help my student with word recognition skills and accuracy, I encouraged students to read materials they were personally interested in on their own time. All of my students' reading rates improved significantly.

Vocabulary log. Vocabulary logs help students interact with vocabulary. They are graphic organizers in which students document different aspects of unknown words. Learning and retaining vocabulary words is challenging, but research has shown that a more extensive vocabulary knowledge leads to better reading skills (Masuhara, 2013).

The students in my class already had a solid foundation of vocabulary. However, they often struggled with academic words. To lessen the cognitive load of studying and recalling too many vocabulary words per week, I decided to introduce ten new academic vocabulary words per week taken from the textbook readings. Students received a list of 10 vocabulary words every Tuesday and were expected to look up the definitions, parts of speech, and synonyms. They needed to use the vocabulary in a sentence, find words from the same word family, and find or draw a picture to help them remember the word. The search for words from the same word family triggered discussion about common affixes and prefixes and naturally expanded the number of vocabulary words they studied each week. As their teacher, I checked and provided feedback on the logs to ensure students' correct use of words (see Appendix F for an example of the vocabulary log). The students performed well on our Kahoots vocabulary questions. Often, they commented that they remembered the vocabulary because of the added picture.

Lesson Plans, Piloting, Revisions

Lesson plans. Lesson plans provide weekly as well as daily guidance for teachers. I approached the lesson planning process for this course on a weekly schedule with the flexibility to change or rearrange lessons and their contents in reaction to student needs (see Appendix D for a typical lesson plan). Especially at the beginning of the course, I had to make frequent adjustments getting to know my students' needs. Initially, the class pace was too swift, and review activities took more time than anticipated. Furthermore, flipped classroom assignments had to be moved in light of the amount of homework students received from other teachers.

Piloting. Trying out materials under real life circumstances allows materials designers to test and assess their materials for their effectiveness, accessibility, and practicality. Ideally, materials developers use student and teacher feedback to revise their materials. In my case, it allowed me to see my students' reactions to the materials and evaluate material accessibility and effectiveness. In the beginning, I struggled with the online accessibility of my materials. Furthermore, it was challenging to design materials that provided the teacher with the ability to monitor individual student work. I worked closely with Information Technology Services (ITS) at the university, and received a private tutoring session on how to monitor individual student work and collaborative assignments.

Revisions. Changing and adjusting already created materials are integral parts of improving and aligning materials for later purposes. Revisions require teacher reflection on the materials' effectiveness and necessity. Not only materials but also activities and their sequencing become part of the revision process. At times, I had to revise my lesson plans because of pacing and comprehension difficulties; sometimes, students' interests influenced the revision process. For instance, I modified most of the google forms in which I initially included only questions from the textbook. I noticed my students' vast background knowledge and interest in racial and cultural problems and injustices. I decided that the students needed to engage with the articles on a more personal and critical basis which motivated interesting class discussion and deeper interaction with the topic.

Informal Student Feedback

Regular evaluative surveys about activities and materials help material developers to check on student satisfaction and engagement. While students might not understand the full scope underlying activities, they are valuable informants regarding entertainment, engagement, enjoyment, and learning values. Besides informal questions during our class time, I collected midterm and end of the session evaluations from my students assessing my teaching and the activities offered in the class. I used feedback from these evaluations to change the procedure for our timed reading. While my students understood the timed reading activity's necessity, they did not want to lose valuable class time in doing it during class. When I asked them to help me find an alternative procedure, they suggested reading at home and using their timers, which I happily agreed with after a trial period of two weeks.

Students frequently voiced their enjoyment of activities and materials. After about two weeks of teacher Read-Alongs, two of the students noted that they had never experienced their teacher reading to them. They admitted being hesitant about it but said that, over time, they thoroughly enjoyed the teacher readings and the other genre as a departure from the "usual textbook stuff." One of the most significant indicators that the activity captivated their attention and motivated future learning was that a couple of the students bought the book after reading it in class and reread it. On an interesting note, maybe as something investigable in the future, several students mentioned that rereading the book on their own seemed much harder than reading it along with the teacher.

Overall course evaluations at the end of the first term and the second term showed that students felt strongly about achieving the learning objectives and were motivated to continue immersing in reading activities. Two students mentioned that they found their love for "real books" again. Most of them enjoyed the diversity of reading genres. They understood that reading non-fiction articles and engaging in activities that required them to engage with text organization and reading strategies and extensive reading activities were complementary of each other.

Most students reported liking the flipped classroom approach. While some students struggled in the beginning of class with the flipped nature of assignments ("Why do we have to do the assignments before we talk about it in class?"), all appreciated the additional class time we could spend on discussions, personal feedback, and classroom explorations.

CONCLUSION

The process of adapting materials depends on the factors (extent, context, constraints) that inform the adaptation procedures. Regardless, adaptations are time-consuming and require a lot of expertise on the part of the designer. Because of the parameters (FC, flexible class format, textbook requirement) for this project, adaptations and modifications were extensive. I found myself in the lucky situation to have the opportunity to pilot the materials and gain insights into the effectiveness, practicality, and accessibility of my materials. I felt encouraged by my students' reactions to most materials and activities and revised materials and activities that my students did not understand, enjoy, or were too hard to access. Most materials adhered to FC principles and made online, blended, and face-to-face language learning an enjoyable, effective, and engaging experience for my students and me.

However, I should express a word of caution regarding the use of online resources. Course planners need to allot time to student and teacher training to draw on those resources. Here it appears to be essential to make access as simple as possible. Ideally, resources are accessible via classroom platforms, such as Google classroom or Laulima.

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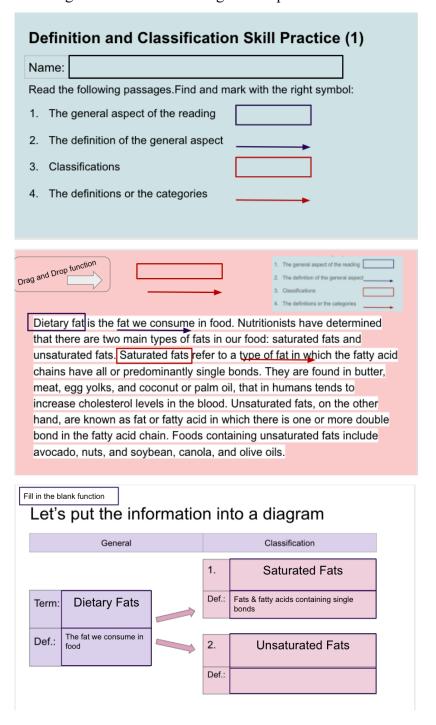Honeycutt, B., & Garrett, J. (2014). Expanding the definition of a flipped learning environment. *Faculty Focus*. Retrieved from http://www.facultyfocus.com/articles/instructional-design/expanding-definition-flipped-learning-environment/

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APPENDIX A

Sample materials adjusted from Making Connections 3 (Pakenham et al., 2013) for online access

A. Google slides deck with drag and drop and fill in the blanks function

Definition and Classification Skill Practice (1)

Name:

Read the following passages. Find and mark with the right symbol:

1. The general aspect of the reading

2. The definition of the general aspect

3. Classifications

4. The definitions or the categories

Drag and Drop function

1. The general aspect of the reading
2. The definition of the general aspect
3. Classifications
4. The definitions or the categories

Dietary fat is the fat we consume in food. Nutritionists have determined that there are two main types of fats in our food: saturated fats and unsaturated fats. Saturated fats refer to a type of fat in which the fatty acid chains have all or predominantly single bonds. They are found in butter, meat, egg yolks, and coconut or palm oil, that in humans tends to increase cholesterol levels in the blood. Unsaturated fats, on the other hand, are known as fat or fatty acid in which there is one or more double bond in the fatty acid chain. Foods containing unsaturated fats include avocado, nuts, and soybean, canola, and olive oils.

Fill in the blank function

Let's put the information into a diagram

General		Classification	
		1.	Saturated Fats
Term:	Dietary Fats	Def.:	Fats & fatty acids containing single bonds
Def.:	The fat we consume in food	2.	Unsaturated Fats
		Def.:	

B. Google Forms with multiple choice and short answer questions

Reading 3.3_Rules of Speaking

* Required

1. Name: *

    _____

2. 1. Appropriate speech requires cultural knowledge. *

    Mark only one oval.

    ⬭ True

    ⬭ False

3. 2. Miscommunication will happen when cultural knowledge is missing. *

    Mark only one oval.

    ⬭ True

    ⬭ False

4. 3. Why are the rules of speaking important? *

    Mark only one oval.

    ⬭ They are not important.

    ⬭ They help us with our pronunciation.

    ⬭ They make language learning more fun.

    ⬭ They enable us to interact in socially and culturally appropriate ways.

5. 4. Even when you speak with perfect grammar, vocabulary, and pronunciation, a breakdown in communication can occur if you don't have the cultural background knowledge. *

    Mark only one oval.

    ⬭ True

    ⬭ False

6.   5. What of the following would not be an example of a speech act? *

Mark only one oval.

◯ Promising to meet someone

◯ Reading a poem out loud

◯ Thanking someone for their help

◯ Complimenting someone on a new haircut

https://docs.google.com/forms/d/1YJDwH6pvtyw6Sfk1A0I-NZqCIFRyfQu79KmhvIqoeYI/edit

3/4/2021   Reading 3.3_Rules of Speaking

7.   6. Learners need to learn when and how to perform speech acts. *

Mark only one oval.

◯ False

◯ True

8.   7. Interacting with different people (friend, boss, teacher) will require different responses. *

Mark only one oval.

◯ True

◯ False

9.   8. Rules of speaking do not differ from one culture to another. *

Mark only one oval.

◯ false

◯ true

10.   9. In your opinion, are the rules of speaking important or not? Explain your answer. *

_____

_____

11.   10. Think about US culture and your home culture. Have you noticed any differences in the way speech acts (requests, apologies, thanking, etc.) are performed? Explain your observations. *

_____

_____

APPENDIX B

Scope and Sequence Chart

Adaptation of Textbook *Making Connections 3 (Pakenham et al., 2013)* to a 16-week hybrid class format

Unit/ Topic/ Objectives	Week	Textbook and Teacher Assigned Readings	Comprehension Toolbox	Vocabulary	Genre Reading	Silent Reading
Global Health	1	1.1 The State of the World's Health	Identifying Main Ideas	Academic Vocabulary *	Read Along ** (Holocaust Fiction): The boy in the striped pajamas (Boyne)	Article a Day *** (Readworks): Health Challenges
	2	1.2.Changing Attitudes towards Cardiovascular Disease	Annotating and Commenting	Academic Vocabulary	Read Along: The boy in the striped pajamas (Boyne)	Article a Day (Readworks): Different Diseases
	3	1.3.Malaria: Portrait of a Disease	Managing sequencing: Cause and Effect	Academic Vocabulary	Read Along: The boy in the striped pajamas (Boyne)	Article a Day *** (Readworks): Emotional Health
	4	1.4.The Health Care Divide	Managing unknown Vocabulary	Academic Vocabulary	Read Along: The boy in the striped pajamas (Boyne)	Article a Day (Readworks): Staying Fit and Healthy
Multicultural Societies	5	2.1. The Age of Immigration	Identifying continuing ideas	Academic Vocabulary	Read Along: The boy in the striped pajamas (Boyne)	Article a Day (Readworks): Immigration and Challenges for New Americans

	6	2.2.Who are Today's Immigrants?	Discussing readings	Academic Vocabulary	Read Along: The boy in the striped pajamas (Boyne)	Article a Day (Readworks): Inspiring People of Asian/Pacific Islander Descent
	7	Choice article from a 10-article pool: Elections Discrimination Cultural Sensitivity Holocaust	Preparing a reading report	Vocabulary relevant to each student's reading	Read Along: The boy in the striped pajamas (Boyne)	Article a Day (Readworks): Women who made a difference
	8	Article of choice from the previous week	Reporting on an article	Vocabulary relevant to presentation of student's reading	Connecting, comparing & contrasting: Reading & Movie	Class time dedicated to presentations, discussion, & movie
	9	2.3.The Meeting of Cultures	Understanding point of view	Academic Vocabulary	Read-Along (Historical Fiction) Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): United States Government
	10	2.4.The Challenge of Diversity	Recognizing reduced Relative Clauses	Academic Vocabulary	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): Slavery
Aspects of Language	11	3.1. When Does Language Learning Begin	Detecting the Thesis of a Reading	Academic Vocabulary	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): Overcoming Barriers
	12	3.2.Learning a Language as an Adult	Annotating and commenting as a group	Academic Vocabulary	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): African American Activists

13	3.3.Rules of Speaking	Understanding Definition and Classification	Academic Vocabulary	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): Voting Rights
14	3.4.The Advantages of Multilingualism	Comprehending Passive Sentences	Academic Vocabulary	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): Famous African Writers
15	Class Novel: Roll of Thunder Background articles: Sharecropping Great depressions Reconstruction Era Jim crow laws	Creating a visual representation of the classroom novel Explaining visuals	Vocabulary relevant to each student's reading	Read-Along: Roll of Thunder hear my cry (Taylor)	Article a Day (Readworks): Our Changing Earth
16	Class Novel: Roll of Thunder	Explaining and presenting and discussing the class novel	Vocabulary relevant to the presentation of classroom novel	Connecting, comparing & contrasting: Reading & Movie	Class time dedicated to presentations, discussion, & movie

* academic vocabulary is studied in the context of the weekly readings and recorded in an online vocabulary log

** during daily Read Alongs (10 mins.), students listen to the teacher read while following the text on the TV screen. Each Read-Along is accompanied by a quick review of the previous day's reading and often followed by a brief discussion. Sometimes, chapters are assigned as homework via a teacher-recorded reading of a chapter. Each week, students record a verbal response (FlipGrid) as preparation for classroom discussion. Students are encouraged to draw pictures of scenes to show their book's mental representation during the latter half of the course.

*** Article a day is a daily silent reading period during the last 10 mins. of class. Each class day, students choose one of the eight preselected articles, read it, and post a comment or personal experience on the classroom's "Book of knowledge" page. The teacher provides a short comment for each entry.

Outside of class time, students read for 20 additional minutes. They can choose articles (e.g., Newsela, Readworks, Civil Beat, Star-Advertiser, New York Times) or books (school's library) they choose based on their interest and enjoyment. They log the titles, minutes, and a comment in a reading log shared with the teacher. One time a week, the teacher comments on the students' comments.

APPENDIX C

List of Edpuzzles Created for the Class

Comprehension Tool	Edpuzzle link
Identifying the main idea	https://edpuzzle.com/media/5f3c260ff2fe903f4e08c196
Annotating in Google Docs	https://edpuzzle.com/media/5f431631ee538f3f38cdf7fa
Detecting cause and effect	https://edpuzzle.com/media/5f4c374f3b7f793f45af1fdb
Managing unknown vocabulary	https://edpuzzle.com/media/5f56d3a16831c33f2cf93c6e
Recognizing continuing ideas	https://edpuzzle.com/media/5f681038591b0c40ddbc2afe
Identifying relative clauses and reduced relative clauses	https://edpuzzle.com/media/5f9f58b9f1d88340dfa5153d
Identifying the thesis statement	https://edpuzzle.com/media/5fa8c3e63924144082a47098
Detecting definition and classification	https://edpuzzle.com/media/5fbb252784ad0a40b5686d65
Recognizing the passive and active voice	https://edpuzzle.com/media/5fc55d7f74105740a2421b5a

APPENDIX D

Sample Flipgrid Prompts

Week	Flipgrid Title	Prompt	Flipgrid Link
2	Favorite Book	You have 1 min. and 30 seconds to talk about one of your favorite books. It does not have to be a book written in English. Tell us the title and the author. Then try to explain the plot and to whom you would recommend the book. Remember to keep it short.	https://flipgrid.com/8021552c
4	The Boy in the Stripped Pajamas (1)	We have been slowly advancing through our read-along book. Here are a couple of questions that I want you to answer about the book. 1. Who is the main character? 2. Tell me something about the main character (age, character traits, etc.) 3. When approximately does the story take place? 4. Where does it take place? 5. Briefly describe what happens in the first chapters of the book. 6. What do you find interesting about the book?	https://flipgrid.com/ce98c052

APPENDIX E

Sample of Weekly Lesson Plan

WEEK 6	**Textbook**: Chapter 3 - "Aspects of Language" **Summary**: Listen, read along, and discuss read along. Participate in a drawing activity to show the mental representation of a scene from the book chapter. Participate in a comprehension toolbox review activity. Participate in reading discussion. Learn to identify definition and classification.			
Day & SLOs	**FLIP**	**In-Class Practice & Application**	**Time**	**Homework**

Monday
 	
 SLOs: 1, 3, 6
 	
 Summary:
 Listen and read the class novel; illustrate your comprehension in a drawing; review comprehension of the class novel, vocabulary, skills; continue the discussion on last week's topic
		• **Read-Along**
		 • **Reading Follow up**:
		   o Draw a picture of a scene that you find important from either chapter 7 or 8
		   o Explain your drawing to your classmates
		 • **Review Game**: **Kahoots**
		 • **Finish the "Rules of speaking" table from last week**
		 • **Readworks**: (code: D73HUW)
		 Read and answer book of knowledge
			15-mins
			 20-mins
			
			 10-mins
			 10-mins
			 5-mins
				Reading Log

Tuesday
 	
 SLOs: 1, 3, 6
 	
 Summary:
 Listen and read the class novel; review passive sentences; review vocabulary and comprehension
	EdPuzzle:
	 Passive Sentences
		• **Read-Along**
		 • **Passive Sentence review: Whiteboard**
		 • **Review Game: Kahoots**
		   o Play
		   o Stop and explain if needed
		 • **Readworks**: (code: D73HUW)
		 Read and answer book of knowledge
			15-mins
			 10-mins
			
			 15-mins
			 10-mins
			 10-mins
				Reading Log
				
				 Vocabulary Log

Wednesday		• **Read-Along**	15-mins	**Reading Log**

SLOs: 1, 3, 5, 6 Summary: Listen and read the class novel; review passive sentences, reduced relative clauses, and main idea in a classroom activity	Reading 3.3 Preview Timed Reading #5 Annotation	o Individual: Come up with a question about the book for our next Kahoots • **Review**: Passive Sentences, Reduced Relative clause, Main Idea • **Readworks**: (code: D73HUW) Read and answer book of knowledge	45-mins	**Vocabulary Log**
Thursday SLOs: 1, 2, 3, 4, 5, 6 Summary: Participate in student-led "Reading Circle #4"	**Reading Circle Prep**: Read and annotate article chosen by a classmate & Prepare to discuss their Questions	• **Read-Along** • **Reading Circle # 4** • **Readworks**: (code: D73HUW) Read and answer book of knowledge	15-mins 35-mins 10-mins	**Reading Log** **Loom_Chapter 12** **&** **Reading Guide**

APPENDIX F

Sample of Vocabulary Log

Welcome to your personal vocabulary journal!

Research has shown that the more you engage with a vocabulary the greater your chances are that you will remember the word. Moreover, knowing one vocabulary word will help you to remember other vocabulary or at least help you to understand and interpret the meaning of other vocabulary (e.g. if you know the word success it's easier to remember successful, succeed etc.).

Instructions:
1. Put your name on the title slide
2. Look at the example slide
3. Make a duplicate of the sample slide (Toolbar: Slide-> Duplicate Slide)
4. Fill in the information for each vocabulary
5. Need help? Cambridge Dictionary
6. Need picture? (Toolbar: Insert-> Image-> search the web or upload your own)

Example Slide

contact

Part of speech: verb **Definition:** to communicate or get in contact with someone	**Sentence:** I contact my parents every day to tell them that I am well.
Synonym: communicate, get in touch, check in **Related words:** contact (noun) Contact tracers	**Picture:**