

Retelling as an effective reading comprehension strategy for young ESL learners

by

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ABSTRACT

Retelling is not a new strategy, but it remains under utilized, especially in the English as a Second Language (ESL) classroom. This study investigates the effectiveness of retelling as a reading strategy for elementary school students of ESL.

Two first graders, three second graders, and three fifth graders participated in the study. They were divided into two groups (Group A and B) according to their English competence and other factors. Their retelling outcomes including oral, written and drawings during 2 months period were collected and analyzed. During the study, students were being read stories and asked to retell the stories orally and/or in writing and/or in drawing.

The results show an improvement in the story structure, length of the retelling, reading comprehension, and confidence of most subjects. No major improvement in vocabulary growth was found, in spite of individual variation. Self-evaluations and observation indicate that the participants enjoyed story readings, their attitude toward reading became more positive, and they gained self-confidence. The results suggest that retelling could be a potentially useful reading strategy for ESL learners.

CHAPTER I: INTRODUCTION

The purpose of this thesis is to determine whether retelling, that is, the reader's recall and transformation of a text after it is read, is as effective for English as a Second Language (ESL) learner as it appears to be for students who are Native Speakers of English (NSE). Retelling has been found to significantly improve the story comprehension, sense of story structure, and oral language complexity of NSE (Koskinen et al, 1988; Morrow, 1984, 1985, 1986; Stoicovy, 1997). This study will examine the effect of the retelling strategy on reading comprehension, vocabulary development, and attitudes toward reading of elementary ESL learners by analyzing the oral, written and drawing products of eight elementary ESL children.

Background

I came up with the idea of using retelling for the English class while I was searching for some useful techniques to demonstrate during a graduate literacy course. At first the retelling seemed just a useful technique. Yet, after some research, I discovered that retelling is not merely a technique; it is a flexible strategy which can be applied according to teachers' and learners' needs. These include diagnosis of learners' comprehension, assessment, and as a comprehension teaching/learning strategy. However, among the studies conducted on retelling, many of them have used retelling as an assessment tool rather than a comprehension strategy and none of them dealt with ESL learners.

Research suggests three important findings about retelling:

- 1) Retelling is an active procedure that involves children in the reconstruction of text

and also allows interaction between adults and children (Morrow, 1985),

- 2) Oral retelling of what has been listened to or read results in increased comprehension and recall of discourse (Gambrell, Koskinen, & Kapinus, 1984 ; Lipson & Wixson, 1997), and
- 3) Retelling encourages both integration and personalization of content, helping children see how parts of text interrelate and how the text meshes with their own experience (Gambrell, Pfeiffer, & Wilson, 1985).

In short, prior research involving NSE suggests that retelling has many benefits and merits which will help learners engage in reading and provide their literacy growth. If retellings can help NSE, there is a possibility they will aid ESL learners, too. Therefore, in the current study I will try to examine whether retelling does help ESL learners' literacy development. Retelling will be examined as a comprehension strategy that could help young ESL learners grow in their learning and develop their comprehension and oral skills. In particular, this study will deal with retelling stories (narratives) since these provide a context for learners to interact orally, and in writing or in drawing, thereby giving students natural opportunities to communicate and offering them the cultural schema which ESL learners might not otherwise have.

Research questions

To examine the effectiveness of retelling in promoting ESL learners' reading comprehension, this study addresses the following research questions:

1. Do oral and written (including drawing) retelling promote beginning level ESL learners' reading comprehension as it has been shown to be the case with NSE

learners?

2. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased use of story structures?
 - b) increased length of retelling products over time?
 - c) improved learner vocabulary?

3. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased confidence in reading?
 - b) increased confidence in oral (story telling)?

These questions address three major issues. The first research question is to measure the effectiveness of retelling as a general reading comprehension strategy. The second is to examine what parts of literacy, for example, vocabulary or language structure or summarizing and organizing, are developed through the retelling procedure. The third is to investigate how learners and teachers see the learners' confidence increased.

The organization of the study

In this chapter I presented a brief introduction and background of the topic of this research, and the research views on retelling, as well as the research question of this study. In Chapter II, I provide a brief review of the literature related to the retelling strategy, and examine the important concepts which retelling shares with the reading process, and the advantages and possible merits of retelling for L2 learners. In Chapter III, I provide a detailed outline of the methods used in this study. In Chapter IV, I present and discuss the findings and the limitations of the study. Finally in Chapter V, I summarize the results and the implications for future research.

CHAPTER II: LITERATURE REVIEW

Overview of the Chapter

This chapter presents research on the salient features of retelling and its benefits, including retelling as a comprehension strategy, assessment tool, and social interaction process. The underlying theory of retelling is examined along with the mechanics of repeated story reading and its effects.

Overview of the Research on Retellings

Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme. Retelling, which is considered a postreading or postlistening recall in which readers or listeners tell what they remember either orally or in writing or illustrations (Kalmbach, 1986), is perhaps one of the simplest and most powerful ways to enhance children's comprehension and their desire to read (Searfoss et al, 1994).

Retelling involves having readers transform a text into their own words. In other words, the reader needs to organize text information in order to provide a personal interpretation of it. Therefore, by its very nature, retelling indicates a reader's or listener's assimilation and reconstruction of text information, and it reflects their comprehension. Morrow et al. (1986) called this the 'integration of information' and the 'personalization of information'. In this sense, readers are involved in a meaning constructing process. The following are the

advantages of retelling suggested by Brown and Cambourne (1987) and Glazer (1992): 1) Its implementation requires little teacher preparation or involvement, 2) it can be flexible, 3) it develops a range of language abilities involved in reading, writing, listening, and speaking, as well as such literacy skills such as organizing text information, recalling it, and reacting to what is recalled.

Teachers can use retelling for multiple purposes, including assessment. According to Kalmbach (1986), retelling can specifically reveal: (1) the point or points students see in their stories they read, and (2) the problems students have in organizing the different elements of a story into a coherent whole. With that knowledge, teachers can evaluate the effectiveness of the stories they are having students read, as well as measure the impact of those stories on students. In addition, analyzing retelling can also reveal the strengths of weaker readers and the difficulties stronger readers can sometimes have manipulating text.

Retelling is an effective assessment tool because “when a child is asked to do a retelling, (s)he becomes engaged in tasks requiring use of oral or written language, recall, and comprehension of narrative text” (Heiden, 1999, p. 80). The strategy of retelling also matches the goal of reading: to interact purposefully with all the ideas of the text (Glazer and Brown, 1993). Story retelling develops children’s awareness of a story’s content and demonstrates their level of reading comprehension (Morrow, 1993). This strategy is simple but effective, and it can be used to assess children’s understanding of a story once a teacher has adequately modeled it for them.

Retelling allows a reader or listener to structure responses according to personal and individual interpretation of text. It also allows interactive behavior between adult and child as “a teacher guides a child through the first attempt at retelling through discussion” (Morrow,

1996, p. 267). It is a means to develop children's reading and writing across the curriculum as they recall a text after its reading.

The Characteristics of Retelling

Retelling as a Comprehension Strategy

Retelling is a procedure that enables a student to play a large and active role in reconstructing stories. Usually retelling involves interactive discussion with the teacher, peer or groups and this discussion helps learners to comprehend and recall the discourse they read or listened (Morrow, 1996).

Retelling provides information about learners' comprehension as a product, while offering more information about a student's comprehension than common questions and answers do. Retellings go "beyond the literal and help children focus on a deeper understanding of the text" (Rhodes and Shanklin, 1993, p. 232). Therefore we can gain insight into how a student constructs his/her own meanings using the text as a guide.

As a comprehension strategy, "retelling encourages readers to attend to the meaning of the text; reinforces elements of story structure, such as character, setting, and plot; requires readers to distinguish between key ideas and supporting details; encourages communication and oral language development" (Rog, 2003, p. 123).

Retelling as an Assessment Tool

When assessing a reader's comprehension, often the question-and-answer format does not fully cover the extent of the learner's understanding. But in retelling, learners attempt to recall as much of the content as possible. Since they are not limited to responding only to the

questions, a more thorough assessment of their passage knowledge may be gained through retelling (Searfoss et al., 1994).

As an assessment strategy, retelling demonstrates what the student understands and remembers about the story; reveals what student considers important about the story; indicates what students know about story structure and literary language, i.e. their organizing and summarizing of the story; and demonstrates the students' vocabulary and oral language development (Rog, 2003; Morrow, 1996).

Through the analysis of retelling (written/oral), the teacher can diagnose a child's ability to recall literally such as remembering facts, details, cause and effect relationships, and sequencing of events. Additionally, retellings can reveal children's sense of story structure and their ability to make inferences as they organize, integrate, and classify information that is implied but not expressed in the story. These characteristics suggest that retelling works as a useful reading comprehension assessment tool to be used as a diagnostic, during-reading, or post-reading.

Retelling as a Social Interaction Process

During the teacher-directed reading instruction, students' verbalizations about what they recall from text is typically limited to responding to questions, which are posed by teachers and require specific and text-based responses usually at the literal level (Durkin, 1978-79; Gambrell, 1983).

Different from the teacher-directed reading instruction, when children retell a story, they have to transform a text into their own words using listening, speaking, reading and writing and possibly drawing. These characteristics make the retelling an engaging, interactive, and

productive strategy. The whole retelling procedure can be regarded as active since the retelling, “when used in all of its forms, requires social engagement as the participants are involved in reading, writing, talking and listening” (Stoicovy, 1997, p. 6). In other words, in the retelling procedure, students are more relaxed and their channels of communication are open. They can interact socially and collaboratively with their teacher, their peer, or with their partners and the degree of interaction is much higher than in usual reading classes.

Underlying Theories of Retelling Stories

Reading as a Transactional and Meaning Construction Process

Reading is a transactional process (Rosenblatt, 1978). A reader constructs unique personal meaning using the text as a guide or blueprint when s/he reads. Comprehension is unique and personal because each reader brings his or her own personal background to the text and reads for his or her own purposes.

In addition to being personally constructed, comprehension is also socially constructed. The more similarity between one reader’s background and that of other readers, the more likely the meaning they construct for a text will be similar. The meaning of the text can also be extended when readers engage in social activities, such as sharing their personal meanings with each other.

Reading itself is a meaning constructing process (Wittrock, 1981; Ruddel & Unrau, 1994). Wittrock (1981) claims that readers read with comprehension when they generate meanings for written language by relating it to their knowledge and memories of experience. The generation of literal or inferential meanings for written language involves the reader’s organized knowledge and memories of experience. The reader’s active construction of

“verbal, imaginal, and related representation for the text, using knowledge, experience, and context, produces or enhances the understandings that comprise reading comprehension” (p. 230). Readers use a multitude of comprehension strategies in the process of constructing meaning from text: “predicting, confirming and disconfirming predictions, using prior knowledge, making comparisons, rereading or reading ahead to deal with difficult ideas, visualizing, and so on” (Rhodes and Shanklin, 1993, p. 213).

When readers retell the story, these two concepts are deeply involved. Retelling requires the reader or listener to integrate information by relating it to a person’s own background of experience. In other words, it encourages both “integration and personalization of content, helping readers see how parts of the text interrelate and how they mesh with one’s own experience” (Morrow, 1988, p. 137). In addition, readers transform a text into their own words, reconstructing their own stories when they retell (Searfoss et al., 1994; Morrow, 1986; Brown and Cambourne, 1987).

Reading as Schema

According to a schema-theoretic perspective, a reader’s schema, or organized knowledge of the world, is stored information. A schema represents knowledge about objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. Therefore it provides much of the basis for comprehending, learning, and remembering the ideas in stories and texts (Anderson, 1994). It highlights the fact that often more than one interpretation of a text is possible. What learners already know about the events, ideas, and objects described in a text influences meaning they construct from that text (Lipson, 1982). For ESL learners who often lack the background knowledge

necessary to comprehend text in their Second Language (L2), schema theory has significant implications. Familiarity with the content and the structure of a text can offset reading comprehension difficulties resulting from the limited second language proficiency (Peregoy and Boyle, 1997).

Anderson (1994, p.473-437) has proposed six functions of schemata as follows;

- a. *A schema provides ideational scaffolding for assimilating text information.*
The idea is that a schema provides a niche, or slot, for certain text information. Information that fits slots in the reader's schema is readily learned, perhaps with little mental effort;
- b. *A schema facilitates selective allocation of attention.* A schema provides part of the basis for determining the important aspects of a text. It is hypothesized that skilled readers use importance as one basis for allocating cognitive resources- that is, for deciding where to pay close attention;
- c. *A schema allows orderly searches of memory.* A schema can provide the reader with a guide to the types of information that need to be recalled. By tracing through the schema used to structure the text, the reader is helped to gain access to the particular information learned when the text was read;
- d. *A schema enables inferential elaboration.* A schema can provide the reader with a guide to the types of information that need to be recalled. In other words, by tracing through the schema used to structure the text, the reader is helped to gain access to the particular information learned when

the text was read;

- e.* *A schema facilitates editing and summarizing.* Since a schema contains within itself criteria of importance, it enables the reader to produce summaries that include significant propositions and omit trivial ones;
- f.* *A schema permits inferential reconstruction.* When there are gaps in memory, a rememberer's schema, along with the specific text information that can be recalled, helps generate hypotheses about the missing information.

Among these functions, function *a*, *d*, *e*, seem to be important to the retelling procedure for ESL learners, who are sometimes considered as disadvantaged in reading comprehension because their schemata do not match those demanded by the text.

Mechanics of Repeated Story Reading and Repetition in Stories

Before discussing the use of storybooks for reading, two important issues of story reading will be examined in this section. There are two kinds of repetition relevant here: One is the repeated story reading and another is repetition or repetitive elements within the story.

Story readings are helpful, yet when it becomes a repeated story reading, it particularly helps “develop concepts about words, prints and books, besides offering the pleasure of familiarity” (Morrow, 1989, p. 112). In repeated story reading, the interaction between teachers and students varies in form. Teachers use interactive language when reading a new book to children, usually stopping during the oral reading to talk to the students about their real-life knowledge that might be relevant to understanding the text (Cochran-Smith, 1984; Green and Harker, 1982 in Sulzby, 1985). Gradually, as children become more advanced in

literacy expectations and/or more familiar with a repeatedly read book, the teacher reads more of the book at a stretch with the children listening without interruption and the interaction between them will take different form such as discussing the plot, characters, or remaking the ending.

The repetition within a story also helps learners by allowing the story to be more complex and interesting without bringing comprehension difficulties. The repeated events and dialogues encourage learners to predict the events and words of story. Many studies about the effectiveness of repetition in learning claim that the repetition heightens interest and plays a vital role in the plot structure (Tompkins and McGee, 1989; Rhodes, 1981; Tompkins and Webeler, 1983). Through the repetition of the story, learners learn what to expect in a story, i.e. the predictable pattern of events, thereby attaining a story structure.

The Effects of Story Reading

Since children's storybooks were used as texts for this study, the merits and effects of using storybooks for the retelling procedure will be discussed in this section.

Experimental studies investigating the effects of storybook reading as a regular classroom practice on children's achievement found that children in the treatment groups scored significantly better on measures of vocabulary, comprehension, and decoding ability than children in the control groups, who were not read to (Feitelson, et al., 1986; Morrow, 1986).

Numerous researchers have suggested that reading to students or letting them read stories benefits the learners. Two well-known benefits are:

- (1) Story readings provide models of language structures. Clay (1979) and Smith (1978) have suggested that reading to youngsters helps them learn about features

of written language. They learn that written language is different from oral language, that print generates meaning, and that words on a page have sounds. Reading to children benefits both their vocabulary development and syntactic complexity. Feitelson et al. (1986) investigated the effects on children's achievement of frequent storybook reading in the classroom; in studies, vocabulary, comprehension, and decoding ability improved significantly in experimental group. Children learn what to anticipate in a story. According to Tompkin and McGee (1989), children learn certain conventions of stories such as formal openings (Once upon a time), closings (and they lived happily ever after), and the stereotypical characters and the predictable patterned events of stories that allow us expect which way the stories would be led to. In other words, they are exposed to the story structure by story reading. This can benefit the ESL learners significantly as they might lack the language of story structures in English. Therefore by reading stories or being read to frequently, they can obtain the language models they need.

- (2) Story readings motivate readers. As Fitzgerald (1989) suggests, "stories are a central part of children's lives, inside and outside of school" (p. 29). Storybooks provide "natural instructional contexts due to their familiarity and broad acceptance in setting beyond the school" (Bellon and Ogletree, 2000, p. 76) and children prefer them. For ESL learners, story readings provide the maximum motivation as they would feel fewer burdens and get to know new and interesting stories.

In summary, the characteristics of retellings such as retelling as a comprehension strategy, assessment tool, and a social interaction process were discussed along with the underlying theories of retelling stories. Previous research on retellings has indicated that retelling is a comprehension strategy and useful assessment tool which can help learners reconstruct the meaning of text. In spite of its effectiveness as a comprehension strategy, retelling has been studied and highlighted more often as an assessment tool in professional literature. Retelling involves not only reading and writing, but speaking and listening, thereby providing more opportunities for ESL learners to interact and discuss with their peers, and teachers. The following chapter will describe the participants, and the methods employed during the study.

CHAPTER III. METHODS AND MATERIALS

Overview of the Chapter

The first part of this chapter contains a detailed description of the approach and the rationale for the procedures, participants, the material selection and the retelling procedure. The rest of this chapter explains the data collection process and the analysis procedure.

The study involved two groups of elementary ESL learners from two local public schools, a total of eight students from a variety of backgrounds. Samples of participants' oral and written retelling and drawings were collected during the six weeks of retelling sessions (January 3, 2005 - February 16, 2005). Each session, I read them a storybook, and then asked them to retell it to me orally or by drawing or writing. Before the retelling procedure started, I met with students once a week during four weeks for 30-40 minutes to read stories (November 16, 2004 – December 10, 2004). I used this period to get to know them, to bring their attention to story reading, and to give them a pretest using retelling in a casual atmosphere. At the time of the last session, I gave the participants a simple vocabulary test and a questionnaire (self-evaluation). Each session was audio recorded and the recording was transcribed. Transcribed audio recording was analyzed together with the collected samples of participants' written retellings and drawings.

Approach and Rationale for Procedures

Due to the dearth of research regarding NNSE (Non-Native Speakers of English) in retelling, it was difficult to find a study which I could replicate. So I decided to observe several cases (eight students) of participants with different conditions in the hopes of gaining

insight on how different individual children reacted to and benefited from retellings. It also interested me that the two groups which I was going to work were from different backgrounds.

Participants

The two schools where this study was conducted were located in an affluent college town in Iowa. Therefore these schools were fairly well-supported and the educational environment was safe and stable as many of the parents were university students or staff. Recently, a boom in construction had contributed to a growth in the Hispanic population.

Group A consisted of five students, three of whom were second graders and two of whom were first graders. All of them were from Mexico except one male second grader from Sudan. Students attended various lengths of ESL pullout (the students were pulled out from their mainstream class for supplementary English instruction) everyday. Group A students were from a lower socioeconomical level. With the exception of the child from Sudan, others were immigrants whose fathers were construction workers who moved across United States in search of work. All three students in Group B were female fifth graders. One was from China and the two others were from Mexico. In contrast to Group A, parents of Group B were either Iowa State University Ph. D students or doing their post doctoral degrees. The overall English command of Group A was lower than that of B. Group B students could write and speak without much difficulty; meanwhile Group A students had some limitations in expressing themselves orally from time to time and only some of them could write simple vocabulary words.

Group A

Student #1: "Kevin"

Kevin was a second grader, approximately 11 years old. He came to the U.S as a refugee with his grandmother, uncle, and a brother from Sudan. His parents were killed in the war there when he was very young, and he grew up believing his grandmother was his mother. They moved to Kenya then came to the U.S. Though they had no accurate birth certificate, the family estimated that Kevin was about 11 years old. He did not have any formal schooling before he arrived and enrolled in this school as a first grader. In spite of his lack of exposure to schooling, according to the ESL teacher, he liked the new experience and new knowledge and adjusted himself well to school life. He was very outgoing, funny, and enjoyed being read to, but was easily distracted. He was a beginning reader who could read few simple words and sometimes a sentence or two with ESL teacher's help.

Student # 2: "Ron"

Ron was another second grader who was nine years old. He came to this city in 2003 from Texas where he briefly had stayed with his family and attended a bilingual elementary school. He lived in a Hispanic community where Spanish was the medium of communication. Therefore, he was only exposed to English during school hours. He was outgoing, curious about everything, and very active. He was a beginning reader and liked to read aloud in front of others, though he made many mistakes and he did not know many words. Yet, when it came to writing, he was easily frustrated and did not want others to see his writing; sometimes the same situation occurred with silent reading.

Student # 3: “Amy”

Amy was another second grader who was seven years old. She was the cousin of Ron and they talked frequently during classes. She had been diagnosed as having a learning disability during the prior year (2004) and the school had begun to provide professional help for her. She was sweet, outgoing, and sensitive, but very easily distracted. She could read some first grade level vocabulary.

Student # 4: “Daisy”

Daisy was one of two first graders and six years old. She failed to attend the ESL class during her kindergarten year, since her kindergarten teacher did not realize the necessity for her to attend class. As a result, she started ESL rather late, yet had improved a lot, according to her ESL teacher. She was an only child and her ESL teacher commented that her parents’ academic expectation for her was very high and they paid a great deal of attention to her, so she had more opportunity to practice reading and being read to than other students of the group. She was attentive and shy, and enjoyed reading. She also liked writing with invented spellings. Her reading level was similar to that of Kevin and Ron.

Student # 5: “Eve”

Eve was the other first grader who was six years old. She had come from Texas where she had attended a bilingual elementary school as a first grader. When she came to Iowa and became a second grader, she had a hard time following academically, so the school had to move her to the first grade again. She could read simple sentences and liked reading, but she was a little reluctant in writing.

Table 1. Group A: Background information of students

Name	Grade	1 ST Language	Age	Proficiency level	Characteristics
Kevin	2	Dinka (Sudanese dialect)	11	Emergent to transitional	Outgoing, expressive; liked reading yet easily distracted
Ron	2	Spanish	9	Emergent to transitional	Easily distracted; active; enjoyed reading aloud
Amy	2	Spanish	7	Emerging	Competitive, yet easily distracted,
Daisy	1	Spanish	6	Emergent to transitional	Attentive; enjoyed reading and writing.
Eve	1	Spanish	6	Emerging	Enjoyed reading; yet shy and reluctant to write

Group B

Student # 1: "Mary"

Mary was a fifth grader who was 10 years old. She came to Iowa in 2003 from Mexico. Before arriving, she attended a school in Mexico where she received English education throughout her schooling, twice a day for 40 minutes. She learned quickly and understood well. Among the Group B students, her level of writing and reading was the highest. Yet, she was a little shy about taking initiative. When we worked together during the retelling procedure, she always wanted to retell orally after the other girls had retold theirs. While they were working, she prepared and polished her part and tried to make it better.

Student # 2: "Sue"

Sue was another fifth grader from Mexico. She had been in her current school for 4 years. Unlike Mary, Sue had not had an English education in Mexico, having lived in a very small town. She was active, fun-loving, and not very serious about learning. Her oral English was fluent and she was very quick at everything. When we read, she was the first one to comment on the book cover or ask what the next book would be. Yet, at the same time, her attention

span was quite short and she did not like writing. Whenever we did written retelling she asked me whether she could just say it instead of writing. And, even when she did write, her writing was short. She did not feel confident in her writing and her writing was poor compared to her speaking.

Student # 3: "Linda"

Linda was the other fifth grader. She came to this city from China in 2003. When she came here, she had some difficulties in adjusting to the life in US because she was homesick. Consequently, she did not do well in school and her English did not improve much. Yet, according to her teacher, beginning in 2004, she began to like her school and put considerable effort into her school work and at the time of the study was a very persistent, hardworking student. When she came across an unknown word, she would always write it down in order to look it up the dictionary definition at home. If she found something was not making sense to her, she would keep asking about that part or read it repeatedly until she completely understood. She was also an inquisitive learner who asked many questions. All these characteristics helped her improve her English skills and the teachers commented that her English had improved greatly in a short time period.

Table 2. Group B: Background information of students

Name	1 ST Language	Age	Reading level	Characteristics
Mary	Spanish	10	third grade	Careful thinker with perfectionist tendency
Sue	Spanish	10	third grade	Fast thinker, yet easily distracted
Linda	Chinese	10	third grade	Hardworking, persistent, inquisitive

Material Selection and Supplementary Material

Material selection

For this study, I selected a total of 13 children's picture books. Group A worked with eight books, and Group B worked with five books. Since the two groups had different reading levels, the storybooks for Group A were much shorter than those of Group B. I could read Group A each storybook during a single session (40 minutes) while working on the retelling procedure, but I could not do same with the Group B in a single session (one hour) because of the length of books most of the time. So, I let Group B work on half of a book during each session. This resulted in a different number of books being used for Group A and B. The bibliographical information of the storybooks is included in Appendix 1.

Retelling is not an easy task for many first time learners, so selecting materials which can bring high motivation to learners is very important for the retelling procedure. For this study, I chose to use children's narratives. I looked for storybooks with good plot structures to make the story lines easy to follow and retell, and other elements which can help learners to retell with ease such as repetitive phrase, conversation, familiar sequence, rhymes, and popularity of a given story (Morrow, 1989).

I followed the advice of Bellon and Ogletree (2000, p. 77) in choosing a storybook. Their suggested six points are as follows:

- 1) Is the book relevant to the child?
- 2) Is the book predictable?
- 3) Is the language level appropriate?
- 4) Are the illustrations attractive and supportive of the text?
- 5) Is the book an appropriate length for repeated reading?

6) Does the book's story support the use of manipulatives in play?

I used the first five points as criteria for book choices in this study. With these considerations in mind, I conferred with Professor Dr. Carol Fuhler, who specializes in children's literature at Iowa State University, for children's book recommendation. She provided me with a list of classroom library suggestions (Farris, Fuhler, & Walther, 2002). Most of the storybooks used in this study were from this suggested list. For Group A, I tried to choose more interesting and predictable books with sufficient repetition; and for Group B, books which were a little more complicated and lengthy, but interesting and with repetition. Table 3 is the list of storybooks used by Group A and B for the study.

Table 3. The list of storybooks used during the retelling procedure

Group A	Title of the book	Group B	Title of the book
1	<i>The Chick and The Duckling</i>	1	<i>Epossumondas</i>
2	<i>The Doorbell Rang</i>	2	<i>The Mitten</i>
3	<i>Hattie and The Fox</i>	3	<i>Rapunzel</i>
4	<i>The Enormous Turnip</i>	4	<i>Princess Furball</i>
5	<i>Henny Penny</i>	5	<i>Why Mosquitoes Buzz In People's Ear</i>
6	<i>The Three Little Pigs</i>		
7	<i>Little Red Riding Hood</i>		
8	<i>The Magic Porridge Pot</i>		

Supplementary materials

To aid the participants' retelling and hold their interest in the study, I used some supplementary materials such as a retelling guideline, vocabulary cards/list, print-outs of storybook content, and finger puppets.

All the participants were new to the retelling procedure, so there was need for some guidelines to start retelling a story. To make the guiding questions for participants, I used some of the features of story structure described by Morrow (1989) and Fitzgerald (1989): 1) Setting (introduction of characters, time, and place); 2) Theme (an initiating event that causes

the main character to react and form a goal or face a problem); 3) Plot Episodes (events in which the main character attempts to attain the goal or solve the problem); and 4) Resolution (attainment of the goal or the solution of the problem). The following five questions were simpler version of the areas mentioned by Morrow (1989) and Fitzgerald (1989).

1. What is the title of the story?
2. Who are the characters?
3. What happened at the beginning?
4. What happened in the middle?
5. What happened in the end?

I printed these questions with a drawing of a hand, and placed each question next to each finger so the participants could remember the questions easily. This drawing with five questions appears in Appendix 2. When we started the retelling session for the first time, I brought the drawing and asked students to remember the fingers and the questions. During the next couple of sessions, I showed them the drawing until they became familiar with the questions.

Vocabulary cards or lists were provided for each book retelling. To make the vocabulary cards and lists, I read the storybooks, picked words which I thought students would not know, and wrote those on blank index cards for Group A, and made the vocabulary list for Group B. Then during each session, I showed the cards or lists to students and checked whether they knew the words or not. After that I asked the meaning of words and explained if they did not know for Group A, and asked Group B to check the words they did not know and we talked about the meaning and the use of those.

Print-outs of storybook contents were used differently for the two groups. Group A

students were not given the whole text. At first, they were not given any text but just being read to several times. When they started to read with me in the procedure, I printed out the repetitive phrases of storybooks which they loved, showed them the print-outs, and read them together with students. When they became good at reading repetitive phrases, I printed out the whole texts of two books (*The Three Little Pigs* and *Little Red Riding Hood*). For both sessions, I pasted the text on the board and we read them aloud together. They enjoyed reading the texts though they made many mistakes. The whole texts were given to Group B students throughout sessions. These were to give them more chances to read the texts of the books so that they could become familiar with the storybook.

The finger puppet play was chosen as an extension activity. According to Rhodes & Shanklin (1993), when it is used effectively, this activity can take students back into a text in order to think about the text as a whole or some part of it. Since the participants had to use some of the dialogues of the storybook, they were involved in reconstructing the story. Finger puppets made of paper were used from time to time at the end of a storybook. I used them to engage the participants in the story. I created these myself, occasionally using some of the templates from websites.

The Retelling Procedure

The retelling procedure which was used in this study was heavily influenced by Brown and Cambourne's (1987) and Stoicovy's (1997) retelling procedures. I have chosen Brown and Cambourne's procedure as a model for this study since Stoicovy's model is more appropriate for the whole class where group works and pair works are possible. Then I modified Brown and Cambourne's retelling procedure into a simpler version with five steps. The original

procedure is shown in Table 4.

The modified procedure (Table 5) was used for every session. When I modified the retelling procedure, I wanted the procedure flexible enough to be adjusted according to participants' circumstances. In this study, it took two sessions for the procedure to be completed.

Table 4. Brown and Cambourne's (1987) original retelling procedure

<ol style="list-style-type: none"> 1. Predicting (5-10 minutes) <ol style="list-style-type: none"> a) Predict a plot b) Predict some words c) Share and compare d) Make a comment 2. Everyone read <ol style="list-style-type: none"> a) Teacher reads aloud while children listen b) Everyone reads as one needs to. 3. Retell (10-15 min) <p>The directions for written retelling which are given to students, oral retelling directions are basically same:</p> <ul style="list-style-type: none"> - Turn over the sheet that the story is printed on, and write out your recall - Do not look back to the story - Do not worry about neatness or spelling - Work as quickly as you can 4. Share and compare
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Table 5. The retelling procedure used in this study over two sessions

<ol style="list-style-type: none"> 1. The teacher shows the book, let the students read the title, and together they look at the illustration of the book cover. Then they talk about the book content. The teacher introduces new vocabulary. 2. The teacher reads the story aloud. The teacher and the students talk about the story. Then teacher a) gives the text of storybooks for Group B to read; b) read the storybook one more time for Group A. 3. Students draw or do written retelling. 4. Students orally retell. 5. Using finger puppets, students act the story out (optional)

The format of each session for this study was influenced by the characteristics of learners

and their abilities. Since Group A students were young, the length of the session was 40 minutes, twice a week. Normally about five minutes were spent to bring them into the classroom and make them ready for the class. Meanwhile, Group B students worked for an hour per week. This was first because they could work for longer period of time, and second, so the total hours of the retelling procedure could be similar with those of Group A. The sessions were held in the ESL classroom of each school equipped with tables at the center of the room. Since the participants and I knew each other already, we started retelling right from the first formal meeting (January 3, 2005 for Group A and January 7, 2005 for Group B).

The detailed description of the retelling procedure as follows:

1. *The teacher shows the book and let the students read the title and look at the illustration of the book cover. Then they talk about the content of the book. The teacher introduces new vocabulary.*

As I chose storybooks with illustrations, the participants were always eager to see the book cover and to give their thoughts or impressions. I showed them the book cover and led their discussion by waiting for their comments or asking simple questions such as how many characters do you see on the cover? Have you ever seen a turnip? What will happen in this story? Then I showed Group A flashcards of new words and went through one by one, for Group B, I printed out the list of new vocabulary and asked them to check the difficult words and talked about the meaning.

2. *The teacher reads aloud the story. The teacher and the students talk about the story. Then teacher a) gives the text of storybooks for Group B to read; b) read the storybook one more time for Group A.*

I read the story to the students, allowing enough time for them to look at the drawing

and understand the content, pausing from time to time to interact with them. I chose to read aloud for both groups so that I could help them with the pronunciation of difficult words and know how to chunk words of the sentence when read. After reading the whole story (for Group A students) or the half of the story (for Group B students), we talked about the story briefly: whether they liked the story, who was their favorite character, and what did they feel about the characters' behavior. Group A's storybooks were very short with not so much text, so we could finish reading them and work on them. Group B's storybooks were lengthy, so I had to divide the content into two. The texts of the stories were given to Group B students after I read them first, so they had an opportunity to read the whole story again. However, I did not choose the same format for Group A students because 1) that would be too demanding considering their reading ability, 2) the time management would be very difficult as there were big individual differences in their reading ability. Therefore, for Group A, I highlighted the newly learned vocabulary of the storybook every time I read to them and encouraged them to read aloud the words they knew. Also, I printed out the repetitive phrases of each story, such as "“Good grief!” said the goose. / “Well, well!” said the pig. / “Who cares?” said the sheep. / “So what?” said the horse. / “What next?” said the cow.”(*Hattie And The Fox*) or “they pulled and they pulled and they pulled but the turnip would not budge” (*The Enormous Turnip*) or “Little pig, little pig, let me come in. Not by the hair of my chinny chin chin. / Then I’ll puff, and I’ll huff, and I blow your house in, said the wolf” (*The Three Little Pigs*).

3. *Students draw/ do written retelling*

In each session, Group A students drew pictures according to the story. At first, I did not ask them to do written retelling in order to minimize their pressure, then after a few

sessions, they were encouraged to write as well if possible. Group B students did the written retelling. Both groups were asked to remember the hand drawing (five guiding questions) when they worked.

4. Students orally retell

After they finished their drawing/writing, students were asked to retell the story orally in turn. If they had some troubles with starting the retelling, I gave them some prompts such as ‘once upon a time’ and ‘then what happened?’ so that they could continue retelling orally.

5. Using finger puppets, Students act the story out (optional)

If time was available and there were a sufficient number of characters, I provided finger puppets to the students so that they could enact the story. They were recommended to use the dialogues in the storybook. Group A students did three rounds of finger puppet plays, Group B did one.

Data collection

Originally, I collected both schools’ reading test scores on DIBELS: Dynamic Indicator of Basic Early Literacy Skills and reading test results given by Group B’s ESL teacher and planned to use them as data for the study. Yet when I examined those, they appeared not appropriate to be used for the current study. The detailed discussion regarding schools’ reading test score is continued in Chapter 4.

a. Research notebook

During the study, besides interacting with students, I wrote journal type reports for every session to help remember the details of what happened. This research notebook was used as a supplementary aid to recall the session when I analyzed the data.

b. Pretest

Participants' retelling ability was evaluated informally before the formal retelling procedure was given. I used the volunteer story time to check their oral retelling skill through drawing and writing.

c. Audio recording and transcription process

Partially different approaches were taken for the retelling recording procedure to Group A and B. Each session was completely audio recorded because 1) it was difficult to control Group A students' oral retelling, 2) it was thought to be less stressful during the sessions. The whole session was recorded, but when the students retold the story orally, Group A students did not hold the recorder in their hands, while Group B did. This was due to those two group students' different attitudes towards the recorder. When Group A had the recorder in their hands, they did not behave naturally, felt very nervous and sometimes even refused to speak. Therefore I had to leave the recorder on the center of the desk and let them talk.

A digital voice recorder was used for the audio recording. I chose a digital recorder, as it is small, light-weighted, convenient to use, but most of all, the recorded file could be transferred to the computer.

In order to answer the research questions, I collected and transcribed all the audio recordings and written output of each session from both groups over a period of six weeks (January 3, 2005 – February 16, 2005). I transcribed the recordings as I heard them. In the process of typing, I did not make any corrections or other changes to their original output. The only exception was the Spanish speaking between some Group A students. Sometimes Ron, Eve, Amy and Daisy spoke in Spanish and those parts were left out in

the transcription as I did not know Spanish. An example of the transcription appears in Appendix 5.

d. Drawing

In Group A, students drew their retellings for each session. Students worked on letter-sized blank paper with pencils; sometimes they colored their drawings with markers. They also were encouraged to write the details of the story such as characters and the events on their drawings, if they could. The samples of their drawings appear in Appendix 3.

e. Written retelling (Group B only)

Group B students' written retellings were done in each session on letter-sized blank paper with a pencil. The length varied according to the participants. The samples of their written retelling are contained in Appendix 4.

f. Vocabulary test

On the last day of the retelling procedure, I gave participants a simple vocabulary test to measure their vocabulary growth. The vocabulary test for Group A had fourteen questions. The content of the test was mainly matching the words and the relevant pictures and explaining the meaning of the words orally or drawing them. For Group B, I gave a vocabulary test with total fifteen questions using the exact sentences/ paragraph from the storybooks, thereby providing contexts. Not all the new words were selected, considering the time constraints and the length of the test. I tried to select same numbers of words from each book they read. The vocabulary tests for Group A and B are included in Appendix 6 and 7.

g. Student self-evaluation

Students self-evaluated to examine the overall attitude of participants about the retelling procedure. On the last day of the whole session, they were asked to answer five questions regarding their confidence in reading, oral skill, writing and satisfaction about the retelling procedure. The self-evaluation sheet is included in Appendix 8.

Data Analysis

The data collected from the pretest, the retelling procedure and the posttest were analyzed to answer the research questions. Table 6 gives an overview of the analysis. The analysis of each research question is discussed in greater detail below.

Table 6. Research questions and data analyzed

Research question	Data	Analysis
1. Do oral and written (including drawing) retelling promote beginning level ESL learners' reading comprehension as it has been shown to be the case with native speakers of English (NSE)?	All the data collected (pretest, oral retelling, drawings, written outcomes, and self-evaluation)	Participants' retelling products throughout sessions compared and analyzed in terms of its structural elements and length. The vocabulary test score examined.
2 To what extent, if at all, do oral and written retelling products show evidence of	Oral retelling and written retelling	The structural elements of participants' retelling products were counted.
a) increased use of story structures?		
b) increased length of retelling products over time?	Oral retelling and written retelling	The words of participants' retelling products were counted.
c) improved learner vocabulary?	Audio transcripts, drawings, written outcome, vocabulary test and self-evaluation	Participants' use of newly learned vocabulary in their retelling products counted, vocabulary test results and one of the items in self evaluation were examined.
3. To what extent, if at all, do oral and written retelling products show evidence of	Audio transcripts and self-evaluation	Audio transcripts analyzed to see the change in their reading and attitudes during the retelling procedure. One item in self-evaluation was examined.
a) increased confidence in reading?		
b) increased confidence in oral (story telling)	Oral retelling and self-evaluation	Audio transcripts analyzed to see the change in their attitudes when they retell. Retelling length was compared throughout sessions. One item in self-evaluation was examined.

Research Question 1

Do oral and written (including drawing) retelling promote beginning level ESL learners' reading comprehension as it has been shown to be the case with native speakers of English (NSE)?

This question was answered first by comparing their pretest, the during-the-procedure outcomes, and the posttest so that I could follow participants' improvement, if any. Then the vocabulary test, and the self-evaluation were used as supplementary data for the analysis. As mentioned, I collected drawings in each session from Group A. The method for analyzing drawing retelling could not be same as oral and written retelling. Therefore I used simple rubrics for analyzing drawing retellings. I took three aspects, main theme, characters and the plot, into consideration in accordance with the story structure which was discussed in chapter 2. The following questions were used to assess their drawings. The questions for drawing analysis were:

- A. does the drawing show the main theme of the story?
- B. does the drawing include all the major characters of the story?
- C. does the drawing show the plot or events of the story in timely order?

Research Question 2

To what extent, if at all, do oral and written retelling product show evidence of

- a) increased use of story structures?

This question was examined through the comparison between each session's outcomes (oral & written). The structural elements of the story (Setting, Theme, Plot Episodes, Resolution and Sequence) was analyzed and scored. First, the status of participants' pretests was checked, then during retelling output, and the posttest results were examined. Therefore I could follow

the change of narrative structure they may have made. The scoring was done by examining whether their retelling includes points explained below and by giving each story structure unit a 1 (low) to 5 (high) score. Following is the simplified story structure scoring chart which was used for scoring participants' retelling products:

Figure 1. Simplified story structure scoring chart for retelling scoring

<p>SETTING</p> <ul style="list-style-type: none"> a. Begins story with an introduction b. Names main character c. Number of other characters named d. Includes statement about time or place <p>Theme Refers to main character's primary goal or problem to be solved</p> <p>Plot Episodes</p> <ul style="list-style-type: none"> a. Number of episodes recalled <p>Resolution</p> <ul style="list-style-type: none"> a. Names problem solution/goal attainment b. Ends story <p>Sequence Retell story in structural order: setting, theme, plot episodes, resolution.</p> <p>Highest score possible <u> 25 </u> Child's score <u> </u></p>
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*Revised from Morrow, L. (1988b) Retelling as a diagnostic tool. In Glazer, Searfoss & Gentile (Eds.) Re-examining reading diagnosis: New trends and procedures in classrooms and clinics. Newark, DE: International Reading Association pp.128-149.

b) increased length of retelling products over time?

This question was answered by examining the length of their oral, written retellings and some changes of their drawing (some writing appeared in drawing). The pretest, during retelling and the posttest were compared to see the change.

c) improved learner vocabulary?

This question was answered by analyzing the audio transcript and the written outcomes. First, I examined the use of the new words in their retelling. If they tried to use the new

words or tried to explain the new words in their retelling, it was considered an improvement. The vocabulary test was only used in part, since it did not test all the new words they learned during the procedure. The item about vocabulary growth in self-evaluation was also used to examine the result.

Research Question 3

To what extent, if at all, do oral and written retelling products show evidence of

a) increased confidence in reading?

Again, the audio transcript was used to answer this question. Some participants were reluctant to retell the story orally at first, but changed their attitudes during the procedure. So this change discovered from the during-the-procedure outcomes was analyzed in combination with the item about reading confidence in the self-evaluation.

b) increased confidence in oral (story telling)?

The audio transcript was mainly used for this question. Participants' change in the oral retelling was analyzed and discussed for this question. The item about oral confidence in self-evaluation item was also used.

In this chapter I have discussed methods employed during the whole retelling procedure and data analysis. The following chapter focuses on presenting the major findings and limitations of this analysis.

CHAPTER IV: RESULTS AND DISCUSSION

Overview of the Chapter

In an effort to examine the effectiveness of story retelling as a reading strategy for young ESL students, I posed these research questions:

1. Do oral and written (including drawing) retelling promote beginning level ESL learners' reading comprehension as it has been shown to be the case with native speakers of English (NSE)?
2. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased use of story structures?
 - b) increased length of retelling products over time?
 - c) improved learner vocabulary?
3. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased confidence in reading?
 - b) increased confidence in oral (story telling)?

Guided by these research questions, I transcribed and analyzed the oral and written output of participants which included retellings in oral, written and illustrated forms. This chapter presents and discusses the major findings in the order of the research questions. It also includes a discussion of the limitations of the study.

Major findings

Group Differences in Response to the Retelling Procedure

The two groups showed a noticeable difference in perceiving and performing retelling

during the procedure. I did not choose to directly compare the results of the two groups, since there were many different factors which would affect the results of their retelling products. Group A, the younger group, had fewer socioeconomic advantages and less school experience compared to Group B. Group B students could read, write and orally express themselves comparatively well and they were more mature.

Research Question 1.

Do oral and written retellings promote beginning level ESL learners' reading comprehension as it has been shown to do with native speakers of English (NSE)?

I examined and analyzed the pretest, during-retelling-products, the posttest, the vocabulary test and the self-assessment to provide an answer for this question. The numbers of words in participants' oral, written (drawing included) retelling were counted, to determine whether their length of retelling increased or not. The discussion regarding length of retelling follows later in this chapter.

Though there were individual differences in performance, all participants showed an improvement in their retelling products throughout the session. There was a noticeable progress in quantity and quality of their retellings in general. However, the two groups displayed very different types of improvement in their retelling. The older and more privileged Group B students did not need much modeling regarding retelling. Once explained, they were very comfortable with the whole procedure and their output showed gradual improvements as sessions went by. Meanwhile, it took much longer for the younger and less mature Group A students to get used to the retelling procedure. Though they understood the instruction regarding the retelling procedure, it was really difficult for them to retell a story

independently. They also became easily frustrated when they were unable to continue their retellings, and if that happened, they sometimes did not want to finish the work at all. The reasons for these differences could be related to the fact that Group B had greater school experience and thus were perhaps more familiar with tasks like retelling. The fact that students in Group B were older also meant that they had great cognitive and social maturity than Group A, factors that may be extremely important in tasks of this nature. Finally, Group A's less sophisticated English skills and their apparent lack of self-confidence in performing this task, may have contributed to their reluctance in performing. The following example from Ron in Group A in his 4th session illustrates some of the reluctance Group A expressed about the retelling task:

T: Ron, ok.

R: uh...

T: Who is the main character?

R: I don't know.

T: Who is the most important one in the story?

R: Uhm.. the purkey?

T: the what?

R: rrrrrrrrrrr, I don't know.

T: ok, who is Hattie?

R: I don't want.

T: why?

R: because I don't know the story.

Results (Group A)

The pretest was given twice because the students could not follow the retelling procedure at all. First, I chose a storybook (*Chick And The Duckling*), read them the story and asked them to retell it to me. All the Group A students decided to draw, yet I found their drawings

were not really relevant to the story. Many of their drawings were concerned with trivial details, such as copying the background of the illustration or the title and coloring, when they drew. So I could not see whether they understood the story. To investigate their story comprehension, I gave them another pretest and asked them to orally retell and draw. Although they seemed to understand the story, their oral retellings were poor. Most of them did not talk about characters or plot, and their remarks were short and fragmented.

The following table is the analysis of their drawings. The results of their drawings indicate that there was a gradual improvement in their retelling in terms of theme, characters and plot.

Table 7. The drawing analysis of Group A

Title	Date	Question elements	Students and performance				
			Eve	Daisy	Ron	Amy	Kevin
Pretest <i>Chick And The Duckling</i>	Nov 16	Theme	Partially	Partially	Partially	Yes	No
		characters	No	Partially	Yes	Yes	Partially
		plot	No	No	No	No	No
2 nd Pretest <i>When The Bell Rang</i>	Dec 2	Theme	Absent	Partially	Absent	Partially	Partially
		characters		No		Partially	No
		plot		No		No	No
1 st during <i>Hattie And The Fox</i>	Jan 3 & 5	Theme	Partially	Partially	Partially	No	Partially
		characters	No	Yes	Yes	Partially	Yes
		plot	No	No	No	No	No
2 nd during <i>The Enormous Turnip</i>	Jan 10 & 12	Theme	Yes	Yes	Partially	Yes	Yes
		characters	Yes	Yes	Yes	Yes	Yes
		plot	No	Yes	No	Partially	Partially
3 rd during <i>Henny Penny</i>	Jan 17 & 19	Theme	Yes	*N/A	Yes	Yes	Yes
		characters	Yes	Yes	Yes	Yes	Yes
		plot	yes	*N/A	Yes	No	Yes
4 th during <i>The Three Little Pigs</i>	Jan 26 & Feb 2	Theme	Yes	Yes	Absent	Yes	Yes
		characters	Yes	Yes		Yes	Yes
		plot	Yes	Yes		Yes	Yes
5 th during <i>Little Red Riding Hood</i>	Feb 7 & 9	Theme	Yes	Yes	Yes	Absent	Yes
		characters	Yes	Yes	Yes		Yes
		plot	Yes	Yes	Yes		Yes
Posttest <i>The Magic Porridge Pot</i>	Feb 14 & 16	Theme	Yes	Yes	Yes	Partially	Yes
		characters	Yes	Yes	Partially	Partially	Yes
		plot	partially	Yes	Yes	No	Yes

- Daisy tried written retelling but couldn't finish it in time

In total, their understanding of the main theme and the plot of the story increased. For

example, their pretest drawing did not show any elements of plot of the story, yet from their 2nd during retelling, students began to show some improvements in their plot elements. In their posttest drawings, most of the students (3.5/5) included plot elements. Their drawings showed similar patterns in theme and character elements, too. The samples of Group A students' drawings appeared in Appendix 3. When Group A students came to the 3rd session, some of them started to show some progress and their oral retelling began to take some structural shapes. At the end of the study, most of their drawings reflected the main theme, characters, and the plot of the story (See Table 7). Also, the length of their oral retelling increased. For example, the word counts of Daisy and Kevin's oral retellings in the 2nd session were 31 and 21. Meanwhile the word counts of their posttest oral retellings were 190 and 138.

Table 8. Group A: Retelling products

Book Title	Date	Session	Form of retelling	Students and performance				
				Eve	Daisy	Ron	Amy	Kevin
				Words produced				
<i>Chick And The Duckling</i>	Nov 16	Pretest	Drawing	0	0	0	0	0
<i>When The Bell Rang</i>	Dec 2	Pretest	Drawing	Absent	3	Absent	2	0
			Oral		31 (0)*		33 (0)*	21 (0)*
<i>Hattie And The Fox</i>	Jan 3 & 5	During	Drawing	0	6	7	2	7
			oral	46 (0)*	N/A	28 (0)*	N/A	55 (1)*
<i>The Enormous Turnip</i>	Jan 10 & 12	During	Drawing	3	11	11	2	11
			Oral	N/A	N/A	89 (2)*	N/A	130 (2)*
<i>Henny Penny</i>	Jan 17 & 19	During	Drawing	0	43 Written	11	6	7
			Oral	N/A	N/A	N/A	N/A	N/A
<i>The Three Little Pigs</i>	Jan26 Feb 2	During	Drawing	0	35	Absent	0	0
			Oral	140 (4)*	157 (5)*		68 (4)*	198 (7)*
<i>Little Red Riding Hood</i>	Feb 7 & 9	During	Drawing	0	5 unfinished	3	Absent	18
			Oral	36 (1)*	105 (2)*	N/A		95 (1)*
<i>The Magic Porridge Pot</i>	Feb14 & 16	Posttest	Drawing	0	3 unfinished	0	4	1 unfinished
			Oral	N/A	190 (2)*	101 (1)*	149 (2)*	138 (2)*

- the numbers in parentheses refer to the number of new words students used in their retelling
- N/A: Students insisted on drawings only, so no oral retellings were collected.

At the same time, Group A students started to read aloud with me when I read the story to them. There was some unsteadiness in their quality of retelling products, and those were heavily influenced by the students' situation at that time. For example, the quality of their retellings dropped sharply when some students were not feeling well during some sessions, when they knew their parents were waiting outside the classroom, or they had sports practice after the retelling session.

Ron and Eve were the ones with the most difficulties. At first Ron refused to retell the story, and said that he could not remember it at all. As the sessions went by, he agreed to retell the story if no one was listening to his retelling. Therefore I took him to the corner of the classroom and asked to retell the story to me. By the end of the study, he was able to retell the story with some structural elements. In the case of Eve, in the early sessions, she seemed tired. The study took place at 3:30 pm, and she showed evidence of being hungry and tired, which seemed to heavily influence her performance. So, after consulting the ESL teacher, I sometimes provided snacks, when they seemed hungry. Yet when she became familiar with the procedure, she also began to interact with me and showed interest in retelling orally. Her performance greatly varied according to the storybook we were reading. When she liked the book, she retold it very well with details. However, when she was not fond of it; her retelling was not as good. Her favorite book was *The Three Little Pigs* and she loved the repetitive phrases, 'I'll puff and I'll huff and I'll blow your house in/ Not by the hair of my chinny chin chin', and her retelling of that story was the most detailed and well structured of any she produced.

Another interesting point was that Group A participants tried to spontaneously write on

their drawing. At first, they just drew what they thought of a story. Then gradually, they put the characters' name and the phrases of the story they liked. When they could not get help from me with their writing as I worked with other students, some of them went to their ESL teacher to get help. They asked the ESL teacher how to spell some new words and showed their work proudly. Table 8 shows the changes in number of words they wrote on their drawings throughout sessions.

Results (Group B)

Group B students showed a gradual improvement throughout the study. All of them showed a noticeable increase in their quality and quantity of retelling. Their during-retelling-products were better than their pretest, and their posttests were better than their during-retelling-products. In particular, Sue's and Linda's written retelling showed significant growth in its length and its structure. This fact was interesting as Sue was a reluctant writer. At first she wanted to do oral retelling only, but by the end of the study, she enjoyed her written retelling as well as oral retelling.

Table 9. Group B: Retelling products

Book Title	Date	Session	Form of retelling	Students and performance		
				Mary	Sue	Linda
				Words produced		
<i>Epossumondas</i>	Dec 3	Pretest	Oral	270	97	276
<i>Miss Rumphius</i>	Dec 10	Pretest	Written	82 (1)	53 (1)	81 (1)
<i>The Mitten</i>	Jan 7	During	Written	162 (5)	99 (1)	140 (4)
			Oral	269 (6)	263 (4)	329 (6)
<i>Rapunzell</i> <i>Rapunzel 2</i>	Jan14 & 21	During	Written	202 (2)	240 (1)	158 (3)
				170 (3)	136 (4)	83 (3)
<i>Princess Furball 1</i> <i>Princess Furball 2</i>	Jan28 & Feb 4	During	Written	190 (7)	172 (6)	164 (7)
				104 (0)	72 (1)	137 (1)
<i>Why Mosquitoes Buzz In People's Ear</i>	Feb 11	Posttest	Oral	568	445	672

- The numbers in parentheses refer to the number of new words students used in their retellings

Research Question 2

To what extent, if at all, do oral and written retelling products show evidence of

a) increased use of story structure?

As discussed, analysis of the students' retelling products which focused on story structure was conducted. There were five aspects: Setting, Theme, Plot, Resolution and Sequence. The score for each aspect varied from 0 to 5, and the highest total score possible of one retelling product was 25 (See Figure 1). Table 10 and 11 below present the students' retelling scores for each story throughout the session.

Results (Group A)

Overall, all participants showed development in producing more structured narratives. The individual differences in Group A were bigger than that of Group B. The analysis of the 2nd pretest of Group A indicates they were not aware of the setting, plot and resolution when they retell. However, their during-products gradually improve in each aspect, so did their posttest score. They were able to state the background and characters (Setting), point out the problem/ goal (Plot), and identify the solution/ problem (Resolution).

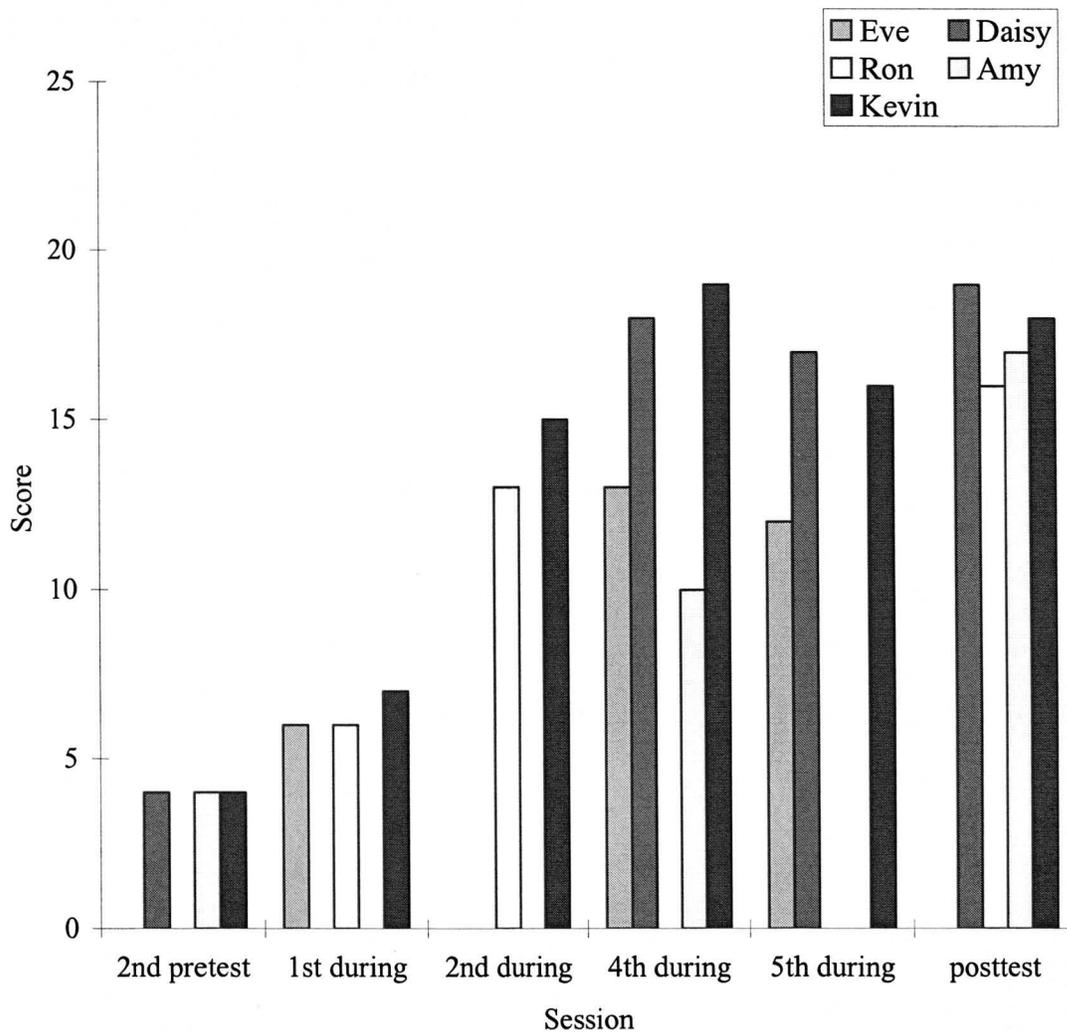
Table 10 and Figure 2 display the results of the oral retelling scores of participants. The results indicate that there was an overall improvement of their retellings score. The only student who could orally retell every session was Kevin. The other students were sometimes absent and did not work on oral retelling because they insisted on working on drawings only, so their gradual improvement was not shown clearly. Oral retellings of Group A's were only taken into consideration for this table as they rarely worked on written retelling. In addition, their writings on the drawing were mostly words level so it was difficult to score them.

Table 10. Group A: Oral Retelling Scores (S: Setting, P: Plot, E: Episodes, R: Resolution. S: Sequence)

Session	Subject Performance									
	Eve		Daisy		Ron		Amy		Kevin	
Pretest <i>Chick And The Duckling</i>	N/A		N/A		N/A		N/A		N/A	
	Group A only did drawing without oral retellings									
2 nd Pretest <i>When The Bell Rang</i>	Absent		4/25		Absent		4/25		4/25	
			S: 0/5 P: 0/5 E: 2/5 R: 1/5 S: 1/5				S: 1/5 P: 0/5 E: 1/5 R: 1/5 S: 1/5		S: 0/5 P: 2/5 E: 1/5 R: 1/5 S: 0/5	
1 st during <i>Hattie And The Fox</i>	6/25		N/A		6/25		N/A		7/25	
		S: 1/5 P: 0/5 E: 2/5 R: 2/5 S: 1/5				S: 1/5 P: 0/5 E: 2/5 R: 1/5 S: 1/5			S: 1/5 P: 0/5 E: 2/5 R: 2/5 S: 2/5	
2 nd during <i>The Enormous Turnip</i>	N/A		N/A		13/25		N/A		15/25	
					S: 3/5 P: 2/5 E: 3/5 R: 3/5 S: 3/5				S: 3/5 P: 2/5 E: 5/5 R: 2/5 S: 3/5	
3 rd during <i>Henny Penny</i>	N/A		N/A		N/A		N/A		N/A	
4 th during <i>The Three Little Pigs</i>	13/25		18/25		Absent		10/25		19/25	
		S: 1/5 P: 2/5 E: 5/5 R: 1/5 S: 4/5		S: 5/5 P: 2/5 E: 4/5 R: 2/5 S: 5/5			S: 1/5 P: 0/5 E: 4/5 R: 2/5 S: 3/5		S: 5/5 P: 2/5 E: 5/5 R: 3/5 S: 4/5	
5 th during <i>Little Red Riding Hood</i>	12/25		17/25		N/A		Absent		16/25	
		S: 3/5 P: 2/5 E: 2/5 R: 2/5 S: 3/5		S: 3/5 P: 3/5 E: 5/5 R: 2/5 S: 4/5					S: 2/5 P: 3/5 E: 4/5 R: 3/5 S: 4/5	
Posttest <i>The Magic Porridge Pot</i>	N/A		19/25		16/25		17/25		18/25	
			S: 4/5 P: 4/5 E: 4/5 R: 3/5 S: 4/5		S: 4/5 P: 3/5 E: 3/5 R: 3/5 S: 3/5		S: 4/5 P: 3/5 E: 4/5 R: 2/5 S: 4/5		S: 4/5 P: 3/5 E: 4/5 R: 3/5 S: 4/5	

- Instead of doing oral retelling in 3rd during retelling session, Group A enacted the story

Figure 2. Group A: Retelling Score



- 1st pretest and 3rd during retelling were omitted since no retelling score was collected
- Not all scores of five subjects appeared consistently due to the absence or their refusal of the oral retelling. Eve did not orally retell in the 2nd pretest, 2nd during, and the posttest; Daisy did not orally retell in the 1st during, 2nd during; Ron did not orally retell in the 2nd pretest, was absent in 4th during, and did not orally retell in the 5th during; Amy did not orally retell in the 1st during, 2nd during, and was absent in the 5th during session.

The following are examples taken from Kevin's retellings which showed he attained several structural elements including how to start a story, refer to the characters, state the problem, explain events and finally end the story. In the second during retelling, he needed

less assistance from me. By the end of the retelling procedure, he was able to retell the whole story without any prompt. Other students also showed similar progress regarding producing more structured retellings (See Appendix 1 for the annotated bibliography of storybooks used in the study).

[Kevin]

Pretest (*When The Bell Rang*)

Grandma came and gave them cookies, more than one. Kids just scare, when somebody comes they will not eat the cookie.

(Kevin refused to speak more)

2nd during (*The Enormous Turnip*)

K: once upon a time, grandfa..planted turnip. And turnip grow and grow and grow...and then...

T: and then... it was time to pull out, right?

K: yeah. And he pull and he pull and he pull when didn't he called grandma. Grandma pull and pull and they pull it. And grandma called grandma, no mother, and they pull and they pull. And mother called little girl. And they pull and they pull. Olga called puppy, and they pull and they pull . when didn't and the kitten, and they pull and they pull and the kitten called mouse, they pull and they pull and they call the be...

T: the beetle

K: yeah... the beetle and they pull and they pull and they pull it out ..then the turnip fell on grandpa. They took it home and eat it and leave the left.

Posttest (*The Magic Porridge Pot*)

Once upon a time there was the girl with mom. And they don't have much food. They eat crackers. One day, the girl saw a man and he had a pot. And he said can I have food? And she gave him the cracker and he said take this pot. Little pot cook, little pot stop, and then she brought the pot home. And then they say little pot cook. And the it cook then they eat... and the little girl go outside and play. The mom, he said I know how can I say. Little pot cook, and she didn't know. And the

porridge came... she go outside, and the person outside they go together... the porridge came outside. Then little girl came and say little pot stops and it stop. And everybody come and ate. The end.

In his pretest, Kevin scored 4 out of 25. He did not score in Setting or Sequence, scored 2 in Plot, 1 in Episode, and 2 in Resolution. Yet, in his 2nd during retelling, he began to use some structural elements such as characters, events of stories and concluded the story, scoring 15 out of 25. In his posttest, he retold the story by himself without my assistance. There were more structural elements, and the contents of retelling were more consistent and well-ordered. He scored 18 out of 25 in this retelling.

Results (Group B)

The same analysis was conducted for Group B students. Table 11, Figure 3 and 4 show the development in Group B students' retellings regarding story structure. Their scores increased quickly from the beginning. The quick growth may have been attributable to the model retelling and the story retelling guideline which I provided. Once they recognized the proper way to retell a story, they continued to use all the elements they attained and made their retelling richer. All of them showed noticeable growth in their retelling products. The written retelling scores of Group B started rather low (6 or 7/25) compared to their oral retelling scores (16 or 18/25), yet their scores increased quickly, as Figure 3 shows. By the end of the study, Group B students showed a continuous growth in employing structural elements of their retellings.

However, it seems important to mention the possibility that the increase in the quantity and quality of retellings may simply be that practicing retelling resulted in better retelling.

Table 11. Group B: Retelling Score (S: Setting, P: Plot, E: Episodes, R: Resolution. S: Sequence)

Session	Form of retelling	Subject Performance					
		Mary		Sue		Linda	
Pretest <i>Epossumondas</i>	Oral	18/25	S: 3/5 P: 2/5 E: 5/5 R: 3/5 S: 5/5	16/25	S: 4/5 P: 2/5 E: 3/5 R: 3/5 S: 4/5	16/25	S: 3/5 P: 1/5 E: 5/5 R: 2/5 S: 5/5
Pretest <i>Miss Rumphius</i>	Written	7/25	S: 1/6 P: 0/5 E: 2/5 R: 2/5 S: 2/5	7/25	S: 0/5 P: 2/5 E: 1/5 R: 2/5 S: 2/5	6/25	S: 0/5 P: 1/5 E: 2/5 R: 1/5 S: 2/5
1 st retelling <i>The Mitten</i>	Written	20/25	S: 3/5 P: 3/5 E: 3/5 R: 2/5 S: 3/5	12/25	S: 2/5 P: 3/5 E: 1/5 R: 3/5 S: 3/5	14/25	S: 3/5 P: 2/5 E: 4/5 R: 2/5 S: 3/5
	Oral	20/25	S: 2/5 P: 5/5 E: 5/5 R: 3/5 S: 5/5	18/25	S: 2/5 P: 4/5 E: 4/5 R: 3/5 S: 5/5	18/25	S: 2/5 P: 3/5 E: 5/5 R: 3/5 S: 5/5
2 nd retelling <i>Rapunzel</i>	Written 1 +Written 2	21/25	S: 5/5 P: 4/5 E: 5/5 R: 3/5 S: 5/5	19/25	S: 3/5 P: 4/5 E: 5/5 R: 3/5 S: 5/5	17/25	S: 2/5 P: 4/5 E: 4/5 R: 3/5 S: 4/5
3 rd retelling <i>Princess Furball</i>	Written 1 +Written 2	21/25	S: 5/5 P: 4/5 E: 4/5 R: 3/5 S: 5/5	18/25	S: 3/5 P: 4/5 E: 4/5 R: 3/5 S: 4/5	19/25	S: 4/5 P: 4/5 E: 4/5 R: 3/5 S: 4/5
Posttest score <i>Why Mosquitoes Buzz In People's Ear</i>	Oral	20/25	S: 2/5 P: 4/5 E: 5/5 R: 4/5 S: 5/5	19/25	S: 2/5 P: 4/5 E: 4/5 R: 4/5 S: 5/5	20/25	S: 2/5 P: 4/5 E: 5/5 R: 4/5 S: 5/5

Figure 3. Group B: Written Retelling Score

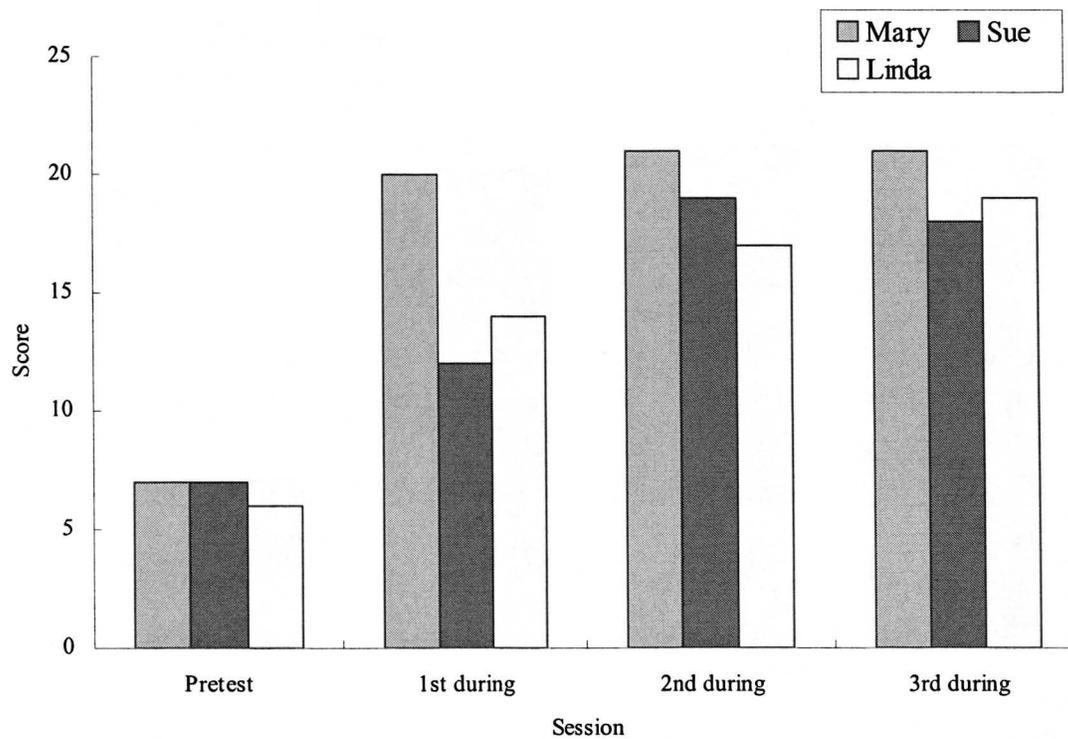
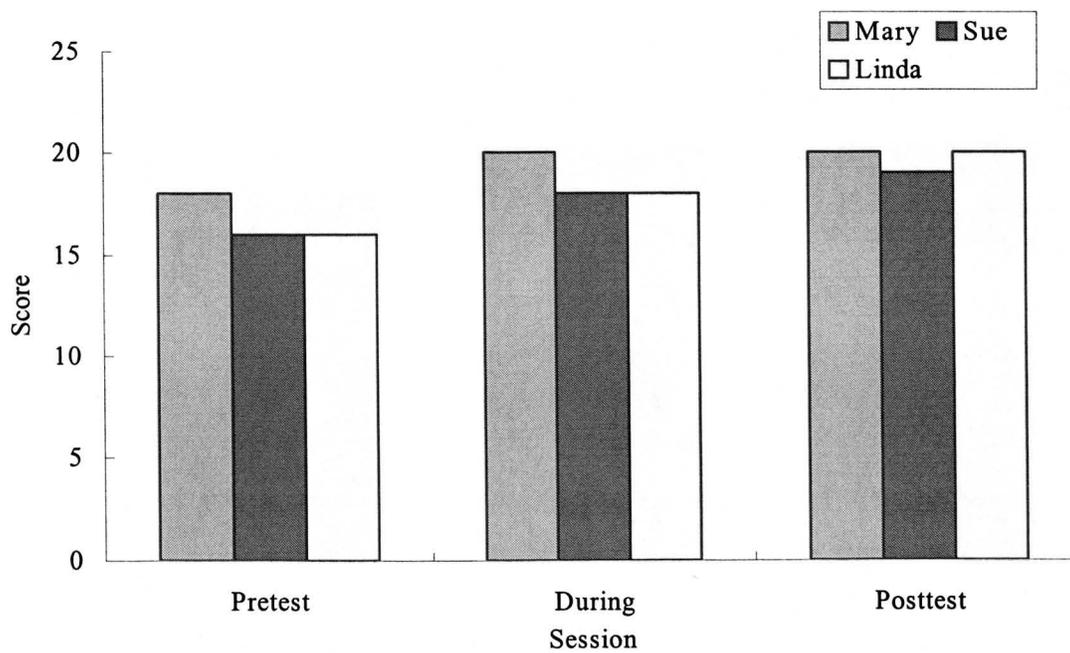


Figure 4. Group B: Oral Retelling Score



To what extent, if at all, do oral and written retelling products show evidence of

b) increased length of retelling products over time?

The purpose of this research question was to examine whether students comprehended stories better with the retelling procedure, assuming the more the students understood, the more they could retell. Many researchers claim that the retelling procedure aids in the acquisition of text structures, vocabulary and conventions of written language and oral retelling facilitates writing competency in that verbal rehearsal of text, generates ideas, improves the quality, style, length and variety of sentences, and assists the logical ordering of ideas (Brown & Cambourne, 1987; Gambrell, Koskinen, & Kapinas, 1991; Gambrell, Pfeifer & Wilson, 1985; Morrow, 1985).

Results (Group A)

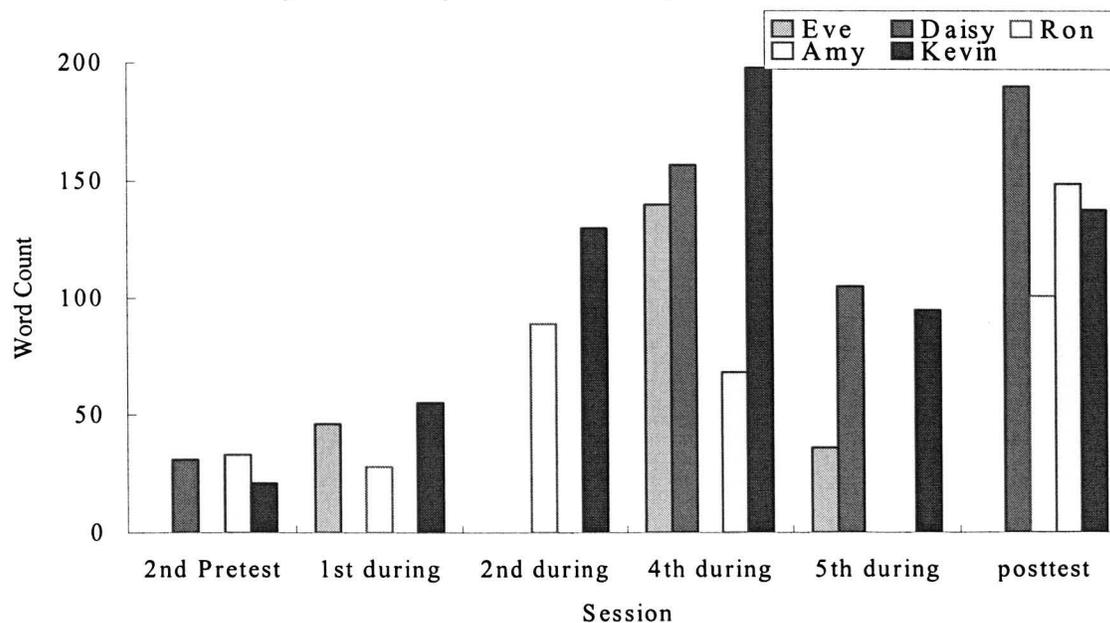
Table 8.1 presents the number of words for each student made in their retelling outcomes. Though there was an increase in the length of Group A students' retelling, the results do not strongly demonstrate a continuous growth in length of retelling except in Kevin's case, contrary to my expectation. There appear to be two central reasons. One major factor in the study appears to be the students' physical condition. For example, when students were sick, hungry, or tired, they were absent or could not focus on the work. If the students' physical condition was taken into consideration, there was some increase in all students retelling. Table 8.1 also shows Ron's performance in his 5th session. He was sick from the 4th session and it affected his performance on 5th session. The length of his retellings was increasing gradually but after the absence on 4th session, it dropped. Similarly, Table 9.1 below displays Sue's performance on the 4th retelling session. She received a dental treatment on that day

and her performance dropped sharply as she appeared to be exhausted in that session.

Table 8.1 Group A: Oral Retelling word count

Sessions	Name of students				
	Eve	Daisy	Ron	Amy	Kevin
	Word produced				
Pretest - <i>Chick And The Duckling</i>	0	0	0	0	0
Group A did drawing only without oral retelling					
2 nd pretest - <i>When The Bell Rang</i>	Absent	31	Absent	33	21
1 st during - <i>Hattie And The Fox</i>	46	N/A	28	N/A	55
2 nd during - <i>The Enormous Turnip</i>	N/A	N/A	89	N/A	130
3 rd during - <i>Henny Penny</i>	N/A	N/A	N/A	N/A	N/A
Group A did finger puppeting instead of oral retelling					
4 th during - <i>The Three Little Pigs</i>	140	157	Absent	68	198
5 th during - <i>Little Red Riding Hood</i>	36	105	N/A	Absent	95
Posttest - <i>The Magic Porridge Pot</i>	N/A	190	101	149	138

Figure 5. Group A: Oral Retelling Word Count



- 1st pretest and 3rd during retelling were omitted since no retelling score was collected
- Not all scores of five subjects appeared consistently due to the absence or their refusal of the oral retelling. Eve did not orally retell in the 2nd pretest, 2nd during, and the posttest; Daisy did not orally retell in the 1st during, 2nd during; Ron did not orally retell in the 2nd pretest, was absent in 4th during, and did not orally retell in the 5th during; Amy did not orally retell in the 1st during, 2nd during, and was absent in the 5th during session.

Another reason related to success with retelling appeared to be the students' preference for the story. Each session, I asked students whether they liked the book. If the students liked the story, they were vigorous in retelling. However, if they did not particularly like the story, the length of the retelling dropped. So did the details of their oral retelling and the drawing. The younger the student, the bigger the difference.

From the fourth retelling, students began writing the name of characters on their drawing, and they extended the range of writing to repetitive phrase or some simple explanation of the events. Daisy was the one who started with drawing retelling at first and kept writing on her drawing. Later, other students wanted to write on their drawing too and they did.

Results (Group B)

As Table 9.1 and Figures 6 and 7 show, Group B students' results were more consistent.

Table 9.1 Group B: Retelling word count

Session	Form of retelling	Name of Students		
		Mary	Sue	Linda
		Word Produced		
Pretest - <i>Epossumondas</i>	Oral	270	97	276
Pretest - <i>Miss Rumphius</i>	Written	82	53	81
1 st during - <i>The Mitten</i>	Written	162	99	140
	Oral	269	263	329
2 nd during - <i>Rapunzel</i>	Written 1	202	240	158
	Written 2	170	136	83
	Sum	372	376	241
3 rd during - <i>Princess Furball</i>	Written 1	190	172	164
	Written 2	104	72*	137
	Sum	294	244	301
Posttest - <i>Why Mosquitoes Buzz In People's Ear</i>	Oral	568	445	672

- Sue got a dental treatment during the lunch break, had a swollen gum and mouth. Additionally, she didn't eat her lunch. So she appeared to be exhausted when I was tutoring (3:30-4:30 pm)

They showed continual growth in their retellings, with Sue showing the most marked improvement in written retelling through the study. Although she was a reluctant writer at the beginning, throughout the sessions her written retelling underwent major changes in both

quality and quantity.

Figure 6. Group B: Oral Retelling Word Count

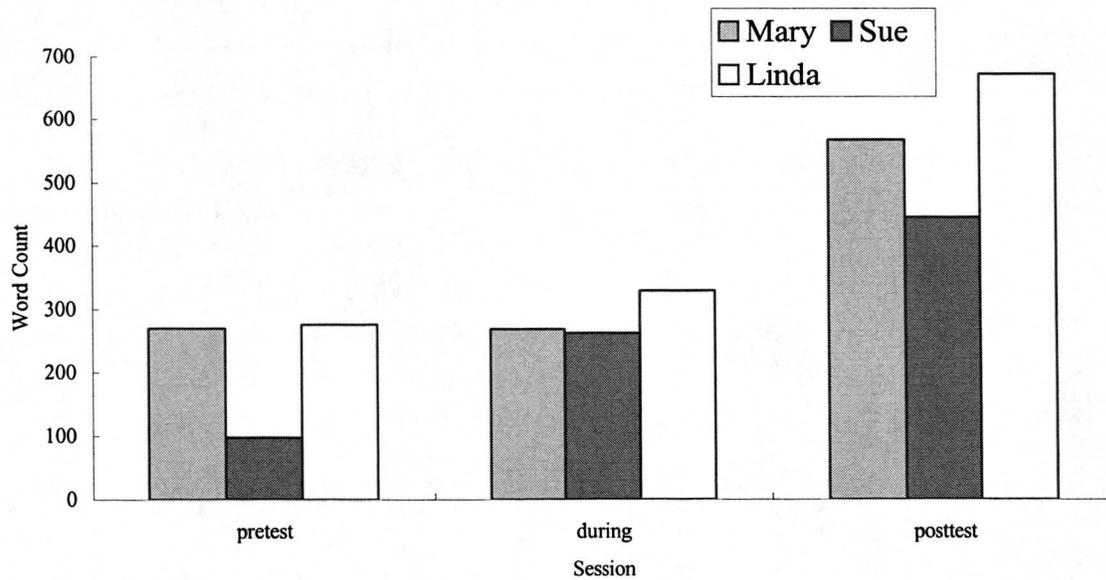
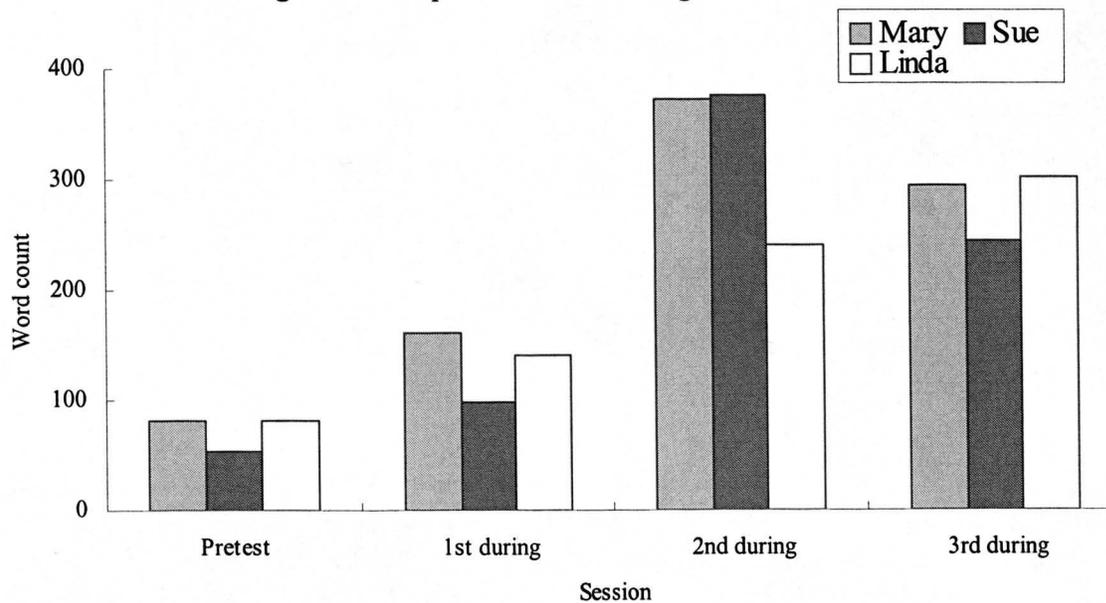


Figure 7. Group B: Written Retelling Word Count



The following extracts are Sue's pretest written retelling and the 3rd written retelling part 1.

Miss Rumphius (pretest)

When Miss Rumphius was little she want to do 3 things when she grow up. She did everything and she came back home. She planted many lupines and everybody call her crazy lady, when the spring came and the lupine was everywhere. She made the world beautiful. And that was the last thing.

Princess Furball (3rd)

A long time ago, there was a princess, her mom are died. But she had a old nurse to teach her thing. When her father want she to married to a ogre, she want his father to gave her four things for the gift, sun, moon, stars three dresses and a fur coat made up from a thousand of animal's fur. She think her father will never make it, but her father did. So, she decided to run away with her things, three dresses, a fur coat, and her mother's three treasures; thimble, spinning wheel, and the ring. When the king find her, she became a servant of servant. One day, the king had a ball and princess ask the cook if she can go to the ball. The cook agree, then the princess go to the ball with her sunlight dress, when the king saw her, he felt in love. When music stoped(stopped) the princess disappearing in the people, and go back to work.

Her written retellings showed a noticeable improvement in comprehension of story and writing competency. The pretest extract did not have structural elements and the details of events, therefore the length of the retelling was short (53 words). The 3rd retelling reflected several main events of the story, enriched vocabulary, and sense of story structure. She elaborated the episodes, gave details in plot and even used the expression from the book, 'she became the servant of the servant'. The expression of her retelling became more complex, and the length of her retelling increased dramatically (172 words). Similar improvement appeared for other Group B students.

To what extent, if at all, do oral and written retelling products show evidence of

c) improved learner vocabulary?

The vocabulary tests were devised in consideration with each learner's reading ability. As Group A students' reading levels were less proficient than Group B, I chose vocabulary which could be explained using pictures. In the case of Group A's vocabulary test, I did not choose any words from storybooks which were used for the pretest and the posttest, in other words, all the tested words were chosen from 5 books: *Hattie And The Fox*, *The Enormous Turnip*, *Henny Penny*, *The Three Little Pigs*, and *Little Red Riding Hood*. The numbers of new words were different according to the books, so I selected the tested items in proportion to the new words of the storybook. The same principle was applied to the Group B's test. The only difference was their test items were not words which could be explained with pictures. Mainly the definitions of new words were asked and the questions were contextualized using the whole paragraph from the storybook. The following tables are Group A and B's results of the vocabulary test.

Table 12. Group A: Vocabulary Test Results

Students	Eve	Daisy	Ron	Amy	Kevin
Score	6/14	12/14	12/14	7/14	12/14

Table 13. Group B: Vocabulary Test Results

Students	Mary	Sue	Linda
Score	12/15	12/15	11/15

Overall, participants' vocabulary appeared to improve to some extent with individual differences. Participants showed evidence of using newly learned vocabulary when they retold stories, sometimes with my assistance and sometimes without it. The individual differences varied more in Group A than B. Table 14 and 15 below present participants' self-evaluation responses regarding the acquired vocabulary.

Table 14. Group A: Self-evaluation regarding newly learned vocabulary

Student	Eve	Daisy	Ron	Amy	Kevin
Questions					
Did you learn many new words?	No	Yes	Yes	No	Yes

Table 15. Group B: Self-evaluation regarding newly learned vocabulary

Student	Mary	Sue	Linda
Questions			
Did you learn many new words?	Yes	Yes	Yes

According to the self-evaluation results, the majority of the students (6 out of 8) thought they learned many new words. Interestingly, the ones who said they did not learn many new words (Eve and Amy), achieved lower scores than others in the vocabulary test. Most of them tried to use the new vocabulary as sessions went by. In general, students' new vocabulary use in Group A was less frequent than that of Group B.

Research Question 3

To what extent, if at all, do oral and written retelling products show evidence of

a) increased confidence in reading?

To answer this question, I analyzed the audio transcript and the self-evaluation. There was an increase in students' confidence regarding their reading ability.

Results (Group A)

First, Group A students who did not try to read by themselves became active in reading the new words in the card which I made. Second, they started to read aloud the repetitive phrases of each book when I read to them. Third, when I pasted the printed text of storybooks on the board, they were comfortable reading those. Even though they sometimes made mistakes, they were eager to read and enjoyed the story reading very much.

Table 16. Group A: Self-evaluation regarding their attitude toward reading

Questions	Name of Students	Eve	Daisy	Ron	Amy	Kevin
Do you think you like reading books more now?		Yes	Yes	Yes	Yes	Yes

Their attitudes toward reading text became very positive and confident compared to the beginning of the study.

Results (Group B)

When I worked with Group B students, they were always eager to know the content of the book and liked being read to, but they also enjoyed reading the text by themselves and were eager to know what would happen in the story later on as I gave them only half of the story each time except for the pretest and the posttest. One the last day of the session, they asked me whether they would have this session again and became disappointed when they found out they would not have any more of story reading time with me.

Table 17. Group B: Self-evaluation regarding their attitude toward reading

Questions	Name of Students	Mary	Sue	Linda
Do you think you like reading books more now?		Yes	Yes	Yes

Both groups expressed a growing enthusiasm regarding reading storybooks toward the end of the study. They came and talked to me that they liked the storybooks and borrowed other storybooks from the library to read at home. Some of the Group A and all Group B students asked me whether they could have the similar reading session because they wanted more story reading time. It appears that the current study helped them to grow in their desire for reading.

To what extent, if at all, do oral and written retelling products show evidence of

b) increased confidence in oral (story telling)?

Students appeared to improve in their confidence in oral retelling, though one of them replied 'no' in the self-evaluation. Nevertheless, the audio transcript and their oral retelling provided evidence for their improvement throughout the study.

Table 18. Group A: Self-evaluation results regarding oral confidence

Questions	Student	Eve	Daisy	Ron	Amy	Kevin
Do you think you can tell a story to other people better now?		No	Yes	Yes	Yes	No

Results (Group A)

The following is an extract from the Group A's 6th storybook retelling. This was recorded right after I read the story of *Little Red Riding Hood* to them. I was asking what happened in the story to check their understanding of the story. As already mentioned, in the beginning of the study, I could not expect these remarks as they were reluctant to answer the questions or comment on the story. However, in this extract, students were eager to tell what they remembered about the story.

T: In the beginning of the story.

D: The grandma was sick, so her mother asked the little red riding hood to bring something to her.

E: cupcakes

T: And then on the way to the grandma, she met

K, E, and R: wolf!

T: So, the wolf knew where was she going. How?

K: she told him.

E: and the wolf asked her to give flowers to grandma. That's a good idea.

K: I know why he say that.

T: why?

K: because he want to go eat him, he want to eat everybody

Ok, so when the wolf knew the fact she was going to her grandma, what did wolf do?

K: run.

R: And the wolf eat him.

T: And then what happened?

R: I know! The little red... he knock the door. And he said, you have big ears, and you have big teeth, and you have big nose, and the wolf eat the little red riding hood. Yeah. And the woodcutter help him.

T: Good.

Almost everybody in Group A showed an improvement in retelling by the end of the study. Ron, who refused to retell during the first couple of sessions, could retell the story with minimum assistance. Kevin, though he replied “No” to the self-evaluation, was the one who could retell the story without my assistance. Daisy and Amy also showed improvements, though they were not consistent. For example, Eve who was unable to retell at first and reluctant about telling story back to me became the one who replied, “I can say that” or “I know what happened!”. What follows are Eve’s extracts from the audio transcript.

[Eve]

Hattie and The Fox

T: Ok, Eve. Can you tell me what’s the story about?

E: I don’t know how. I forgot. I can’t

T: OK, all righty. Let me help you a bit. At first there was a hen, Hatty. Then she saw a nose in the bush. Two eyes, two ears.

E: Two ears, and then it was two foots?

T: Two feet. Then what was it?

E: two tail. I mean, one tail, sorry.

T: ok, what was it? Was it an animal?

E: It was animal, uh. and then she fall, she said, oh my it’s a fox

T: yeah, it’s a fox. What happened to other animals?

E: huh?

T: did they listen to hattie when she say I see a nose in the bush..?

E: no.

T: so what happened to the other animals?

E: and then, say oh my!! And
 T: were they all scared?
 E: ya. they... and the...
 T: so the cow said what?
 E: help.
 T: the cow said help?
 E: no... the horse!
 T: yeah, so the cow said what?
 E: moo...
 T: softly?
 E: loud
 T: so what happened to the fox?
 E: run. It is scare
 T: right. It was scared and ran away
 E: yeah

This extract shows her remarks were rather short and she did not make much effort to retell the story. I had to keep asking questions to make her to talk about the content of the story.

The Three Little Pigs

T: Ok, let me ask a question then. What happened to the 3 little pigs when they came out to the world?
 E: I can say that.
 The pig made the straw house. When she done, and the wolf come and say, "little pig, little pig, may I come in?" uhm.. And the pig say, no, and the wolf say, uh... then I'll puff and puff and I'll blow your house in.
 T: What happened to the second pig?
 E: The pig done her house with stick. And then the wolf, she was coming in the house and say, and then the wolf say then I'll puff and I'll puff and I'll blow your house in then she eat the pig. And the third little pig uhm, it was not break the house.
 T: He made the house with what?
 E: Brick. And the wolf came, little pig little pig can I come in? No. and the wolf say then I'll puff and I'll puff and I'll blow your house in. He can't, he couldn't.

He was putting the here. He was coming in here ...fire... and he dead.

The second extract shows a change in Eve's attitude. She volunteered to tell the story, and she described what happened in the story in details with a fewer assistance. As these extracts display, Eve's story retelling became more structured and well balanced. She needed less assistance later in the study, used more structural elements, remembered more details and used the repetitive phrases of the story. Other students showed similar patterns.

Results (Group B)

Group B students' confidence in oral retelling also improved. They were able to retell from the beginning, yet the quality and quantity of retelling increased. Although their first oral retellings had structural elements, the events of the stories were not well explained and not in sequence. However, their later retellings became better elaborated, better-structured, and longer in length. When they recorded their oral retelling, they strived to think of the important events and details of the story. As a result, their retellings were richer. Mary was the one who always wanted to do her oral retelling at last, yet by the end of the study, she was ready to do it any time with less stress.

Table 19. Group B: Self-evaluation results regarding oral retelling confidence

Student	Mary	Sue	Linda
Questions			
Do you think you can tell a story to other people better now?	I'm not sure (kind of yes)*	Yes	Yes

- Mary's written comment was exactly copied.

Table 20. Change of the word counts in Group B students' oral retellings

Session	Storybook	Students		
		Mary	Sue	Linda
Pretest	<i>Epossumondas</i>	270	97	276
1 st during	<i>The Mitten</i>	269	263	329
Posttest	<i>Why Mosquitoes Buzz In People's Ear</i>	568	445	672

They all showed noticeable growth in their retelling length. For example, Sue's retellings were very simple and short at the beginning, as Table 20 shows; the length of her pretest retelling was 97 words. Yet throughout the sessions, she used various structural elements, and started to add details to the events of the story. In the posttest, her length of the retelling became 445 words. Linda's retellings were longer in the beginning, yet there were many repetitions; her later retelling did not have many repetitive parts, and she became the one who retold the most details of the story.

Limitations

This study has several limitations. First of all, I was the only observer of students and sole analyzer of the students' products. The analysis of products involved objective aspects (word count and structural element scoring) and subjective aspects (students' confidence in retelling, students' reaction to the whole study, and drawing analysis) and I had to depend on my judgment and intuition for analysis. To increase the reliability of the study results, a portion of the data could be reanalyzed by another researcher.

The second limitation was the period of the study. The length of study (six weeks) is short. It took a longer period than anticipated to familiarize younger ESL learners with the retelling procedure, so the results may have been different if the study had been continued for a longer period. Participants' gains in the quality and quantity of their retellings may have been greater and showed a strong pattern of improvement. There were several absences in Group A which made the study result less reliable. If the study had lasted for a longer time period, the students' outcome might well have reflected more continuous improvement.

The third limitation was the use of school reading record. The school reading record was

planned as one of the supplementary sources for the outcome analysis. Yet, the two schools from which the two groups studied did not employ the exact same school reading test and the date which students took the test in the case of Group A five months prior to this study and in the case of Group B one week after I started the study. Additionally, in the case of Group A, first graders and second graders took their test differently. Second graders took only part of the test, so many items which first graders took were not tested, according to the ESL teachers' comments. Consequently, the test results did not reflect the effect of this study, so I decided not to use the school record for the analysis. This is unfortunate, because the school reading record is one of the more reliable resources for obtaining information about students' improvement in relation to the retelling procedure.

The fourth limitation is the reliability of the vocabulary test. The vocabulary test was given only once during the study. To increase the reliability of the study, it is recommended to have a baseline vocabulary test in the beginning of the study so that the researcher could compare the growth of students in vocabulary. Not all the newly learned words were tested and I was the only one who selected the testing items. Also, there was a possibility of misreading the pictures in the case of Group A's test. In the case of the questions such as matching words and pictures (question no.3-5), if one student misread one picture, (s) he was likely to misread the other two pictures.

The greatest weakness of this study was the time management regarding the larger and younger group, Group A. The younger the students were, the more attention they needed, especially when they were not familiar with the procedure. So sometimes, it was very difficult to assign them enough time to interact with me. Less-proficient students were frequently left behind due to the time constraint.

Summary of Results

In summary, the older and more school-experienced students performed retellings more easily and more readily than did younger and less school-experienced students. Group A students took longer getting familiar to the procedure while Group B students required less time and showed great comforts with the procedure. All the students showed improvement in their retelling length (oral and written) and drawings (for Group A) in terms of theme, characters and plot. Due to the insufficient data, no major improvement in vocabulary growth was found. The attitude of students toward reading appeared to be positively influenced.

CHAPTER V: CONCLUSION

Summary of the Study

This study examined whether retelling is an effective reading strategy for young ESL learners, as it is known to be for NNS students. The study set out to answer the following research questions:

1. Do oral and written (including drawing) retelling promote beginning level ESL learners' reading comprehension as it has been shown to be the case with native speakers of English (NSE)?
2. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased use of story structures?
 - b) increased length of retelling products over time?
 - c) improved learner vocabulary?
3. To what extent, if at all, do oral and written retelling products show evidence of
 - a) increased confidence in reading?
 - b) increased confidence in oral (story telling)?

In order to answer these questions, I collected, transcribed and analyzed the retelling products of eight ESL elementary school students for two months.

To answer the first research question, I examined students' pretest results, during retelling products, posttest results, and the self-evaluation. Students' overall reading comprehension improved in spite of individual variation. At the end of the study, some students (Kevin and Daisy in Group A, all three 5th graders in Group B) could independently retell stories with various structural elements, including a detailed explanation of the plot and the theme, whereas some (Ron, Amy, and Eve in Group A)

could retell the stories with limited structural elements and needed my assistance to finish their retellings.

The question about story structure had a positive answer. There was a noticeable improvement regarding their use of the story structural elements. At first, their retellings did not have the structural elements which made their retellings somewhat unrelated to the original story. However, by the end of the study, almost everybody could retell the story they read with various story structures.

The length of their retellings increased a great deal. All students (8 out of 8) showed a growth in their length of retelling products. Their retellings became longer and more well-organized compared to the beginning of the study.

Regarding the vocabulary question, I measured whether they acquired new words and used the words in their retellings. The vocabulary growth was varied among students. This study did not provide a strong evidence of a vocabulary growth in all students. However, it is noteworthy that most of them made continuous efforts to use newly learned words in their retelling and in their self-evaluation, 6 out of 8 reported learning many new words.

For the third research question, I examined their self-evaluation and the audio-recordings. According to the students' self-evaluations, 8 out of 8 reported that they liked reading more and 6 out of 8 reported increased story telling skills. From the audio recording, it appears that their confidence grew by sessions and their reluctance toward story retelling which some students had in the beginning of the study disappeared.

The major findings were:

- Older, more school-experienced and higher socioeconomic status students (Group B) performed retellings more readily than did the younger, less school-experienced and lower socioeconomic status students (Group A). The former

group required less modeling and showed greater comfort with the procedure while the younger group took longer getting accustomed to the procedure and found independent story retelling difficult and even frustrating. To what extent these differences are a factor of school experience, command of English and maturity and to what extent home experience with narrative is a factor cannot be discerned.

- All students showed improvement in their retelling length (oral or written).
- Students' drawing retelling improved in terms of theme, characters and plot.
- The students' interest in a particular book appeared to influence their retelling performance.
- Initially reluctant writers in both groups became interested in writing.
- Students' attitudes toward reading appeared to be more positive through the study
- No major improvements were found in vocabulary growth.

The findings of this study support and extend the findings of previous researchers who suggested retelling as an effective reading strategy for mainstream English-speaking students (Gambrell, Koskinen, and Kapinus, 1991; Brown and Cambourne, 1987; Gambrell, Pfeiffer, and Wilson, 1985; and Morrow, 1984, 1985, 1986). The results of the current study indicate that both lower and middle-level elementary school ESL children who are at varying levels of proficiency in English participants can benefit from the retelling technique and grow in story structure, retelling length, and confidence in reading and oral skills. The current study also shows that we can expect considerable individual variation and perhaps an initial reluctance to participate in the task among some students. It is not yet clear to what extent language proficiency, school experience, access to narratives outside of school, maturity, self-confidence, or other factors may be influential, but it is clear that retelling is a task worth adopting for all students, including English

language learners.

Pedagogical Implications

The results of this study suggest that retelling as a reading strategy can bring positive outcomes in English language learners reading comprehension and retelling should be encouraged in the school context for its effectiveness. For English language learners who may lack the opportunities to interact in English, these experiences through retellings could help them build their L2 schema. In other words, by providing various genres of texts, teachers can help students improve their English competence and fulfill their English background knowledge. As shown in the current study, younger students who were not aware of the story structures of narratives seemed to acquire structural elements of stories and begin to use those in their retellings. Similar cases could be achieved using other genres of texts. Additionally, retellings provide opportunities for English language learners as they learn to write through reading and learn to read through writing without having too much pressure. Most of all, they could orally interact with their teacher and peers through retelling, gaining confidence and improving their oral competence.

Research Implications

One possibility for a future study might be a controlled experiment in which some ESL students were exposed to the retelling procedure while others from a comparable background and proficiency were not. Future studies might involve the effects of retelling upon the comprehension of different types of text other than narratives.

As was the case in this study, there is a likelihood for less proficient students to be left behind occasionally due to the time constraint. To prevent this, it is desirable to plan a longer period of study, so that the researcher will have sufficient opportunities to observe

students' progress, help the less proficient learners more, and provide them with enough time to get familiar with the procedure. An action-research study in which practitioners attempt to study their problems in their classrooms using their students, can be an effective way for a future study since the researcher/teacher could have plenty of time to work with those less proficient students, thereby providing more support for those students.

As it appears in the study, students showed differences in adjusting themselves to the retelling procedure. The difference was, I believe, attributable to the variance in students' school experiences and their proficiency. In this regard, another recommendation for a future research is to conduct a study comparing such proficient and less proficient student groupings or to group students according to their school experiences. If we could find out that the competence of learners or length of school experience is relevant to the time which learners take to be adjusted to the retelling procedure, it will be helpful for teachers to decide the optimal time for introducing the retelling procedure.

Contribution of the study

This study indicates that, as teachers, we need to have different expectations/ideas about the learners' outcome. Different learners produce different results in spite of the same approach was displayed through the study. This fact is easily forgotten, but it is important as teachers need to apply the same method differently for the best result.

Prior literature about retelling had mostly dealt with NSE students did not really reflect/concern the background of learners who were being studied, but the current study is unique as it looked at the learners' details in several aspects and tried to find relationships/connections between the learners' background and the result throughout the retelling procedure. Another strength of the current study is that this study examined

larger and diverse groups of ESL students which resulted in a diversity of the study.

Conclusion

In spite of its limitations, the evidence in this study suggests that the retelling as a reading strategy did aid literacy growth, particularly reading, as well as their confidence in reading for English language learners in the same way the technique has been shown to be effective for mainstream English speaking students. At the same time, retelling seemed to encourage the English language learners to move forward in their literacy learning by enhancing their language performance. Of course, the extent to which this grew out of retelling as opposed to other instruction in the classroom is still open to question. Future studies using control and experimental groups of learners similar to those used in the present study would be useful. In the meantime, it appears that retelling is a powerful strategy for enabling students to transform a text into their words and taking in what they have understood and one that ESL teachers should consider adding to their arsenal of literacy strategies for its value of helping learners to organize what they read and encouraging oral interaction.

APPENDIX 1 Annotated Storybook Bibliography

Berenzy, A. (1995). *Rapunzel*. New York, NY: Henry Holt and Company.

A retelling of the German folktale. A beautiful golden-haired girl called Rapunzel is being kept in a tall tower by a witch. One day, a prince follows her singing and they fall in love. When the witch finds out, she turns Rapunzel out to the wilderness and blinds the prince. Time passes and they finally find each other and live happily ever after.

Brett, J. (1989). *The mitten: a Ukrainian Folktale*. New York, NY: Putnam.

Several animals find a snow-white wool mitten that Nicki's Nana made. They snuggle into the mitten until the bear sneezes which causes everybody to pop out of the mitten; Nicki finds his mitten and brings it back home safely.

Cooney, B. (1982). *Miss Rumphius*. New York, NY: Viking Press.

A girl tells her Great-aunt Alice Rumphius's story. Alice Rumphius decided that when she grew up she would go to faraway places, live by the sea in her old age, and do something to make the world more beautiful--and she does all those things, the last one by planting Lupine seeds everywhere in her town.

Gauldane, P. (1968). *Henny Penny*. New York, NY: Clarion Books.

An acorn drops on Henny Penny's head while she searches for food. She thinks the sky is falling and decides to tell the king. Her friends join in her journey. While on their way to tell the king that the sky is falling, Henny Penny and her friends meet the very hungry Foxy-Loxy and follow him.

Fox, M.(1986). *Hattie and the fox*. Illus. by Mullins, P. New York, NY: Alladin books.

Hattie the Hen spots something dangerous in the bush, but the goose and the pig and the sheep and the horse and the cow don't care. Hattie tries to warn them several times, and finally the fox jumps out of the bush.

Huck, C. (1989). *Princess Furball*. Illus. by Lobel, A. New York, NY: Greenwillow books.

A motherless princess runs away with her bridal gifts and her treasures when she hears that she has to marry an ogre. She hides her identity by wearing a thousand-fur coat and

works as a servant called Furball in another kingdom. When there is a ball, she puts on her bridal gift dress and makes the king fall in love with her. The king finds out who Furball really is and they live happily ever after.

Hutchins, P. (1986). *The doorbell rang*. New York: Greenwillow Books

Mom has made a dozen delicious cookies. It should be plenty for her two children. But then the doorbell rings continuously, rings, and rings. Each ring of the doorbell brings more friends to share the delicious cookies Mom has made.

Parkinson, K.(1986). *The enormous turnip*. IL: Albert Whitman & Company.

Grandfather's turnip grows to an enormous size. He just couldn't pull it up by himself, so the whole family, including the dog, cat, and mouse, try in vain to pull it up. When the beetle joins in the team, the enormous turnip finally comes up and the whole family celebrates.

Salley, C. (2002). *Epossumondas*. Illust. by Stevens, J. New York: Harcourt

A well-intentioned naïve young possum continually makes mistakes by taking his mother's instructions too literally.

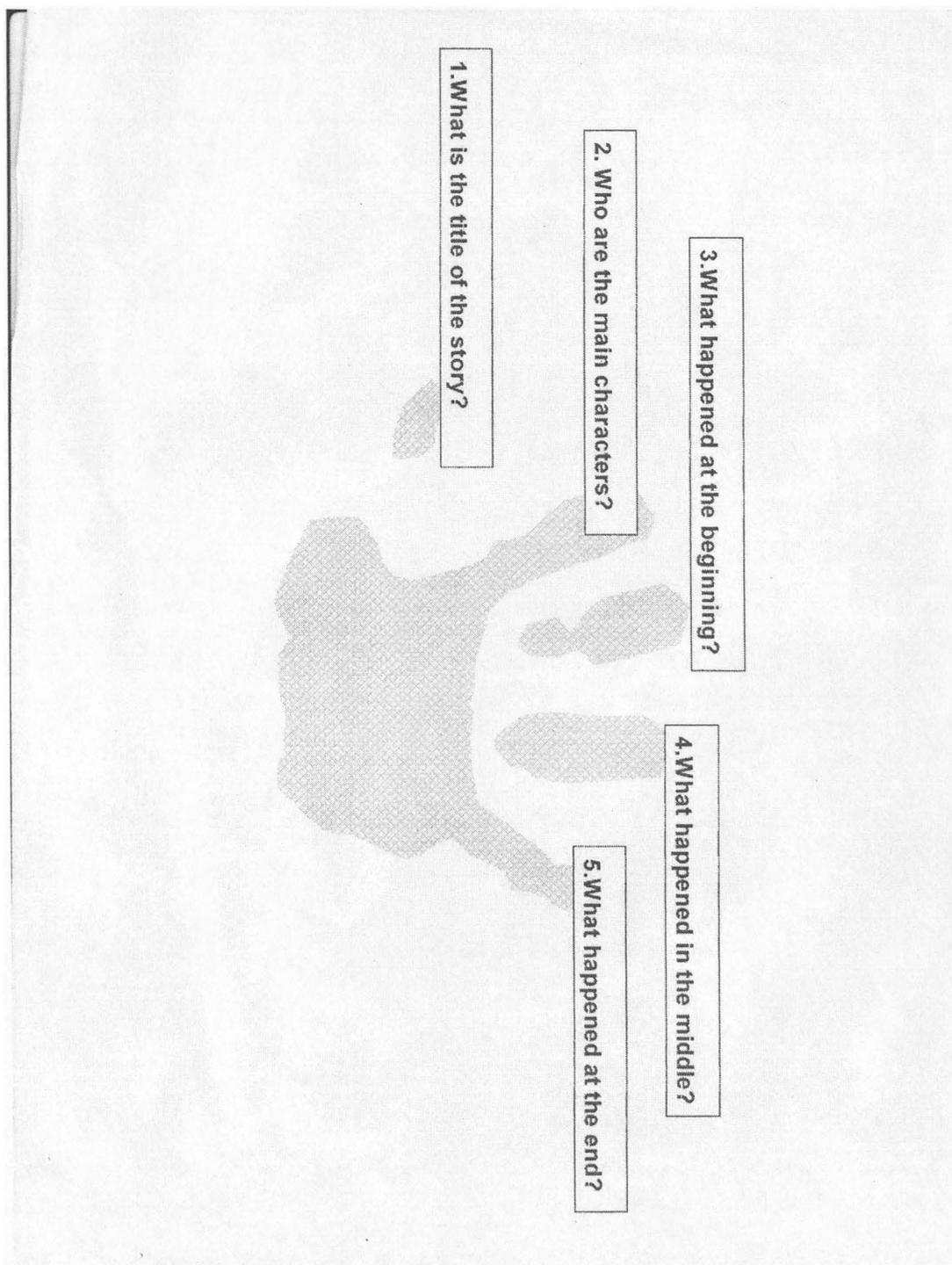
Ziefert, H. (1995). *The three little pigs*. Illust. by Rader, L. New York, NY: Puffin books.

The three little pigs leave their home to seek their fortune. Each builds their own house with different materials and then comes a hungry wolf.

Ziefert, H. (1997). *The magic porridge pot*. Illust. by Bolam, E. New York, NY: Puffin

A poor family gets a magic pot by the daughter's good deed. The pot makes porridge by itself and stops only if you say a magic word. One day, mom decides to use the pot by herself and the trouble starts.

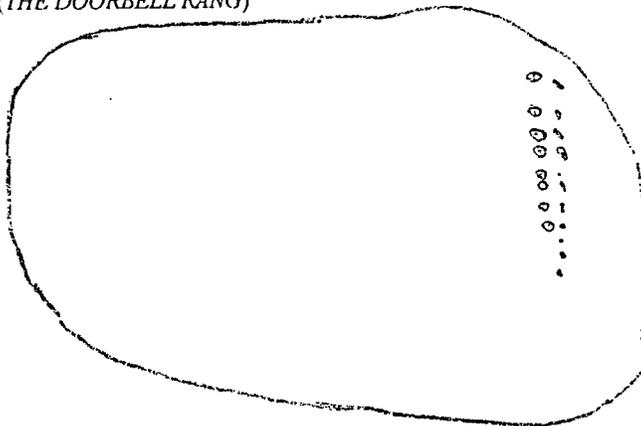
APPENDIX 2 Guideline for the Retelling Procedure (the hand drawing)



Appendix 3: The Drawing Retelling Samples

the Bear reing

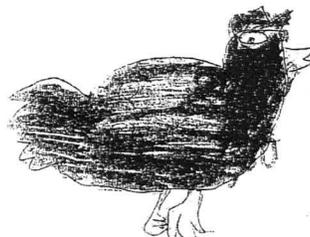
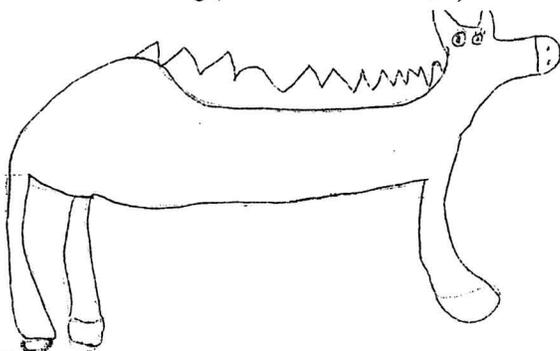
Daisy's 2nd drawing (THE DOORBELL RANG)



Daisy's 6th drawing (THE THREE LITTLE PIGS)



Eve's 3rd drawing (*HATTIE AND THE FOX*)



Eve's 6th drawing (*THE THREE LITTLE PIGS*)



Appendix 4: The Written Retelling Samples

Sue's 1st during written retelling (The Mitten)

The Mitten

Once upon a time there was a boy named Nicki. He wanted a new pair of mittens the color he wanted snow white but his granma didn't want to because he could lose his mitten in the snow but he said he could not lose it in the snow so his granma made them. Then he lost one and he didn't know next then this animal went inside the mitten. Then Nicki found out that he lost one mitten so he saw something white in the snow so he ran to catch it then he proved he couldn't lose his mittens.

Sue's 2nd during written retelling (Rapunzel part2)

Rapunzel

The prince heard the fairy

said: Rapunze, Rapunzel lead down your

hair, so the new had to do to

so she said the same words th

Fairy said, then Rapunzel met the

prince. they fell in love, once

day the fairy went to

visit Rapunzel then she said that

the prince was lighter than her, then

the fairy was angry with Rapunzel
so she cut her hair then

she put her in a place with

shelter in it, then ~~she~~ ^{the fairy} went

back to the tower, she wait

For the price, ^{the price} ~~she~~ jumped
from the tower window when he
saw the fairy. he was blind
because ~~he~~ ~~fell~~ in the stone bush,
he went to find Rapunzel
so she heard a beautiful
voice he found the sign
then Rapunzel saw the price
then she cried and the prince
was heard, then he saw two
children there were twins and they
live happily ever after.

APPENDIX 5 The Audio Recording Transcript Samples

Henny Penny (January 17, 2005)

T: ok. What was the title of this book, Amy?

A: Henny penny

T: ok. Then what is an acorn? Yeah, Kevin. Where does it grow?

K: in a tree.

T: good. When can you see it?

K: summer

T: you could, but you can see it a lot in fall, and who eat that?

K: the squirrel

(After reading the story)

T: Let me ask a question, what happened at the very beginning? When henny penny was looking for the food?

Ss: eating?

T: something dropped, right? And what did she say?

Ss:....

T: she said the sky was falling, why??

E: but her was not right.

T: why did she say that? Can you remember?

K: no.

T: ok. Who's gonna come in this picture?

D: henny penny.

T: Kevin, when you draw, there is something to remember. What happened in the story?

At first, there was Henny penny. And something dropped on her head. What was it?

K: nut?

T: acorn. Ok. So what did she say?

E: oh my goosness

T: why did she say goodness gracious?

K: she think the sky was falling

T: who did she meet?

D: Henny penny? Cocky locky.

Little Red Riding Hood (February 7, 2005)

T: In the beginning of the story..

D: The grandma was sick, so her mother asked the little red riding hood to bring something to her.

E: cupcakes

T: And then on the way to the grandma, she met

K, E, R: wolf!

T: So, the wolf knew where was she going. How?

K: she told him.

E: and the wolf asked her to give flowers to grandma. That's a good idea.

K: I know why he say that.

T: why?

K: because he want to go eat him, he want to eat everybody

Ok, so when the wolf knew the fact she was going to her grandma, what did wolf do?

K: run.

R: And the wolf eat him.

T: And then what happened?

R: I know! The little red.. he knock the door. And he said, you have big ears, and you have big teeth, and you have big nose, and the wolf eat the little red riding hood. Yeah. And the woodcutter help him.

T: Good.

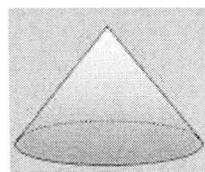
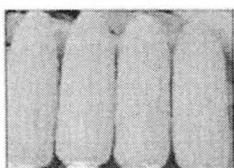
APPENDIX 6 The Vocabulary Test given to Group A

Name:

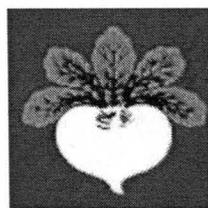
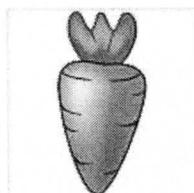
Read the following and answer the questions.

Read the word and find the correct picture

1. acorn

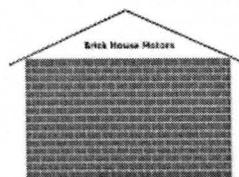


2. turnip

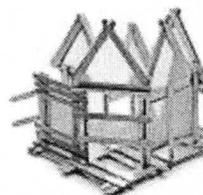


Match the word with the right picture

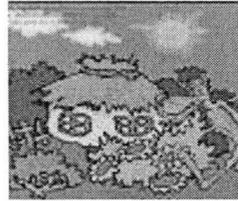
3. straw house



4. stick house



5. brick house



Explain or draw the underlined words

6. Henny penny went to the king's palace

7. I am coming down the chimney, little pig!

8. He jumped on the roof

9. There was a fireplace in little pig's house.

10. Little red riding hood waved at the woodcutter

11. Don't talk to any stranger on the way.

12. The turnip grew, grew, and grew and it was enormous!

13. I see a nose, two eyes in the bush!

14. I'll huff, I'll puff, and I'll blow your house in!

Thank you!!!

APPENDIX 7 The Vocabulary Test given to Group B

Name:

Read the following texts and answer the questions.

1. What is the meaning of the underlined word?

To make matters worse, her father promised her hand in marriage to an Ogre who agreed to give the king fifty wagons of silver in return. The princess was horrified when she heard what her father had done.

2. What is the meaning of the underlined word?

Two hunters went over to look. When they came back, they told the king that they had found a marvelous creature sound asleep in the hollow of the tree.

3. What is the meaning of the underlined word?

When the music stopped, the sun princess curtsied to the king and smiled at him so brightly that his eyes were dazzled. Before he knew what had happened, she seemed to vanish.

4. What is the meaning of the underlined word?

“Father”, she said, “before I marry I must have three bridal gifts-one dress as golden as the sun, another as silvery as the moon, and a third as glittering as the stars. In addition, I shall need a coat made of a thousand different kinds of fur, one piece from every animal in your kingdom. “There,” she thought, “ my father will never be able to meet these demands.”

5. Choose the similar meaning of underlined word from the examples.

The king demanded. “Who made this soup?” “I-I made it, sir,” faltered the cook.

← cry ↑ murmur → fall

6. Choose the similar meaning of underlined word from the examples.

After the ball was over, the king called for his supper, and declared he had never tasted better soup in his life.

← deceive ↑ announce → clear

7. Choose the similar meaning of underlined word from the examples.

He was so glad to see her that he would dance with no one else. But at the end of the half

APPENDIX 8 The Self-Evaluation**Self-Evaluation**

1. Do you think you like reading books more now?

YES NO I DON'T KNOW

2. Do you think you can tell a story to other people better now?

YES NO I DON'T KNOW

3. Did you enjoy the story time?

YES NO I DON'T KNOW

If not, which part you did not like?

4. Do you think you can write about the story better?

YES NO I DON'T KNOW

5. Did you learn many new words?

YES NO I DON'T KNOW

Thank you very much.

APPENDIX 9 Both Groups' Self-Evaluation Results

Group A

Questions \ Name of Students	Eve	Daisy	Ron	Amy	Kevin
Do you think you like reading books more now?	Yes	Yes	Yes	Yes	Yes
Do you think you can tell a story to other people better now?	No	Yes	Yes	Yes	No
Did you enjoy the story time? If not, which part you did not like?	Yes	Yes	No	Yes	Yes
Do you think you can write about the story better?	No	Yes	Yes	Yes	Yes
Did you learn many new words?	No	Yes	Yes	No	Yes

Group B

Questions \ Student	Mary	Sue	Linda
Do you think you like reading books more now?	Yes	Yes	Yes
Do you think you can tell a story to other people better now?	I'm not sure (kind of yes)	Yes	Yes
Did you enjoy the story time? If not, which part you did not like?	Yes	Yes	Yes
Do you think you can write about the story better?	Yes	Yes	Yes
Did you learn many new words?	Yes	Yes	Yes

APPENDIX 10 Both Groups' Vocabulary Test Results**Group A**

Students	Eve	Daisy	Ron	Amy	Kevin
Score	6/14	12/14	12/14	7/14	12/14

Group B

Students	Mary	Sue	Linda
Score	12/15	12/15	11/15

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