Encouraging reluctant readers to read: Sixth-form led literature circles for Key Stage 3 students

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Contents

Abstract

Chapter One: Introduction

1.1 Encouraging reading

1.2 Context

1.3 Aims

Chapter Two: Literature Review

2.1 What should students be encouraged to read and why?

2.2 The importance of talk: the zone of proximal development, inner speech and exploratory talk

2.3 Literature circles

2.3.1 What are literature circles?
2.3.2 Choice
2.3.3 Mixed ability groups
2.3.4 Fun and enjoyment
2.3.5 Development and learning: the ZPD and exploratory talk
2.3.6 Improving students' reading ability and performance

2.4 Problems with literature circles

2.5 Facilitators in literature circles

2.5.1 Adult guidance
2.5.2 Collaboration with more capable peers

2.6 Emerging research questions and study proposition

Chapter Three: Research Methodology

3.1 Research method

3.2 Research design

3.3 Context: the class

3.4 Research groups

3.5 Collaboration

3.6 Data collection

3.7 Limitations

3.8 Ethical consideration

Chapter Four: Research Results and Discussion

4.1 Introduction

4.2 The questionnaire data for groups 2 and 3

4.3 Group 2 with Jack

4.3.1 Initial commentary about group 2's questionnaire data

4.3.1.1 Cassie
4.3.1.2 Clark
4.3.1.3 Jimmy
4.3.1.4 Andy
4.3.1.5 Jasmine
4.3.1.6 Speculations from the questionnaire data

4.3.2 The group 2 interview

4.3.3 The sixth form interview

4.3.4 The discussions

4.3.4.1 Administrator and manager
4.3.4.2 Encourager

4.4 Group 3 with Emily

4.4.1 Initial commentary about group 3's questionnaire data

4.4.1.1 Kara
4.4.1.2 Sarah
4.4.1.3 James
4.4.1.4 Omar
4.4.1.5 Chris
4.4.1.6 Speculations from the questionnaire data

4.4.2 The group 3 interview

4.4.3 The sixth form interview

4.4.4 The discussions

4.4.4.1 Establishing fundamentals

4.4.4.1.1 Rapport
4.4.4.1.2 Encouragement
4.4.4.1.3 Trust and honesty
4.4.4.1.4 Praise
4.4.4.1.5 Perseverance
4.4.4.1.6 Community

4.4.4.2 Modeling how to interrogate texts: questioning, exploratory talk and the zone of proximal development

4.4.4.2.1 Textual evidence
4.4.4.2.2 Empathy and action knowledge: making connections
4.4.4.2.3 Hypothetical talk
4.4.4.2.4 Language analysis
4.4.4.2.5 Consolidation and creativity: the final discussion on *Madame Doubtfire*

Chapter Five: Conclusion

5.1 Summary of the research and its impact

5.2 A reflective account on the conduct and limitations of the research

5.3 A reflective account on the collaborative process

5.4 Implications of the study

5.4.1 For the school
5.4.2 Beyond the school

References

Appendices

1 Preliminary questionnaire

2 Preliminary questionnaire results

3 Students' book choices

4 Student groups formed from students' book choice

5 Advice sheet for sixth formers

6 Questionnaire used for weeks 7, 13 and 19

7 Literature circles calendar of events

8 Transcripts of group 2's literature circle discussions

8.1 Discussion 1
8.2 Discussion 2
8.3 Discussion 3
8.4 Discussion 4
8.5 Discussion 11

9 Transcript of group 2's interview

10 Transcripts of group 3's literature circle discussions

10.1 Discussion 1
10.2 Discussion 2
10.3 Discussion 3
10.4 Discussion 4
10.5 Discussion 5
10.6 Discussion 10

11 Interview with the sixth formers

12 Literature circles roles

13 Books chosen and read by the year 7 students in their literature circles

Abstract

This research and development project explores the impact of sixth form led literature circles on reluctant key stage 3 readers. After identifying that approximately half of the students in a year 7 class of 11-12 year olds expressed that they did not enjoy reading and were not currently reading anything, I implemented the literature circles model outlined by Daniels (2002), with the help of two sixth formers - both keen readers. While studies on literature circles are mainly positive, literature has also often highlighted problems that can occur within groups of disengaged readers. The aim of this study is to determine whether literature circles can be more effective if sixth formers act as facilitators to students' discussions, role-modeling talk about books and monitoring their efforts. Using the case study method, I observe and analyse two groups with different sixth formers. The primary mode of data collection was through recording the discussions, but students also completed questionnaires and were interviewed. Additionally, the sixth formers were also interviewed on their own. Findings showed that, while one sixth former was not useful in encouraging students to read, another sixth former pushed students along their zones of proximal development to acquire new ways of thinking about and interrogating texts, and positively affected students' attitudes towards reading. This research suggests that sixth formers, with the right support, can positively contribute to improving students' attitudes to reading when working in literature circles.

Chapter One

1.1 Encouraging reading

'How do we get students to read?' This question is as fascinating as it is complex. It is also a very regular question, especially in schools, and a question I was asked rhetorically during a post-lesson conversation with a colleague. The word 'get' suggests a predetermined view of reading – that students *should* be reading, and so should be made to read. The question in its entirety exudes a mixture of enthusiasm, desperation and utter bewilderment about how to implement pedagogical methods from the plethora of strategies available in educational research. Indeed, answering the question is difficult, not only in choosing a method but also in implementing and sustaining it, as well as convincing everyone involved. It altogether becomes infinitely complex when one ponders on the verb 'read'. What action do we – especially if we are teachers – mean when we say 'read'?

This question fascinated me during my time teaching at Treegrove School [1], a comprehensive high school serving 11-18 year-olds. It then grew to annoy me as I regularly heard - and struggled to efficiently respond to - students utter complaints such as 'I don't read' and 'I hate reading'. The question then fortunately developed into a research and development project. As I delved into the subject, I knew that I – along with my colleagues and the literacy coordinator – had began tackling anew one of the most important problems an English teacher could take on.

I empathize with students: reading can be hard, especially at a young age. And yet I firmly believe that developing a good reading habit is vital not only for a student's job prospects but for their intellectual and emotional growth (Matthewman, 2011). Books often hold models of

[1] This is a pseudonym.

ethical responsibility, social cohesion and experiences, and can inspire us in a myriad of ways (May, 1998). But how can a school best encourage even the most reluctant readers to embrace this? How can educators transform students' negative attitudes into positive ones?

1.2 Context

During the time that this research was conducted, Treegrove School was judged by Ofsted[2] to be in special measures[3]. I had previously conducted research to see if this judgement had had any effects on students' motivation and/or independence. While the findings were altogether a relief – students did not, on the whole, care about the judgement as much as teachers thought they did – it also become evident that many students perceived teachers to be deliverers of knowledge (Brocklehurst, 2014). A common belief among year 11 students was that good learning is contingent on the efficacy of a teacher to deliver a lesson. I concluded that the school needed to provide more opportunities to promote students' autonomy and independence in regards to their learning.

Before I had begun my next research project, the school had identified the need to create a more prominent culture of reading. It was observed that – very much in line with the lack of independence observed by myself - many students were not reading enough or at all; we needed to encourage more students to read. After much research, I became interested in the idea of implementing literature circles, a reading activity I first became aware of during the PGCE at the University of Oxford.

[2] Ofsted: The Office for Standards in Education, Children's Services and Skills, an independent and impartial body, which inspects and regulates 'services which care for children and young people, and those providing education and skills for learners of all ages' (Ofsted, 2014).
[3] The Ofsted framework for school inspection defines 'special measures' as follows: 'where a school is failing to give its pupils an acceptable standard of education, and, the leaders, managers or governers are not demonstrating the capacity to secure the necessary improvement in the school' (Ofsted, 2014a, p. 16).

1.3 Aims

The aim of this research project was initially to address two crucial questions:

- Should literature circles be implemented to help encourage and motivate reluctant readers to read and, if so, how could they be used most effectively?
- Could literature circles help to transform reluctant readers' negative attitudes towards reading into positive attitudes?

Chapter Two

Literature Review

2.1 What should students be encouraged to read and why?

The ubiquitous proliferation of text via the medium of electronic devices ensures that children are engaged at all times with the written word through texting, messages or reading Facebook news and tweets. But of course, when teachers and students talk about 'reading', one has in mind a narrower definition of literature: novels, poetry, plays, short stories, and *certain* kinds of non-fiction texts in specific forms. Although children are engaging more and more with the Internet, there are some who argue that this is not necessarily helpful. Schoenbach (2012) and Lambropoulos *et al*. (2015) agree with Carr (2010) who argues that the printed book serves to focus our attention, and increase creativity and imagination, within a contemplative, slower mode of thought, as opposed to the skimming and scanning habits used for the Internet when a reader merely coasts along the surface of meaning and does not fully grapple with text. Although more research needs to be done to verify Carr's claims, his stance brings to the fore a worrying possibility. Fang (2008, 2012) rightly argues that children talk and read about things that they like and that fit in with their lives, for example social media and related Internet texts. Suddenly, at secondary school, students are expected to deal with abstract, hard reading and respond to it (Fang, 2012). If a student is used to reading only through the

Internet, and if Carr's theory holds true, they may not be learning the cognitive reading habits – as well as the complexities of language itself - needed for the demands of academic learning.

Schoenbach is not wrong when arguing that, in order 'to keep their future options open', students need to 'develop the confidence and the will to approach - as well as the ability to make sense of - a range of texts, including the many gatekeeper texts that will not be inherently fascinating or well composed' (2012, p. 11). Although this argument is valid, I would argue that before a student can reasonably be expected to engage with 'the many gatekeeper texts', they must at first begin to learn the basic habits of reading itself, and that this is best done through books that they *do* find enjoyable. While students may need to extend their reading habits beyond the Internet, I agree with Biancarosa and Snow (2006) who argue that students should be given the freedom and the time in school to read what they want to read; their own interests and choices should be listened to and encouraged. Unless students are, at some point, given the freedom to choose their own books, they will not become interested in reading at all (Daniels, 2002, 2004).

Encouraging children to read in order that they become enthusiastic, regular readers is a major task. But it is crucial. In 2010, a reputable study found that 'about 17% of young people aged 16-19' in England 'have poorer literacy […] than is needed for full participation in today's society' (Rashid and Brooks, p. 6). The research showing correlation between the amount of time students spend reading independently and their reading ability is convincing. A significant study in the US clearly states that 'independent reading, whether in school or out of school, is associated with gains in reading achievement' (Anderson *et al.*, 1985, p. 119). There are many correlational studies, referred to in the 2000 National Reading Panel, all finding that the most able readers read the most and poor readers read the least. These studies suggested that fluency, vocabulary and comprehension were directly linked to time spent reading (Cunningham and Allington, 1998; Fielding and Pearson, 1994; Allington, 2000, cited by Daniels, 2002).

Overall, I would argue that students *do* need to be encouraged to read more challenging texts but *not before* they are encouraged to read books for enjoyment at first, extending their reading beyond Internet-based text. They need to begin to *want* to read and to acquire the habit of regularly picking up a book if any gains in their reading abilities are to be made. They need to be at first motivated to read.

2.2 The importance of talk: the zone of proximal development, inner speech and exploratory talk

Fleming and Stevens (2010) argue that 'there is an attendant danger that we become victims of our own success in formulating ever more adventurous ways of reading enacted for their own sake' (p. 81). While there are hundreds, if not thousands of strategies invented (Brooks *et al.*, 1998), it is often argued that students learning in a variety of approaches is the best possible way to ensure success in both reading and writing (Fountas and Pinnel, 1997, 1999, 2000; Andrews, 2001; Beers, 2003).

Reading skills (by which I do not simply mean comprehensive skills in the reductive sense, but the myriad of skills inherent in the transaction between reader, page and other people (Rosenblatt, 1938, 1978)) should not – and effectively cannot - be acquired via techniques given to or handed down to the student from the teacher (Anderson *et al.*, 1985). Indeed, it has been pointed out that 'repeated studies have demonstrated that isolated instruction in grammar, decoding, or even reading comprehension skills may have little or no transfer effect when students are actually reading' (Schoenbach, p. 8). For a student to become an effective reader, they must do more then receive reading skills like 'little vessels […] ready to have imperial gallons of facts poured into them until they were full to the brim (Dickens, 1854, p.

4; cited by Barnes, 1976, p. 22); they must become active – indeed, proactive – in their engagement with reading (Durkin, 1978-1979, 1981). Moreover, it is not enough to teach skills for the sake of assessment (Langer, 2001; Matoush and Fu, 2008).

Social constructivist theory dictates that the most effective learning occurs within a social process (Wertsch, 1985; Gavelek, 1986; Tharp and Gallimore, 1988). As Bloome (1985) and Bloome and Bailey (1992) argue, language and literacy are connected to the cultural and social contexts in which they occur. The integration of particular strategies in a more social, discursive approach, for example in collaborative discussions, has been shown to increase motivation and engagement in students, both boys and girls Wu *et al.* (2013). Group work has proven to be very effective to help reading in the content areas (Johnson and Johnson, 1989; Toumasis, 2004; Shaaban, 2006; Slavin *et al.*, 2007).

Therefore, a desire and habit to read, and interrogate and explore texts, is arguably best learned and cultivated in a sociocultural setting where students can share ideas through talking, questioning, being inspired and challenging assumptions. Vygotsky (1962) theorized that human cognition and learning are social and cultural, rather than individual, phenomena. In his theory, Vygotsky outlines a diagnostic tool that can used to assess learning: the zone of proximal development (ZPD), which is 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (1978, p. 86). He posited that the only effective kind of instruction is that which is ahead of development and leads it. Additionally, the Vygotskian approach is fundamentally built upon the idea that a child's learning is dependent on sociocultural forces, such as the roles played by the community, parents, teacher and their peers. Vygotsky also argued for the presence of 'inner speech': originally we learn speech as a child in order to communicate with others, but then that speech becomes part of thinking and imagination.

Language, therefore, allows us to think about our own thoughts, to know them and therefore be able to change them - if we speak our own thoughts, we can reflect on them.

These two principles in Vygotskian theory, the ZPD and inner speech, stress the importance of social, discursive processes in order for effective learning to take place. Reading strategies that utilize group work and discussion would allow for the understanding of new ideas, interpretations and arguments by peers, enabling a student to develop at a greater pace than they would do on their own, while also encouraging students to talk about their own thoughts and, by doing so, change them.

In his book *From Communication to Curriculum*, Barnes (1979) considers Bruner's theory that 'growth starts out by turning around and recoding in new forms with the aid of an adult tutor what we have been doing or seeing, then going on to new modes of organization with the new products that have been formed by these recodings' (Bruner, 1966, quoted by Barnes, p. 24). However, Barnes contests whether this process needs an *adult* tutor to work, and rightly demonstrates in his book that it does not. Barnes argues the need for and importance of 'exploratory talk', which is, as he explains, 'often hesitant and incomplete; it enables the speaker to try out new ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns' (p. 126). Best done among students, without the presence of an adult, it is a 'groping towards meaning' allowing 'changes of direction' and 'hypothetical expressions' (p. 28) – 'in finding words to express ideas and feelings to others', a student 'will be reshaping them for himself' (p. 70). Exploratory talk can be thought of as 'thinking aloud', talking one's way into a problem so one can monitor and control one's own thought, 'and shape it' (p. 28).

Although I would argue that there are strong connections between Barnes's idea of exploratory talk and Vygotsky's ZPD and inner speech (the latter is referred to by Barnes (p. 19)), Barnes mainly based his concepts on the theories of Bruner, and Piaget and Inhelder's *The Psychology of the Child* (1969). It was Mercer who developed the idea of exploratory talk in

a Vygotskian sense, which – in a similar manner to Barnes - he defines as talk 'in which partners engage critically with each other's ideas': 'knowledge is made more publically accountable and reasoning is more visible in the talk. Progress then emerges from the eventual joint agreement achieved' (Mercer, 1995, p. 104). Mercer, arguing that knowledge is shared, posits that language is 'not just a means by which individuals can formulate ideas and communicate them, it is also meant for people to think and learn together' (p. 4).

Arguably, using the ZPD as a tool, exploratory talk (in both Barnes's and Mercer's definitions) should help students develop and learn: as they vocalize their thoughts – their inner speech – they, and their peers, can change them, allowing new ways of thinking about, analyzing and interrogating text. As Barnes argues: 'elaboration of language is not just a matter of each child's language habits, but can be fostered by a group's striving to think aloud together' (p. 45). Teachers should encourage this 'open and hypothetical style of learning' (p. 52), allowing the child to be more responsible in 'formulating explanatory hypotheses and evaluating them' (p. 29). Moreover, exploratory talk allows students to utilize what Barnes calls 'action knowledge' ('knowledge on which our actions in the everyday world are based') (p. 30). Transactional in nature, exploratory talk can enhance new ways of using 'action knowledge' to understand the text in new ways.

Much has been written about the need to encourage and utilize students' intrinsic rather than extrinsic motivation (Dweck, 1975; 1986; Elliot and Dweck, 1988; Heyman and Dweck, 1992; Boggiano *et* al., 1992; Mueller and Dweck, 1998; Grant and Dweck, 2003). The kinds of reading strategies that utilize extrinsic motivation, which are mostly behaviourist in essence, may not be as effective as sociocultural reading strategies that encourage exploratory talk and the use of action knowledge, which are, I would posit, more intrinsically motivating. Indeed, Nie and Lau (2010) found that a constructivist learning environment, using Vygotskian derived problem-solving activities involving exploratory talk as oppose to more didactic pedagogy, produced greater motivation in learners. If learning best operates in a

social setting, then students will engage better, see its worth and be more motivated (Tunnel, 1998; Wigfield and Eccles, 2000). If the theories of Vygotsky and Barnes stand strong, and if the fundamentals are ensured, effective learning will take place and motivation will increase.

2.3 Literature circles

2.3.1 What are literature circles and why should we use them?

Literature circles are 'small, peer-led discussion groups whose members have to chosen to read the same story, poem, article, or book' (Daniels, 2002, p. 2). This approach is, I will argue, a truly sociocultural reading strategy. The term 'literature circles' was first coined by Harste, Short and Burke (1989). Now, literature circles have become an important part of the curriculum in the United Kingdom (Allan, Ellis, & Pearson, 2005), and United States and Canada (Heydon, 2003) over the past three decades.

Although the model is flexible, there are three essential elements found within any literature circle: independent reading, reader response, and collaborative learning (Daniels, 2002). Students in a class will be placed into groups to read a shared text of their own choice together. They meet regularly to discuss what they have read and organize the amount of reading they will do for next time. Most models of literature circles also have students assign roles to each other - for example, illustrator, summarizer, questioner - so they have varied definite tasks to do for the next meeting (Peterson and Belizaire, 2006).

Literature circles promote independent reading, fully encourage reading as a transactional process, and allow processes central to social learning, such as exploratory talk - what Eeds

and Wells (1989) termed 'grand conversations'. Importantly, they encourage personal response and enjoyment of reading: Daniels, in opposition to instructional models of reading, argues that '*sharing responses is enough*' (p. 23).

2.3.2 Choice

In opposition to Schoenbach's (2012) argument about the need for children to read challenging 'gateway texts', Daniels argues that 'you can't fall in love with books that someone stuffs down your throat' – pleasure from reading comes from choice (p. 19).

Literature circles have been repeatedly praised for enabling students to decide on texts that engage them (McMahon & Raphael, 1997; Short & Pierce, 1990). Indeed, Gambrell found that 'the books and stories that children find 'most interesting' are those they have selected for their own reasons and purposes' (1996, p.21). Daniels argues that, by giving students choice in what to read, they 'learn to take full responsibility for locating, selecting and pursuing books, rather than always expecting teachers or other adults to choose for them', which can nurture 'dependency and helplessness' (p. 20). This degree of control can make 'a big difference in motivation' (p. 77), which McElvain (2010), in a study on literature circles, also concluded. If, on the other hand, as De Charms (1968, 1976) argued, someone feels to be controlled by others, they will be less motivated than if they had ownership of their own learning.

The teacher can, however, still recommend or make available certain books for students. For this to be effective, teachers need to, as King and Briggs (2012) points out, 'continually update their knowledge of children's fiction' and know their students well (p. 4). At the same time, as Bowers-Campbell argues, the teacher should search 'for works of value that […] provoke them to think about how they view the world' (p. 5, cited by Holt and Bell, 2000, p.

557).

2.3.3 Mixed ability groups

Students' choices of books should actually be used to create the literature circle groups themselves; students choose what book they would like to read and groups are formed accordingly. Daniels argues that groups should change and variety should constantly occur, allowing 'regular reshuffling of personalities and perspectives' enabling students to experience 'unique, sometimes unexpected views and interpretations' (pp. 25-26). However, Daniels does see merit in Calkins's argument that children, just like adults, may actually rather need – and prefer - long-term, stable book clubs (Calkins, 2000).

It is important that groups meet regularly and that the students are treated as much of a learner and teacher as their class teacher; this setting encourages independence (Scott, 1994; Owens, 1995) and can 'support children's social and leadership skills' (Certo, 2011, p. 62). The groups achieve these outcomes and arguably work best when they are mixed ability. In their study, Elbaum *et al.* (1997) found that students – both strong and struggling readers – preferred to work in groups and pairs that were of a mixed ability, rather than whole class instruction or independent work, noting that they helped and encouraged each other more.

Indeed, it could be argued that literature circles, in this way are part of a fairer, egalitarian community: 'they show how heterogonous, diverse student groups – including mainstream special educational kids – can work together effectively' (Daniels, p. 27). Sanacore (2013) argues that literature circle discussions 'represent a sense of social justice for all learners, including those at risk of failure, because all learners have opportunities to engage in dialogic activities that support their active and successful engagement in learning' (p. 117). In a study, Whittaker (2012) found that both 'avid or struggling readers' participated enthusiastically

when they chose their own texts, and that this led to an increase in 'students' enjoyment of reading' (p. 221). Indeed, literature circles have specifically been shown to be effective for children with learning disabilities (Blum *et al.*, 2002; Anderson and Corbett, 2008; Certo *et al.*, 2010). The freedom to choose books within these egalitarian groups has been found to be beneficial to students who, otherwise, would not get a voice; it is apt for those who thrive in a group setting (Sandmann and Gruhler, 2007).

2.3.4 Fun and enjoyment

For literature circles to properly motivate students, it is essential that 'a spirit of playfulness and fun pervades the room' (Daniels, p. 25). As Daniels points out, 'it is a tenet of much modern learning theory – especially in the field of psycholinguistics – that young children learn most everything of importance to them by *playing at it* first' (p. 25). Daniels then points to 'the scaffolding work of Jerome Bruner (1961)' and 'more recent family studies (Taylor, 1998)', which show 'that caring, playful adult-child relationships are crucial to nurturing learning' (p. 25). Daniels compares this relationship to the communal one of a literature circle. There is much evidence that students enjoy literature circles (Kim, 2004), even describing it as 'the most enjoyable part of language arts' (Certo *et al.,* 2010, p. 243). Crucially, enjoyment has been known to increase students' intrinsic interest in learning (Lepper and Cordova, 1992, p. 206), which further suggests that literature should be taught purely for enjoyment, not as a way to teach comprehension skills (Peterson and Eeds, 1990).

2.3.5 Development and learning: the ZPD and exploratory talk

Literature circles heavily emphasize the need to respond in a personal way to a text before learning can happen (King and Briggs, 2012). Literature circles, transactional by nature, allow students to understand that personal responses are a starting point to sophisticated analysis. This is an important first step in ensuring the success of perhaps the strongest aspect of literature circles, which is its reliance on discursive processes, in particular, the use of exploratory talk. Clarke and Holdwadel (2007) cite Almasi (1995) who wrote that 'students who talk about what they read are more likely to engage in reading' and that 'peer-led discussion produces complex student responses and encourages higher-level thought processes than teacher-led groups' (p. 20). Researchers, examining the talk specifically during literature circle discussions, have often found it to be purposeful and critical (Burns, 1998; Long and Gove, 2003; Miller, 2003; Latendresse, 2004; Sandmann and Gruhler, 2007).

King and Briggs (2012) argue that reading is a social process: 'in this respect, the literature circle is an extension of most children's earliest reading experiences, which are essentially social in nature […]' (p. 3). Daniels argues that literature circles use true *collaborative* learning, as opposed to *cooperative* learning: they promote 'student-initiated inquiry' and 'face-to-face interaction' (p. 35). Importantly, Klages *et al.* (2007) suggested that collaboration required by literature circles increased motivation, influenced positive social and communicative skills, and allowed students to gain vital understandings (cited in Bowers and Campbell, 2011).

Robinson and King (1995) argue that literature circles are a true Vygotskian approach to learning how to analyse and interpret texts and, because of this, can significantly change students' attitude to reading. The zone of proximal development can be seen in the very structure of a literature circle. Students – of a mixed ability – push each other to consider one another's opinions and so others are constantly driving their learning. In their study of the effects of literature circles, King and Briggs (2012) write that 'the children were able to explore both the texts and the reading process in ways they would not have been able to manage independently' (p. 8). Vygotskian theory is drawn on to explain why: 'in the literature

circle, the interpersonal dialogic nature of the talk was then internalised to become part of the independent thinking applied to texts read alone or with younger siblings' (p. 8). Literature circles allow for the development of inner speech, which is reading; they help 'develop their awareness of the inner speech that all readers develop and, through this, learn how to become a more effective reader', as has been shown for students with learning disabilities (Swanson, Hoskyn, & Lee, 1999). This kind of talk encourages students to move beyond a narrow perspective on meaning and consider other points of view and to 'embrace language as a motivational tool for developing novel approaches to thinking' (Sanacore, 2013, p. 120).

Another form of talking - talking about talk - has also been shown to be useful in literature circles, allowing students to be 'reflexive' and study 'themselves to outgrow themselves' (Mills and Jennings, 2011, p. 591). This is, in essence, metacognition: talking about one's own talk is another way of being aware of one's own cognitive processes, enabling oneself to regulate, evaluate and monitor thinking, 'thereby affording more efficient and active learning' (Bonds *et al.*, 1992, p. 56).

Overall, the nature of talk in literature circles is highly effective for learning and developing positive attitudes towards reading. As King and Briggs points out, when students see others talk with interest about a book, they also want to 'be members of the 'in' group' (2012, p. 4).

2.3.6 Improving students' reading ability and performance

As well as affecting students' motivation, there are arguments for, and some research showing, the positive contribution that literature circles can have on students' ability and performance in tests.

King and Briggs argue that literature circles will improve a student's ability 'to use all three cuing systems (semantic, syntactic and graphonic) as well as increase their sight vocabulary'

(p. 5). They can also help students develop their inferential skills (Jewell and Pratt, 1999). Almasi (1995) found that cognition growth occurred at a higher level in student-led discussions about literature as opposed to teacher-led ones. And Sweigart (1991) noted that, by participating in literature circles, students' comprehension improved. Moreover, Blum *et al*. (2002) concluded that literature circles could help improve students' skills in problem solving and making decisions.

Daniels's own research in schools in Chicago indicate that literature circles may have been the cause of significant rises in students' scores in standardized tests. Daniels writes about one particular school that 'bucked the trend, growing class after class of lifelong readers and writers, in a half African American, half Hispanic school with an 85 percent poverty rate' (p. 10).

2.4 Problems with literature circles

Even though literature circles as an approach can evidently be a very successful and effective reading strategy, there are problems not only with the way it is perceived and understood but also inherent in the model itself.

Daniels (2002) points out that literature circles go against the idea of testing and assessment; while there is growing research about its strong positive effect on students' reading ability, it is difficulty to see this instantly: 'they don't look quite as practical as opening a practice test and blackening some circles (p. 11). Due to their indirect effects, literature circles can therefore be easy to criticise and difficult to see the worth of.

Another problem is that the name 'literature circle' has also been erroneously used to refer to any reading group, including those that do not contain the three essential elements

outlined. While flexibility is a good thing, literature circles can be done badly, for example in a situation described by Ellis (2007) in which a group of trainee teachers implemented what they thought were literature circles but, in the end, only 'spent an awful lot of time devising teacherly questions specific to each novel' (p. 196).

More worryingly, some studies have found problems within literature circle discussions. In their own study, Clarke and Holwadel (2007) experienced behavioural problems, with group cohesion dissolving as soon as teachers left the group, students even resorting to bullying and arguing. The added problems of interruptions for school celebrations and tests, as well as absenteeism created real problems in the running of literature circles. Sanacore (2013) also observed problems in literature circles, noting that some peer-led discussions were mediocre because group members often wasted time, argued their point of view in a bullying manner, focused on irrelevant points and did not consider each others' perspectives about the text. It has also been observed that students can create their own social positions in terms of ability level (Allen *et al.*, 2003) and gender (Clarke, 2006; Evans, 1996), going against the aimed characteristics of equality and egalitarianism. Sanacore also points to a study by Thein *et al.* (2011), which observed that students read and discussed a novel but, in the end, constructed interpretations that reaffirmed the assumptions and myths of the novel instead of thinking critically (p. 118). Similarly, Orellana (1995) and Alvermann (1995) found that sometimes the discussions in literature circles reinforced stereotypes rather than made students question them. Additionally, Wolsey (2004) notes how the role-sheets typically used in literature circles inhibit true, interested discussion, leading students to simply read from their role sheet – something Daniels (2007) discovered became a tendency and, as a consequence, argued for alternative ways to encourage discussion.

These potential problems are important to consider. Schlick Noe and Johnson (1999) emphasize the crucial need for a safe classroom climate where everyone feels valued; this must be established before anything else, and maintained. But with only one class teacher and

perhaps a teacher assistant, this is evidently difficult to do in practice. In the next section, drawing further on Vygotskian theory, I consider a new practical solution to the potential problems that can occur within literature circles.

2.5 Facilitators in literature circles

When considering the benefits that literature circles can have on students' attitudes to reading on the one hand, and, on the other hand, the problems that can occur during discussions, it is perhaps most useful to look at what I would argue is the most valuable aspect of literature circles: the true 'potential development' in individuals, within the ZPD, when 'in collaboration with more capable peers' (Vygotsky, 1962).

2.5.1 Adult guidance

Although Eeds and Peterson (1991) show how important it is for the class teacher to monitor student reading groups, suggest reading and encourage certain lines of enquiry, Sanacore (1992), Daniels (2002) and Whittaker (2012) argue that once students know how literature circles operate, the teacher should allow the students to take charge. Barnes (1979) also rightly points out that, in the classroom, there is a great deal of difference between the effect of questions asked by pupils of one another, and the effect of a teacher's questions, partly no doubt because the pupils expect that the teacher usually "knows the answer' already' (p. 43). Indeed, as Barnes writes, 'the very presence of a teacher alters the way in which pupils use

language, so that they are more likely to be aiming at 'answers' which will gain approval than using language to reshape knowledge' (p. 78).

However, going against this view, Vaughn *et al.* (2000) and Thein *et al.* (2011) argue that when students move beyond a personal response, 'when the instructional goal of a literature circle is a critical examination of a text, more—not less—teacher guidance may be warranted' (p. 23). In fact, Daniels explains the benefits of the class teacher joining a group and playing the role of a fellow reader 'honestly reading, responding, predicting, and sharing meaning-making processes right along with the students' (2002, p. 24). This allows modeling: the students see how a mature adult responds to a book for the first time, reacts, interrogates and shares ideas, 'not to be copied, but as one sample to build on, to vary from, to improvise off' (p. 24).

In their own students' literature circles, King and Briggs (2012) do exactly this and highlight the benefits: 'I didn't feel as if we were a group of children with a teacher, I felt that we were all learners and teachers together. I learned from them and they learned from me' (p. 37). King and Briggs also argue the importance in the teacher listening to the students with a belief that what they say is important. Questions should not be used to check understanding but be used for the teacher to be informed by the children. Thompson (2015) notes how prospective teachers in the PGCE English course are 'encouraged to sit with the groups and intervene as part of their assessment of both actual and potential levels of students' understanding' (p. 102).

This role played by the teacher could essentially be the 'adult guidance' within Vygotsky's ZPD; the teacher is the aid that can realize the full potential of the child's development through modeling and probing the activity of both voicing the inner speech so that thought can be reworked, and promoting exploratory talk among peers so that ideas can be challenged. Of course, this extremely valuable process can occur only when the other groups are running smoothly. If more than one group is having complications, especially of a behavioural nature,

this is simply not possible, as a true participator does not suddenly have to leave a conversation to respond to an issue elsewhere in the room.

2.5.2 Collaboration with more capable peers

With a class that held many reluctant readers, could a teacher introduce, for example, an older student such as a sixth former to work within a literature circle and become a fellow reader? Someone who was passionate about literature, willing to read and discuss alongside younger peers, eager to model to the students what a thoughtful, inquisitive reader might look and sound like, and help them become similar? Cross-age peer support has recently become popular within schools in the form of mentoring, which can help with problems of bullying and create a more positive ethos within the school (Cowie and Smith, 2010; Willis *et al.*, 2012). It has been defined as an 'interpersonal relationship between two youth of different ages that reflects a greater degree of hierarchical power imbalance that is typical of a friendship and in which the goal is for the older youth to promote one or more aspects of the younger youth's development' with an aim to go beyond academic difficulties (Karcher, 2005, p. 266). The sixth former in a literature circle would be aiming to encourage reluctant readers to read. This is arguably both focusing within and going beyond academic interest as it would involve factors such as attitudes, motivation and ways of thinking about reading. The sixth former, as a more capable peer could model and elicit developed talking and thinking about a text, but also act as a mentor in the more traditional sense by helping students talk through reasons why they are reluctant to read and address these deep attitudinal and motivational problems. The sixth formers could lead learning and development in attitudes within literature circles, without harming the exploratory talk, since they are not a teacher.

2.6 Emerging research questions and study proposition

It has become apparent that a number of problems can occur when literature circles are implemented, especially into a class of reluctant readers. The possibility of adding sixth formers as facilitators to literature circles allows this unique research study to focus explore three new questions:

- Can sixth-formers act as 'more capable peers' in literature circles in order to allow reluctant readers to develop and learn at a greater rate than they would on their own, and, if so, how might they successfully do this?
- Can sixth-formers encourage and motivate reluctant readers to read and how might they do this?
- Ultimately, how might sixth-formers help change reluctant readers' attitudes towards reading from negative to positive?

My study proposition (or hypothesis), with Vygotskian theory as a basis, is that sixth formers have the potential to both accelerate students' development in reading skills, and positively affect students' attitudes and motivation, *if* they truly play out the role of a 'more capable peer' as described by Vygotsky.

It is hoped that this research project, by addressing the questions above and exploring my study proposition, will contribute something entirely new to the body of existing research on literature circles and help Treegrove School to address one of its most significant problems.

Chapter Three

Research Methodology

3.1 Research method

Since this is the first study if its kind, I decided to use the case study method, as opposed to other types of research designs. The strengths of the case study method allowed me to focus on the 'how' aspects of my research questions: *how* might the sixth formers interact with the students; *how* might they be effective or ineffective. It would not be useful to gauge the effectiveness of the model without knowing exactly how it is effective. By looking closely at this reading strategy in action through a case study, I could best observe the details that would best illuminate *why* this approach may or may not be effective. In essence, I was examining a 'contemporary phenomenon in depth and within its real-life context' (Yin, p. 18). The interaction between the students and the sixth formers would, I predicted, be complex and involve 'many more variables of interest than data points' (p. 18). The case study approach was also suitable for the reason that I was essentially beginning my research with a theoretical proposition: I hypothesise that if a sixth former plays the role of 'a more capable peer', in the true Vygotskian sense, and promotes exploratory talk, then the students will begin to understand the worth of reading and become intrinsically motivated to read.

Although the action research method was another viable research method to use, I decided against this. As a piece of practitioner research, although this research project aims to give implications for the school in which it is set, as well as the wider educational context, it is looking at something for the first time – something very context dependent with many

variables. A thorough examination of how sixth formers working with students in literature circles cannot, I would argue, be done alongside the introduction of other variables with, say, multiple action research cycles. There is so much to consider by examining the literature circles with sixth formers on their own, that valuable insights – useful to both the school and educational literature – are best gained in a more thorough manner, with more focus on what actually happens within the focus groups.

3.2 Research design

I have chosen to use what is known as the single-case embedded design (Yin, 2014). The single case itself is the entirety of the class that I chose to conduct the research on – this will also be understood to be the context in which the two embedded units are situated within. The units themselves, the main focus of this research, are the two groups of five students that will each be working with their own sixth former:

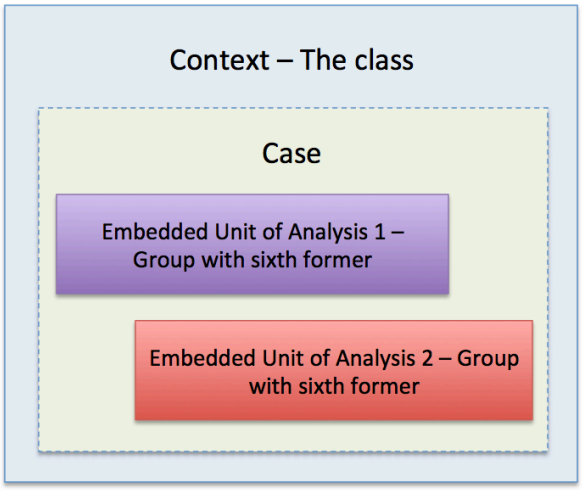


Figure 3.1 *Single-case embedded design, adapted from Yin (2014)*

Using two units of analysis, rather than one, meant that I would not be arriving at any conclusions on having observed only one literature circle group with a sixth former. It could also potentially allow me to observe any differences in how the sixth formers and students interacted and so allow comparisons to be made. It is worth noting here why the experimental control group design was not selected. Looking at more than two groups - in the detail that was needed to fully understand the complexities inherent in this particular reading model – was not possible in a study of this size. Comparing one group with a sixth former to another group without one, as a way to compare any increase or decrease in students' attitudes towards reading, would not only be highly unreliable but also miss the point of what I was trying to explore; I wanted to see *how* sixth formers could work with students, observe whether they could act as 'capable peers' through close examination of the students working together in groups, and see if any students' attitudes improved as the discussions occurred.

3.3 Context: the class

After much discussion with my colleague, Mrs O'Finn, it was thought that our shared year 7 class would serve as an apposite research group. I first conducted a preliminary questionnaire (see Appendix 1), which helped indicate whether they were a good class for the research and, if this was the case, served to identify the reluctant readers in the class to form research groups. It would also serve as a benchmark for comparison later on in the study. Before the students completed the questionnaire, I made very clear to them the confidentiality and ethical arrangements that would be adhered to (see below). The questionnaire was designed using both closed and open questions to acquire a good range of qualitative data. To avoid dichotomous questions regarding attitudes to, and perceptions of, reading - which could be

misleading in such a complex issue - I chose to use rating scales for two questions: 'How do you think of yourself as a reader?' and 'What is your attitude to reading?' Although there are problems of interpretation (one student's 'I don't mind reading' could be another student's 'I like reading'), I decided to use a 5-point Likart scale instead of the semantic differential scale as the former allowed data analysis to form specific groups to focus on.

The results made it clear that my own and Mrs O'Finn's initial understanding was correct (see Appendix 2). There were a high number of students who had negative attitudes to reading:

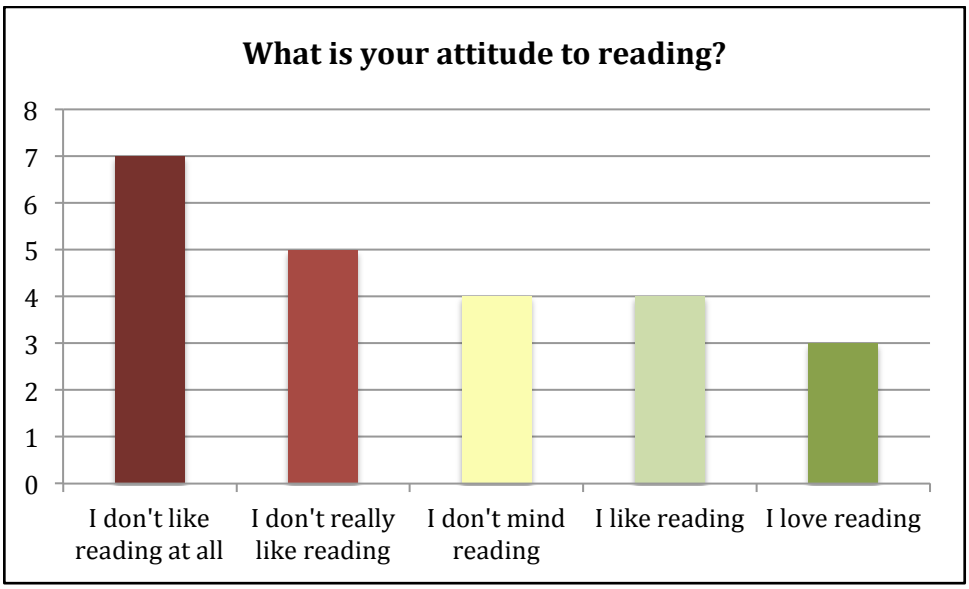


Figure 3.2 *Whole class responses to Question 4 in the Preliminary Questionnaire*

To be specific, the first two columns made up practically half of the class - 53% expressed dislike towards reading. Those who expressed dislike for reading can be understood as reluctant readers. The amount of students *not* liking or loving reading was altogether a grave concern: 70% of the class (albeit three were absent during the questionnaire). Only 30% of

students indicated that they liked or loved reading.

However, I also decided to identify how many students were actually reading independently:

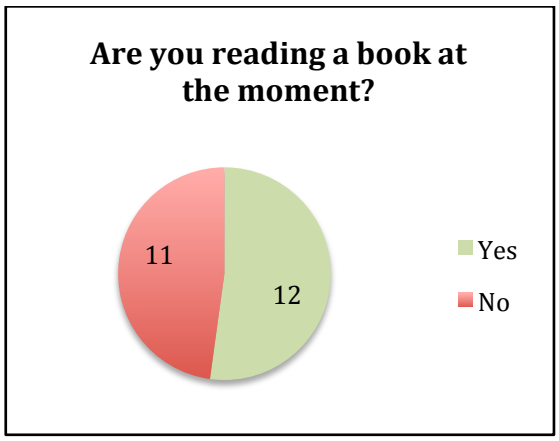


Figure 3.3 *Whole class responses to Question 1 in the Preliminary Questionnaire*

It is not possible to justify identifying students as reluctant readers simply because they were not reading anything at the time they took the questionnaire. However, their answers give further indication as to those students who were in need of encouragement.

The above two items, then, give some sense as to the context of this research. However, the focus would be on two groups only, which would contain a high number of reluctant readers.

3.4 Research groups

I implemented literature circles as set out in Daniels (2002). Over two lessons, I explained in detail what literature circles were, read out the openings to eight novels (kept in the departmental storage cupboard) and allowed students to vote for their favourites through

writing their name and their first, second and third preferences on a slip of paper (Appendix 3). From students' choice, I set up literature circle groups of four to six students, giving students their first preference whenever possible. Five groups were formed (see Appendix 4). Fortunately, the groupings allowed the sixth formers to be placed conveniently with reluctant readers (see Figure 3.4).

	Student name	Reading age (Year/Month)	CAT score
Group 2	Cassie	9/7	99
	Clark	10/4	79
Sixth former:	Jimmy	12/0	102
Jack	Andy	8/9	93
First book: *Holes*	Jasmine	9/0	81
Group 3	Sarah	8/9	79
	Kara	12/7	96
Sixth former:	James	10/8	94
Emily	Omar	12/3	90
First book: *Madame Doubtfire*	Chris	7/3	91
Key:			
	Reluctant reader ('I don't like reading at all' / 'I don't like reading')		
	('I don't mind reading')		

Figure 3.4 *The two focus groups (embedded groups of analysis)*

Groups 2 and 3, then, are the embedded units of analysis and will be examined separately in detail.

3.5 Collaboration

Collaboration was central to this practitioner research case study. The most important type of collaboration began early when I set about finding two reliable and enthusiastic sixth formers. Although I originally created a poster advertising the roles, and was ready to make a request during a sixth form assembly, two sixth formers, Emily and Jack, who were enthusiastic about the project, already volunteered. They were given full details about the project and its aims, the nature of literature circles, and were clearly instructed in their role as 'capable peers'. They were also given an advice sheet to help them during discussions (see Appendix 5). We worked closely together throughout the running of literature circles, regularly talking and sharing thoughts after each lesson. Their feedback helped in the implementation of needed changes to make the literature circles work better.

I had taught Jack when he was in year 9 and also Emily for two years in years 10 and year 11. I knew that they were hardworking and trustworthy students; both had a passion for literature and I felt that they would be effective. However, it must be noted that they were both using the time spent with this year 7 class as counting towards their volunteer work in order to gain a qualification by the end of their time in year 12. Therefore, they did have a vested interest, although they were both clearly enthusiastic about the project.

Throughout this project, I also planned to collaborate with both the co-teacher (Mrs O'Finn) and the HLTA (Mrs Warder). Mrs Warder worked in the classroom every fortnight.

We would both take on the roles of monitoring the literature circle discussions and ensure that behaviour was to a high standard, helping students choose books and offer advice, whilst also joining in discussions with groups when appropriate. Mrs O'Finn would also observe at least one of these lessons to experience how literature circles were run and begin to take on the literature circle lessons herself in the school library (it was intended) with the sixth formers). The long-term aim was, if the research showed positive results, to implement literature circles, with sixth formers, across the year group. Close collaboration with these two teachers was therefore essential. Regular dialogue with both teachers needed to be held to discuss what was working and what could be improved, and how effective we felt the sixth formers were.

I also intended to present my findings, towards the end of the research project, to the entire English department at the school, to discuss the level of success and the possibility of implementing literature circles for year 7 the following year.

Finally, I also planned to hold regular dialogue with the head teacher of the school throughout the research project, to update him on the progress and be open to his advice.

I knew that high-quality collaboration was going to be crucial at every point during the research, not only in order to ensure the success of literature circles, but also to involve and convince colleagues to see the worth of this approach (if indeed it did prove worthwhile).

3.6 Data collection

Literature circles ran for a total of twenty-one weeks, occurring regularly, once a week, every Wednesday afternoon. During this time, data was collected.

Although the full research calendar is provided (Appendix 7), the following table provides an outline of the research tools used for data collection and how these relate to the research

questions:

Research question	**Data collection required**
Can sixth-formers act as 'more capable peers' in literature circles in order to allow reluctant readers to develop and learn at a greater rate than they would on their own, and, if so, how might they successfully do this?	• Audio recordings of literature circle discussions with sixth formers, during the groups' discussions of their first book. • Interview with sixth formers. • Interview with students who worked with a sixth former.
Can sixth-formers encourage and motivate reluctant readers to read and how might they do this?	• Audio recordings of literature circle discussions with sixth formers, during the groups' discussions of their first book. • Interview with sixth formers. • Interview with students who worked with a sixth former. • Students' questionnaires, completed periodically over the course of literature circles (Week 0, 7, 13 and 19) before, during and after their time with a sixth former (see Appendix 6). • Role work, completed by students for homework.
Ultimately, how might sixth-formers help change reluctant readers' attitudes towards reading from negative to positive?	

Figure 3.5 *The nature of the research instruments and data sets devised or selected to inform the evaluation*

Edwards (2010) writes about the importance of 'triangulation', which involves looking at the research from different vantage points in order to obtain a deeper understanding of the issues. Moreover, Yin (2014) argues that the case study approach is reliant 'on multiple sources of evidence, with data needing to converge in a triangulating fashion' (p. 18). Accordingly, I felt that triangulation was crucial in fully understanding the intricacies involved in my chosen reading strategy, as the research is dealing with highly subjective and complex data on attitudes to reading. Figure 3.6 shows how the research instruments triangulated to interrogate my focus. Literature considered suggests that if students see the worth in their task, they become more motivated (Tunnel, 1998; Wigfield and Eccles, 2000), which is why there are two paths in which sixth formers could potentially affect students' motivation and attitude.

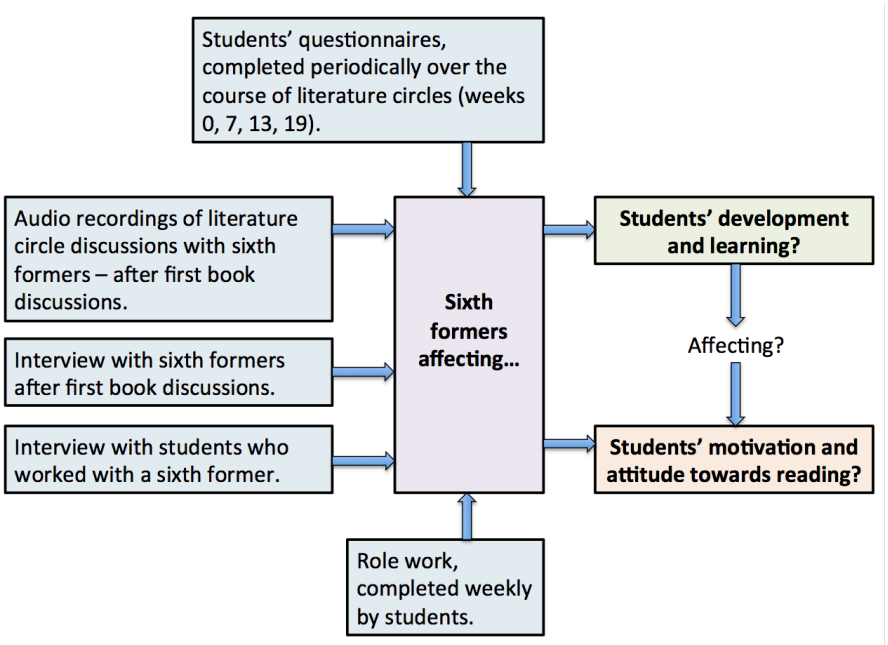


Figure 3.6 *How research instruments and data sets triangulate to ensure a deeper understanding of issues*

The forms of data were each considered for their strengths (as well as weaknesses – see '3.6 Limitations'). The Likart scale questions in the questionnaires allowed for some strength of opinion among students to be registered (Edwards and Talbot, 1994). It was hoped that the semi-structured interviews with students and sixth formers would also provide more useful data that could be used to analyse students' responses alongside the questionnaire (Bell, 1997). It was chosen that the interview should be semi-structured: answers to specific questions could be obtained while also providing opportunities to ask questions in response to students' answers, and allowing students to offer explanations about issues that they felt were important (Edwards and Talbot, 1994). A group interview seemed apt as the students could provide more in-depth responses with the help of their peers' encouragement. The interviews were recorded and transcribed, enabling the interviewer to focus on students' responses without having to write anything down, allowing for greater reflexivity during the interview process.

It was intended that the audio recordings of the literature circle discussions during the first five weeks would provide the richest data, capturing the complexity and subtle nuances within the relationship between sixth formers and students. If the questionnaire and interview data indicated that the reading strategy was successful, or otherwise, the recordings of the discussions, transcribed for analysis, would allow one to explore reasons as to *how* this might be the case. These recordings were arguably the only reliable data tools from which one could measure the effect that the sixth formers might have had, in Vygotskian terms, as more capable peers. It was only through these discussions that one would be able to detect any exploratory talk or movement along the ZPD.

An examination of the role work completed by students could also complement the other forms of data, adding further insight into the students' engagement with a book.

The data collected from the case of this research, made up of groups 2 and 3, are therefore

distinguishable from any external data (the context) – the rest of the class.

3.7 Limitations

Although the case study method seemed most apt for the particular interest of this research project, there a number of weaknesses in this approach. The most obvious criticism is its lack of ability to make thorough scientific generalization (Yin, 2014): this is one case study exploring how sixth formers could be useful in KS3 literature circles in a particular class. The efficacy can be expected to differ in future studies depending on the sixth formers, the students, the groups, the class, the teacher, the school and indeed the location. And yet, while this study is inarguably situated within the context of the school, I will nevertheless focus on features that could and should occur in any setting, allowing it to remain widely relevant.

There are also a number of limitations within the decisions regarding data collection. The interviews and recordings of discussions are qualitative and have a focus on attitude. Indeed, the foci of this research – attitudinal and motivational – could be affected by a large range of factors and variables. For example, a sudden change in attitude to reading could just as easily be influenced by the choice of book or change in group members as it could be by a sixth formers encouragement and/or modeling. However, analysis of data will aim to consider alternative affectations wherever possible and avoid bias.

Students' responses, for example the Likart scale questions in the questionnaire, may also be affected by context and the phenomenon of 'social desirability'. Therefore, the students initially considered reluctant readers would have to be verified throughout. Furthermore, Likart scale questions allow no understanding of why a student responded in a certain way, although the open-ended questions in the questionnaire aim to elucidate upon this - moreover, the triangulation through many forms of data works to ensure that no one set of

data is used on its own to form any conclusions.

There are other limitations within the study due to the model of literature circles themselves. Although it was at first intended that sixth formers stay with the groups throughout, literature circle groups – as the literature review has shown – are arguably most effective when they change to suit the particular choices of books that students decide on (Daniels, 2002). During the research process, the groups changed entirely, as did the students that the sixth formers worked with from week 10 onwards. These factors will be addressed when necessary during the analysis but they do admittedly make it more difficult to reach concrete findings as to the efficacy of each particular sixth former, as the number of variables increased.

3.8 Ethical considerations

Before any data was collected, ethical approval to CUREC 1 was obtained. The headteacher of the school also approved the research project, including all the data collection. Since literature circles were to be part of the class's curriculum, students did not have the option to opt out of participating in the literature circles themselves, but I made it very clear to students that they if they did not want to be recorded, they would not be. The class was told that they were being used for a research project but were not told that I was looking specifically at the effect that sixth formers had on their attitudes to reading, as I predicted that knowledge of this might have affected students' responses. The sixth formers were informed that, should they wish to discontinue their participation, they were entirely at liberty to do so. For the purposes of anonymity, pseudonyms were used for all of the students, the two sixth formers, the teachers (including myself) and the school.

Chapter Four

Research Results and Discussion

4.1 Introduction

The abundance of data gathered allows a fascinating insight into just how effective or ineffective a sixth former can be attached to a literature circle. I present the questionnaire data first on its own for both groups 2 and 3. Secondly, I present the findings of group 2 to understand how a sixth former, Jack, is unable to act as a 'more capable peer' in a literature circle and have no positive effects on students' attitudes and motivation in regards to reading. It is crucial to understand that Jack was with group 2 for the first ten weeks only; after this, the groups had to change to accommodate book choice. Findings from group 3 will then be critically evaluated, demonstrating the positive effects that a sixth former, in this case Emily, can have on students in a literature circle. It must be noted that James, Omar and Chris had both Emily in the first ten weeks and then Jack a number of times after. Kara and Shannon had Emily for virtually the entire time. These complications were unavoidable (see 3.6 Limitations).

4.2 The questionnaire data for groups 2 and 3

The following tables are the students' responses to the Likert scale questions (Figures 4.1 to 4.6) and the open-ended questions (Figures 4.7 and 4.8). The colour-coordinated ticks allow one to see improvements or otherwise in perceptions and attitudes. Some ticks are missing because either the questions were not in the particular questionnaire or the students were absent.

Key:
✓ = Key Preliminary Questionnaire
✓ = Questionnaire 1 (Week 7)
✓ = Questionnaire 2 (Week 13)
✓ = Questionnaire 3 (Week 19)

Figure 4.1

	Student name	How do you think of yourself as a reader?				
		I'm terrible at reading	I sometimes struggle with my reading	I am ok at reading	I am a good reader	I am a very good reader
Group 2 Sixth former: Jack	Cassie		✓	✓✓		
	Clark			✓✓✓		
	Jimmy			✓✓	✓	
	Andy		✓	✓✓		
	Jasmine		✓✓	✓		
Group 3 Sixth former: Emily	Sarah	✓				
	Kara			✓✓		✓
	James			✓✓✓		
	Omar			✓	✓	
	Chris		✓	✓✓		

Figure 4.2						
	Student name	What is your attitude to reading?				
		I don't like reading at all	I don't really like reading	I don't mind reading	I like reading	I love reading
Group 2 Sixth former: Jack	Cassie	✓	✓	✓		
	Clark	✓✓	✓			
	Jimmy	✓	✓✓			
	Andy		✓✓	✓		
	Jasmine	✓	✓✓			
Group 3 Sixth former: Emily	Sarah			✓		
	Kara		✓	✓	✓	
	James	✓		✓✓		
	Omar	✓	✓			
	Chris			✓✓✓		

	Figure 4.3					
	Student name	Are you enjoying reading your literature circles book at the moment?				
		Strongly dislike it	Dislike it	It's ok	It's good	It's really good.
Group 2 Sixth former: Jack	Cassie			✓		✓
	Clark			✓	✓	
	Jimmy		✓			✓
	Andy			✓	✓	
	Jasmine			✓✓		
Group 3 Sixth former: Emily	Sarah			✓		
	Kara			✓		✓
	James			✓	✓	
	Omar			✓	✓	
	Chris				✓	

Figure 4.4						
		How much are you enjoying your literature circle?				
	Student name	Not at all, I hate it	I don't really like it	They're ok – I don't mind them	I like them	I love them!
Group 2 Sixth former: Jack	Cassie			✓		✓✓
	Clark		✓	✓	✓	
	Jimmy		✓	✓	✓	
	Andy		✓✓	✓		
	Jasmine	✓	✓	✓		
Group 3 Sixth former: Emily	Sarah					✓
	Kara					✓✓
	James		✓✓	✓		
	Omar				✓	
	Chris		✓	✓	✓	

Figure 4.5						
		Are you reading more now than you did before literature circles?				
	Student name	No I'm reading a lot less	No I'm reading a little less	About the same	A bit more	A lot more
Group 2 Sixth former: Jack	Cassie				✓✓	✓
	Clark		✓		✓	✓
	Jimmy				✓✓	✓
	Andy				✓✓✓	
	Jasmine	✓	✓	✓		
Group 3 Sixth former: Emily	Sarah			✓		
	Kara				✓✓	✓
	James			✓	✓✓	
	Omar			✓		
	Chris		✓	✓	✓	

	Figure 4.6								
		Have literature circles made you enjoy reading more?							
	Student name	No, literature circles have made me dislike reading even more now.	No, I still dislike reading about the same as I did before.	No, I still just don't mind reading, like before.	No, I still like reading as much as I did before.	No, I still love reading as much as I did before.	Yes, thanks to literature circles, I don't mind reading as much now.	Yes, thanks to literature circles, I quite like reading now.	Yes, thanks to literature circles, I absolutely love reading now!
Group 2 **Sixth former:** Jack	Cassie		✓					✓✓	
	Clark		✓✓					✓	
	Jimmy		✓				✓	✓	
	Andy	✓	✓✓						
	Jasmine					✓	✓✓		
Group 3 **Sixth former:** Emily	Sarah						✓		
	Kara			✓				✓	✓
	James		✓✓	✓					
	Omar	✓							
	Chris				✓				✓✓

	Figure 4.7			
	Student name	If you have had a sixth former work with you, have you found it useful? Why?		
		Questionnaire 1	Questionnaire 2	Questionnaire 3
Group 2 **Sixth former:** Jack	Cassie	Yes, he is controlling it more than we could.	I have found it useful because if we get off track they will put us back on track.	I did have one working with us and I found them useful because they can help make more conversation.
	Clark	Yes, because he joins in and helps.	Yes because they make it easier.	Because it's easier
	Jimmy	Yes, because he joins in and includes everyone.	Because they help with some of the words I don't know and include themselves in the discussion.	
	Andy		A bit useful because it is more help.	I have but he did not do much.
	Jasmine	Yes, he controls it more.	Yes because they help us choose what to read up to and to incorage us to read a bit more than we want to.	I would like a sixth former to work with us so they push us to do a bit more reading.
Group 3 **Sixth former:** Emily	Sarah		Yes because if you are stuck on a word then they help you and the sixth formers are nice.	
	Kara	I found it useful because Emily is very nice and kind so she also puts her input in on the book and helps us with tricky words.	Yes we do sometimes and it helps us to stay organised.	I found it useful as Emily helped us stay organised and on task.
	James	Yes because they have good ideas.	No because you can't be independent.	yes because they help prepare you
	Omar			Yes because there nice
	Chris	Yes because when I get stuck they can help.	Yes because they help me with my reading.	They help me with my pernoicing.

	Figure 4.8			
	Student name	If you have had a sixth former work with you, do you think they are helping and encouraging you to read more? How?		
		Questionnaire 1	Questionnaire 2	Questionnaire 3
Group 2 **Sixth former:** Jack	Cassie		Yes because we didn't push our self as much as we could.	
	Clark		No because I just read what I need to.	
	Jimmy		yes, because Jack wanted to know what happened.	
	Andy		yes and no because yes he made us consontrate and no because there is more people to tell us off	not really
	Jasmine		Yes because they are making us read more than we want to.	Yes because they are making us read more than we want to.
Group 3 **Sixth former:** Emily	Sarah		Yes because they explain stuff and you understand it better.	
	Kara		Yes because they push us more.	Definetly because of the way they are so enthusiastic it kind of rubs off on you.
	James		Sometimes.	I don't no
	Omar			
	Chris		Yes because they say keep going.	They said how to improve.

4.3 Group 2 with Jack

4.3.1 Initial commentary about group 2's questionnaire data

4.3.1.1 Cassie

Cassie's perception of her own reading ability improved slightly after being in a group with Jack and remained the same by the end (Figure 4.1) Her attitude to reading improved marginally, but in the end she still disliked reading (Figure 4.2), although this could be because her opinion of the last book she read had decreased (Figure 4.3). The answers to the Likart scale questions in no way suggest that Jack positively affected her. It was her new group that made her enjoy literature circles more (Figure 4.4). Although Cassie responded that she was reading more than before literature circles (Figure 4.5), as soon as she joined her new group, she changed from thinking that literature circles had no effect to believing that they had a beneficial effect, making her quite like reading from disliking it before (Figure 4.6). The changing of groups, then, seems to have had more of an effect on Cassie than Jack. She does, however, praise him in her feedback, noting that he controls it 'more than we could', he could 'put us back on track' and he could 'help make more conversation'. The latter two comments were made after she had moved groups, suggesting that she considered Jack useful *after* having been in discussions without him for some time.

4.3.1.2 Clark

Clark remained entirely unchanged in his own belief in his reading ability (Figure 4.1) and, in the end, disliked reading just as much as he did at the start (Figure 4.2). Clark initially

thought that his literature circle was good, then disliked it after Jack had left and, in the end, didn't mind it (Figure 4.4). This is similar to his opinions of how effective literature circles were: at first thinking they were making him like reading, he then disliked reading just as much as he did at the start (Figure 4.6). After an optimistic start, it could be concluded that literature circles had left Clark with the same attitude towards reading as he had at the start, and even reading less (Figure 4.5). The debilitating movements described all occur after Jack left the group, indicating that Jack might have been effective in creating a positive attitude in Clark. However, Clark's attitudes may also have been affected by the last choice of book - *Night Runner* - which he only found 'ok' as opposed to *Holes*, which he thought was 'good' (Figure 4.3). Clark's own comments about the effectiveness of Jack ('Yes, because he joins in and helps'; 'Yes because they make it easier'; 'Because it's easier') suggest that Jack was useful and perhaps give some indication as to why Clark read less in the end ('I just read what I need to' (Figure 4.8)) and reverted back to his original level of dislike for reading that he had at the start.

4.3.1.3 Jimmy

Jimmy's enjoyment of his literature circle moved in the same way to Clark's: liking, disliking and then thinking it was ok (Figure 4.4). Although the choice of book (Figure 4.3) could have affected Jimmy's attitude towards reading (Figure 4.2), it could also be possible that Jack, as with Clark, was a factor. For example, there is a similar decrease in his opinion of the effectiveness of literature circles (Figure 4.6) and in the quantity of reading (Figure 4.5). Jimmy's comment agreeing that Jack helped encourage him to read because he 'wanted to know what happened' (Figure 4.8) seems to suggest, as with Clark, that Jack had an affect on the amount of reading. Jimmy's comments about Jack are also positive: he 'joins in and

includes everyone', helps 'with some of words' and includes himself in the discussion (Figure 4.7).

4.3.1.4 Andy

Alarmingly, Andy's perception of himself as a reader decreased by the end; he considered that he struggled with his reading (Figure 4.1). Given that Andy has the lowest reading age in the group – 8 years and 9 months (Figure 3.4) – this could be viewed in a positive way (he realizes he needs to work harder at reading) or negative (he feels even more frustrated). Again, it is difficult to determine whether either case is due to the absence of the Jack after week 10 or his lack of enthusiasm towards the new book (Figure 4.3), as is the case with Clark and Jimmy. However, in a similar fashion to the other boys, as soon as Jack left, Andy's opinion of literature circles decreased (Figure 4.4). Although he consistently felt that he was reading a bit more than he would otherwise do (Figure 4.5), by the end, Andy thought that literature circles had no effect on him and that he did not mind reading, like before (which contradicts his choices in the previous questionnaire, in which he still disliked reading the same as he did before) (Figure 4.6). Andy did not praise Jack's help like the other students, writing that Jack was only 'a bit useful' and that he did help 'but he did not do much' (Figure 4.7). His other responses are interesting: Jack was 'not really' helpful, he 'made us consentrate' and 'there is more people to tell us off' (Figure 4.8). This would suggest that Jack played a strict role and/or that Andy would rather have spent the time off task, possibilities that need to be investigated in the other sets of data.

4.3.1.5 Jasmine

Jasmine seems to have liked her literature circle best when she was with Jack; it appears that she did not enjoy her new literature circle (Figure 4.4) and read less (Figure 4.5), although her belief in how the literature circles changed her attitude to reading seems to have stayed the same (her answer to Questionnaire 2 seems to be a blatant mistake) (Figure 4.6). Her comments about Jack are very positive. Like Cassie, she wrote that 'he controls it more', helped to choose what to read (Figure 4.7), encouraged them to read 'more than we want to' (Figure 4.8). Most significantly, when she had been in a group without Jack, she wrote that she would like a sixth former to work with her group 'so they push us to do a bit more reading' (Table 4.8).

4.3.1.6 Speculations from the questionnaire data

On their own, Figures 4.7 and 4.8 suggest that all of the students in group 2 – with the exception of Andy - found Jack useful, and for different reasons. On the whole, the girls valued the element of control that Jack brought; the boys valued him as someone who joins in and helps.

However, the effectiveness of the sixth former is brought into question by the students' other responses, in particular the boys', who, it would seem, have a similar, if not worse, attitude towards reading by the end. These findings need to be interrogated by the other forms of data collected.

4.3.2 The group 2 interview

In the interview with group 2 at the end of literature circles, which included Andy, Jimmy and Clark, as well as a new student, Norman, I asked them directly about how useful they thought Jack had been. Jimmy responded that 'it's good without Jack […] 'cos he's very distracting'. Andy thought that it was 'easier' without him. Jimmy concurred, added that it felt 'awkward' with Jack and complained that he was 'on his phone the whole time'. While Andy's response is a more critical version of his questionnaire feedback, Jimmy's response is diametrically opposite to his responses to the questionnaires. The peer support within this group interview may have given them confidence and the space to be honest.

The students' responses bring up the fact that the behaviour and enthusiasm of the sixth former could not only be important but essential as to whether the students will be positively affected by them. Their comments suggest that a sixth former could not only be inhibiting good discussion, but also damaging in the sense that Jack models interest in only Internet-based text on an electronic device – not the more traditional paper books (Carr, 2010; Schoenbach, 2012; Lambropoulos *et al.*, 2015).

However, Andy does comment that, rather than being damaging, Jack was simply ineffective, claiming that 'it's been the exact same' but, as Clark adds, with Jack 'you don't really do anything about books'. Rather, as Andy points out, 'he helps us with like the dragon stuff' (i.e. filling out the role record sheets). So, it would seem that Jack was useful as an administrator and organizer for the group but does not really have a positive contribution in terms of discussing the book. It is also possible that Jack may have acted most strongly as someone who monitored behaviour. Jimmy noted that the group had, after Jack left, been 'silly', engaged in 'a bit of fighting' and drew on each others' notes.

4.3.3 The sixth form interview

In the interview with the sixth formers, Jack describes in detail Jimmy's behavioural issues. Although he can be 'quite focused, can get 'on task' with some 'encouragement' and can be 'quite responsive', Jack makes plain Jimmy's tendency to mess 'around with Andy'. It is clear that the role of behaviour manager was at the forefront of Jack's mind when working with the group. Later in the interview, he focuses on Clark's misbehaviour, his tendency to 'mess around' and be 'really sneaky'. The phrase 'he's interesting to watch' is telling. It indicates the watchful, observing, behaviour-managing role that Jack took on and is suggestive as to why the boys said that they did not find him useful in the interview.

However, one must be careful here: the comments in the questionnaire, especially by Jimmy, were very positive indeed, indicative of a sixth former who was involved in discussion. To obtain a truly deep understanding, one needs to turn to the transcripts of the discussions.

4.3.4 The discussions

4.3.4.1 Administrator and manager

Andy's point that Jack acted as an administrator in some capacity can be seen in the discussions, with instances of Jack's responding to administrative questions, like in the first meeting:

Jasmine: which one do we stick in

Jack: well (.) you've got two sheets

Andy: do we stick them in the back

Jack: erm (.) yes

Jack's role only really extends from this as someone who maintains order, often uttering phrases such as 'shall we decide the roles'. True discussion about the novel almost begins:

Jack: shall we discuss this (0.5) or

Andy: discuss (0.5) discuss

Unfortunately, no substantial talk about the book ever really starts, despite Andy's evident enthusiasm.

In one instance, Jimmy says that he is in trouble. Jack asks why and Jimmy talks about a detention that he received, passionately going into great detail. Even though Jack initially showed interest, he suddenly gets back on track, seemingly ignoring Jimmy's anecdote: 'so now we've got to decide how much to read'. Jimmy's own interest could have rather tactfully been linked to the book that they were reading. *Holes* is about a boy wrongfully accused of something he didn't do. Jimmy's own thoughts and knowledge (his action knowledge) could have served as a platform to begin thinking about the novel. However, Jack, playing the role of manager in the group does not think to pursue this direction and, perhaps in an annoying fashion for Jimmy, sweeps the conversation aside.

Similar instances occur throughout the discussions, for example when Jack asks whether everyone did the reading:

Jack: so what do you think of it

Andy: it's all right (0.5) not bad

Jack: and did everyone do the work

It is only Andy who responds apathetically to Jack's question. No one else is given a chance. Jack, enacting his role of manager, moves onto checking whether the students did the role work. The talk is not centred around the text.

In the discussions without Jack, however, there is a complete loss of order. There are virtually no real in-depth discussions about the novel beyond the administrative checking of roles. Although it was hardly productive with Jack present, it became even more ineffective when Jack left. Transcript 11 depicts a group that has virtually no interest in discussing the novel and would rather talk about 'snazzy balls'. This time, when I stepped in, it is evident that the students were very resilient and disillusioned with reading. With no sixth former, the boys, in their new group felt free to engage very little with the book whatsoever and, when challenged by myself, misbehaviour ensued resulting in the giving of a detention.

It would seem that Jack's premonition about the group in his absence was correct. During his interview, in answer to the question about how the students would do without them, Jack said: 'I think my group would fall apart.'

4.3.4.2 Encourager

Jack is certainly useful in encouraging, or perhaps pushing, students to read more. He certainly does, as Jasmine notes, push the students to read more: 'chapter three (0.5) so (.) this is for the entire week (0.5) so (.) if you want to push yourself (1.0)'.

Often this role of checker could be useful:

Jack: what have you done as summariser

Jimmy: well (.) he got into trouble for stealing the shoes

Andy: then he has to go to a camp for bad boys

Clark: he's sort of like getting [done

Andy: [this kid

Jasmine: Stanley Yelnats

Here it is evident that the students want each other and Jack to know that they have done the reading: they all offer their own knowledge about what happened. Jack is arguably creating a culture of expectation; students expect each other to have done the reading and they want to prove that they have done it, something Jack made clear in his interview: 'they've at least always read the book' although his additional comment - 'or at least they've told me that they have' – gives an indication of how little depth there was in any of the discussions about the book.

Overall, Jack was not effective in encouraging students to discuss texts; as a consequence, it would seem, their motivation to read did not improve.

4.4 Group 3 with Emily

4.4.1 Initial commentary about group 3's questionnaire data

4.4.1.1 Kara

Kara was in fact the only student who had Emily for the entirety of literature circles: Emily followed her from group 3 to 1. It is perhaps significant that Kara's perceptions and opinions of herself as a reader (Figure 4.1), of reading as an activity (Figure 4.2) and of her literature circle (Figure 4.4) are all very positive, the former two perceptions changing dramatically for the better throughout her time during literature circles. According to the questionnaires, she consciously developed more confidence in her own ability, and grew from not liking reading to liking reading (Figure 4.2), as well as reading more than before (Figure 4.5). And she evidently considers that literature circles are the reason for this change; it is because of them that, according to her somewhat other contradictory answer, she now *loves* reading (Figure 4.6). Kara apparently found Emily very useful, writing about her personal qualities – 'nice' and 'kind' – and picking up on her help with difficult words (Figure 4.7). Emily's organizational and encouraging aspects are noted, as well as the fact that she 'puts her input in on the book', (Figure 4.7 and 4.8). Most noteworthy is Kara's claim that Emily was 'so enthusiastic it kind of rubs off on you' (Table 4.9). It would certainly seem that Emily had a positive influence on Kara. However, changing groups and the choice of reading could also have had a significant impact.

4.4.1.2 Sarah

Like Kara, Sarah was with Emily in both her groups. Due to absences, however, she only answered one of the questionnaires, so any progress on her part is difficult to track. Nonetheless, she did, like Kara, note how Emily helped out with words (Figure 4.7) and

could 'explain stuff' in order to 'understand it better' (Figure 4.8). Like Kara, Sarah writes that Emily is 'nice'. Notably, Sarah answered that she loved her literature circle (Figure 4.4) and that literature circles helped her not mind reading as much (Figure 4.6).

4.4.1.3 James

James's perception of his own reading habits remained at 'ok' throughout literature circles (Figure 4.1), although his opinion of reading did improve, from complete dislike to not minding (Figure 4.2). Interestingly, his opinion of his literature circle decreased after Emily had left and Jack joined. James did not, in the end, think literature circles changed his opinion of reading (Figure 4.6) although the quantity of his reading did improve slightly (Figure 4.5). His opinions of the sixth formers fluctuated: during his time with Emily, they had 'good ideas'; later, during his time with Jack, they stopped students being 'independent', although they helped 'prepare you' (Figure 4.7). Although his answers on whether sixth formers encouraged him to read more are vague - 'sometimes'; 'I don't no [sic]' (Figure 4.8) - it can be inferred that literature circles and sixth formers did not have a positive impact on James. One can begin to understand the reasons why when the transcripts of the discussions and the group interview are looked at.

4.4.1.4 Omar

Omar's perception of his own reading ability increased slightly by the end (Figure 4.1), along with his opinion of the book he was finally reading (Figure 4.3). And although he communicated that he liked his literature circle, in the end, he claims – rather worryingly –

that literature circles made him *dislike* reading even more (Figure 4.6), and the amount he was reading had not changed in the end (Figure 4.5). In a similar way to James, this data suggests that literature circles, despite – or perhaps, in spite of – having two sixth formers, had not helped him in acquiring a positive attitude towards reading – indeed, may have done the opposite, despite Omar's rather hollow comment that the sixth formers are helpful because 'they are nice' (Figure 4.7).

4.4.1.5 Chris

Omar and James's attitudes become altogether more interesting when we consider Chris who, exactly like the other two boys, also had help from both Emily and Jack. Chris's perception of his reading ability fluctuated but remained 'ok' (Figure 4.1). Like James, he apparently liked his literature circle most when Emily was still in the group, disliking it not long after Jack joined (Figure 4.4) despite the fact that he liked the book during this time (Figure 4.3). He also offered contradictory answers: during the entire process of literature circles, he consistently answered that he didn't mind reading (Figure 4.2). However, despite one anomaly, he responded that literature circles had been the cause of a newfound *love* for reading (Figure 4.6). Chris, like Kara, may have developed a very positive view of literature circles and reading indeed, perhaps – as his other responses indicate – due to the help of the sixth formers. Chris felt that Emily helped when he got stuck and during his time with Jack, he wrote that sixth formers helped with his reading and with his 'pernoicing [pronouncing]' (Figure 4.7). They encouraged him to read more because 'they say keep going' and 'they said how to improve' (Figure 4.8). It is important to point out that Chris answered using the plural pronoun 'they', merging the apparent efficacy if the sixth formers together. If any one sixth former is more effective, analysis of the transcripts will help to identify this.

4.4.1.6 Speculations from the questionnaire data

An interesting pattern emerges in the questionnaire data: Kara and Chris both highly praise the contributions that both Emily and Jack gave. And it is these two students whose attitudes to reading improve so much. The blank or negative comments towards the sixth formers, made by Omar and James, are joined by their lack of, or debilitating, change in attitude towards reading by the end. This suggests that there is a correlation. While it may simply be the case that Kara and Chris found literature circles helpful - and so just had a positive attitude to the sixth formers - it could also be possible that certain sixth formers *can* have a very positive effect on students' attitudes to reading but that they can only reach *certain* students – those that value their worth.

4.4.2 The group 3 interview

As has already been discussed, Omar and James's answers to the questionnaire indicate that they did not find the literature circles, or the sixth formers, useful. This is reiterated in the interview, which I conducted at the end of the literature circles period. Omar and James's lack of interest in reading has in the end remained the same, as Omar makes clear: 'I don't want to read either (0.5) I don't need to read'. Although Omar and James still dislike reading, they both note that literature circles 'probably' helped 'a little bit'. Chris argues most positively that 'they probably have helped us (.) we just haven't realised it'. His argument seems to align with that of Daniels (2002): the effect of literature circles is subtle, difficult to notice but going on in the background. Chris speaks plurally, for the rest of his group, believing that they have

not just helped him, but helped others. Wayne, a newcomer to the group also felt positive. Charles, Omar and James made it apparent that they prefer literature circles to normal English lessons but do not like the homework: the roles and reading journal.

The students' appreciation of Emily, and Jack after her, is clear, noting that they were 'definitely' helpful in keeping them on 'track'. Omar says that 'they remind us like when we start going down a tangent we don't want to'. The phrase 'we don't want to' is extremely telling. Perhaps, deep down, Omar wants to stay on track in his literature circle – he wants to talk about the books. The sixth former arguably allows this to happen. James also points out that 'they like have their own ideas for the discussion which we don't have which (.) that helped'. James, here, in a way suggests how he, himself, may have been pushed to think about the text in new ways, within his ZPD, which he would otherwise have been incapable of doing. It is evident that he recognizes the potential for the sixth former to push his development in terms of textual interrogation. Chris makes clear the educational benefit of a sixth former: 'like if we get something wrong with our reading (.) they would tell us how to write'. Chris highlights how the sixth formers can offer help and how he is actually keen and willing to receive this help.

The students' identification of the sixth formers was telling. James perceived them as 'a bit like another student (0.5) it's just (.) quite intelligent'. Chris, Omar and James then all agreed that they were 'like a tutor'. Omar also adds 'like (.) a friend (.) but a teacher'. The sixth former, then, embodies the ideal mediator: someone who can be both a friend and a teacher (something a class teacher should professionally never be). They can be encouraging, not authoritative. At the same time, they are 'another student' but – vital for students to increase within the ZPD – 'quite intelligent'. They are, in this sense, seemingly the most suitable candidate for one of the 'capable peers' identified by Vygotsky (1978, p. 86). James actually compares a sixth former to another 'capable peer', his classmate Edward, "cos he's really clever' and 'just helps you'.

In the end, they unanimously value having a guide, having a more capable peer in their literature circle and all express that they would like one for the future, or as Chris notes, 'like (.) someone there'. Unlike group 2, every student thought that having a more capable peer was beneficial. But why is there such a difference in opinion between the two groups? Perhaps Emily was a more effective 'capable peer' than Jack: this would, even though the students also received help from Jack later, perhaps explain their attitudes. Perhaps by starting off with Emily, they gained a positive attitude to having an older peer, which carried forward onto Jack? To fully understand, one needs to understand Emily's own views and examine group 3's discussions.

4.4.3 The sixth form interview

In her interview, Emily makes a very important point about the students: 'even though like (.) a lot of them say 'Oh I don't like reading' (.) I find a lot of them are making like positive opinions'. One should therefore be careful to take James and Omar's vocalized opinions uncritically in their own interview; they might have felt pressured into saying that they still disliked reading. If, as Emily claims, they began to engage more and more with the discussions in literature circles, it could indicative a more positive attitude to reading. I asked Emily directly whether she thought James was pretending to dislike reading:

Emily: yeah (.) because when I was talking to him he was like (.) no I hate reading (0.5) and I was like really (.) and I started talking about Percy Jackson and he was like no actually I really like that book (.) so I was like (.) so you really do like reading (0.5)

It is clear that Emily initiated talk about books with the students and encouraged them to talk about their own perceptions, and preferences.

Emily, speaking about James, said that 'the more I sort of encouraged him (.) the more he was able to provide comments on characters', which suggests that Emily saw herself as actively affecting the students, at least James. She later goes into detail about a moment where James voiced his lack confidence, saying that 'no one tells me I'm smart'. She describes her 'encouragement with his self-confidence' allowing him to 'express himself more'. Emily's role in encouraging and instilling confidence fits with her emphasis on 'trust' within the group 'not to judge each other'. She notes how important it was that 'they've developed this sort of familiarity with each other'.

Emily made explicit her particular way of talking to the students, which was different to Jack. Telling the students to 'be quiet […] wouldn't be as effective 'cos it'd be kind of like (1.0) they'll just sit there and be bored but if I let them talk a bit and then brought it back it would have like a little freedom in a sense that they would also be more inclined to read because (.) you know (.) they had the choice kind of thing'. Emily's understanding of how to work with the students, allowing students to use their own action knowledge (Barnes, 1979), makes it clear why students may have found her effective, as opposed to Jack.

Emily particularly found one method useful: 'I definitely find that trying to connect the book with things that have happened in real life really helped'. She noted that 'it would help them be more interactive with the book and be honest' and therefore the discussions were 'more in depth'. She felt the students 'enjoyed it more 'cos they got to share stuff about them but also it was related to the book so they felt like they weren't going off task'.

Emily was also aware that she was acting as role model, especially to Kara: 'I think she like (.) she quite likes to impress me in a sense because I guess (.) in terms of this role model and because they're not like teacher or you to want to be rebellious but they're closer like to your own age for it to be like cool'. Emily's perception of herself fits with the students' perception of her: she is not a teacher, who they might want to act up to; she is simply an older version of themselves, someone they can get along with.

4.4.4 The discussions

4.4.4.1 Establishing fundamentals

4.4.4.1.1 Rapport

The students effectively engage with Emily because of the different levels of rapport she can create and the fact that she is closer to them in age, therefore more relatable, as Emily makes clear in her interview. When James talks about computer games. Emily responds: 'I've got all the Call of Duties'. This occurs several times, allowing Emily to much more easily engage with the students and for them to engage with her. Without it, important characteristics such as trust, honesty, safety and community cannot occur. She is not fulfilling a teacher role, monotonously warning students to get back onto the topic; she is arguably one of them and allows talk about computer games to serve as a way into talking about their book.

4.4.4.1.2 Encouragement

Emily worked tirelessly to encourage students to give reading a chance, especially in the first session. Chris and James repeatedly express their indignation at the prospect of reading, repeating that they were 'not reading'. It is very important to note how reluctant Chris appears at the beginning: he utters 'I'm not reading thirty-two pages' and 'I hate reading'. Emily responds in a patient, positive, and persistent manner without becoming argumentative or confrontational. She uses collective language 'let's read to', and, significantly, consults them

about this 'do you want to'. Chris and James's refusal to read thirty-two pages are made to seem exaggerative by Emily: 'it's only thirty-two pages'. The meaning in the adverb 'only' seems to be understood by Kara who adopts Emily's role for a small moment ('[it's thirty-two [pages') before being interrupted by James again. Emily, during the first meeting, is already becoming Kara's role model. Emily's phrase 'if you start tonight you can get it over and done with' (repeated later in the transcript) does not seem that inspiring but is perhaps used to offer a practical way for the boys to deal with this new trauma of having to read: it is a temporary, pragmatic solution. Her declarative retort to Chris's 'I hate reading' at the end – 'reading's fun' - is indicative, perhaps symbolic, of the persistent influence she would have over him over the course of the weeks, eventually helping to radically transform his views. Emily allows students to be honest and feel safe expressing their genuine opinions, and she establishes herself as one of them, by using inclusive language, to begin to create a small community of readers built on trust.

4.4.4.1.3 Trust and honesty

The level of trust that Emily describes in her interview can be seen in the discussions. Moreover, it appears that Emily is directly responsible for establishing and maintaining this safe environment. During the first session, Emily immediately addresses the theme of trust while becoming an encourager, enthusiastically and ambitiously working to change the students' outlook on reading for the better:

In fact, Emily explicitly communicates to the group the importance of trust and honesty. After she asks if they want to read aloud, James replies: 'I wouldn't want to read (0.5) if I can be completely honest (.) I actually really don't want to do it, adding that 'last lesson you told us we have to be honest about it'. James's honest attitude to reading aloud can be heard and,

in this situation, serve as groundwork for trust. Without Emily to accept these negative attitudes constructively, it would be difficult to see the students using this as a basis for trust rather than as a basis for doing anything but engage with the reading. Another important point about Emily's behaviour here is to be understood when she says that it would be 'awesome' if they could choose to read together, communally, in a supportive way. She encourages communal activity.

However, Omar and James's reluctance to read aloud is strong. Emily seems to understand this reticence as being connected to their confidence: 'you don't have to worry about pronunciation (0.5) you don't have to read that much (1.0) it could just be about that much at a time'. She is communicating to the group that this will be a friendly, safe environment – a place to try, to build confidence slowly and at their own pace. Later, she soothes them with 'you don't have to read out aloud if you don't want to'.

Chris already begins to react positively to the safe, communal environment established by Emily: 'I want to read the whole paragraph'. Chris also notes that Emily corrected him at times during reading aloud to which he was grateful, not hurt (Figure 4.7). This also later allows Chris to accept corrections from others, for example Kara, as noted by Emily during her interview: 'after that when like Kara explained that she was just trying to help him (.) he actually felt like quite happy about it'. Emily actively and successfully creates trust among the students themselves to accept and value each other's corrections and criticism. Chris quickly becomes enthusiastic about reading aloud ('I want to start') as any potential embarrassment is diminished, not insignificant given that he was assessed as having a reading age of only seven years and three months at the age of eleven (Figure 3.4) He has rapidly switched from 'I'm not reading' and 'I hate reading' to 'I want to start'. This would, I argue, have been impossible without Emily's involvement. Omar, like Chris, also seems to become more willing, interrupting Emily: 'why don't I be the man who reads stuff out'.

A little later, Emily also models how to talk to one another: when Chris says 'shut up' to the inaudible conversation between Omar and James, Emily says 'there's a nice way (0.5) you can say please can you listen to me'. Emily also makes it apparent that students should not just be kind to one another and take criticism well but work together on problems: 'can anyone help James find a simile'. She offers Omar to share her own book when he forgets his own: 'you can share mine'. Time and again, the expected communal spirit is reiterated.

4.4.4.1.4 Praise

Emily also uses and allows others to see the value of praise when it is due, for example in regards to Omar's illustration 'oh it's really good actually (1.0) I like the colours (1.0) well done (.) Omar (.) that's really good (0.5) yeah (.) well done'. Later, Emily also praises good questions, as can be seen in meeting 5:



Figure 14.9 Omar's drawing of Madame Doubtfire

Chris: what do you think is good for the family

Emily: that's a good question

4.4.4.1.5 Perseverance

Emily teaches students about perseverance: 'if a book's boring it's good to stay with it 'cos you can see if there's character development over the way.' She makes it clear that it is fine to

dislike a book but that 'everyone has different tastes so the sooner you read this (0.5) the sooner you'll get onto a book that you like', and that 'in order to appreciate the books that you like you have to read some that you necessarily wouldn't read'.

Emily's role modeling is useful but it is significant to note that Chris is now working with Emily to win over his peer, telling Omar to 'man up' in regards to his complaints about the amount of reading being assigned.

4.4.4.1.6 Community

After establishing trust, the students encourage each other as a small community of readers. By meeting 5, Chris successfully encourages, in a playful and fun manner, James to put forward a more interesting response: 'answer it (0.5) answer it (0.5) just answer it'. Chris does not permit James's refusal to engage. However, he encourages, like Emily, in a congenial manner, which is productive in eliciting a thoughtful response from James: 'I think it was bad that they became friends because that means they like someone else'.

Kara also adapts Emily's model and encourages James to persevere through the use of a self-governing reward system, creating a new motivational mechanism, despite Chris and James responding in their defiant, but playful, manner:

Kara: why don't you set yourself a challenge (.) James (1.0) you get a whole bar of dairy milk if you read up to chapter seven

Chris: Kara will kiss you

Kara: no

James: that's enough to get anyone killed

James's response is said in a playful, not malicious tone. A sense of camaraderie is being built. But, later, Kara gives genuine reasons why James should persevere reading: if he does not, he 'won't get any better at reading (1.0) on a book'. Emily adds to this, promising James that he will 'feel a sense of achievement' when he has read it. It is significant how Emily and Kara are speaking as one, with Kara arguably being the more dominant and persuasive speaker.

The literature circle also becomes a place where students can share, for example when Kara asks if she can bring her 'fan fiction in', Emily responds with 'that could be good'. Kara then voices how she is 'addicted to fan fictions', and Chris wants to know about it, when he asks her 'what you're addicted to'.

Overall, Emily has been encouraging students to read and talk about reading through first establishing a community built on rapport, trust and honesty, kindness and praise, safety, and perseverance in students. At first, Emily establishes and models these beliefs and behaviours. The students then learn how to successfully act as a community *alongside* Emily, taking more responsibility for the discussions.

4.4.4.2 Modeling how to interrogate texts: questioning, exploratory talk and the zone of proximal development

4.4.4.2.1 Textual evidence

Panofsky (2003) rightly notes that mutual respect and trust is a prerequisite for constructive dialogue within a ZPD. By creating the groundwork detailed above and consistently maintaining this environment, Emily was at the same time able to operate in the group as a mediator for others to really engage with in-depth discussions and analyses about the book they were reading.

Emily models how to question, when she asks: 'did you like the characters like Matilda (0.5)'. She encourages James to make his first positive contribution so far: 'I like Daniel (0.5) he was alright'. Although simple in nature, it is an important first step. It is a subjective question, about preference, open and debatable, not closed. She isn't checking comprehension; she is doing what Daniels (2002) argues is most important in a literature circle: probing personal thought.

When Emily asks 'is there anything particularly funny or interesting about the reading', Chris responds with 'funny (.) I found it funny'. A while later, it is Chris who asks Kara 'what was your favourite bit'. He engages and internalises the questions posed by Emily, and later uses them himself to gain understanding about the text from others.

In the second meeting, the students begin to develop along their ZPDs. Emily not only encourages Chris but supports and helps to extend his thinking, pushing him beyond any thinking that he would be able to do only on his own:

Emily: maybe Chris can say something interesting

Chris: I thought (.) how like (.) like the writer's like how he's put it in words (.) like (0.5) I found it really quite

Emily: did you like when the dad was like miming things (.) like getting the right food

Chris: yeah (.) that was funny (.) about (2.0)

As the micropauses indicate, Chris struggles to fully construct his argument. But Emily gives him time to think and then redirects Chris to refer to a specific moment in the text – demonstrating to him the important skill of using textual evidence. He is not merely given fresh ideas, but a new way of critically thinking about a text: using supporting evidence to back up his arguments. Chris agrees with Emily and the two-second pause at the end suggests that he might be looking up a place in the book or still thinking about and constructing his argument.

Later, Emily encourages exploratory talk:

Emily: do you think

Kara: the dad has a right to be mad at the kids

Omar: yeah

Chris: yes

Emily: why

Chris: because [like

James: [he's that man (0.5) [he's

Chris: [he's their dad (0.5) he has a right to do it

Emily: really (1.0) so::

Kara: so (.) you were saying if the kids were fine (.) he has a right to be mad at them

The interruptions are not harmful – the opposite: it is a demonstration of thinking *through* exploratory talk, collectively learning, Emily's more experienced analytical skills pushing them beyond what they could do on their own. Chris and James have a set opinion about the rights of a father towards his children. Emily's question 'why' began an interrogation into this assumption. Kara is challenging their rather unsubstantiated argument.

During the height of this discussion, Emily allows the students to become metacognitively aware of the usefulness of Kara's last question: 'that's good (0.5) so she's trying to get you to explain why'. She highlights the usefulness of the question, pushing students to be rigorous, inquisitive.

The aim is not to offend but to openly debate any viewpoint respectfully:

Chris: because (0.5) because (0.5) that (.) if you do something (.) he has the right to punish you and be mad at you

Kara: ok::

Chris: like (.) that's in the law (.) Kara

Chris and Kara do not agree so Chris uses what he understands to be evidence to back his argument with: 'the coats (0.5) I'm just saying the coats'. Emily demonstrates how Chris's explanation might have been better phrased:

Emily: ok that's an example (1.0) and maybe the fact that they're saying it (0.5) so

(.) they're the messengers and he's actually getting mad at Miranda (0.5) but because she's not there (.) it's unfair

After validating Chris's use of textual evidence, she challenges his thinking with a counter-argument, pushing him to consider the characters' actions more deeply.

The sense that the students are thinking together becomes really apparent when the boys answer a question by Kara collectively:

Kara: why does Miranda want to kill her

James: ['cos she

Omar: ['cos she's lazy

Chris: 'cos she's a lazy bum

Omar: 'cos she can't take care of her children 'cos they're a hassle

The boys are thinking as one here. Kara's question prompts them to answer communally, simultaneously.

There are many more instances of exploratory talk throughout the discussions, for example using textual evidence as a springboard into very deep, philosophical argument about whether a pig can be happy. It becomes the modus operandi of the group discussions.

4.4.4.2.2 Empathy and action knowledge: making connections

Although Emily seemingly becomes no different to any other participator in the discussions, she encourages students to empathise with characters in *Madame Doubtfire*. Talking about two characters, Natalie and Lydia, Emily asks: 'did you feel sorry for Natalie though'. Chris responds: 'she's one of those characters you've gotta feel sorry for' and disagrees with both Emily and James's opinions, noting that 'Lydia's like one of those people', perhaps extending his interpretation of Lydia by using his own knowledge of people in his life – making connections between his own experiences and the book.

Emily is actually active in encouraging the students to make more connections later: 'it's like Lydia and Christopher (.) but they can't spend enough time on that (0.5) so you can relate to her in that sense' and 'so (.) you two are having problems with your family like this family'. She asks questions such as 'do any of you have relationships that echo characters in the book', which elicits a useful and relevant response from Kara: 'my mum and dad can get moody (inaudible) and that's how I got grounded'. Emily models how to use this action knowledge as a way to understand the motives and feelings of the characters in the book: 'so that's sort of (0.5) I think the children love their mother but I have feeling that later on they might snap at her (0.5)'.

Because Emily has already built rapport, and allowed talk about the Xbox, she is able to use James's interest in the Xbox and his own anger issues to get him to relate to the book. When James claims that 'my mum's making me do anger management 'cos I get angry when I play my Xbox', Emily uses this to make a connection to the book: 'do you know who else has anger management (1.0) Daniel'. James can now see how the book is relevant to him, asking 'does he'.

4.4.4.2.3 Hypothetical talk

Emily models how to ask hypothetical questions - 'do you […] have any predictions on what might happen in chapter two' - and how to respond to them: 'something goes wrong maybe (2.0) does something go wrong possibly'. She models how to make predictions, using thinking time, incorporating tentative words such as 'maybe' and 'possibly'.

Predictions are most powerful when action knowledge is utilized:

Kara: yeah and once when I was young I slept walked and woke up in another bedroom (0.5) I was like

Emily: I've only slept walked once and I was (.) my friend was right next to me and I was trying to like pull off the sheets but like push it away and everything (1.0) have you guys ever slept walked (0.5) do you think this might happen in chapter two

Emily responds to Kara's anecdotes with one of her own, but then models how to use personal experiences to form questions about the book. She does this again when Chris and Omar share anecdotes about their own sleepwalking experiences: 'so maybe that could happen'.

4.4.4.2.4 Language analysis

Emily also models how to locate language features and think about their effects, causing Chris to think about the sounds of alliteration:

Emily: oh (.) here we go (0.5) 'the poisoned pen' that's alliteration

(0.5) so it's simple things like that (0.5) you can do about five maybe (0.5) do you think that gives it more rhythm or more attraction

Chris: nah (.) you've just got to say 'poisoned pen'

Chris is vocalizing his interest in the effects of sound by repeating the phrase 'poisoned pen'. This thinking aloud, perhaps the vocalisation of inner speech, allows him to consider the phonic effect of the unvoiced plosive alliteration, and it is Emily who guides him to this curiosity.

4.4.4.2.5 Consolidation and creativity: the final discussion on *Madame Doubtfire*

By the end, when the students had finished reading the book, they were very effectively thinking together as one, pushing each other's ideas and understandings about the novel forward through talking.

The entire transcript of meeting 5 is very special (see Appendix 10.5): they have all read a book and have a great deal to say about it. Their talk is abundant in interruptions demonstrating an eagerness to join in. They relate the book to the film, argue about whether the ending was effective and think very carefully about the characters' thoughts and feelings, for example Omar's opinion that Daniel loves Miranda but 'Miranda (.) I don't know.' The conversation is fun, as is evident through Chris's laughter. This is a snapshot of a highly successful literature circle, with Emily, every now and again, chipping in with thought-provoking questions.

Although Emily is still an important force, the group have now got to the point where they are running the discussion in a completely egalitarian manner, not now *led* by Emily. When

Chris asks whether 'it was right for Daniel to dress up as a woman', the students very quickly discuss in an exploratory manner. Emily introduces the idea that Daniel's actions, disguising himself as a nanny, could be an invasion of privacy – an idea which is openly freely disputed:

Chris: it's him (1.0) like (.) half way through (.) they find that it's him inside (1.0) and like

James: no I think

Chris: and he's trying to make [them

James: [what would be good for the book (.) if Miranda just like said to the maid just like oh I really miss Daniel or something

Emily: yeah

James: and that would have made it really interesting

Emily: yeah (.) kind of sort of dramatic irony (1.0) yeah

James is making genuinely interesting contributions here, arguing his preference for an alternative plot. This is allowing him to develop his own critical and creative faculties, criticizing the author's own creative decisions. Emily then introduces a new term to the group: dramatic irony. Although she does not necessarily explain the term, it is arguably learned in a much more effective way. The students are frequently given opportunities to absorb Emily's language and internalize it, in ways that are relevant to them. It is James who

has spontaneously and creatively imagined dramatic irony – Emily just provides him with the term.

Emily then pushes the students to think, as James has done, more creatively: 'how about you? (1.0) would you write a book'. Although Omar and James do not seem excited, at least it is presented as something they *could* do. *They* could write something as good as or better than *Madame Doubtfire*, as James has just proven with his alternative, more preferable narrative twist. Chris, thinking that 'the plot was a bit dodgy', suggests that 'the plot would have been better if it had a twist'. Kara then argues that 'it's kind of repeated at points' to which Chris thoughtfully responds: 'no but that like (.) in every day life of course you're gonna repeat things'. Chris is, perhaps for the first time, delving into thoughts about realism in literature, a hotly contested issue in literary criticism. Critical and creative faculties are being developed.

Chapter Five

Conclusion

5.1 Summary of the research and its impact

Overall, literature circles were not effective for group 2. Analysis of the discussions makes it quite clear why the strategy was ineffective: there were no real in-depth discussions about the book. Jack only enacted the role of administrator and manager, and only at times encouraged, which was ineffective in terms of the quality of discussion. Therefore, although the students' feedback was positive towards Jack in the questionnaire, it would seem that Jimmy's complaint – 'it's easier with him (0.5) but you don't really do anything about books' – sums up the level of discussion that Jack kept the students at. Rather than push them along their ZPDs, it seems that he actually did the opposite. This is not to blame Jack in anyway: the level of collaboration I provided in preparation and instruction was clearly not good enough. He was with a difficult group of non-readers, who sought opportunities to misbehave. Jack did his best to keep the students reading and finish a number of books – this is certainly an accomplishment. However, I would argue that their motivation to read did not improve, as is evident through all of the data sets, because there was virtually no exploratory talk of any kind and no vocalizing of inner speech; Jack did not act as 'a more capable peer'. The students did not engage, did not see the worth of the task and so their attitude to reading did not improve: they were not encouraged to read.

However, group 3's final meeting on *Madame Doubtfire* shows just how productive, thoughtful and engaging discussions *can* be in literature circles. A comparison of the students' lack of engagement during the first meeting to their enthusiasm at the end shows the progress that they made. It is my argument that Emily was largely responsible for this outcome. She did this through her active encouragement, establishing and maintaining trust and honesty, community and safety, and perseverance – qualities that are essential for good learning to take place (Schlick Noe and Johnson, 1999). The students clearly enjoyed themselves, which is important for a successful literature circle (Lepper and Cordova, 1992; Kim, 2004; Certo *et al.*, 2010). Most importantly, she became the 'more capable peer' that is needed for growth in each student's ZPD (Vygotsky, 1978). By the end, thanks to her modeling, questioning and encouragement to use exploratory talk, the students had learned to discuss, interrogate and imagine in ways that they could not do at the start. Crucially, this had a dramatic effect on Chris and Kara's attitude, which greatly improved (Figure 4.2). I would also posit that, as Emily points out herself in the interview, although Omar and James maintained that they still disliked reading, their attitudes may actually have shifted, as evidenced by their greater involvement in discussions by the end.

In summary, looking back to my original research questions, the key findings of this research, which corroborate with my study proposition, are:

- sixth formers can act as 'more capable peers' in literature circles and allow reluctant readers to develop and learn at a greater rate than they would on their own;
- sixth-formers can encourage and motivate reluctant readers to read;
- sixth-formers can help change reluctant readers' attitudes towards reading from negative to positive.

However, these advantages can only be made possible if:

- the sixth former focuses less on playing a managerial role and focuses more on being 'a more capable peer', modeling and encouraging exploratory talk and questioning, to enable students to develop along their ZPDs in terms of how they think about, analyse, interrogate and experience the texts that they read;
- the sixth former is sociable, willing and enthusiastic, reading alongside the students and showing genuine interest in reading.

5.2 A reflective account on the conduct and limitations of the research

One of the largest problems in conducting this research was due the to the nature of literature circles. At week 10 of the project, students moved groups in order to read the next book that they had chosen. This could not have been avoided. One of the most crucial tenets in literature circles, book choice, meant that I could not keep the sixth formers in the same group. This is something that I knew I could not predict and plan around. However, the fact that I collected data in the form of audio recordings of group 2 and 3's discussions on their first books meant that I could still successfully examine how the sixth formers worked in their group – which fitted with the purpose of a case study design. The students' role work did not, in the end, prove as useful in understanding how sixth formers were affecting students.

The questionnaires, of course, extended temporally beyond the time the discussions - which I used for analysis - took place. They did allow for observations to be made about how the students' attitudes changed after the sixth former had left (Jimmy, Clark, Andy, Cassie) or, in some cases, how students' attitudes continued to improve with continued support from the same sixth former (Kara, Sarah) or a different sixth former (James, Omar, Chris).

However, this brings into focus another problem: the large amount of variables in this study. When the sixth formers left their group, other changes occurred: group members altered; new books were chosen; new folders were issues to increase organization; reading logs were introduced; new role names were made. Therefore, any claims as to whether students engaged better with or without a sixth former are scientifically difficult to make. It is true that students' own responses, both in questionnaire format and group interviews, and the sixth formers' own opinions, do indicate the perceived success of the strategy. However, there are also problems inherent in these models. The Likart scale questions in the questionnaires, used to observe changes in attitude over time, are problematic in that one student's 'quite like' might be another student's 'like'. Students' exhibited completely different opinions to the efficacy of Jack in their questionnaire feedback than they did in their group interview feedback. It is difficult to tell whether they felt peer-pressured into saying he was not useful during the group interview, or whether it actually enabled them to find the courage to be honest. In any case, the examination of the discussions themselves highlighted the limitations of Jack's usefulness.

Indeed, it is through examining the discussions themselves that one also sees the obvious strengths that having a sixth former with a literature circle can have: the audio recordings were the strongest data collection. This has been a case study – not an experimental piece of research – and, in this sense, I would argue that it has successfully demonstrated *how* a sixth former *can* encourage reluctant readers to read *if* they operate in a certain way, as described above.

5.3 A reflective account on the collaborative process

As explained in the methodology, collaboration was key to the success of this new strategy:

without good collaboration between the sixth formers and the class teacher (myself), it was unlikely to work. I would argue that we did collaborate in a constructive way: we regularly discussed the success of their literature circles after the lessons, focusing on particular individuals that were causing problems.

However, on reflection, in my enthusiasm to successfully implement the strategy, I did not properly ask about their own satisfaction with the project as often as I should have done. Their efficacy, arguably, was contingent on their own interest towards and enthusiasm about working with the students. While Emily seemed perfectly happy working with her group, Jack – although ostensibly saying that it was going well – perhaps, inferring from the interview with him, was not enjoying it as much. Therefore, I think that the personal interests of the sixth formers themselves could have been considered more carefully. That is not to say that I did not listen to them and treat them as equals with myself. I respected their opinions and many of the changes to the literature circles after week 10 were made in accordance with their advice. I wanted to make them feel that we were a team and this, I think, was crucial.

Although I regularly informed colleagues in the department about my progress, I also felt that I could have arranged more opportunities for fellow teachers in and outside the English department to observe literature circle lessons take place. However, the school was in a precarious position and needed to get out of special measures: unfortunately, due to work pressures, very few observations were made. Nevertheless, the head teacher's observation was very positive; having sat with group 3 for a lengthy time, he gave positive feedback as to the efficacy of literature circles.

The collaboration with the co-teacher of the year 7 class could also have been more effective. Although she did take on a number of literature circle lessons, these were without the sixth formers – the sixth formers had their own lessons during these times, so it was not possible.

5.4 Implications of the study

5.4.1 For the school

While the effort and hard work that is necessary to implement literature circles with attached sixth formers can seem daunting, the findings of this research show that it can be very effective in encouraging reluctant readers to read *if* the sixth former is an effective agent. I would, therefore, advise the school to implement this model with the year 7 English classes. Advertisements should be made to sixth formers, particularly seeking, but not limited to, students studying English. The essential factors outlined above (5.1) need to be closely adhered to, as well as the following:

- the collaboration between teacher and sixth former should be strong with regular dialogue;
- the sixth formers would benefit from training and advice, with examples of previously successful discussions to guide them.

This is an exciting new innovation that the school could be a leading force in. The problems inherent in the literature circle model outlined in the literature review can be addressed in this new model. The need for increased independence among students in the school is also addressed. This strategy allows students to be facilitating the learning of students, taking the onus away from teachers, and helping to eradicate their role as merely deliverers of knowledge.

As mentioned above, I admit as a limitation in my collaboration that I did not take into consideration the strategy from the sixth formers' point of view. Potential benefits of their

volunteering is also worth consideration, for example, the development of social skills, working with younger people, leadership and organization - skills useful for future employment or access to university or college courses, can all be gained from what the sixth formers do. On the other hand, the added pressure of this commitment from any sixth former should also be taken into consideration.

5.4.2 Beyond the school

This research has, I would argue, added to the field of existing educational research not only in literature circles but also in Vygotskian-based pedagogy and cross-age learning. It is a unique study, describing the success of a new innovative literature circle model. Clearly, to verify its general success, more studies need to be done - especially, I would now argue, of an experimental nature with control groups (comparing literature circles with and without sixth formers). It is a complicated matter because, as I have previously explained, there are a great number of variables. However, problems that other schools might have with literature circles that are composed of a great number of reluctant readers can, if the right elements are put in place, be addressed through the addition of more capable peers in the form of older students: sixth formers.

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Appendices

Appendix 1: Preliminary questionnaire

You and your reading

Name: _____

1. Are you reading a book at home in your own time at the moment? Circle one of the following:

Yes No

If you have circled 'yes' Please answer the following:

What is the author and title of the book?

Is it fiction or non-fiction?

What made you choose this particular book?

2. What other reading do you do at home?

Tick any of the following reading activities that you have done this week.

I have read a newspaper. Which one?
I have read a magazine. Which one?
I have read information on the internet. About what?
Other reading. Please describe

3. How do you think of yourself as a reader? Circle one of the following:

I'm terrible at reading. I sometimes struggle with my reading. I am OK at reading.

I am a good reader. I am a very good reader.

4. What is your attitude to reading? Circle one of the following:

I don't like reading at all I don't really like reading I don't mind reading

I like reading I love reading

5. What could you do to improve your reading now?

Appendix 2: Preliminary questionnaire data

Preliminary Questionnair													
			2)	What other reading do you do at home?									
	Total	Name		I have read a newspaper.	Which one?	I have read a magazine.	Which one?	I have read information on the internet.	About what?	Other reading.	Please describe		
	Total												
Yes	12	1 Omar						Yes.	Homework.				
		2 Jasper								Yes.	Read on apps.		
		3 Kara								No.			
		4 Edward								Nothing.			
		5 Aria											
		6 Carmen		Yes.	The Sun.			Yes.	Animals.				
		7 Anita				Yes.	Take a brake.						
		8 Annie				Yes.	Shout.	Yes.	For homework.				
		9 Elise									Just books.		
		10 Luanda											
		11 Kat						Yes.	Things for homework and news.		Books.		
		12 Mindy				Yes.	About space.	Yes.	About space, dinosaurs, WWI, WW2.				
			Total:	1		3		5		1			
No	11	1 Charles											
		2 Cassie						Yes.	Geography.				
		3 Clark											
		4 Jimmy								Yes.	I read games on the Xbox.		
		5 India								Yes.	I read on youtube.		
		6 James											
		7 Wayne						Yes.					
		8 Jaden				Yes.	Fishing.	Yes.	Videogames.				
		9 Milly				Yes.	Hello Inside Soap.						
		10 Andy									I do not read at home.		
		11 Chris								Yes.			
			Total:	0		2		3		3			
?	3	1 Sarah											
		2 Jasmine											
		3 Jorge											

Preliminary Questionnaire Results

									1)	Are you reading a book at home in your own time at the moment?			
	Total		Name	Reading Comprehension Age	CAT Average Score	Information	Gender	Date of Birth		Author and Title:	Fiction	Non-Fiction	What made you choose this particular book?
Yes	12	1	Omar	12/3	90	P	Male	23/11/02	Yes	*Diary of a Wimpy Kid*	1		I liked the look of the cover.
		2	Jasper	13/6	105		Male	20/11/02	Yes	Cris Ryan (sic)	1		The title hit list (?)
		3	Kara	12/7	96		Female	09/04/03	Yes	*5 Seconds of Summer*	1		It's about 5 seconds of summer. [the band]
		4	Edward	12/7	109		Male	02/03/03	Yes			1	Looked good.
		5	Aria	11/0	97	PPI	Female	21/02/03	Yes			1	The film is good so I wanted to see what the book was like.
		6	Carmen	8/6	99	FSM, PPI	Female	06/04/03	Yes		1		The author read it to me. [author visit to school]
		7	Anita	8/9	87		Female	30/12/02	Yes		1		The front cover and title.
		8	Annie	12/7	114		Female	25/04/03	Yes	Veronica Roth, *Divergent*	1		It is tense.
		9	Elise	10/4	92		Female	13/06/03	Yes	Emma Carrol, *The Girl Who Walked on Air*	1		Circus themed.
		10	Luanda	14/9	94	A	Female	27/12/02	Yes	Lara Williamson, *A Boy Called Hope*	1		It sounds inspiring.
		11	Kat	13/11	107		Female	27/12/02	Yes	Michael Grant, *Gone*	1		It looked really good.
		12	Mindy	8/3	82	A	Female	27/03/03	Yes	David Landly and Anthony Horowitz	1		It's just very excitting and fun to read.
No	11	1	Charles	9/1	107	A, PPI	Male	07/01/03	No				
		2	Cassie	9/7	99		Female	03/03/03	No				
		3	Clark	10/4	79		Male	10/08/03	No				
		4	Jimmy	12/0	102		Male	24/01/03	No				
		5	India	11/0	94		Female	13/11/02	No				
		6	James	10/8	94	S	Male	11/11/02	No				
		7	Wayne	11/0	106		Male	24/07/03	No				
		8	Jaden	9/7	96		Male	07/10/02	No				
		9	Milly	10/5	92		Female	18/09/02	No				
		10	Andy	8/9	93	P	Male	03/10/02	No				
		11	Chris	7/3	91		Male	05/07/03	No				
?	3	1	Sarah	8/9	79	A	Female	04/01/03					
		2	Jasmine	9/0	81	PPI	Female	05/11/02					
		3	Jorge	9/4	98		Female	12/04/03					

Preliminary Questionnair

				3)	How do you think of yourself as a reader?				4)	What is your attitude to reading?				5)	What could you do to improve your reading now?
	Total		Name	I'm terrible at reading	I sometimes struggle with my reading	I am ok at reading	I am a good reader	I am a very good reader	I don't like reading at all	I don't really like reading	I don't mind reading	I like reading	I love reading		
	Total														
Yes	12	1	Omar			✓			✓						Nothing.
		2	Jasper					✓					✓		
		3	Kara			✓				✓					Read more.
		4	Edward				✓					✓			Little bit more.
		5	Aria			✓				✓					Try harder.
		6	Carmen				✓				✓				Farster.
		7	Anita		✓							✓			
		8	Annie					✓					✓		
		9	Elise				✓					✓			To be more fluent.
		10	Luanda					✓				✓			Read more often when I have time.
		11	Kat					✓					✓		I don't know.
		12	Mindy			✓					✓				Read more in my own time.
No	11	1	Charles		✓				✓						Everything.
		2	Cassie		✓				✓						Pronouncing the words.
		3	Clark			✓			✓						Red.
		4	Jimmy			✓			✓						Read more.
		5	India			✓			✓						Read more.
		6	James			✓			✓						Read more.
		7	Wayne			✓				✓					Read frequently.
		8	Jaden		✓						✓				Read more.
		9	Milly				✓			✓					Read more.
		10	Andy			✓				✓					To read more.
		11	Chris			✓					✓				
?	3	1	Sarah												
		2	Jasmine												
		3	Jorge												

Appendix 3: Students' book choices

Choices of books	Terry Pratchett, *Johnny and the Dead*	Theresa, Breslin, *Whispers in the Graveyard*	Mark Haddon, *Curious Incident of the Dog in the Night-Time*	Catherine Ford, *Fat Boy Swim*	John Boyne, *The Boy in the Striped Pyjamas*	Louis Sachar, *Holes*	Anner Fine, *Madame Doubtfire*	Adele Geras, *Silent Snow, Secret Snow*
	2			3	1			
			1		2		3	
	2		3			1		
	2				3	1		
			1				2	
			1		2		3	
			1		2		3	
			1		2		3	
			1		2		3	
				2	3	1		
First choices:	**0**	**0**	**6**	**0**	**1**	**3**	**0**	**0**
Second choices:	**3**	**0**	**0**	**1**	**5**	**0**	**1**	**0**
Third choices:	**0**	**0**	**1**	**1**	**2**	**0**	**5**	**0**
			2		1		3	
					1	2	3	
				3		1	2	
			3		2	1		
				3	1		2	
			2		1		3	
			1	3	2			
					2		1	
				1	3	2		
				3		2	1	
				2			1	
	3			2	3	1		
First choices:	**0**	**0**	**1**	**1**	**4**	**3**	**3**	**0**
Second choices:	**0**	**0**	**2**	**2**	**3**	**3**	**2**	**0**
Third choices:	**1**	**0**	**3**	**4**	**2**	**0**	**3**	**0**
Total first choices:	**0**	**0**	**7**	**1**	**5**	**6**	**3**	**0**
Total second choices:	**3**	**0**	**2**	**3**	**8**	**3**	**3**	**0**
Total third choices:	**2**	**0**	**2**	**5**	**4**	**0**	**8**	**0**

Appendix 4: Student groups formed from students' book choice

The Literature Circle Groups

The Groups	
1	*Boy in Striped*
2	*Holes*
3	*Madame Doubtfire*
4	*Curious Incident*
5	*Boy in Striped*

1 ***Boy in Striped***	2 ***Holes***	3 ***Madame Doubtfire***	4 ***Curious Incident***	5 ***Boy in Striped***
Charles	Clark	Kara	Carmen	Jaden
Milly	Jimmy	Chris	Annie	Jorge
India	Jasmine	Sarah	Elise	Anita
Wayne	Cassie	James	Luanda	Jasper
Mindy	Andy	Omar	Kat	Edward
	(Jack)	(Emily)		Aria

Appendix 5: Advice sheet for sixth formers

Information for Sixth-Formers

Thank you so much for continuing to help with this project for educational research at the University of Oxford!

As discussed when we met together, I have constructed this document, which – hopefully - will give you further advice on how to make the literature circles even more effective that they already are.

Instructions and General Advice:

- Complete your own group record sheet. You can do this at the same time that the Discussion Dragon fills in the group's record sheet. Write down notes for each student - especially those who may not be doing as well - as the discussion unfolds.
- Make sure that the group follow the Step-by-Step guide.
- Refer students to the useful phrases that they can use – these will be in their folder.
- Make sure that the Discussion Dragon fills in the record sheet neatly and fully, especially for the column checking whether students participated in the discussion.
- Try to make sure that everyone gets involved.
    - e.g. 'Peter, we've talked about this for a while. What do *you* think about it?'
- Try not to take control of the group. If the discussion goes too much off topic, alert the Discussion Dragon to take control. However, feel free to steer the discussion back on track if you feel it is necessary.
- Remind students of the Literature Circle rules when needed.
- Make sure that the group keeps their folder neat and tidy. This should be the Discussion Dragon's responsibility.
- Make sure that students leave the recording equipment alone.
- Have fun and enjoy it. Try to make students realize that reading is awesome!

Example questions:

Here are some questions that you might use to make the discussion more effective if it starts to lag:

Questions about the character:

- How did you feel when…?
- What do you think of the character…?
- Is this character really a bad person?
- Why do you think this character really did or say this?

Questions about the plot:

- How did you feel when this happened?
- Did you see it coming?
- What do you think will happen next? Why?

Questions about their role work and other general questions:

- As Discussion Dragon, why do you think these are the most interesting questions to ask?
- So, what key events have happened since the last bit we've got up to?
- So why have you chosen these words? Do you think you could use them in a sentence of your own?
- Why have you chosen this section?
- Why have you drawn this? Why have you put this in your picture?
- What effect do you think this simile/metaphor/personification has?
- Is the character developing?
- Can anyone else find any connections between this and their own life?
- Is this like anything else you've read or seen in a film or on TV?

Please do not hesitate to ask if you need any help with your group or if you have any advice on how it could be improved!

And again, thank you so much for all you're doing!

Appendix 6: Questionnaire used for weeks 7, 13 and 19

You and your reading

Name: _____

1. Are you enjoying reading your literature circles book at the moment? Circle one of the following:

Strongly dislike it Dislike it It's ok It's good It's really good!

Please explain the reason for your choice:

_____

_____

2. Are you reading *another* book at home in your own time at the moment?

Yes/No

If yes, what is the title of the book you are reading? _____

3. How do you think of yourself as a reader? Circle one of the following:

I'm terrible at reading. I sometimes struggle with my reading. I am OK at reading.

I am a good reader. I am a very good reader.

Please explain your choice: _____

_____

_____

4. What is your attitude to reading? Circle one of the following:

I don't like reading at all I don't really like reading I don't mind reading

I like reading I love reading

5) How much are you enjoying your literature circle?

Not at all – I hate it. I don't really like it. They're ok – I don't mind them.

I like them. I love them!

Please explain your choice: _____

_____

_____

6) Have literature circles made you enjoy reading more? Circle one of the following:

No, literature circles have made me dislike reading even more now.

No, I still dislike reading about the same as I did before.

No, I still just don't mind reading, like before.

No, I still like reading as much as I did before.

No, I still love reading as much as I did before.

Yes, thanks to literature circles, I don't mind reading as much now.

Yes, thanks to literature circles, I quite like reading now.

Yes, thanks to literature circles, I absolutely love reading now!

7) Are you reading more now than you did before? Please circle.

No, I'm reading a lot less No, I'm reading a little less About the same

A bit more A lot more

8) If you have had a sixth former work with you, have you found it useful? Why? If you have not, would you have liked a sixth former to work with you?

_____

_____

9) If you have had a sixth former work with you, do you think they are helping and encouraging you to read more? How?

_____

_____

10) How could we make Literature Circles better for you?

_____

_____

_____

_____

_____

Appendix 7: Literature circles calendar of events

	Meeting	Date	Group Recorded (R) and Sixth Former						Other
			1	2	3	4	5	6	Preliminary Questionnaire taken before meeting 1. Jack and Emily worked closely with selected groups of most reluctant readers. First four/five discussions with groups 2 and 3 were recorded (R). Recording (R) of group 4 took place in week 4 as these discussions were proving successful and could be used in a lesson to inform groups of successful discussions.
			Charles Milly India Wayne Mindy	Clark Jimmy Jasmine Cassie Andy	Kara Chris Sarah James Omar	Carmen Annie Elise Kat Luanda	Jaden Jorge Anita Jasper Edward Aria		
First groups and books	1	28/01/15		R Jack	R Emily				
	2	04/02/15		R Jack	R Emily				
	3	11/02/15		R Jack	R Emily				
	4	25/02/15		R Jack	R Emily	R			
	5	04/03/15		Jack	R Emily				
	6	11/03/15		Jack	Emily				
	7	18/03/15		Jack	Emily				18/03/15 Questionnaire 1
	8	25/03/15		Jack	Emily				26/03/15 R Discussion and recording with Jack and Emily to inform Cycle 2.
	9	15/04/15		Jack	Emily				
	Meeting	Date	Group Recorded (R) and Sixth Former						Other
			1	2	3	4	5	6	Jack and Emily to work on which groups they feel they should do for each session. Autonomy is handed to them. They will lose expertise in each groups' books but can perform the function of facilitator with any group they see fit. 15/04/15 Questionnaire 2
			Kara Sarah India Milly	Clark Jimmy Andy Norman	Charles Chris Wayne James Omar	Cassie Annie Elise Kat Luanda	Jaden Jorge Aria Jasper Edward	Carmen Anita Mindy Jasmine	
Second groups and books	10	22/04/15			R				
	11	29/04/15		R					
	12	06/05/15							
	13	13/05/15							
	14	20/05/15	CANCELLED						
	15	03/06/15	CANCELLED						
	16	10/06/15							
	17	17/06/15							
	18	24/06/15							
	19	01/07/15							01/07/15 Questionnaire 3
	20	08/07/15		R	R				Final discussion (R) with group 2. Final discussion (R) with group 3.
	21	15/07/15							

Key for students:

	Student has expressed particular dislike to reading.
	Student neither particularly dislikes or likes reading.
	Student has expressed enjoyment of reading.

Appendices 8.1 – 8.6: Transcripts of group 2's literature circle discussions

Appendix 8.1: Discussion 1

Group 2
Transcript

First Literature Circles Meeting
28/01/15

Chosen book: *Holes*

Sixth former: Jack

Students participating (pseudonyms):

Clark
Jimmy
Jasmine
Cassie
Andy

Jimmy: so I have to go there at break time (0.5) he said it would be another twenty minute after-school if I don't come

Jasmine: which one do we stick in

Jack: well (.) you've got two sheets

Andy: do we stick them in the back

Jack: erm (.) yes

Cassie: yeah we stick these in (0.5) at the back where it says (0.5) where it says reading, literature circles.

Jasmine: wait (.) do we stick this one in too

[Students gluing in the sheets; 13 seconds]

Jasmine: do we need to stick these in

Andy: no

Cassie: no

[20 seconds of no talking]

Jack: so (.) shall we decide the roles (1.0) erm

Cassie: yeah (.) I'll be the discussion director

Andy: I want to be the illustrator (0.5) so I'll be the illustrator

Cassie: ok (.) Jasmine wants to be the summariser

Clark: summariser

Cassie: it's where you write a paragraph about what's happened

Jimmy: I don't know what I want to be

Jack: shall we discuss this (0.5) or

Andy: discuss (0.5) discuss

Jimmy: I'll do (0.5) I'll

Clark: what's that

Jack: it's the recorder

Cassie: so you need to select something to do with your reading

Clark: I'll be (0.5) the (0.5) vocabulary enricher

Jack: ok (.) so finding important words

Cassie: so (.) you'll need to write them down (0.5) what are you Andy

Andy: I'm the illustrator.

Cassie: what about Jimmy (0.5) has he decided yet

Andy: he's gone to the toilet

Jack: he was going to be the summariser

Jasmine: oh wait (.) could I be the connector

Cassie: that's where you find connections to the outside world

Jasmine: I might be that

[Jimmy now evidently returned from the toilet.]

Cassie: Jimmy (.) do you want to be the summariser

Jack: is that what you are (0.5) is that ok

Cassie: so (.) what now

Mr Badger: [having just appeared] so (.) do you have all your roles and stuff

Cassie: yeah

Mr Badger: are you now deciding on the reading

Cassie: yeah shall we read to (1.0)

Mr Badger: [looking at the roles assigned] yeah (.) that's a good mix (0.5) I like it

Andy: let's read ten chapters

Jimmy: I'm ok with that

Cassie: so we've got to decide how much we read like (.) together (1.0)

Clark: a sentence (1.0)

Jack: erm (.) I think more than that

Jimmy: I'm gonna be in so much trouble

Jack: why

Clark: 'cos you didn't go to detention

Jack: right have you decided what you're going to be

Jimmy: erm (.) yeah (0.5) I was supposed to go (0.5) then he sent me an email (.) that was yesterday (0.5) it was come to lunch (0.5) so in the morning (.) he didn't go (1.0) that's why he got shouted at (0.5) and then he said I got an after school (0.5) you've got to do the after school now for twenty minutes

Jack: so now we've got to decide how much to read

Cassie: erm (1.0)

Jasmine: [we

Cassie: [we can read up to page (0.5)

Andy: read up to chapter 5 (0.5) we can (0.5)

Jimmy: we already read (1.5)

Jack: where did we got up to

Jimmy: we got up to chapter three

Jack: chapter three (0.5) so (.) this is for the entire week (0.5) so (.) if you want to push yourself (1.0)

Cassie: can we read some more now

Clark: so (.) three chapters

Jack: so (.) you've already read the first three chapters

Jasmine: where are we reading up to

Jack: so (.) chapter six (0.5) if you've done the first three (0.5)

Jasmine: so (.) we've got sixteen pages

Jack: page twenty-one

Jasmine: what's the figurative language finder

Cassie: it's where (0.5) you need a piece of paper (0.5) and say you found a metaphor (.) you would write it down and say [inaudible]

[6 seconds]

Cassie: if we read chapter three (0.5) anyway

[They begin to read silently.]

Jack: so (.) does everyone know what they're doing then

Jasmine: yeah

Mr Badger: ok (.) class (3.0) just to focus (0.5) because there is a lot of noise (0.5) it would be great if we could get focused into the reading and lower the volume (1.0) so (.) I'm asking you to lower the volume (.) erm (.) and begin reading the book now (.) because I've checked every group and you all have your roles and all of the dates are down there (0.5) and you've all got your page numbers that you're reading up to (0.5) so I only want to hear (.) I just want to hear you reading to each other (0.5) you can read silently (.) independently (0.5) you could read as characters like you do with [the other teacher] (.) or you could read a paragraph at a time or half a page at a time (1.0) however you want to do it (0.5) but I only want to hear now the reading of the book (0.5) if you can keep you're voice down so that you don't distract others and the other groups (.) that would be great (1.0) any questions

James: why are we doing this

Students: (gasping noise)

Teacher: ok (.) I'll answer that question at the end and give a more detailed response

Andy: what (10.0)

Jimmy: where are we reading up to

Andy: we're reading up to chapter six

HLTA: ok (.) just because Mr Badger has left the room (.) it doesn't mean you can increase the volume (1.0) I distinctly heard him say keep the volume down (0.5) you need to be able to follow instructions (0.5) talk quietly please

Andy: I'm very good at following instructions

Jimmy: are reading (0.5) can we read now

Jack: yeah

Andy: we got up to chapter three now

Jimmy: so we can read

Cassie: on our own

Jack: yeah (.) you can do what you want

Andy: we're meant to be reading to page twenty-one (0.5) let's start from the beginning

Jimmy: I've read page six (1.0) twenty-one

Andy: twenty-one

[The group begins to read silently.]

Appendix 8.2: Discussion 2

Group 2
Transcript

Second Literature Circles Meeting

Chosen book: *Holes*

Sixth former: Jack

Students participating (pseudonyms):

Clark
Jimmy
Jasmine
Cassie (ABSENT)
Andy

Jack: has everyone done the reading

Jimmy: yes

Jasmine: yes

Andy: yeah (.) except two pages

Jack: so what do you think of it

Andy: it's all right (0.5) not bad

Jack: and did everyone do the work

Andy: yes

Jimmy: I did a drawing

Jack: have you done your work too

Jasmine: yeah (.) I have

Jack: erm (.) have you got your (0.5)

Andy: I don't know if I've got my piece of paper

Jasmine: [laughter] (4.0)

Andy: what are we actually doing

Jack: what have you done as summariser

Jimmy: well (.) he got into trouble for stealing the shoes

Andy: then he has to go to a camp for bad boys

Clark: he's sort of like getting [done

Andy: [this kid

Jasmine: Stanley Yelnats

Andy: [begins to hum melody]

Jack: which chapter did we read up to

Jasmine: twenty-five

Jimmy: we read up to chapter twenty-five

Andy: yeah (.) I quite like this book

Clark: where did he find the shoes (0.5) at the court

Andy: nah he found them (0.5) but the neighbours (7.0)

Jack: how much shall we read for next week (0.5) another twenty-five pages

Andy: chapter twenty-four

Jack: so (.) how many pages

Andy: er (0.5)

Jasmine: can we read up to chapter ten

Andy: yeah (.) chapter ten

Clark: chapter ten

Andy: I have the role (0.5) for you

Jimmy: can I be the illustrator again

Jack: well (.) you've already been the illustrator

Andy: wait (.) how many pages again

Jack: chapter ten (0.5) so (.) up to page forty-seven

Andy: wait (0.5) page what

Jack: forty-seven

Andy: wait (.) what's the second easiest for me

Clark: wait (.) which bit do we read up to

Jack: forty-seven (0.5) so that's like (.) yeah

Andy: erm (0.5)

Jimmy: where do I put it

Jack: I think so (0.5) yes (.) just there (3.0) have you filled it in yet

Clark: oh

Andy: what's the date today

Jack: erm (.) fourth

Jimmy: it'll be the eleventh next

Jack: yep

Andy: right (.) can I be the vocab (.) vocabulary enchanter (0.5)

Jimmy: errmm (0.5)

Andy: right I'm the vocabulary enchanter

Jack: enricher

Jimmy: I am the (0.5) illustrator

Andy: right (0.5) Jimmy's the illustrator

Jasmine: I just had a (3.0)

Clark: so I'll be (2.0)

Jack: there's the summariser (1.0)

Andy: where is it (0.5)

Jack: that's for next week

Andy: alright (.) I'm the vocabulawary (0.5)

Jimmy: you have to say that right today (8.0)

Jack: so are you the illustrator next week

Jimmy: I am (.) yeah

Andy: he's the illustrator (0.5) I'm the vocabulary (0.5)

Clark: I'm the summariser

Jack: Jasmine (.) what are you

Jasmine: erm (.) I wanted to be the summariser

Jack: well (.) you can't be the same thing (0.5) so we've got to think of something else for you

Jasmine: ok

Jack: ok (.) because Cassie isn't here (0.5) we have to think of another role for her.

Mr Badger: [Having appeared a few moments earlier] yes (.) yes

Jimmy: 'cos she was discussion director

Jack: and also (.) does someone need to be discussion director for each session

Mr Badger: yes

Jack: ok (.) someone needs to be discussion director then

Andy: I'm not

Jimmy: I'm not

Clark: I'm not

Andy: Jasmine

Jasmine: I'm not

Jimmy: I think she should

Jasmine: I'm not (.) no

Jack: would Cassie be able to be the discussion director next week

Mr Badger: erm

Andy: she has done it

Mr Badger: yeah (.) I suppose she can because she hasn't had chance to do it properly.

Andy: I'm the vocab (0.5) vocabulawary enchancer

Mr Badger: [signalling the work that Andy had brought in] what's this

Andy: [reading from his sheet of paper] Stanley arrived at Camp Green Lake (0.5) and also there's Mr Pendanski

Jimmy: ermmm (0.5)

Andy: I'm the vocabulary enre (0.5) enre (0.5)

Unknown: [makes pretend farting noise]

Clark: I don't get what we got to do

Andy: I'm the vocabulary

Jack: have we got everything then?

Andy: [vocabulary…

Jasmine: [are we just reading

Andy: vocab (2.0) vocabulary enre (0.5) enre (0.5) vocabulary enre…

Clark: are we on page twenty-six

Jasmine: twenty-five

Andy: let's read out loud [begins to read out loud]

[15 seconds of reading which dissolves into inaudible off-topic chatter]

Clark: Xbox (0.5) Playstation

Andy: [begins to read out loud again for 15 seconds]

All begin to read silently.

Appendix 8.3: Discussion 3

Group 2
Transcript

Third Literature Circles Meeting (11/02/2015)

Chosen book: *Holes*

Sixth former: Jack

Students participating (pseudonyms):

Clark
Jimmy
Jasmine
Cassie
Andy
Jack (ABSENT)

Mr Badger:	ok guys I'll be Jack today
Andy:	everybody (.) we've got to call him Jack
Mr Badger:	so (.) Cassie (.) you're the discussion director
Cassie:	yep
Mr Badger:	(checks whether everyone has does their reading and roles)
Andy:	I'm the vocabulaway enricher (0.5)
Jimmy:	don't worry (.) my friend (.) we all get confused
Mr Badger:	where did you get up to
Andy:	page forty-seven
Mr Badger:	page forty-seven (0.5) right (1.0) ok (.) shall we take goes in turns
Andy:	reading

Mr Badger: no (0.5) with the material that we've brought first (.) because we need to discuss first (0.5) ok you go first (.) Jimmy

Jimmy: ok (.) this is my drawing and this is Stanley Stanley

Mr Badger: why did you say Stanley Stanley

Jimmy: 'cos it's like saying Stanley again but the wrong way around

Mr Badger: why is he the way you've drawn him

Jimmy: because he's sweaty and they're in the desert twenty-four seven (0.5) and they're just like being made to dig holes

Andy: and he's fat

Jimmy: and he's very chubby (0.5) and he's orange because they wear orange clothes

Mr Badger: nice (0.5) what's that there for

Jimmy: a prisoner (1.0) I don't know why (0.5) it's 'cos it's similar to a prison

Andy: wait (0.5) why is it not orange there when it's orange at the top

Jimmy: Andy (0.5) because like I drew it at eight o'clock in the morning

Mr Badger: what's that

Jimmy: that's a shovel

Mr Badger: why

Jimmy: 'cos they dig holes in the desert

Mr Badger: why do they dig holes in the ground

Jimmy: erm

Andy: to find stuff

Jimmy: so they can find stuff

Clark: fossils

Mr Badger: fossils

Cassie: erm (.) it's because if you're really bad (0.5) this will punish them (0.5) rather than go to prison they go here and do this every day

Mr Badger: would digging holes make someone a better person

Jimmy: no

Andy: definitely (.) if it (0.5)

Jimmy: well (.) yes (0.5) [it might do

Cassie: [no (.) 'cos it's just doing without things

Jimmy: a week without my Xbox makes me think about what I do

Mr Badger: what (0.5) a week without your Xbox is a punishment

Jimmy: yes

Mr Badger: do you ever get punishments where you have to do something rather than take something away from you

Jimmy: they take away my rights (0.5) that's what they do take away

Mr Badger: do you think they've taken away Stanley's rights

Cassie: yes

Jimmy: yes (0.5) no

Andy: maybe (0.5) a little (5.0)

Mr Badger: ok (.) as discussion director (.) you choose the next person to discuss their work

Cassie: Clark

Clark: ok (.) this is what I done

Mr Badger: ok (.) read it out

Clark: [reads out summary]

Andy: I don't think you read the book

Clark: yeah, I did.

Mr Badger: so (.) what's this fossil that they found

Clark: well they found it whilst digging

Mr Badger: does anybody else remember a fossil

Cassie: yeah

Jimmy: yes (0.5) I bought a fake one from the Natural History Museum.

Cassie: yeah (.) they found it in the hole (0.5) but they didn't show it so… (5.0) so (1.5) Jasmine (.) what did you do?

Jasmine: connector

Mr Badger: read it out

Jasmine: Holes is like going camping (0.5) it is all forestry and we are surrounded by tree and in camp green fells cramped and warm

Mr Badger: you've got a good point here (0.5) so compared to your experiences (.) is Camp Green Lake really like a camp (0.5) is it really like a camping experience

Cassie: no

Jimmy: no (.) it's like erm

Cassie: a punishment

Jimmy: I'd rather be shot

Mr Badger: you'd rather be shot than go to Camp Green Lake (0.5) so maybe it's the opposite to any camp that we're used to

Jimmy: it's really not fun at all (0.5) and boring

Mr Badger: that's a good point (0.5) this Camp *Green* Lake sounds like a nice place at first (0.5) does have any green in it

Cassie: no

Andy: I was the vocabulawary enrich (0.5) enhancer (0.5) words I looked at words (1.0) and I have got some good words.

Mr Badger: yep (0.5) what words have you got

Andy: erm (1.0) 'initials' [looking at the word 'commercial'] something.

Mr Badger: what word is that

Andy: don't know

Jimmy: [trying to pronounce it] 'comical'

Mr Badger: 'commercial'

Andy: that's it (0.5) 'stationary' [trying to pronounce 'despite'] despart (0.5) demanded (.) evaporated (.) protection (0.5) predators (0.5) scientists (.) [trying to pronounce 'nonetheless'] 'nonsense'

Mr Badger: oh (.) 'nonetheless' (0.5) what does that mean

Cassie: like (.) nevertheless

Mr Badger: yes (.) nonetheless (.) nevertheless (.) basically the same word (1.0) so why did you (0.5) erm (0.5) where did the word scientist come from (0.5) do you remember where the word scientist is used

Cassie: [erm

Andy: [erm

Mr Badger: no I don't either (0.5) what about evaporated

Jimmy: the water evaporated (0.5) that's like when they shower (.) it's outside (0.5) the water evaporated

Mr Badger: why's water an interesting thing in this book

Jimmy: 'cos they don't have much of it

Cassie: they've got little of it

Mr Badger: which is ironic in Camp Green Lake isn't it (0.5) a place where you think they'd have a lake (0.5) cool (0.5) what questions have you got

Cassie: I've got 'do you think Elya (.) Stanley's great great grandfather

(.) should have kept his promise to Madame Zeroni and carried her to the top of the mountain

Mr Badger: that's a good question (0.5) so what do we think (0.5) let's have a vote

Andy: er:: (0.5) yes

Jimmy: yes

Clark: no

Mr Badger: why'd you say yes

Andy: 'cos a promise is a promise and it has to be kept

Mr Badger: why'd you say no

Clark: 'cos it (.) it would have been a lot of effort to do that

Mr Badger: yes (1.5) [to Jasmine] what do you think

Clark: oh (.) yeah (0.5) I think he should

Mr Badger: why didn't he

Cassie: ['cos it was

Jimmy: ['cos he's…

Cassie: he forgot

Mr Badger: what's your second question

Cassie: do you think Stanley's bad luck is because of the curse made by Madame Zeroni

Andy: no I think they just found an excuse

Jimmy: nah (.) it'd be good though just to have an excuse to everything (0.5) that'd be great

Cassie: and the next one is do you think Stanley was wrong to lie to his mum in his letter to her?

Mr Badger: now that is a good question (0.5) I like that question (0.5) well done.

Andy: what was it

Mr Badger: do you think Stanley was wrong to lie to his mum in his letter to her (1.0) because (.) what did he say (0.5) how did he lie to his mum

Cassie: he said in his letter that everything was fine (.) and not to worry (0.5) he didn't want his mum to worry about him (0.5) if he told her that he was digging five foot wide holes every day

Jimmy: no I'd tell her (.) so she could come get me and get out of there

Mr Badger: good point

Andy: I might jump the fence

Clark: nah (.) I'll just run

Mr Badger: is it right to lie to mum about that though (0.5) surely your mum should know (0.5)

Clark: it's not because er:: she'd find out anyway (.) so (1.0) I don't know (0.5) but (.) if he comes back (.) he'd probably tell her when he comes back

Mr Badger: but maybe if she knows that he lied (.) in the future (.) she'll think about how he was lying and not trust him (0.5) it's a difficult thing though isn't it (0.5) to lie to your mother to protect your mother from the truth (1.0) what do we think of Stanley (1.0) do we think he's a nice person

Andy: yeah (0.5) sorry that was an accident [in regards to something falling on the floor] (3.0)

Mr Badger: [to Cassie] any other questions (1.0) so (.) how about we agree now what roles we're going to do (.) and where we're going to read up to for next time

[Group sorts out roles and reading and then quiet reading.]

Appendix 8.4: Discussion 4

Group 2 – Meeting 4
Transcript

Fourth Literature Circles Meeting (25/02/2015)

Chosen book: *Holes*

Sixth former: Jack

Students participating (pseudonyms):

Clark
Jimmy
Jasmine
Cassie
Andy
Jack (ABSENT)

Cassie:	did you do the reading
Andy:	I didn't do the reading (.) no
Cassie:	so (.) you're the discussion director (0.5) Jimmy (.) did you do the reading
Jimmy:	yeah
Cassie:	Clark (.) did you do it
Clark:	yeah
Jimmy:	I totally did the reading
Cassie:	so (.) what's happened so far
Jimmy:	so (.) Andy (.) you're the summariser (1.0)
Andy:	oh (.) am I
Jimmy:	so basically he finds a gun yeah (.) a shotgun
Mr Badger:	ok (.) right

Jimmy: he steals it and says he found it

Cassie: he didn't steal it

Jimmy: no (.) he did found [it

Cassie: [no (.) Stanley gave it to him

Jimmy: oh (.) did he

Andy: oh right

Cassie: did you bring all the materials (.) Jimmy

Jimmy: erm (.) I brought a book

Clark: what page did you say we had to read to

Cassie: so (.) Andy

Andy: he did the complete wrong thing

Cassie: and then if you (0.5)

Jimmy: [in a funny voice] I brought a book

Cassie: right so::

Jimmy: which tells me (0.5) it tells you about my feelings

Clark: what did you say

Cassie: Jimmy (.) did you do your role

Jimmy: yes (.) I did my role

Cassie: no you didn't though

Jimmy: this book tells me about my feelings (0.5)

Cassie: we need [to

Jimmy: [I don't know what to say

Cassie: did you

Clark: I done it

Cassie: yeah but you didn't do your job (0.5) you did Andy's job

Clark: oh God

Cassie: he did Andy's job

Jimmy: yeah (.) look I stick my leg out

Clark: well (.) I've done (.) I've done something so

Cassie: so Clark has done it

Jimmy: no but he hasn't done [it so

Clark: [yes I have

Andy: [he did the wrong thing [so

Clark: [it would have been (0.5) if I had been the summariser (.) it would have been fine.

Andy: you were it the first time

Clark: no I wasn't

Jimmy: no it was Andy who was the illustrator the first time

Clark: no it was Jimmy (.) then Andy (.) then me

Andy: Jimmy (.) then you

Cassie: no (.) Clark (.) but he did it for the wrong job

Jimmy: now we've got two summarisers

Mr Badger: well (.) we can compare how good you both are by comparing the summaries (0.5) so (.) do you want to start off and just bring up to speed what's happened so far in the novel

Andy: no (.) it's ok (.) I'll do it

Mr Badger: [looking at Cassie filling in the sheet] no (.) that's ok (0.5) just

there (0.5) just change it to summariser (0.5) you can put his name there but write that he did the wrong job there (3.0) so (.) what's happened so far

Andy: I'm not reading it

Jimmy: [reading from Andy's work] 'in this book so far it has the person Stanley Yelnats has been sent to a place called Camp Green Lake (0.5) Camp Green Lake is not a good place to go (0.5) this camp is not like the posh kids go to (.) this camp is for bad boys and if you get sent here you have something coming (0.5) if you go your punishment is that you have to dig holes everyday in a desert (0.5) it will give you a lot of pain and misery (.) by Andy

Mr Badger: hmm (.) that is very well summarised (0.5) that's really really good (0.5) erm (.) what does yours look like Clark

Clark: I (.) I only did it this morning

Mr Badger: well (.) you should be more prepared

Jimmy: I did mine this morning

Andy: I done mine last night

Mr Badger: is this yours

Andy: yeah

Mr Badger: oh (.) that's cool

[Mr Badger looks at Jimmy's work, which was for the vocabulary enricher.]

Mr Badger: oh (.) cool (.) the words (0.5) nice (0.5) 'turquoise' (.) good words (0.5) let's talk about those in a bit (0.5) so (.) Clark (.) come on (.) where's this summary [looking at it] ok (.) very scruffy (.) can you not keep it in a neater place in the future (0.5) it's got to go in the folder

Andy: I done that yesterday

Mr Badger: think of what the professors at Oxford university would think when they look at your work (.) ok (.) so (.) remember, one person speaking at one time. (0.5) take turns (.) off you go (.) read the summary

Clark: [reading from his work, very quietly] in the story so far (.)

Stanley has gone to prison for nicking shoes (0.5) Stanley has to do work every day at the police station (0.5) his mum wrote a letter to him saying where are you are you ok (.) Stanley replied to her saying I'm ok (.) I'm still out

Mr Badger: ok, in the future

Jimmy: [I didn't hear that

Mr Badger: [speak up a bit more (0.5) let the others in the group hear what you're saying

Mr Badger: I could hear it just about (0.5) it was very good but you've got to voice yourself a bit more (.) especially with these two (0.5) ok (.) so we've got two summarisers (0.5) who've summarised what we've done so far (0.5) have we all done the reading

Cassie: yeah

Andy: mostly

Mr Badger: mostly (0.5) what do we mean mostly

Andy: I was three pages off

Mr Badger: three pages off (0.5) that's not too bad (1.0) but really really try to do all of the pages next time (0.5) and ok [to Jimmy] you've got ten words. (0.5) ten words is quite a lot

Jimmy: I was told I had to do ten

Mr Badger: ten's a good amount (1.0) do you want to read them out to the rest of the group

Jimmy: miracle (.) horizon (.) fossilized (.) society (.) physical (.) curiosity (.) turquoise (.) nervously (.) scraped (.) glanced

Mr Badger: good (0.5) so (.) why did you pick these words

Jimmy: erm (.) they just stood out (0.5) they're not like (0.5) they're quite hard words to use

Andy: I found turquoise last time

Mr Badger: does anyone remember where fossilized was used in the novel

Andy: no (.) I don't know

Cassie: is it where Stanley found

Andy: near chapter fourteen

Mr Badger: ok (.) keep having this discussion (0.5) it's Jimmy and you to talk

Andy: right (.) next time (.) I'm (0.5) next time I'm gonna be the distributor

Clark: I'm gonna be the illustrator

Jimmy: no you're not (.) you've already been the illustrator

Cassie: well (.) technically he hasn't

Cassie: yeah but did you bring the sheet thing

Clark: I'm gonna be the illustrator

Cassie: ok (0.5) oh no but you didn't do it (0.5) you didn't bring the materials

Clark: yeah

Jimmy: ha ha ha

Andy: materials

Jimmy: you didn't bring it (0.5) you're a bad boy

Clark: well (.) just put me in

Andy: Aw:: my God

Jimmy: you are a bad boy

Cassie: Jasmine can be summariser

Jasmine: I don't know my role yet

Cassie: we're on page sixty

Jimmy: sixty nine (0.5) sixty-ninth minute of a football game

[the group continues to sort out roles]

Appendix 8.5: Discussion 11

Group 2 – Meeting 11
Transcript

Eleventh Literature Circles Meeting (29/04/2015)

Chosen book: *Holes*

Students participating (pseudonyms):

Clark
Jimmy
Norman
Andy

No sixth former attached now.

Clark: it it'd be better if we didn't

(Slapping noises can be heard.)

Jimmy: look (.) look at it

Clark: see (.) look how he looked

Andy: (laughter)

Clark: aww::

Jimmy: what's his name (.) snazzy balls

Clark: (laughter)

(tapping noise)

Clark: yeah (.) I don't want to do it

Jimmy: ok

Andy: why you doin' that (0.5) look

Norman: we need

Clark: (inaudible) (laughter)

Andy: when I flicked it (.) it went right down the middle

Norman: ok now (.) Andy

(6.0)

Andy: ok

Clark: do it for ages now and see what happens

Andy: Jimmy, right

Clark: I did that

Andy: but then it fell apart

(3.0)

Jimmy: I read up to page hundred and twenty five

Clark: I read up to page twenty one

Mr Badger: right (.) so (.) but it says always complete your reading log

Clark: what (.) but I couldn't read it

Jimmy: that's unfair

Andy: what about Norman (0.5) he hasn't done it

Jimmy: why do we have to do that (0.5) I read up to where we read up to

Mr Badger: I don't think you understand (0.5) look what it says (0.5) always complete your reading [log

Clark: [I don't wanna (.) it's unfair that [we

Mr Badger: [don't interrupt me (0.5) you are talking back to a teacher (1.0) if you had said I'm sorry I'll definitely do it for next week (.) that would have been fine (.) but you had to push it

Clark: but I didn't say anything

Mr Badger: you were arguing back (0.5) your behaviour is unacceptable (0.5) it'll be a detention

Clark: I ain't goin'

Jimmy: sir (.) why can't we have one more strike

Mr Badger: you don't get it (0.5) this isn't a debate (1.0) you will go

(Mr Badger leaves the group.)

Clark: now take it off (2.0) it'll take like a week to get off

Jimmy: (laughter)

Clark: oh:: my god look at it

Jimmy: send a picture

Andy: no don't take a picture

Norman: up here

Clark: right I wanna be the director

Andy: I don't even know

Jimmy: your lip

Andy: oh my god your lip

Norman: my lip

Clark: let's see it (0.5) let's see it Norman

Andy: ok (.) let's see everyone's work (0.5) Norman (.) what did you do

Jimmy: we've all seen it

Clark: it's not even that bad

(Mr Badger comes back to check on the group.)

Mr Badger: right Norman (.) what have you done

Clark: why is Norman not in trouble

Mr Badger: what's wrong with your folder (1.0) why is your work not in your folder

Jimmy: what

Mr Badger: you should put your role work in the folder (1.0) like this (3.0) right (1.0) so how was your reading (1.0) so it's happening in a normal village (1.0) would you say this is a normal village

Jimmy: it's not really a normal village (0.5) but like a town

Clark: I reckon it's like Madley where

Andy: or like the [park

Jimmy: [yeah

Andy: no it's like a town (.) like an estate

Mr Badger: so what's happened lately

Andy: you didn't do the reading (.) you didn't do the reading

Jimmy: I did

Norman: Erm (.) he ran out of the house (.) there was a man (.) how can I say

Jimmy: he was being chased

Norman: yeah

Jimmy: they came saying about ripping carpet and they were looking for something (.) and then the kid bumped into him (.) yeah (0.5) that's about it (0.5) and then this guy was in the phone booth and

Norman: he said

Jimmy: he was like rar:: rar rar (.) and so he like ran off and they were chasing him and then yeah (0.5) I read up to ten pages more 'cos I really liked the book

Mr Badger: nice (.) awesome

Andy: your not supposed to read any more or less

Jimmy: I know but it's a good book

Mr Badger: so is this yours

Clark: yes

Mr Badger: and you've got your name on it

Clark: yes

Mr Badger: ok the vocabulary vole should write the definition of the words too (.) so remember to do that in the future (1.0) so what about these words (0.5) why did you pick these words

Clark: erm (.) cos I didn't know what they meant (0.5) murmur is when you like whisper

Mr Badger: when did someone murmer

Clark: it was when he had to whisper

Jimmy: he had to murmer when he ran away

Mr Badger: what's this word

Clark: I don't know

Mr Badger: could you get a dictionary

(6.0)

Norman: there it is

(Mr Badger stops the class and quiet reading ensues.)

Appendix 9: Transcript of group 2's interview

Group 2
Transcript

Final Literature Circles Meeting
08/07/15

Chosen book: *Night Runner*

Sixth former: None for the second cycle

Students participating (pseudonyms):

Clark
Jimmy
Norman
Andy

Mr Badger:	so (.) how's your literature circle been going
Jimmy:	erm
Clark:	erm
Jimmy:	silly
Mr Badger:	silly (0.5) what do you mean
Jimmy:	it hasn't been like the best it can be
Mr Badger:	why not
Andy:	behaviour
Mr Badger:	what kind of (0.5) what do you mean by behaviour
Andy:	we've just had a bit of fighting from three people from this thing
Jimmy:	yeah (.) Andy
Andy:	it wasn't me (.) I did all my homework
Jimmy:	people like draw on people's notes (1.0) things like that

Mr Badger: well (1.0) looking at this homework (0.5) it's very impressive (0.5) so do you think the behaviour is the main thing that is making it not work as well

Jimmy: I think like if all of us did the [homework

Andy: [I do

Jimmy: it would be easy

Clark: I did

Mr Badger: so (.) how come people don't do the homework then (0.5) what's the reason

Andy: I do

Jimmy: well (.) I do (0.5) apart from this week 'cos I've had some trouble with my father but…

Mr Badger: Clark (.) why don't you do the homework

Clark: can't be bothered (0.5) we have to do it every single week

Andy: yeah (.) 'cos we have to do three things (0.5) we have to do that (.) reading and our actual role (0.5) and it does sometimes take a while (0.5) I mean (.) we do have other pieces of homework we have to do as well

Jimmy: 'cos we have homework from like very lesson now

Mr Badger: so (.) how long do you spend reading a week

Andy: erm (0.5) I spend (0.5)

Jimmy: about an hour

Andy: I spend a week (.) about twenty minutes (0.5) that's literally only on this (.) my book what I read

Mr Badger: yeah (0.5) so (.) you do twenty minutes of reading and then you (0.5)

Andy: and then I do like this (0.5) what I (0.5)

Mr Badger: how long does it take to do the writing

Andy: the writing doesn't (.) it depends how long the chapters are

(0.5) 'cos I do the reading and then you have to write down the chapters and the role (.) so it takes about an hour

Mr Badger: an hour

Jimmy: that's a quick one I'd say

Mr Badger: so (.) let's have a look at some of these

Jimmy: I (0.5) I usually do my homework (.) like

Mr Badger: so (.) in the future (.) the homework could be (0.5) because you set your own homework (.) your reading

Andy: yeah (.) but it could be

Jimmy: [looking at previous homeworks] I mean I'm not saying it's good or anything but it's like standard (0.5) and then something like that (.) it takes like three seconds (0.5) I timed myself and it took like three seconds to do that

Mr Badger: ok (.) so (0.5) let's summarise (0.5) so (.) you're saying that your behaviour could be better (.) erm (.) and the homework could be less

Andy: it could be more standard like (0.5) that (0.5) that didn't take anyone that long (.) like

Mr Badger: what about if you went just for the reading and that was it

Jimmy: I would be happier

Norman: yeah (.) we'd be able to go faster

Mr Badger: do you think the discussions have been running smoothly (0.5) because Jack hasn't been working with your group for quite a while now

Jimmy: I think it's good without Jack

Andy: well (.) yeah (.) it's easier

Norman: it's probably easier to go through

Jimmy: [in a strange voice] 'cos he's very distracting

Mr Badger: do you mean it's easier to get away without work or it's easier to talk about books now that Jack has gone

Jimmy: it's easier to talk about stuff (0.5) about (.) I don't know why (.) but it was really like awkward when Jack was there

Andy: like he was just texting someone like

Jimmy: on his phone the whole time

Andy: trying to like do stuff

Mr Badger: ok (0.5) so you think working with a sixth former hasn't been useful

Andy: no (.) it's been the exact same

Mr Badger: do you think that you'd talk more about books when he wasn't there

Clark: like (.) it's easier with him (0.5) but you don't really do anything about books

Andy: like (.) he helps us with like the dragon stuff (.) thing (.) or he does like the writing book for us but that's like it

Mr Badger: right (0.5) ok (.) so (.) would you be happy to have literature circles next year (.) but without the homework

Jimmy: maybe like the roles (0.5) the roles like the most but this is quite a pain

Andy: no (.) I would prefer to keep the roles and get rid of this thing [pointing to the reading journal] 'cos that's just (0.5) you have to stop between reading and forget what's happening (0.5) So (.) when you do the role and do that

Mr Badger: it's interesting that you've turned this [the reading log] into a summary but if you read the reading log book it says 'you will reflect on your reading in two sentences' (0.5) did you read this sheet at all

Jimmy: no

Andy: I didn't know it was there

Mr Badger: you didn't know it was stuck in (0.5) because it wasn't (.) the reading log isn't about summarising the book (0.5) that's not what it's supposed to be (0.5) it literally tells you here

Andy: I thought it was what happened in every chapter

Mr Badger: no (.) if you read this (.) you'd see 'Did you enjoy reading this chapter? Did you have difficulty reading this chapter?'

Jimmy: well (.) at the bottom of most of them (.) I put I didn't like this

Mr Badger: it's not supposed to be a summary at all

Andy: I didn't like it anyway

Mr Badger: so (.) if you understood what this reading log was about (.) do you think it would have been more useful

Jimmy: erm (.) I'd still have to write the same amount

Clark: but it is like (0.5) you do a summary (0.5) like (.) if you're like the summariser, you could like (0.5) it's basically like doing it twice

Mr Badger: my point is (.) Clark (.) is that this reading log isn't supposed to be summarising the book (0.5) that's not what it asks you to do

Clark: but it's like saying what

Andy: what happened

Mr Badger: if you look here it says 'questions to help you writing your reading log' (0.5) reflections (0.5) these are supposed to be reflections (0.5) it's not summarising what happened in the chapter (1.0) if you had understood that (.) do you think it has changed your opinion on how useful it is

Clark: you're still having to do two pieces of homework

Mr Badger: two sentences (1.0) how long does it take to do two sentences

Clark: it's still two pieces of homework

Jimmy: erm (.) another thing that I put on my bit of paper in there was that (.) I know it's probably not going to happen but (.) erm (.) was if we got to choose our groups 'cos some people in our group are really (0.5)

Andy: yeah that would be good

Jimmy: some people don't really get along in our group and it's been

getting like bickering and stuff

Mr Badger: what was your point (.) Andy

Andy: erm (.) dunno

Mr Badger: no (.) go on

Andy: I was just nodding my head about (0.5)

Norman: I don't like being with them that much

Mr Badger: so choosing your own groups

Jimmy: it could go both ways (0.5) it could

Andy: it could go really bad

Jimmy: I mean I like two people in this group but I don't get along with most of the people in this group and if I was stuck with like Kat and Cassie I wouldn't like it

Mr Badger: so (.) just to wrap up (0.5) working with a sixth former hasn't been very helpful

Norman: not as much

Mr Badger: not as much (0.5) would you rather (.) in the future (.) would you just rather not have a sixth former working with you

Andy: yeah

Jimmy: yeah

Appendices 10.1 – 10.6: Transcripts of group 3's literature circle discussions

Appendix 10.1: Discussion 1

Group 3
Transcript

First Literature Circles Meeting
28/01/15

Chosen book: *Madame Doubtfire*

Sixth former: Emily

Students participating (pseudonyms):

Kara
Chris
Sarah
James
Omar

Emily: (Looking at the audio recorder being placed on the table) oh (.) this is going to record our sessions

James: is it going to record everything

Emily: it's just to help with the masters

Chris: for our masters

Emily: (Regarding the Literature Circles calendar resource) quickly (.) get it stuck in the back of your book

James: there's not enough space

Sarah: just stick it somewhere near the edge (0.5) the (.) [where it says

Omar: [I want to read *Holes*

Chris: I know it (0.5) I've seen the film

Emily: well the book's really good too

James: I don't want to read it

Kara: have you read this book before

Emily: yeah (.) I've read it

Chris: is this [the same

Kara: [is it good?

Emily: yeah (.) it's really good

Chris: can we watch the movie [again

James: [this looks boring

Emily: even if you don't want to read it (.) it's nice to get a good variety

James: can I just watch the movie

Emily: no (0.5) well you can watch the movie but you also have to read

James: I just want to watch the movie

Emily: well (.) the reading is like the movie in your head

James: no::: Madame Doubtfire

Chris: (Strange inaudible noises.)

Omar: (inaudible) about Madame Doubtfire

Chris: what is it (6.0)

Emily: ok (1.0) so

(Inaudible talk between Omar and Chris.)

Sarah: does anyone want to read

Omar: (quietly to Chris) do you know how to do that

Emily: you can talk about that after school

Chris: (in an irritated voice) what do we do here

Omar: what?

James: (laughter) (4.0)

Emily: is anyone interested in being the discussion director

Omar: no

James: no

Omar: no

Chris: Sarah is

Sarah: Kara

James: no

Omar: no

Chris: Kara says you have to

Sarah: no

Emily: it's really cool though because you have to get to tick off who's done what and

Oliver: me

Emily: are you sure (0.5) do you want to

Oliver: yeah

James: you just tick all the boxes off

Emily: what's your name (2.0)

Omar: you just tick off stuff

Emily: no (.) you've got to come up with a list of questions

Oliver: come up with questions

Emily: but if you do it now then you can get it out of the way and it's

the hardest job

Chris: that's not good

Emily: it's interesting

James: that's rubbish

Emily: it's not.

Emily: ok (.) so who wants (0.5) does anyone want to be the literary

Chris: what's that

Emily: it's

Omar: can I (0.5) can I eat my chocolate

Emily: no (.) 'cos you want to have to do this

Oliver: you didn't even [offer

Chris: [[to James] you can be the illustrator

James: no

Chris: the illustrator (0.5) you don't just wanna do the drawings

James: no

Chris: that's the (.) the

James: no

Omar: I don't want to do anything

Emily: what about the vocabulary enricher

Chris: what's that?

Emily: so you select some especially important words in the [reading

James: [no

Omar: (laughter)

Emily: ok (.) s anyone interested [in

Chris: [I'll be the connector (0.5) that's fine

Emily: you want to be the connector (0.5) and you are

Omar: Omar

Emily: so (.) Omar's the connector (.) you're the discussion director

Chris: James is the illustrator

James: no I'm not

Emily: do you want to be the summariser

Kara: er::

James: not really

Kara: what's the summariser

Emily: you prepare a brief summary of the reading (0.5) it's quite easy (0.5) you just summarise what you've read

Chris: all you've got to do it write what the book is

Emily: so (.) Sarah is the illustrator (0.5) do you want to be the illustrator or the investigator

James: nah

Emily: so (.) you're the only one without a role (.) James

Chris: I'll kind of decide for him

Emily: so you can either be the literary luminary (.) erm (.) vocabulary enricher (.) travel tracer (.) the investigator or the figurative language finder

(Inaudible – quiet conversation.)

Emily: ok (.) so remember to write your roles down on the sheet

Chris: the connector (0.5) what does he do

Emily: so (.) just pick one and then we [can

Chris: [what does the connector do

Emily: you find connections between the reading and the world outside (0.5) so (.) it'll ask you to think about how to read the text

James: I want to read this book instead (presumably signalling to another book from another group)

Chris: so I can say it's [like

Emily: [(to James) put your phone away (1.0) can I put you as the figurative language finder

Omar: yeah (.) just put him as anything (5.0)

Emily: didn't I say remember to write your roles down on the sheet

Chris: I have done that

Emily: James (.) have you stuck the sheets in

James: no

Emily: do that now (2.0) and there should be one more

James: I'm bored of sticking stuff in

Omar: so the director

Emily: yeah (.) the discussion director

Chris: what are we doin' now

Emily: well (.) after James has stuck it in and written down his role (.) erm (.) we can have a little discussion about when we're going to read and then we can get on and read a couple of pages

Omar: five pages

Chris: a few chapters

Omar: no (.) you're insane (0.5) the first chapter is eighteen pages

James: I'm not reading (0.5) I'm not reading

Emily: [let's

Chris: [I'm not reading

Emily: let's read to thirty-two (1.0) do you want to read up to chapter two then

James: no (.) it's too much (.) I do stuff in my spare time

Sarah: (laughter)

James: no

Chris: thirty-two pages (0.5) I'm not reading thirty-two pages

James: I'm not

Emily: it's only thirty-two pages

James: I'm not even [doin'

Kara: [it's thirty-two [pages

James: [I've only ever read

Emily: if you start tonight you can get it over and done with

Chris: I hate reading

Emily: reading's fun

James: tonight [I

Chris: [stupid

Omar: Mrs Doubtfire (7.0)

Emily: if you stick this in (1.0) James

Omar: stick that in now

Kara: read to page eighteen

Emily: yes (.) if you read to page eighteen (0.5) and it'll be really good if you do it tonight you can get it over and done with

James: no I don't wanna do anything (0.5) it all seems like really boring

Chris: yes (.) it is

Emily: you can be the figurative language finder 'cos that'll be quite boring

James: I don't like reading

Omar: I like reading

(5 seconds – private conversation – inaudible)

Emily: ok (.) so we'll read up to chapter two

Sarah: we're reading chapter one

Emily: you're reading up to chapter two (.) so you're reading chapter one

Omar: so we've got to read the whole of chapter one

Emily: yeah (.) that's up to chapter 2

Chris: you all be silent (0.5) I'm gonna read

Emily: would you all read silently (.) or as a group

Omar: as a group

Emily: ok (.) that's awesome

James: I wouldn't want to read (0.5) if I can be completely honest (.) I actually really don't want to do it

Emily: it's [really

James: [last lesson you told us we have to be honest about it

Emily: well

Omar: I don't want to read out loud

Emily: you don't have to worry about pronunciation (0.5) you don't have to read that much (1.0) it could just be about that much at a time

Chris: I want to read the whole paragraph

James: but I don't like it

Emily: the more we read today (.) the more we can assign like different

pages (0.5) or

James: I want to read *Holes*

Omar: yeah (.) *Holes*

Emily: you can read that in your spare time

James: I don't have any spare time

Omar: he has no spare time

James: I play on Fifa and

Emily: Fifa's not that fun

Omar: I don't like hard words

Emily: I think reading's easier

Omar: I've got Advanced Warfare

Emily: yeah I've got that

James: what's you gamer tag (0.5) I'll add you

Sarah: (laughter)

James: one on one sniper-scope

Emily: reading's fun

Omar: what's that

Emily: it's a recorder

Omar: has it recorded the whole thing

Sarah and Kara: (laughter)

Chris: how long's it being going on for

Emily: quite a while

Omar: [uh

Emily: [you like reading (.) don't you (0.5) do you want to go first

Chris: I want to start

Omar: oh (.) I love reading (0.5) but I don't have a book

Emily: you can share mine

James: no (.) you can have mine (0.5) it's alright

Emily: so (.) we're gonna stick to Chris

Chris: hi (.) literature circle

Emily: you don't have to read out aloud if you don't want to (0.5) you can listen to Omar and [then

Omar: [why don't I be the man who reads stuff out

Sarah and Kara: (laughter)

(Inaudible conversation between boys.)

Chris: wait (0.5) shut up

Emily: there's a nice way (0.5) you can say please can you listen to me

Omar: oh (.) Chris no one cares (0.5) let me read

Emily: how about you read up to

Kara: can I just read

Teacher: ok (.) class (3.0) just to focus (0.5) because there is a lot of noise (0.5) it would be great if we could get focused into the reading and lower the volume (1.0) so (.) I'm asking you to lower the volume (.) erm (.) and begin reading the book now (.) because I've checked every group and you all have your roles and all of the dates are down there (0.5) and you've all got your page numbers that you're reading up to (0.5) so I only want to hear (.) I just want to hear you reading to each other (0.5) you can read silently (.) independently (0.5) you could read as characters like you do with [the other teacher] (.) or you could read a paragraph at a time or half a page at a time (1.0) however you want to do it (0.5) but I only want to hear now the reading of the book (0.5) if you can keep you're voice down so that you don't distract others and the other groups (.) that would be great (1.0) any questions

James: why are we doing this

Students: (gasping noise)

Teacher: ok (.) I'll answer that question at the end and give a more detailed response

James: what (0.5) I asked a question

Mr Badger: ok (.) James come here

(James leaves the group temporarily.)

(quiet inaudible conversation)

Kara: I ended up half-way off my bed

Emily: so (.) when do you think you're going to read (1.0) at night-time [or

HLTA: ok (.) just because Mr Badger has left the room (.) it doesn't mean you can increase the volume (1.0) I distinctly heard him say keep the volume down (0.5) you need to be able to follow instructions (0.5) talk quietly please

(James has rejoined the group.)

Omar: read a page

Emily: so (.) do you want to, then, James

Kara: no (.) when James doesn't want to do something (.) he doesn't do it

Omar: I went to his primary school

Chris: he won't do it

Kara: when he doesn't want to do something (.) he just won't do it

Omar: there's only three people in this classroom that I went to school with

Emily: so (.) how would you like to read it then (1.0) would you like to have the narrator and then people as characters

Omar: I want to be (0.5) I want to be (0.5) I want to be

Kara: I like to read in my head

Emily: you can follow along quietly if you don't want to read out loud (0.5) and then maybe like next lesson you can see if you want to (1.0) ok shall we

(Chris begins to read, helped by Emily who pronounces certain words when he gets them wrong. Students take turns at reading, approximately a paragraph each.)

Appendix 10.2: Discussion 2

Group 3
Transcript

Second Literature Circles Meeting
04/02/15

Chosen book: *Madame Doubtfire*

Sixth former: Emily

Students participating (pseudonyms):

Kara
Chris
Sarah (ABSENT)
James
Omar (ABSENT for the first part)

Emily: ok (.) so (.) did everyone do [the

Kara: [did everyone read

James: well (.) I read two chapters

Emily: well (.) I guess that means you won't have to read as much next time so that's good (2.0) are you ok (0.5) is it anything important

Kara: nah

James: is it

Kara: he's given me some songs since I came here (.) and now he's given me some songs to listen to

James: why

Kara: I don't know

Emily: is there anything particularly funny or interesting about the reading

Chris: funny (.) I found it funny

James: I can't remember what happened 'cos I read it about a week ago

Kara: yes

James: but I read it about a week ago (.) I don't really remember it

Emily: ok (.) maybe Chris can say

Omar: huh

Emily: maybe Chris can say something interesting

Chris: I thought (.) how like (.) like the writer's like how he's put it in words (.) like (0.5) I found it really quite

Emily: did you like when the dad was like miming things (.) like getting the right food

Chris: yeah (.) that was funny (.) about (2.0)

Emily: did you like the characters like Matilda (0.5) I mean (.) Matilda

James: I like Daniel (0.5) he was alright

Emily: yeah (.) Daniel

Omar: [Daniel's quite

Emily: [And Natalie is

James: [I don't know who

Emily: I keep calling her Matilda 'cos it's the actress (0.5) [who

Kara: [so let's see what everybody's roles

Emily: yeah (0.5) so (.) who was the illustrator

Kara: I was

James: I read the book

Emily: you still did it though [so…

Omar: [what's that got to do with it

Kara: it's the table with envelopes on the shelves by the sink

Omar: shouldn't it be red instead of orange

Kara: I didn't have a red pen

Emily: it was good (.) just make sure next time you get the right colour

Kara: yeah

Chris: who sits there

Emily: Omar (.) then Sarah

Chris: erm (.) Kara (.) what was your favourite bit

Kara: erm (.) yeah (.) when he was doing the bit in the groups he was imagining what was

James: oh yeah

Emily: did you feel sorry for Natalie though [when

Kara: [yeah

Emily: he was

James: [yeah

Chris: she's one of those characters you've gotta feel sorry for

James: I'm not [going

Emily: [no I always thought (.) like (.) Lydia was a bit harsh

James: yeah

Kara: I thought [she…

Chris: [no (.) like (.) Lydia's like one of those people

Emily: yeah

Chris: that you (1.0)

James: erm

Chris: I'm sorry (.) James

Kara: (laughter)

Emily: do you relate to any of the characters

Chris: I relate to James

Emily: does James relate to any of the characters (2.0)

Chris: erm (.) I relate [to…

James: [Christopher (in the novel)

Kara: yes

Chris: yeah (.) I relate to him

Emily: I wonder whether Kara might relate to Lydia or Natalie

Chris: erm (.) Natalie

Emily: maybe she's a bit too young

Kara: (laughter)

Chris: so what's your

Emily: you were the discussion director (1.0) have you thought of any questions

Chris: yes

Emily: right (.) anything you'd like to ask

Chris: yeah (.) erm (4.0) what was your favourite part (3.0) there's not many people to ask

Emily: you can ask (0.5) I'm involved so

Chris: ok (.) what was your favourite part

Emily: my favourite part (0.5) erm

James: sat in my bed ill and I had to read

Kara: (laughter)

Emily: mine would be the parts where Lydia was sort of acting like the mother so she was telling the dad off so it was almost like he was a child which is quite funny [so

Kara: [and he was saying like horrible diseases and they had to like tell him off

Emily: yeah (0.5) does anyone like not know what they were [and…

James: [what

Emily: like some of the diseases you weren't sure about

Chris: yeah I wasn't sure about some of them and I don't have the internet 'cos I'm grounded

James: why are you grounded

Chris: 'cos I didn't do my homework and like

James: everybody gets too much maths

Emily: it's like Lydia and Christopher (.) but they can't spend enough time on that (0.5) so you can relate to her in that sense

James: my mum's took off my Xbox (0.5) My mum's banned me from Microsoft points now

Kara: I was grounded

Chris: we're not talking about this

James: no (.) but I'm not

Emily: so (.) you two are having problems with your family like this family

Kara: yeah

Emily: so did you have another question

Chris: yeah (0.5) what (.) did you find any alliteration (.) James

James: what

Kara: did you find anything

Emily: you can have a look now

James: I wasn't paying attention when I was reading (1.0) I was just reading words

Emily: look on the first page

James: looking at words is boring

Chris: I think I'm being a good director (2.0)

Chris: what was your favourite character

James: I just found them all boring

Kara: (laughter)

James: yeah it was all boring

Emily: fair enough (0.5) why do you find them boring

Chris: Kara (0.5) what was your favourite character

James: I don't know (0.5) I don't even know who the characters are

Emily: Chris (.) would you like to refresh James's memory of what happened in the first chapter

Chris: Okeydokey (in a strange accent) they go to their dad's house and their dad got really angry 'cos the weekend was ruined and they wanted to

Kara: the mum wanted to take the weekends away from dad

Emily: do you think that's quite unfair

Kara: yeah

Chris: no (0.5) he deserves it

Emily: why does he deserve it

Chris: 'cos like he's not there for him

Kara: the kids should got like one week with the mum and like on a

Monday morning go to their dad's for a week

Emily: yeah

Kara: and do it like that

Emily: that definitely seems fair (0.5) I can understand what you're saying

Chris: it's a bit

Kara: like they go to their dad's for the weekend but it's unfair 'cos they don't get to see him as much, 'cos he works lots of hours (2.0) but the mum sees them a lot so it's quite unfair

Emily: and do you think the relationship between the mum and dad is having a negative effect [on

Chris: [yes

Emily: the children

Chris: especially Natalie

Kara: yeah (.) especially Natalie

Emily: do you see her as quite a vulnerable character?

Kara: yeah

Chris: yeah (.) as if she'd stood stayed over by (inaudible)

Emily: oh yeah (.) did you find it sad when the hamsters died

Kara: yeah

James: no (.) what died

Chris: the hamsters

James: oh yeah (.) I remember that bit (3.0)

Emily: do [you

Chris: [yeah

Emily: have any predictions on what might happen in chapter two

Chris: erm (.) that

Emily: it's called 'Stark Naked' if that

Kara: (laughter)

Chris: oh

Kara: I don't know (0.5) like the dad tries to get the kids back but then

Emily: something goes wrong maybe (2.0) does something go wrong possibly

Kara: yeah (.) like (0.5) yeah

Emily: do you think that'll help your reading discussions (0.5) Going back

James: well

Kara: [is he

Emily: [it's actually a symptom of stress

James: if I do this

Emily: well you'll be in more trouble

Kara: once I ended up sleepwalking and my mum and dad had to carry me upstairs into my bedroom

Emily: into your bedroom (0.5) it was almost as if you were awake

Kara: yeah and once when I was young I slept walked and woke up in another bedroom (0.5) I was like

Emily: I've only slept walked once and I was (.) my friend was right next to me and I was trying to like pull off the sheets but like push it away and everything (1.0) have you guys ever slept walked (0.5) do you think this might happen in chapter two

Chris: I slept (0.5) I went to sleep on the sofa and I ended up walking up the stairs (.) down the hall and into my bedroom

Omar: there's this hotel where we stayed and like I went into the lobby bit and I was so tired and I walked straight into my room

Emily: so maybe that could happen

Kara: yeah

Mr Badger: how's it going

Chris: it's going good

Mr Badger: good (0.5) yeah (0.5) how did you find the reading

Chris: really funny

Kara: yeah

James: I didn't like it

Mr Badger: you didn't like it

Chris: I thought you liked Mrs Doubtfire

Kara: James doesn't like any books at all (.) do you

Mr Badger: did you not like it at all

James: no

Mr Badger: I think it's important to give it a go (1.0) sometimes I read the starts of books and I find it boring but suddenly half way through I become suddenly gripped by it (0.5) so (.) stick with it

Kara: sometimes if I don't like a book I can skip through the pages and see if there's any I like

Omar: [Or if you

Emily: [Well (.) you found the characters boring

James: if I don't like the book I just drop it on my bedroom floor and play on my Xbox

Kara: (laughter)

James: but that never happens 'cos I don't read books

Emily: but if a book's boring it's good to stay with it 'cos you can see if there's character development over the way

Kara: yeah (0.5) there might be new characters

Emily: exactly (0.5) and then you might like it better (0.5) you might find a character that's introduced to you relate to you more

James: (Inaudible talk.)

Chris: (laughter)

James: I find that way with like if I get loads of supply drugs (.) I keep dying (.) keep throwing grenades on the floor

Emily: we can talk about that [after

James: [like each part gets five drops (2.0)

Emily: but attack dogs are scarier

James: what

Emily: attack dogs are scarier

Omar: you know what attack dogs are for (0.5) d'you play Xbox

Emily: yeah

James: I've got almost every gun on (inaudible)

Emily: I've got all the Call of Duties

Kara: (laughter)

Emily: anyway (.) shall [we

James: [Xbox or Playstation

Emily: Xbox

Omar: yes

Emily: I've got an Xbox 360

Omar: we've got the Xbox One

Chris: my brother got the Xbox One the other day

(Inaudible conversation between **James** and **Chris**.)

Emily: so we can read some of the parts but are there any more questions you would like [to

Chris: [erm (0.5) why is (another student in another group) sitting like that

Omar: (laughter)

Chris: (laughter) banter

Omar: you were like this

James: my mum's making me do anger management 'cos I get angry when I play my Xbox

Kara and **Omar**: (laughter)

Chris: I forgot

James: I punched my wall

Emily: do you know who else has anger management (1.0) Daniel

James: does he

Emily: exactly (0.5) he's being really angry about the mother

Omar: (laughter) anger management classes

James: my mum's forcing me to

Kara: (laughter)

James: I know

(Inaudible conversation between **Chris** and **James.**]

Chris: who did you have for teachers

Emily: I had Mr Pickles and Miss Tea for years nine and ten

Kara: I asked Mr Pickles for help [and

James: [if you like ask someone on your table for help he just screams at you

(Inaudible conversation.)

Emily: do you have any other questions

Chris: no

Kara: no

James: have you seen the new DLC

Emily: no

Kara: aw::

Chris: (inaudible)

Emily: [actually

James: [I haven't got it either 'cos my mum banned me

Emily: I do get a bit square-eyed

Omar: why are we talking about

Emily: yeah (.) we should get back on track (0.5) we can talk about this after (0.5) do any of you have relationships that echo characters in the book?

Chris: sort of

Kara: my mum and dad can get moody (inaudible) and that's how I got grounded

James: you got grounded for that

Emily: so that's sort of (0.5) I think the children love their mother but I have feeling that later on they might snap at her (0.5) James

Chris: I've got a good relationship with James

James: yeah (.) I've got a very good relationship with Chris

Emily: well (.) maybe some of the friends will be introduced (2.0) so (.) I can tick that Kara did her reading

James: (picking up the recorder) hello university (.) hi

Kara: (laughter)

Emily: Chris make sure you do yours (0.5) but make sure you write the questions down so that you have proof

Kara: I thought you said you had them in your bag (.) Chris

Emily: and you don't have your questions for the figurative language so you could do that

James: I tried my hardest but

Emily: let's have a look (0.5) we'll find one

James: I wasted ten minutes of my life

Emily: can anyone help James find a simile

Kara: a simile

Emily: Chris (1.0) alliteration

Chris: alliteration (0.5) I've got to look up alliteration

Emily: alliteration or a simile or a metaphor

Chris: I didn't know I had to do that

Emily: you didn't (.) but we're helping James

James: I found the crossing by the bridge (.) the ways (0.5) I got myself like a million points (0.5) do you want me to tell you how to do it

Chris: yeah

James: so basically you have to make sure your phone has almost no memory on it and you need to take the free video button and it won't load (0.5) and then eventually it loads and then you turn it off and on and then the video keeps on coming back up and up and you get loads of points

Chris: ermmm(0.5) erm

Emily: oh (.) here we go (0.5) 'the poisoned pen' that's alliteration (0.5) so it's simple things like that (0.5) you can do about five maybe (0.5) do you think that gives it more rhythm or more attraction

Chris: nah (.) you've just got to say 'poisoned pen'

Emily: and then we've got a list of three

Kara: yeah (0.5) Mrs O'Shire loves the list of three

Emily: see (.) you've got a list of three and alliteration

James: what

Emily: you've got a list of three and alliteration in one paragraph there (1.0) make a note of that page so you can find it quickly

Omar: do we need to get our roles

Emily: so if you go back to do your homework (.) you can do it really quickly

James: oh (.) I'll just (0.5) I'll just (0.5) do I have to stay here for the whole of lunch just to do that

Emily: yeah (.) but it'll be really quick because we've already given you a paragraph

Chris: a paragraph

Kara: I thought I'd [just

James: [I used to like books (0.5) but now I don't

Chris: repetition

James: I don't like Mr Badger anymore

Emily: Kara (0.5) Kara's found use of repetition

Omar: yes I can (0.5) yes I can (.) yes I can

Mr Badger: ok

Emily: Kara's helping James [with

Chris: [are we doing chapter two

James: can I go after I've done [the…

Kara: [oh (.) there's

Mr Badger: sorry

James: in detention (.) if I finish my work

Mr Badger: it's a twenty minute detention

James: oh

Kara: I've found the 'witch (.) the self witch'

Emily: oh (.) that's really good

Chris: I've found one

Emily: that's really good

Chris: what about

Kara: 'the selfish (.) thoughtless'

James: airport

Kara: yeah

Emily: ok (.) are you read to read chapter two

Omar: I've read it

Emily: I know but that means that you can read it better this time

Omar: no but I don't wanna read it again

James: I don't feel like (0.5) oh (.) I read to chapter two as well

Omar: I don't wanna read it agai::n

James: I've read to chapter two as well

Emily: I know but if you carry on (.) if you read really well (.) Mr Brocklehurst might send a letter home and then your mum might unban Xbox

James: no I'm not banned anymore (0.5) I was only banned for a night (0.5) so I've got it back now (0.5) I was on it for like two hours in the morning (1.0) I don't have a life

Emily: you're really good at reading and (.) you're really good at reading

Omar: am I

Emily: do you want to read first (1.0) pay attention (1.0) chapter two

Omar: erm

Emily: no (.) chapter two

James: 'listen to me' (0.5) that's the opening sentence

Kara: (laughter)

Emily: they say people who don't read have a low KD

James: low KD (.) aw:: my KD is rubbish (0.5) it's lower than my sister I think

Kara: (laughter)

Emily: what did you do

James: I don't know (0.5) something bad

Chris: I bet it's nought point two or something

James: like Call of Duty Modern Warfare (0.5) my KD (.) oh God (.) it's gone downhill.

Kara: (laughter)

Emily: ok (.) if you read (.) then your KD will go up

James: so (.) if I read a book (.) my KD will go up (0.5) I'll try that (.) awesome

Kara: (laughter)

James: are you being serious

Emily: it happened to me (0.5) I went up from one to two so

James: oh (1.0) oh that's good (0.5) I'm going to increase my KD by reading

Emily: so (.) Kara's going to read first and then we'll swap (0.5) ready

Chris: I wanna read

James: I want to read first (0.5) I want to get my KD up

Chris: no (.) I want to read (0.5) no

James: no my KD's more important than yours

Chris: (laughter)

James: yes it is

Chris: I'll give you (inaudible (a player, presumably)) on Fifa

James: mate (.) you can read first (0.5) will you actually give me (inaudible (a player, presumably))

Chris: 'at six o'clock Daniel realised he could not'

(The next ten minutes of the recording is students reading the book aloud._

(Mr Badger then gives instructions to select roles and decide on the amount of reading to be done for the next meeting.)

Emily: I think we should read to page forty-eight because that's the next chapter

Chris: I think we should read to page thirty-five

Kara: no forty-eight

James: thirty-eight

Kara: no (.) forty-eight (0.5) that's the start of chapter 3

Chris: you can do it (1.0) Wednesday (0.5) is that the eleventh next week

Omar: that means we have to read twenty-one pages

Chris: twenty-one (0.5) well (.) I'm going to be illustrator

Kara: well (.) I'm not sure what I am

Chris: you're the discussion director

Kara: no (.) you're illustrator

Chris: who's the discussion director

Emily: Kara (.) do you want to be the discussion director

Kara: ok

Emily: and then

James: I broke my pen by accident

Emily: Omar (.) would you like to be the summariser

James: what are we doing

Emily: and James (.) you [can

Chris: [you can do your homework this time

Emily: James

End of recording.

Appendix 10.3: Discussion 3

Group 3
Transcript

Third Literature Circles Meeting
11/02/15

Chosen book: *Madame Doubtfire*

Sixth former: Emily

Students participating (pseudonyms):

Kara
Chris
Sarah (ABSENT)
James
Omar

Emily: are you the summariser

James: I didn't do the reading or anything (0.5) I lost my book

Emily: erm (0.5) ok

Omar: you need to keep your book safe

Emily: try to get a spare

James: I really want to go to matron 'cos I really wanna go

Omar: just go

James: I don't skive like you (.) Omar

Omar: I didn't skive

Chris: yes you did

Emily: if we just

Kara: who was the illustrator

Chris: erm (0.5) you said you did it (3.0) you drink ginger oil

Omar: ale

James: that's disgusting

Emily: it's lovely (1.0) did you do the reading

Omar: yes

Emily: now you've got to summarise chapter three

Chris: chapter three (1.0) you said we had to read up to chapter three (0.5) you told me to read up to chapter four

Kara: yeah (.) page forty-eight (0.5) I told you that yesterday

Chris: I didn't summarise the chapter up to page forty-eight

Emily: do you want to explain what happens up to page forty-eight

Kara: so (.) the man arrives at the door (0.5) and the kids are there (0.5) and then she's like I will take the quail

Emily: and something very important happens with the advertisement

Chris: I know

Omar: I didn't get up to there

James: no idea what happens

Emily: erm (0.5) well he changes the number on the advertising so that everyone calls him instead of Miranda (0.5) and (.) you know why he does this

Chris: because [he's

Kara: [because he's jealous

Emily: well (.) he wants to be their new cleaner (.) so (1.0) that's the start of him going under cover basically

Kara: well my questions [were

Omar: [I don't get why he's going undercover in the first place

Kara: do you think that the dad has a right to be mad at the kids

Omar: why did you write the questions down (1.0) I didn't

Emily: no that's good (0.5) very good

Omar: I can memorise them

James: my pen exploded

Omar: I'll take that off your hands (0.5) get it

Emily: so (.) do you think the [mum

Kara: [the dad has a right to be mad at the kids

Omar: I can't hear

Emily: do you think

Kara: the dad has a right to be mad at the kids

Omar: yeah

Chris: yes

Emily: why

Chris: because [like

James: [he's that man (0.5) [he's

Chris: [he's their dad (0.5) he has a right to do it

Emily: really (1.0) so::

Kara: so (.) you were saying if the kids were fine (.) he has a right to be mad at them

Chris: no (.) that's being a bit silly

Emily: that's good (0.5) so she's trying to get you to explain why

Chris: because (0.5) because (0.5) that (.) if you do something (.) he has the right to punish you and be made at you

Kara: ok::

Chris: like (.) that's in the law (.) Kara

Emily: what do you think the children did to provoke

Chris: the coats (0.5) I'm just saying the coats

Emily: ok that's an example (1.0) and maybe the fact that they're saying it (0.5) so (.) they're the messengers and he's actually getting mad at Miranda (0.5) but because she's not there (.) it's unfair

Kara: what's your favourite part of the chapter

Omar: when the witch comes

Kara: witch

Emily: so (.) [mum

Kara: [right (.) ok

Chris: how about you

Kara: well (.) when he says he can feel Chris giving him an evil glare from::

Emily: I liked it when he picked the advertisement 'cos he's finally standing up to her in a sense

Kara: yeah (0.5) do you think it was right for Daniel to stand up to Martha

Emily: do you want to listen to Kara's question

Chris: go on

Kara: do you think it was right for Daniel to stand up to Martha

Omar: yes

Chris: yes

James: wait (0.5) with the man (.) the man with the mole

Emily: she's sort of the bad guy

James: who's the bad guy

Kara: Miranda (1.0) I think it was because he was finally standing up for what he thought rather than just saying yes (0.5) so he's actually showing his dad's opinions

Chris: next question

Kara: how do you think Christopher felt when Miranda said that she'll take the quail

James: quail

Chris: quail's a pet

Omar: a parrot

Kara: you should say something to be an active participant

Emily: if someone took your parrot (.) would you be happy (0.5) or took it to another house

Chris: I would not be happy (0.5) [I would

James: [I'd love a parrot in our house

Emily: so (.) how do you think Christopher feels

Chris: I remember when we were in year four [and

Kara: [it lasted for like a day and then it died

James: oh yeah

Chris: because it had diseases or something

James: yeah (.) that was funny

Kara: it only lasted a day (0.5) it was my favourite pet

Emily: what's the next question

Kara: why does Miranda want to kill her

James: ['cos she

Omar: ['cos she's lazy

Chris: 'cos she's a lazy bum

Omar: 'cos she can't take care of her children 'cos they're a hassle

Emily: her job gets in the way a bit (0.5) so (.) do you think she should spend more time with her children rather than her job

Chris: yeah

Kara: what even is her job (0.5) I've forgotten

Emily: that's a good question

James: what's her job

Kara: does it say

Emily: yes

Chris: oh (.) I read this

Emily: that's your job (0.5) you can try to find out what job she had

James: I don't know what's (0.5) wait (.) can someone explain to me what's happened in like the whole chapters

Chris: is she a nurse

Emily: no

James: is she a

Chris: a central executive

Emily: Chris and Kara (.) 'cos you guys read chapter

Chris: four

Emily: yeah (.) could you please explain to James what's happened

Kara: well (.) we carry on seeing about Daniel's job and he gets offended (1.0) the kids say what they think about his job (.) then Miranda comes to pick the kids up and he stands up to him

Chris: can you move up

Omar: yep

Kara: once again (.) I'm the only girl in the group apart from Emily (0.5) we're the only girls in the group

Chris: I feel sorry for you

Kara: do you remember when Josephine

James: (laughter) it was like for an entire year

Chris: right (.) what's the next question

Emily: right (.) so (1.0) James (.) because he starting to get angry at Miranda (.) 'cos they realise she's taking like most of the time with them (0.5) so (.) dad changes the number on the advertisement so that they'll ring him and no one will go up to Miranda's (0.5) so (.) like no one will respond to the advertisement so she has to pick him (1.0) does that make sense

Omar: isn't Miranda the mum

Emily: yeah

Chris: I thought you said he was changing the advert for Miranda's cleaning business

Emily: yeah

Omar: shouldn't he want someone who would want to come

Emily: basically (.) he's going to go undercover (0.5) that's why he's changing the number (.) so he's the only one who shows up and gets the job (1.0) e::rm (.) do you want to share

Omar: isn't Mrs Doubtfire Scottish

James: in the movie

Kara: he's [Scottish

Chris: [I'm half Dutch

Kara: I'm half Irish (.) half English

Emily: I'm pretty much everything

Omar: are you Scandinavian

Emily: I'm quarter English (.) quarter Italian

Omar: are you

Emily: my dad's Italian

James: I'm pure English

Emily: so (.) Omar did a summary of chapter two

Chris: would you like a cup of tea and scone

Emily: do you want to share anything interesting

Chris: do you want a haggis

James: I've never tried it (0.5) I don't like it

Emily: so::

Chris: no (.) they're American

Emily: so (.) let's get back on track (1.0) shall we decide some roles for next time

Chris: I want to be the director

Emily: it's good that you're eager

(Groups decide roles for next week, which takes 2 minutes.)

Chris: I wanted to read up to chapter seven

Emily: yeah (.) chapter seven (0.5) I'm fine with that

Chris: yeah (.) a hundred and ten (0.5) I'll do that

Kara: what did James decide he was going to be in the end (0.5) figurative language finder

James: I don't want to

Chris: man up (1.0) watch the movie then

Emily: at least try and read (.) James (0.5) at least try and read as much as you can (0.5) and if (.) if you're finding it really difficult to read up to chapter seven (.) then you can talk to Mr Badger

James: my mum will make me do it though (0.5) that's the annoying thing

Chris: I can read like five chapters in day

Omar: I can read five chapters in like three days

Chris: read a chapter a day Omar

Emily: why don't you want to

James: it's boring

Emily: I don't think it is

Omar: I liked it but now like all my friends say I'm weird

Emily: no (.) you're not weird

James: I don't feel like reading

Omar: I'm not that good at English

Emily: no (.) but the more you read the better you get

James: I doubt reading makes a difference

Emily: and you're ok to read up [to::

James: [if there was something (.) it would probably be because the people who read probably pay more attention (0.5) I don't

Emily: sir (.) we're having a difficulty coming to an agreement with our

Chris: I want to read to chapter seven

Emily: Kara and Chris want to read up to chapter seven but Omar and James really don't want to

Mr Badger: you've got a whole half-term holiday to read up to chapter seven

James: oh God (.) this is stupid (1.0) I don't want to (0.5) I just don't want to

Chris: how long is that

Emily: it's about fifty pages

Mr Badger: this is why you're doing it (0.5) to read (0.5) this is your homework (1.0) it's important to read (1.0) you have to do it

Chris: right (.) can we actually read now (0.5) I want to read

Kara: let's read up [to

James: [I don't want to read up to chapter seven

Chris: man up (0.5) look at that moustache (0.5) you can't take it seriously

Omar: if we finish the [book

Chris: [I want to start reading (0.5) what page are we at

Kara: erm (.) forty-eight

Chris: that's really not that much

Emily: no (.) it's not (1.0) James (.) try and read as much as you can now before the holiday

James: I'm not going to read it anyway (0.5) so it won't really make a difference (0.5) 'cos I'm not going to read it (1.0) what page are we on

Kara: if you go from there

Chris: I think (0.5) it's

James: what page are we on

Kara: why don't you set yourself a challenge (.) James (1.0) you get a whole bar of dairy milk if you read up to chapter seven

Chris: Kara will kiss you

Kara: no

James: that's enough to get anyone killed

Emily: do you want to read out aloud or silently

Kara: I don't want to read anything (0.5) I just want to read at home

Chris: no (.) I want to read aloud

Kara: out loud

Emily: who wants to read first

Chris: me

Omar: me

James: I hate reading

(Chris begins to read.)

Appendix 10.4: Discussion 4

Group 3
Transcript

Fourth Literature Circles Meeting
25/02/15

Chosen book: *Madame Doubtfire*

Sixth former: Emily

Students participating (pseudonyms):

Kara
Chris
Sarah (ABSENT)
James
Omar

James: I read it but

Emily: ok (.) I don't really know what happens 'cos I didn't really do the reading

Emily: so (.) Omar (.) did you read the book

Omar: yeah

Emily: do you want to give a quick summary to Kara

Omar: umm (.) ok (.) what happened in the book. I think (0.5) Madame Doubtfire put his foot in (0.5) and Daniel had a fight 'cos he was worried (.) he was worried about it and finds out

Emily: yeah (.) that's right (0.5) so (.) I have thought that the discussion director should take over

James: no

Kara: (laughter)

Emily: ok

Chris: why does Jack think the play is wonderful

Emily: 'cos they went to see the play

Chris: the thing with the choir

James: I didn't actually read it

Emily: yeah

Omar: I didn't read anything

Emily: I think it's mainly 'cos they got to see it with their dad (0.5) and they don't get to spend a lot of time with their dad

Chris: why does Daniel get so angry with Christopher

Omar: I don't know

Kara: because he didn't think that he was gonna like it

Emily: you're on the right track (0.5) it's something to do with the fact that his dad didn't prepare properly (0.5) you know (.) for buying tickets

Omar: oh (.) somebody thought it wasn't appropriate for

Emily: that was one of the reasons (.) yeah (0.5) it was also because the dad didn't actually buy the tickets in advance (1.0) so (.) they had to give up all that time

Omar: I didn't read that bit

Emily: ok

Omar: I can't remember that bit

Emily: right (.) let's have a look (0.5) you had to read to page one hundred and seventy-six

Omar: so (.) that's chapter seven

Emily: so (.) did we all (0.5) Kara read up to here (0.5) did you read up to a hundred and twenty-six

Emily: ok (.) so if we have a quick look over the last couple of pages (0.5) you read up to about a hundred and eighteen (1.0) if you look for (.) 'cos your job was the connector

Kara: yep

Emily: if you look for (.) yeah (.) if you look for the role for that (.) then we'll summarise the book for you (0.5) and James (.) do you remember anything

James: um:::

Emily: no (1.0) did you bring your book

James: yeah

Emily: and have you brought your book

Omar: no (.) 'cos I forgot it

Emily: ok

Chris: there's an extra copy of the book in the box (1.5) why doesn't Daniel just pretend to be happy with Miranda

Emily: and why do you think that Daniel's angry at Miranda (0.5) is it the resentment (.) not being able to spend time with the kids (.) 'cos he

Chris: doesn't get any time with them

Emily: yeah (1.0) like it's almost as if you had (.) if you shared erm I don't know (.) a game with your best friend (.) and you bought this together and your best friend most of the time with it and you didn't get to have it that much

Chris: yeah

Emily: would you be angry about that or would you not mind

Kara: I wouldn't mind

Chris: don't just agree (0.5) say why or why not

Kara: I agree actually (.) 'cos they're his children as well

Emily: exactly (1.0) how about you (.) James (0.5) let's say you bought Call of Duty with Chris and you didn't get to spend as much time on it as him

James: I'd buy one myself

Emily: but if you bought one together and Chris spent more time on it than you

James: I don't like Black Ops Two

Emily: so (.) you wouldn't be angry (1.0) ok

Chris: why does Daniel say I'm not a happy pig

Kara: oh (.) it's from this page (.) right

Chris: um::

Kara: because (0.5) Lydia wasn't happy with the

Emily: guys (.) all turn to page one hundred and ten (1.0) let's familiarise ourselves a bit

Kara: (reads from the book sentences relevant to Chris's question (mainly inaudible))

Chris: why does he decide to stop being Madame Doubtfire

Omar: yeah (.) I was wondering about that

James: because um::

Omar: because

Kara: because he's scared he'll get found out

Emily: yeah (.) it's that (0.5) do you think it's better if you are an unhappy thinker or a happy pig

Chris: do you think it's better if you are an unhappy thinker or a happy pig

Emily: that's part of the chapter that (.) if you didn't read it (.) then you wouldn't be familiar (0.5) I think it might be worth reading the chapter again if you weren't that familiar with it

Omar: I wasn't even (0.5) the chapter we got up to

James: I don't want to read it again

Chris: I wasn't in (.) so (.) where did we have to read up to

Emily: it's ok (.) you only have to read a chapter

Chris: oh (.) ok

Kara: I remember this (0.5) they're about to go into the taxi

Omar: did Anne Frank write this

Emily: Anne Fine (0.5) not Anne Frank

Kara: I remember that

Chris: eleven (0.5) let's do number eleven

Emily: well (.) if you're happy to go on (.) the chapters are basically how Daniel is worried that Miranda will find him out but it also includes some resentment between Christopher and the kids towards their father 'cos he thinks that he doesn't care as much

Kara: does he have to choose between Mrs Doubtfire and their father (.) the other

Emily: yeah

Omar: wasn't that Natalie's reaction in the first place

Emily: it carries on throughout the book (1.0) but do you remember why we said that might be

Omar: no

Kara: because it was (0.5) we (.) it was (.) seeing him more often than usual so she was erm:: calling him Madame Doubtfire when he was at their house (0.5) and then when they're at his house and they're ordering food

Emily: erm (.) can we look at your drawing

Omar: oh no

Emily: oh it's really good actually (1.0) I like the colours (1.0) well done (.) Omar (.) that's really good (0.5) yeah (.) well done (0.5) and Kara (.) have you found any connections

Kara: I think that pigs can be happy

Emily: ok (.) do you think pigs can be happy in the same way that

humans can

Kara: no

Chris: they can 'cos they have emotions

Emily: then why do you think

Omar: why would they have emotions

Emily: ok

Omar: pigs don't

Emily: why do you think it was incorporated into the chapter

Kara: because he wasn't happy about what was happening

Chris: and it's a comedy so he sort of has to

Omar: yeah (.) a comedy

Emily: erm (.) James did you bring (0.5) you didn't bring any (0.5) no (0.5) but don't you think it's presented in like a light hearted way (1.0) no (0.5) don't you think there's any

Omar: Daniel goes out of his way to be with the children

Emily: yeah (.) that's true

Kara: and Daniel's also mad about her being over (0.5) about the coats

Emily: yeah (0.5) erm (.) ok (.) so I think we'll read quite a bit extra this time 'cos I think we read quite a bit in the lessons so (1.0) how much would everyone want to read

Chris: two chapters

Emily: two chapters is a very good suggestion

James: but what happens if we don't want to

Emily: no (.) no (.) we all have to come to an agreement

James: why don't we just read in the lesson

Emily: 'cos then we won't get a sufficient amount of discussion time

James: I don't like reading

Emily: and also (.) the sooner that you read this (.) the sooner you'll get to read a book that you want to read (.) like *Holes*

Omar: I hate this book

Emily: everyone has different tastes so the sooner you read this (0.5) the sooner you'll get onto a book that you like

Omar: *The Curious Incident of the Dog in the Night* is coming out in the theatre

Emily: so (.) James (.)you read some chapters and then you'll soon get to read *Holes* or another book you're interested in (.) ok (0.5) so (.) can we all agree with the chapters

Omar: fine

Emily: well (.) first we'll set roles

Omar: can I be discussion director

Emily: erm (.) yeah but it's your turn again

James: I don't think that's a very good idea (0.5) 'cos it's trying to get us to read books we like (0.5) but it's stopping us from reading a book that we like

Emily: I think

Chris: it's a good book

Emily: I think that in order to appreciate the books that you like you have to read some that you necessarily wouldn't read

Omar: I find it really hard

Emily: it gives you (inaudible) so you should read it

James: I don't (0.5) I've read like two hundred pages and I don't like it

Emily: so (.) Chris (.) you want to be the discussion director

Chris: yeah (.) is my name first

Emily: Kara (.) do you have any idea of what you would like to be

Kara: travel tracer

Omar: travel where the action takes place

James: I wanna erm (0.5) I don't really wanna do it

Kara: I'll be travel tracer

Emily: that's not a very good

Omar: can I do summariser again

Emily: yeah (0.5) of course

James: I'll be the one who draws (.) 'cos that's

Emily: do you want to be the illustrator (1.0) and you want to be the summariser

Kara: I'll be the travel tracer

Emily: could you get your books out and then on the back write down your role

Chris: I did it before hand 'cos I knew I was going to be discussion director

Emily: James (.) do you have your book (1.0) and remember to write your questions down as discussion director (1.0) Omar (.) where's your illustration gone (.) just so I can put it in the folder

Omar: do we only have six sessions to do it

Kara: we've filled in all the slots we can

Omar: no we haven't

Emily: James (.) in the back of your book

Chris: I think we need to finish the whole book

Emily: yeah (.) but there's only a few chapters after that (1.0) after we read the

Chris: two chapters is the end of the book

Omar: we have to read four chapters for (0.5) you said two chapters

Chris: can we just read four chapters

Omar: there's no four chapters left

Kara: there's only two

Chris: we're reading up to chapter ten

Emily: but if you do want to finish reading the book (.) you can read the chapter ten as well

Chris: I want to read until the end of the book (0.5) is that three chapters or four chapters

Kara: that would be three

Emily: yes (.) the next one is our last session

Omar: I don't like the book

Emily: you don't like the book

Chris: I like the book

Emily: ok (0.5) well (.) let's move onto a book that you like (0.5) if we read up to chapter ten (.) then you have one more to read up to next session (0.5) yeah

James: let's read it all and just finish it

Chris: right (.) let's read

Emily: Omar (.) would you be ok with that

Omar: what

Emily: if we read up to the end of the book

Chris: man up

Omar: yeah ok

Emily: yeah ok (.) let's finish the whole book then

Omar: can I write it (0.5) yeah (.) it's from chapter eight till

Chris: chapter ten

Emily: yeah

James: I've watched the movie so

Emily: but then you can compare whether it's different or similar

Kara: is the movie better than the book

Emily: it's different

Omar: I haven't seen the whole movie

Emily: ok (.) all the roles are allocated (1.0) is there anything you want to discuss about the previous chapters (1.0) or how about predictions (0.5) because we're going to finish the book

James: basically (.) if we finish the book (.) I don't have to actually read it (0.5) I can just draw a picture of it

Kara: I think what's gonna happen…

Emily: I think you should read it

James: why

Kara: I think what's gonna happen is

Emily: so you get to know the ending

Kara: I think the kids are going to accidentally going to when they're at Miranda's going to say something about Madame Doubtfire

Emily: in front of Miranda (.) yeah

Kara: and then Miranda (.) she'll really try and take away

Chris: I already know what's gonna happen (1.0) right (.) so (.) he goes to the restaurant and has a conversation and then he has to have another conversation across the room and

Kara: oh (.) yeah (.) so he has to change places and everything (.) so he goes round and

Emily: that would be cool (1.0) how about you (.) Omar (1.0) do you think it will be a happy ending

Omar: I don't know (1.0) maybe

Emily: no (.) don't do that (laughter) how about you (.) James (1.0) what do you think will happen

Omar: he'll probably just read the last two pages and get away with it

Emily: no because I'm going to quiz you on the chapters (1.0) I'll quiz you and see if you've actually read it

James: last time you told me to read it I just looked up online the chapter summaries

Emily: that's not good (.) James (0.5) you'll feel a sense of

Kara: wikipedia's not good either

Emily: exactly

Kara: because you won't get any better at reading (1.0) on a book about (0.5) not everyone might write on Madame Doubtfire (0.5) they might say something about another book

Emily: and you'll feel a sense of achievement when you read it

James: I don't know (0.5) I'll feel a sense of massive boredom

Omar: (laughter)

Emily: well the sooner you finish it (.) the sooner you can move onto a book that you like (1.0) so (.) James (.) what do you think will happen

James: erm (.) I think (0.5) there's going to be an ending (0.5) I don't know

Emily: happy ending

James: bad ending

Emily: do you think Miranda and Daniel will end on good terms

James: I think they erm are going to (0.5) I don't know

Emily: no go on (0.5) it's good to make predictions

James: just give me a yes or no question

Omar: (laughter)

Emily: ok (.) how about the person with the closest predictions (0.5) I'll bring in a chocolate bar

Chris: Oreos

Emily: Oreos (0.5) ok (.) so (.) come on James (.) you have chance at having some Oreos

Omar: huh

James: but I think (.) [I think

Omar: [I can buy three packs of Oreos from the canteen

Emily: ok

Omar: but I don't wanna spend any money

Emily: ok (.) well if we all have predictions then (1.0) how about who's been your favourite character over the course of the book

Chris: Mrs Doubtfire

Omar: yeah

Kara: yeah

Emily: really (1.0) all of you

Chris: yeah

James: no

Emily: who's your favourite character

James: erm (1.0) the neighbour (1.0) he makes you want to read the book

Kara: (laughter)

Emily: it's quite a funny situation though (.) the fact

James: he's my favourite character because they don't bore me as much when I read

Emily: ok (.) I thought it was quite funny in the sense that he was dressed (.) you know (.) naked and they had to draw him for the art (0.5) that's why I liked the random character (1.0) how about the character you related to the most (0.5) how about Christopher (0.5) he's around your age

James: I'm Christopher

Emily: you are Christopher (0.5) how about you (0.5) did you not relate to the two girls at all or

Chris: Natalie

Emily: Natalie

Kara: no

Omar: who's Natalie (0.5) oh (.) the weird one

Kara: (laughter)

Chris: that's nice

Omar: sorry (0.5) I didn't mean it like that

Emily: ok

James: I think Richard Parker was a good character

Emily: Richard Parker (1.0) really

Kara: (laughter)

Emily: and does anyone have any favourite chapters or anything else

James: I preferred the shortest chapter

Kara: the one where they made the human

Emily: yeah (.) the one (.) [that was

Kara: [it was called something stark naked

Emily: I think I quite liked the interview (0.5) you know (0.5) the

interview bits where he (.) well she (.) is interviewing characters

Kara: that's quite funny (.) yeah

Omar: yeah it's just a random person comes on

Emily: see (.) you enjoyed that chapter (1.0) you might enjoy the last two

Kara: oh (.) I also enjoyed it when that man was talking to someone (.) where he went over the fence (0.5) no (.) I think it was actual talking (.) and he was worrying her and he said (.) oh you see that and that plant and this plant

Emily: oh yeah

Chris: you see that cat in the window

Emily: ok (.) so would you like to read it out loud for a bit (0.5) [or…

James: [no (.) not really

Emily: so (.) if we all turn to page a hundred and twenty six

Chris: a hundred and twenty six (1.0) I'm reading first

Emily: yeah (.) of course (1.5) if [everyone's

Omar: [what is that (0.5) is that Lydia

(Chris begins to read, with Emily making corrections on the pronunciation of some words and encouraging others to listen.)

Appendix 10.5: Discussion 5

Group 3
Transcript

Fifth Literature Circles Meeting
04/03/15

Chosen book: *Madame Doubtfire*

Sixth former: Emily

Students participating (pseudonyms):

Kara
Chris
Sarah (ABSENT)
James
Omar

Emily: so Miranda and Daniel become friends but they're not going to get back together or anything (1.0) I think they get equal time for children now

Omar: so what I said before was right in the end

Emily: yeah (5.0) you're the discussion director so make sure you ask the questions (8.0)

Omar: that's the summary of the last chapter

Emily: so (.) ask if everyone has their homework

Chris: as everyone got their homework

Omar: I do

Chris: I'm going first (.) 'cos my name's first

(Bell goes to signify the start of the lesson.)

(Teacher (head of learning community) comes in and shouts at student to get out – children hush.)

(8.0)

Emily: ok (.) have you got your questions

Chris: yeah

(Mr Badger takes the register then goes over the expectations of literature circles, paying attention to others, engaging with others, keeping the volume down, about choosing the next book.)

Kara: can I bring my fan fiction in

Emily: that could be good

Kara: I started reading it again the other day because like I had been grounded for like two months so

Chris: why

Kara: because I (inaudible) erm (0.5) and I finally got to read (0.5) because I'm only the third book of the series out of four (.) so (.) I got to read (.) and I'm on chapter (.) I think it's thirty one or something (1.0) I'm addicted to fan fictions

Chris: what you're addicted to

Kara: fan fictions

Chris: oh

Kara: it's a girl thing

Emily: did you do the reading (.) James

James: yeah

Emily: did you do the reading

Omar: I finished it

Emily: well done (0.5) ok (.) well (0.5) so (0.5) if Omar starts with a summary

Kara: you can refresh our memories

Emily: James (0.5) Chris (0.5) listen (0.5) over here (1.0) ready

Omar: Miranda discovers the truth (0.5) the resulting row between

Miranda and Daniel leaves the children white and shaking (1.0) it seems (1.0) wait I've read the punctuation wrong (0.5) Miranda discovers the truth (.) the resulting row between Miranda and Daniel leaves the children white and shaking (0.5) it seems there is nothing to be done (.) until Lydia (.) the oldest child (.) tells both parents what she thinks of them (0.5) at last Daniel and Miranda see sense (.) the story ends

Emily: James (.) repeat what Omar just said

Kara: he didn't read it

Chris: I did (0.5) I actually read it

James: what Omar just said

Chris and **Omar**: (laughter)

Emily: ok (.) smart but (1.0) have a quick read of that

Chris: Kara (.) I see you've got yours

Kara: ok (.) so mine is where she's stuck in Mrs Hooper's garden so (0.5) Miranda's house

Chris: and (.) James

James: ok (.) I've stapled [it

Chris: [why's it stapled to

James: I'll fold it (1.0) it took me like five minutes

Emily: that's a really long paragraph though

Omar: I'm getting a nose piercing

Chris: my cousin's got one of them

Emily: ok (.) what's your next question

Chris: ok (.) did everyone finish the book

Kara: yeah

James: yeah

Omar: yes

Chris: does everybody think that James has actually finished the book

Omar: yeah

Kara: hmm

James: I'm on report so I have to do it (1.0) I have to be nice to Mrs Donald as well

Chris: ok (.) what was the best part of the book

Kara: erm (1.0) [when

James: [I liked the bit [when

Chris: [shh

Kara: erm at the end of (.) the end of the book

James: I disagree with that

Emily: so it was nice (1.0) it was a nice sort of ending

Omar: I didn't like the book

Chris: Omar (.) explain

Omar: explain what

Chris: what was the best part of the book for you

Omar: um:: (.) I have no idea

Chris: I need an answer

Omar: ok (.) um::

Emily: how about the ending

Omar: oh (.) the ending was alright (1.0) I like the ending of the book

Emily: do you think it was nice that Miranda and Daniel became friends

Omar: it was a bit nicer because erm

Kara: it could have been better

Emily: how

James: they could have got back together

Omar: yeah

Chris: yeah (0.5) a happy ending

Emily: why didn't they get back together

Kara: I thought that was going to happen

Chris: because it would've ruined the book

Omar: [that's what I

Chris: [the ending

Emily: do you [think

Omar: [it didn't in the movie so

Kara: I thought they were going to get back together

Emily: do you think it would have like ended in [more (inaudible)

Omar: [I think

Kara: [I'd say

Chris: I think they should bring a second book back

Kara: well I don't think it would end like that seems as Daniel went to all that trouble just to get to see his kids more (.) as Miranda probably [sees

Chris: [yeah but Miranda doesn't see that in Daniel

Emily: do you think that they still love each other on some level

Kara: yeah

Chris: Daniel definitely does

Omar: Daniel did (0.5) but Miranda (.) I don't know

Emily: I think she's probably very focused on herself [which I

Chris: [(laughter)

Emily: got from the book (.) whereas Daniel is very family-orientated

Kara: yeah (.) he went to all that trouble [to

Chris: [I think Daniel is the same person

Omar: is Miss Doubtfire English

Chris: no

Kara: I think she is

Emily: she has a different accent

Chris: 'cos in the film she says (.) they think she's English

Emily: films are a lot different

Chris: she's Scottish

Kara: he wants to know if you're Scottish

Emily: I'm quarter Scottish

Kara: I'm half Irish

James: I'm full English

Kara: I like what you said (0.5) I'll pour eggs [in the

James: [(laughter)

Emily: do you have any more questions

Unknown student from another group: Gary has got my phone

James: you know Gary

Emily: Chris

James: his middle name is Isaac (1.0) Gary Isaac Dick

(no laughter)

Chris: what did you enjoy

Kara: oh (.) I enjoyed when (1.0) this is a bit earlier on in the book but when he was pointing out to the next door neighbour

Emily: oh yeah

Omar: with the plant

Kara: 'cos it carried on from where we were and it was still going onto the next scene

Chris: James

James: my favourite part of the book was probably that bit of (1.0) wait I don't know how to explain this (4.0) erm (.) I liked it when Miranda found out about Daniel.

Omar: she just [said that

James: [no she [said something completely different

Kara: [no I didn't (0.5) I said when Miranda liked it when (.) when Miranda and Daniel were ok (.) that's what I said

Chris: Omar

Omar: I said something

Chris: what did you enjoy about the book

Omar: erm (1.0) ok

James: he's staring at me

Omar: I like the start

Chris: everybody stare at him

Emily: why did you like the start

Omar: 'cos it was like all Matilda trying to fight who would give the dad the (.) time

Chris: what do you think is good for the family

Emily: that's a good question

Kara: that is was good that Miranda and Daniel aren't just always hating each other (0.5) that they're actually ok with each other now

Emily: and so (.) when they were working it out (1.0) so they were sort of saying

Chris: that they were mad about who wears what so

(Omar suddenly asks the class teacher if he can find his phone, which may be in lost property.)

Emily: so (.) I was referring to when Miranda talks about the clothes

Kara: and she says that they don't have to wear my coat and

Emily: yeah

Kara: she could let them wear yours

Emily: I think that definitely made them less paranoid about it

Chris: James (.) what did you find was good for the family or bad for the family

James: no

Chris: (playfully) answer it (0.5) answer it (0.5) just answer it

James: I think it was bad that they became friends because that means they like someone else

Emily: ok (.) do you

Chris: Omar (0.5) what was good or bad for the family

Omar: e:::rm (0.5) the bad thing was splitting up

Kara: I think the parents would have had a lot closer bond if they hadn't split up

Chris: right erm (1.5) did you disagree with the family on anything (.) you think (1.0) I just came up with that

Emily: disagree (0.5) well (0.5) when the daughter was telling the parents about rything that they were doing wrong (.) I thought maybe she could have done it in a less aggressive way (0.5) but it did make them [see their

Kara: [it made them think

Omar: no I thought that was fine

Kara: you thought that was fine

Emily: would you have handled it differently

Kara: I probably wouldn't (.) let's be honest

Emily: do you think she's quite brave for doing that

Kara: I probably wouldn't do it like that

Emily: same

Chris: do you think it was right for Daniel to dress up as a woman?

James: yeah

Kara: umhum

Emily: it was a bit over [the…

Kara: [OTT

Omar: creepy

Emily: yeah (.) over the top (0.5) so it was quite (.) not weird (.) but an invasion of privacy

Kara: yeah

Emily: like (.) he didn't know he was

Kara: I think it was an invasion (.) but I also think it was nice because Miranda gets to spend more time with the kids than he does so he should try to get the same

Emily: so (.) when you put it in context (.) it's actually not so [bad so

Kara: [not the worst thing to [be

Emily: [yeah (1.) do you guys think it was an invasion of privacy

Omar: erm

Kara: to spend more time with the kids

Chris: it's him (1.0) like (.) half way through (.) they find that it's him inside (1.0) and like

James: no I think

Chris: and he's trying to make [them

James: [what would be good for the book (.) if Miranda just like said to the maid just like oh I really miss Daniel or something

Emily: yeah

James: and that would have made it really interesting

Emily: yeah (.) kind of sort of dramatic irony (1.0) yeah

Chris: (in the cinematic sound of when something is revealed) duh duh du::::h

Kara: hmm (0.5) like my fan thing (0.5) they broke up and now they're having twins

Emily: oh wow

Kara: and they're married

Emily: that's so great

Kara: and they're only like

Emily: with their being twenty (0.5) that could help you write a book (1.0) how about you? (1.0) would you write a book

Kara: I'd write one with Luke Hemmings in (.) five seconds of summer

Omar: I couldn't be bothered

James: do you know what my name would be (1.0) James

Omar: no one's written in roles

Kara: well do we even have jobs because we don't even have a book to read

(The group spend 1.12 writing in the roles and ticking off what they did.)

Emily: ok (.) main question (1.0) did you like the book

Omar: no

James: no

Kara: it was ok

Chris: 'cos I thought the plot was a bit dodgy

Omar: I didn't like

Chris: I think the plot would have been better if it had a twist

Kara: yeah

Emily: but because you were so determined not to like it from the start you didn't open your mind

Omar: oh (.) I wanted to read it

Kara: 'cos you wanted to see how different it was to the film

Omar: I didn't know what the book was about (0.5) I didn't hate it before I read it (1.0) now I hate it

Kara: I loved it

Chris: you should watch the film (.) it's even better

Kara: is it

Emily: James (.) did you like it

James: erm (.) I'm gonna watch the film with my mum

Chris: it would have been better with a twist

Kara: I think it's kind of repeated at points

Emily: yeah I found that too

Chris: no but that like (.) in every day life of course you're gonna repeat things

Emily: yeah (.) so it made it more realistic

Chris: yeah

James: I don't think everybody usually does

(Class teacher reminds students that they have 5 minutes left before they do quiet reading.)

Emily: so (.) what book shall we read

James: I'm reading a book

Chris: Peter Schmeichel

Emily: write down in the back of your books what you want to read

James: (jokingly) can we read princess books (.) I like them

Kara: (laughter)

Emily: what's that

Kara: that's the one that my mum sent back (.) because she thought I wasn't reading it but I was (.) it's about teenagers addicted to heroin

Omar: I did see another one of the Hunger Games

James: yeah (.) so Chris (.) write down Peter Schmeichel

Omar: who's Peter Schmeichel

Chris: the autobiography

Kara: what are autobiographies

Chris: it's a book that like people have written about their life

Kara: oh right

James: you'll enjoy it

Emily: put another one

James: no but I actually wanna read this one as well

Emily: so put a tally by the book and then put another one down as well

Omar: who's Peter Schmeichel

James: I'll just put a different book

Chris: no (.) he doesn't have an autobiography

James: yeah he does (.) I've got it in my room (.) I'm actually reading Luis Suarez's autobiography

Chris: Kara (.) pick a book

Kara: oh no 'cos

Chris: we're not allowed to read fan fiction

Emily: what do you want to read (.) Omar

Omar: I don't know

Emily: 'cos I know you wanted to read Holes

James: I think I should make my own book and then everyone has to read it

Omar: why don't we read Wind in the Willows

Emily: yeah ok

Omar: it's just an idea

Emily: you guys interested in any series (.) like Harry Potter or the Hunger Games or

Omar: I read the Hunger Games

James: Holes

Chris: no I don't wanna read Holes

James: I wanna read Holes

Chris: no

James: what about Peter Schmeichel

Omar: who is Peter Schmeichel

Chris: he's the Man United goalkeeper

James: he is

Emily: (jokingly) but why would you support Man United

Chris: he's just a legend I don't know Man United

James: yeah Man United are horrible I don't know Man United (.) he's just Peter Schmeichel

Chris: what's the group decision guys (.) what does Kara want to read

Kara: I don't know

Chris: name a book

Emily: you could write down the type of book you want to read

Chris: Peter Schmeichel's thingie (.) I want to read that

Emily: ok well (.) we'll see what Mr Badger thinks and

Chris: he's not gonna say yeah

Emily: I don't know (.) so long as we all want to read it

James: Kara and Sarah won't want to read it though

Chris: Omar said he wants to read it (1.0) we're not making you

James: (inaudible) I haven't actually read it yet (.) is it good

Omar: yeah

James: what's it like

Chris: it's like two hundred pages James

James: I'm on page two hundred and four

Omar: there you go

James: I don't have any homework (.) that means I can spend the time reading the book I want to read (.) that's good

Mr Badger: because I need to buy your book your homework this week is to just read whatever book you want

James: I read like fifty pages a night or something

Chris: he only likes autobiographies

James: it's [just

Chris: [picture books (jokingly)

James: (jokingly) yeah I like to read picture books (0.5) it's like two hundred and fifty pages long

Kara: I like to read fan fictions

Mr Badger: ok so your homework is to just read those (1.0) I will try to get a book for next Wednesday (.) have you made your decision

Omar: I don't know who those people are

Chris: Peter Schmeichel's a legend

James: you don't know who Luis Suarez is

Kara: he's the one that bit someone (.) that's all I know him for (.) that he bit someone

Mr Badger: well think of it this way (.) if you choose something that you some of you want to read then in the next literature circle you can choose something that the next person wants to read (.) so actually it's pretty cool so you read something that's out of your comfort zone

Kara: can you read fan fiction

Mr Badger: anything

Kara: so for the homework (.) can it count as reading fan fiction

Mr Badger: yep

Chris: please can we read Peter Schmeichel

Kara: fine

Emily: and then next time if you read something that Kara wants to read

James: next time we should read Fifty Shades of Grey

Kara: twilight

James: I don't like Twlight

(Class teacher makes all students read silently at this point but gives the task of writing a review for Madama Doubtfire to Group 3.)

Appendix 10.6: Discussion 10

Group 3
Transcript

Tenth Literature Circles Meeting
22/04/15

Chosen book: *Peter Schmeichel: An Autobiography*

Students participating (pseudonyms):

Chris
Charles
James
Omar
Wayne

No attached sixth former

Chris: I'm actually a lot more sensible then all of you

James: I'm the sensible sea lion

Chris: that's not how you spell my name (1.0) you put another letter in it

Charles: did you do the reading

Wayne: yeah

Charles: but you said you didn't

Wayne: no I did the reading (.) ten pages

Chris: I've read more than James (0.5) Charles hasn't read enough

James: no I've [read

Chris: [I'm not talking about you (0.5) I'm talking about him

James: the university can actually hear us so

Chris: James (.) what were you

James: I was the connector (1.0) I've got a sheet of connector but I left it at home

Chris: at least he did his homeworl

Wayne: I did

Chris: ok (.) so let's have a look at I'm the discussion director

James: I wanna be the linking leopard (0.5) no I'm the connector

Charles: what did he do

Omar: no he did (0.5) I actually saw it (.) I told him to memorise it

James: I've done my homework (0.5) I left it at my house (0.5) I've got a sheet of connector (2.0) no I don't want a detention (1.0) my mum will cancel my

Chris: ok (.) let's give the others a chance to talk about their homework (1.0) Wayne (.) do you want to talk about

James: my reading is as slow as the EA servers

Wayne: right then (1.0) that's the pitch (.) that's the two players and there's the two clubs he used to play for

Chris: and what were the two clubs he used to play for

James: Man United and Aston Villa

Charles: and why did you decide to draw that on the pitch

Chris: because that's where he won the premier league

Charles: how did you do it

James: you need a half way (.) you need a penalty box so

Mr Badger: where's your copy of the book

James: I haven't got it

Mr Badger: you need to bring your copy every time

James: I know

Mr Badger: ok (.) James (.) you need to bring it to every single lesson

James: can I bring to you tomorrow at break

Mr Badger: I don't need it

James: oh (.) I mean my homework

Mr Badger: your homework (.) yes

(Mr Badger leaves the group.)

James: why's he upside down

Chris: 'cos he's doing a cartwheel

James: why's there no goalkeeper there (0.5) why aren't there eleven players (3.0) my name's illuminati (2.0) I wanna be the illustrator

(Group spends some time discussing who will do which role next week. Then quiet reading.)

Appendix 11: Interview with the sixth formers

26/03/15

Present:

Mr Badger
Emily
Jack

Mr Badger: how do you feel Literature Circles is going

Jack: fine (.) I think it's going quite well actually

Emily: yeah (.) I really enjoy it (.) I've definitely found that over the course of the reading group (.) they've definitely given more opinions and got more interested and even though like (.) a lot of them say 'Oh I don't like reading' (.) I find a lot of them are making like positive opinions (.) no as well (.) so they're not like adamant that they don't want to read

Jack: and even sometimes like members of the group might not work (.) or do the work fully (.) they've at least always read the book (1.0) as far as I can remember (1.5) or at least they've told me that they have

Emily: yeah

Mr Badger: yeah (.) they seem to (1.0) when I come round and just ask them some questions they do seem to know absolutely what's happening (.) so (.) one character that was really interesting (.) because I was doing my transcribing (.) James (.) in particular (.) seemed very reticent (.) very [reticent

Emily: [yeah

Mr Badger: to read (0.5) have you seen any change at all

Emily: I actually think he has (.) because there would be some moments where he has (.) kind of (.) would resort back to how he was at the start (0.5) but he actually (.) erm (.) he actually got the reading done more as the time got along and he started

actually doing his homework (0.5) like in the last three sessions and he was actually (.) the more I sort of encouraged him (.) the more he was able to provide comments on characters (0.5) and I did find actually (.) in terms of like the boys (.) he was sort of like the ring leader in terms of if he said he didn't like something (.) the others would be more likely to say they didn't but if the others spoke first and said (.) oh I'd like this character then he'd be more inclined to share his like true opinions of them (.) so I thought that was quite interesting to see.

Mr Badger: awesome (0.5) so do you think there's been a steady progress (.) or do you think it happened at one point or:::

Emily: I don't think you could call it steady because at one point he kind of looked like he was going to refuse to read again but (.) apart from that (.) it looks like it has actually increased so that was good

Mr Badger: that's awesome (.) one thing I noticed about this student is (.) when he was doing his review of the book you all read (.) he gave it one star (.) and then it went to one and half and then by the end it was two stars

Emily: yeah

Mr Badger: do you think he's like trying to pretend that he doesn't like reading

Emily: yeah (.) because when I was talking to him he was like (.) no I hate reading (0.5) and I was like really (.) and I started talking about Percy Jackson and he was like no actually I really like that book (.) so I was like (.) so you really do like reading (0.5) I think for him it's more about the genre and what he prefers to read rather than reading in general

Mr Badger: speaking of which I have a gift for you *[the new Peter Schmeichel books arrived for the group]* only two have arrived so far but

Emily: thanks (0.5) I'll get a head start

Mr Badger: yes [jokingly] don't feel obligated to read it with any vigour [but

Emily: [my dad probably won't let me bring it in the house (0.5) he's a Man City supporter so

Mr Badger: well

Emily: but thank you

Mr Badger: so (.) do you think James is going to enjoy (0.5) was it his idea

Emily: yeah it was actually (.) erm (.) 'cos I think he was talking about football players and then erm (.) Chris was like (.) oh I've got a biography on him and then they were discussing players and James was like can we read Schmeichel (0.5) but yeah (.) he seemed really excited for it (0.5) so (.) I'm hoping that will make him more inclined to like do the work and everything

Mr Badger: Jack, have you found that the boys in particular (.) 'cos I think Cassie and Jasmine…

Jack: they're doing fine (.) yeah (.) Cassie's very good (.) she's very focused (0.5) but it's interesting actually (.) because at first she said that she didn't like reading (.) I was quite surprised (.) because everything that she's done so far would suggest otherwise (.) but erm (.) yeah (.) with the boys (.) erm (.) I don't know (.) Jimmy's quite interesting actually because sometimes he'll be like quite focused (0.5) and it doesn't take a lot of encouragement to actually get him on task (.) focusing and getting involved (0.5) but it's just when he starts messing around with Andy (.) it's quite difficult to separate them again (.) 'cos erm (.) 'cos for the first week or two everything was fine but then I think Andy's just become more bored with the tasks that we've been doing which causes him to distract the others (.) yeah (.) especially Jimmy too (0.5) but yeah (.) when he's on task (.) Jimmy is quite responsive

Mr Badger: hmm:: interesting (1.0) one of the things I want to do is to become collaborative(0.5) how can we make this better (0.5) there's a million ways literature circles have been run (0.5) what do you think could happen to make it more effective

Jack: to be fair (.) this is a really minor change and it would only work in my group specifically but the seating arranged (.) have maybe Andy sat next to Jasmine and Cassie and Jimmy on the other side or something but (.) yeah (.) some separation like that would be far better I think

Mr Badger: yes (0.5) yes

Emily: I actually found it really interesting that Chris (.) when he found himself getting distracted by James (.) he actually asked Kara if he could swap places so that he wouldn't get distracted

Mr Badger: <u>really</u>

Emily: I found that he was really taking initiative of your own focus (.) that he was (0.5) so that was really interesting.

Mr Badger: so seating plans for the groups (.) I like that (0.5) that's something I wouldn't think of so I can see why it's massively useful

[Disruption for a moment while I have to deal with students in detention.]

Mr Badger: another thing that I was thinking maybe because I read in another book (.) is having a set of question prompts because what I've noticed about (.) and it's not just these two groups (.) it's every single group (.) when the discussion director turns up with the questions (.) they're always closed questions (.) what happens on this page (.) what happens in this chapter (.) and they're not very useful

Jack: so you could get them more to stimulate

Mr Badger: yes (.) more of a structure (0.5) 'cos (.) this group as well (0.5) so (.) just to remind you for your information (.) with these two groups *[the groups that the sixth formers are working with]* I did the questionnaire (.) got the results and it was all about how much do you read (.) how much do you like reading and these two were the ones that liked reading the least (.) there's one or two on there *[pointing at group 1]* that didn't express a dislike for reading (0.5) group 4 loved reading (.) so I put them together (0.5) they don't need any work with at all (.) in fact (.) I've recorded their discussions as an example to the other groups (.) once I've transcribed them (0.5) and this group *[group 5]* is pretty good as well

Jack: are they gonna be anonymised (.) or will it matter (.) 'cos it's just gonna be their class

Mr Badger: it'll be fine (0.5) I'm not going to play the recording (.) I'm just going to transcribe it and show it on the board but (0.5) so these are groups that don't (.) that said they don't like to read (1.0) erm (.) yeah (.) it's just figuring out how we can make them more effective (0.5) I think a structure (0.5) I'm trying to figure out a way to make them actually talk about what they've read instead of just having them say (.) oh there's my role work (.) yeah I thought it was alright (.) no I didn't like it

Emily: I definitely find that trying to connect the book with things

that have happened in real life really helped (0.5) for example (.) if there was an argument in the book (.) and Kara can say like (.) oh that happened to me and my mum the other day (.) and like (.) it would help them be more interactive with the book and be honest (.) and like (.) if that was my mum I would hate her or something (0.5) so it got them kind of engaging (0.5) it had more in depth

Jack: to be able to relate the story to the actual person like

Emily: yeah (.) I think they enjoyed it more 'cos they got to share stuff about them but also it was related to the book so they felt like they weren't going off task (0.5) and that was really good

Mr Badger: interestingly though (.) one thing in transcription that I noticed (.) James likes to talk about GTA and Xbox a lot (0.5) but something you did that I really (.) really liked is actually you allowed it to go off topic a little bit and you joined in their discussion

Emily: yeah

Mr Badger: and allowed it (0.5) no (.) it's a really (.) really good thing because it's actually saying that you're interested in what they have to say, even though it might not be on topic. But then after a while (.) 30 or 40 seconds (.) you say (.) right ok let's get back on track and then they would do because you've allowed them (.) or rather (.) you've allowed yourself to be interested (0.5) so don't worry about if you go off track and

Jack: yeah (.) I've noticed that (.) and not being able to deal with going off track

Emily: it's the sort of thing where if I did say 'be quiet' or something (.) it would kind of like

Mr Badger: yeah.

Emily: it wouldn't be as effective 'cos it'd be kind of like (1.0) they'll just sit there and be bored but if I let them talk a bit and then brought it back it would have like a little freedom in a sense that they would also be more inclined to read because (.) you know (.) they had the choice kind of thing

Mr Badger: do you think that if I made a kind of a strategy sheet that (0.5) certain questions your could ask or certain strategies (0.5) do you think that would be helpful (0.5) so you could go through

as the discussion goes (.) you know like (.) you could have that checklist with you (.) have I made sure that the discussion director is on task (.) have I made sure that that I've tried to ask them questions to relate the book to their life or something (0.5) so (.) I could (0.5) yeah that would be interesting (0.5) more of a structure for them as well (0.5) so maybe something (0.5) so I'm going to get a proper binder (.) proper folders for them next so they actually hole punch their work in (0.5) maybe something on the front of the folder where the discussion director can write (.) check that they've had their discussion or something like this

Emily: yeah I think that would be good because it would make them feel that they were more on track rather than they were just relying on each other to be the discussion director or something

Mr Badger: what about this idea that I read about (0.5) you could give each person poker chips and they (.) every time they make a point or contribute to the discussion they put a poker chip in the middle of the table (0.5) so that everybody makes points (.) but they have to think about the point that they're going to make so they're not just putting chips in the middle of the table (0.5) do you reckon that would be interesting

Emily: I think, yeah, that

Jack: yeah (.) 'cos [hmm

Emily: [would be a good idea because I've noticed with James and Chris (.) they get quite competitive sometimes so I think they (.) it would probably spur them on to make more points 'cos they could show like (.) oh yeah I have the most chips (0.5) so I think that would really work

Jack: yeah (.) 'cos, so if there was someone in the group that hadn't been speaking much, they'd feel pressured enough to say something but they wouldn't feel like they were being forced to either (0.5) like (.) they still have the right to say

Emily: [jokingly] so long as they wouldn't like throw them around or anything.

Mr Badger: yeah (.) I mean you're group *[speaking to Jack]* is a bit harder (0.5) because we've got Clark who's a bit

Jack: he's interesting actually because (0.5) I always thought he was really mature because of how quiet he is but then sometimes when he's

distracted by the others he might mess around too (0.5) he's really (.) I don't know (.) he's really sneaky in the way he messes around because he'll (.) he'll do a little sly kick under the table and do something really quick (.) like (0.5) yeah (0.5) and he's interesting to watch

Mr Badger: and his manners as well (0.5) he can speak sometimes to myself and Mrs Watford (.) he can be very (.) I don't think he intends to be

Jack: no I don't think (0.5) he's just quite blunt (.) but I don't think he means to

Emily: in the last reading session we had (.) one of the reasons why I think James might have been reluctant to join in at first was he was telling me like (.) oh I'm not smart and no one tells me I'm smart (.) and I was telling him that people are smart in different ways and he was smart in these ways and (.) after encouragement with his self-confidence (.) he actually feels like he can express himself more of his opinions and everything (0.5) 'cos I think like he's quite self-conscious actually (0.5) like he might say something wrong or not intelligent or anything (0.5) but they've kind of provided each other with like the basis for kind of like trust and not judge each other

Mr Badger: that's interesting that you've said that (0.5) that is interesting (0.5) because it could easily be interpreted as he doesn't find it interesting (.) he just finds it boring (0.5) nut actually (0.5) because I did read in another context (.) when he was talking to someone else (.) that he does actually enjoy reading books (0.5) and I had this document handed to me the other day and thought what (.) that's (0.5) you know (0.5) but maybe it is about that (0.5) maybe it's the same in your group (0.5) maybe (.) in particular (.) Clark just lacks confidence

Jack: yeah.

Mr Badger: I'm also thinking of changing the names of the roles (0.5) tweaking them slightly (0.5) so, for example, erm (0.5) investigator might change to something like researching rabbit (0.5) so you know it might have like an animal theme (.) like discussion dragon (.) you know what I mean (0.5) to just make it a bit simpler for them to understand

Jack: yeah (.) because they have been slightly confused (.) with the roles (0.5) and I didn't really know what I could do to make it easier for them (0.5) I think it's some of the descriptions too (.)

I don't think it's your fault (.) I think it's just the way (.) 'cos it's quite maturely written (0.5) it's a bit daunting

Mr Badger: this is interesting because I literally stole that from a university document (0.5) erm (.) because the research is going to be done in three cycles (0.5) I think I mentioned (0.5) the first cycle I'd just put it out and see what happens and now we're starting to think of ways (.) let's change this (.) let's tweak this (.) seating plan (.) prompts questions (.) maybe try the poker chip thing (0.5) and I'm absolutely up for changing the wording of the roles 'cos I do think they are too confusing (1.0) erm (.) so yeah (.) we'll definitely do that (1.5) any other things

Emily: at the moment I think it's quite good (0.5) obviously in the future (.) it would be cool to change it (.) but at the moment the same groups 'cos I think like the trust is quite important (0.5) I think that they've developed this sort of familiarity with each other and like asking questions (1.0) I think at one point (.) the other day (.) a couple of sessions ago when we had the woman with us (.) I noticed Chris got quite upset 'cos … Kara who was actually trying to help him pronounce them (.) when he pronounced them wrong (.) he'd get quite self-conscious about it (0.5) but after that when like Kara explained that she was just trying to help him (.) he actually felt like quite happy about it (.) so I think if we just like explain to each other and provide the trust then (.) it's quite

Mr Badger: so that's interesting (0.5) to continue building that trust (0.5) erm (.) on the second transcript (.) I don't know whether you realised this (.) but the number of times that Andy tried to pronounce the words vocabulary enricher (.) it was in double figures by the time I'd finished the transcription (0.5) I think he settled with vocabulawary enchanter (0.5) I think that's what he ended up with (0.5) but he kept (.) and he would start two or three minutes in (.) and in 15 minutes in (.) he'd still be trying to pronounce it

Emily: yeah (.) but sometimes when I get too distracted (.) well (.) especially like the earlier days with James (.) I don't get as much attention for like Chris and stuff so I'll assume that (.) 'cos he tries hard (.) that he'll get it but towards the end of the groups when James has settled down it's actually easier for me to focus on Chris and Kara and Omar

Mr Badger: hmm (.) erm (.) I don't want this to sound like a loaded question

Jack: no (.) go for it

Mr Badger: but my research is on encouraging young readers to read using sixth form led literature circles (1.0) do you think having sixth form led literature circles is a good thing

Emily: yeah (.) I really like it 'cos I feel like (.) not in a pretentious way or anything (.) but (.) Kara especially (.) I think she like (.) she quite likes to impress me in a sense because I guess (.) in terms of this role model and because they're not like teacher or you to want to be rebellious but they're closer like to your own age for it to be like cool

Jack: yeah I think that's like important to it (0.5) and it's good to be a role model but at the same time not too out of touch with them

Emily: yeah

Jack: like (.) a position they can see themselves being in like a few years time

Emily: and you're also able to relate to them like on a lot of levels (0.5) like if they're going you know (.) through tests at school (.) you're still doing the same thing but just at a higher level

Jack: I can remember at first like (.) erm (.)when I first did your classes (0.5) someone asked me if this was experience for university or something (0.5) I just laughed and just explained that I was in year twelve and this was one of my classes (0.5) it was funny (0.5) they were asking these questions

Mr Badger: how do you think the groups would do without you (0.5) if they were left to their own devices like group one for example

Emily: I think they'd be a lot more distracted

Jack: [laughter]

Emily: erm (.) maybe off task (.) but I'm not sure (.) I feel like Chris is a leader in the sense that sometimes he can get really distracted but he likes to boss them about sometimes (0.5) he'll be like (.) right I've got the questions (.) it's just me speaking (0.5) or (.) no it's my turn to read (0.5) so (.) I think he could be like that (.) and Kara's quite quiet in terms of (0.5) she loves (.) I've noticed she loves having side conversations with me (0.5) she'll like (.) at the start (.) she'll start giving her points at me (.) but then as others start talking she'll like then (.) obviously (.) I'll

ask her to repeat it and then they erm have (0.5) I don't know (.) more relatable conversations about it (0.5) it's really interesting.

Mr Badger: awesome.

Jack: I think my group would fall apart

Mr Badger: I think so as well

Emily: I think (.) yeah (.) I think Omar would like struggle (0.5) 'cos even though he has like really good opinions he's like (0.5) I think he finds it very hard to concentrate (0.5) erm, which the others might not have been able to make him concentrate (0.5) 'cos he's less disruptive but he's still (.) I think (.) he still can't concentrate just as much as I think James can't

Mr Badger: yeah.

End of discussion.

Appendix 12: Literature circles roles

Literature Circles - Roles and Descriptions



- You must choose a role to do.
- You cannot choose the same role again until everyone in your group has had a turn.
- Your homework is to work within this role and bring your work to the next meeting.
- Your role work *must* be written/drawn/printed on paper with your name written on.

Discussion Dragon

You need to:

- Write down 3 – 5 questions on the reading that you will pose to the group on the day. Try to avoid questions with only one answer but try and come up with questions that spark a debate.
- Check that group members have completed their roles and fill in the record sheet on the day.





Choosy Cheetah

You need to:

- Choose one or two special sections of the reading that you will read aloud for the group to discuss. You need to write it out yourself on paper to show the others
- Make sure that it is an interesting and special section and be prepared to everybody else *why*.

Sketching Spider

You need to:

- Carefully draw some kind of picture related to the reading.
- You can draw a picture of a setting or a character, or a diagram, flowchart, concept map, mind map.





Linking Leopard

You need to:

- Find connections and links between what you read and other things in your life and in the world.
- So, perhaps an event in the reading reminds you of something that happened to you, or a film that you watched, or another book...

Summarising Snake

You need to:

- Write a brief summary of the reading.
- You can write it as a paragraph or as bullet points.





Vocabulary Vole

You need to:

- Select and write out between 5 and 10 especially important, interesting or effective words in the reading.
- After each word, you should write why you found it important, interesting or effective.
- You should also look for words that you have never seen before. For these, you also need to look up and write out their definition – this way, you'll learn and teach others new words!

Travelling Tiger

You need to:

- Write out what happens to the main character and how the character changes or develops.
- Focus on the most important moments.
- 'Travel' doesn't just mean a journey, but also means the *emotional* journey that the character has made (or characters).





Researching Rabbit

You need to:

- Dig up some background information on any topic related to the reading.
- Write down your research findings to present back to the group at the next meeting.

Figurative Falcon

You need to:

- Find and write down as many examples of similes, metaphors, personification and exaggeration as you can. Write down what effects you think they have on the reader.
- If you cannot find any of these, look for other effective moments where you think the writer has written something really clever, thoughtful or interesting.



Notes:

Appendix 13: Books chosen and read by the year 7 students in their literature circles

