

Gundoku (Group Reading)

<input type="checkbox"/> Time Required	About 30–40 minutes
<input type="checkbox"/> Primary Skills	Vocalization (speaking)
<input type="checkbox"/> Format	(Ex.) Pairs, four-person groups (different group sizes possible depending on scripts)
<input type="checkbox"/> Overview and Goals	
<p><i>Gundoku</i> (group reading) is a form of vocalization performed by two or more people in which several people read all or part of a text together.¹ <i>Gundoku</i> is quite different from simply reading a text aloud phonetically. Gundoku also allows for different expressions and effects that could not be achieved by a single person's recitation. Yet, as the main focus is to gain a deeper understanding of the text and express the world depicted in it in the best way possible, it is similar to a recitation by a single person. In group reading, unlike drama, the readers have a script, so there is no need to memorize. Vocalizing as a group has the merit that it makes it easy for even the most reserved students to engage in self-expression. It can be fun for all the students to speak in unison, cultivating a sense of group unity. Another advantage is that not only can students practice their English pronunciation, they can also learn the effectiveness and importance of prosody through experience.</p> <p>Note 1</p> <p>Normally, in recitation, a single person reads the entire text, but in group reading, sentences are often divided into phrases and read by several people. In addition, sometimes phrases or sentences are read by two or more readers. These techniques are unique to group reading.</p>	
<input type="checkbox"/> To Prepare in Advance (required teaching materials, equipment, etc.)	
<ul style="list-style-type: none"> • Group reading scripts 	
<input type="checkbox"/> Procedure	
<ol style="list-style-type: none"> 1) Prepare a script for group reading before class. (See the sample worksheet. This practice example uses <i>Mother Goose</i> as the text for group reading, in which Mother Goose is inserted into the story of <i>The Adventures of the Dish and the Spoon</i> as an introductory or developmental activity. For classes that have already been introduced to group reading several times, they can create their own scripts.) 2) Distribute the worksheet. The class reads the text sentence by sentence following the teacher. Read without expression. 3) Check any new words and expressions in the script—practice words with sounds that can be difficult for learners. Ensure understanding of the text. 4) Students in each group will be assigned parts to read according to the script. 	

- 5) Each student should consider and practice how to read his or her part.
- 6) Practice with all members of the group. Read the title together. While practicing, discuss and explore how to express the text and what it depicts. Encourage students to be aware of their audience during their performance. The teacher should monitor them and provide guidance.
 - a) If there are not enough readers for the script, have more than one person read a part.
 - b) If some students have difficulty expressing themselves, ask them to lead and give advice based on how to communicate to the audience.
 - c) The presenter can practice the following areas based on the advice already given.
 - i) Language (pronunciation, prosody, fluency, etc.)
 - ii) Method of expression (loudness, speed, use of pauses, tone of voice, etc.)
 - iii) The main focus of guidance should be on how to convey the content of the text to the audience.
- 7) Students will give a presentation to the entire class. Audience members can ask questions and offer feedback and suggestions. The teacher should also provide feedback to each student group. Students can use the reflection and evaluation sheet to evaluate themselves and others; see the form below. Presentations can be recorded using a smartphone, and the recordings can later be used for reflection activities.

Application/Explanation

You can create a script from various types of texts such as narratives, expository writing, critical texts, and poetry.

Other Notes

The following practical reports on Reader's Theatre, similar to group reading, may be helpful:

- Kusanagi, Y. (2015). Incorporating Gundoku, a Vocal Performing Art, into Language Education. *IAPL Online Journal*, 2, pp. 1–19
http://performinglanguage.net/?page_id=152
- Asano, K. & Kusanagi, K. (2015). Readers Theatre in Practice: From the Perspective of Similarities with Gundoku Read-alouds. *IAPL Online Journal*, 2, pp. 20–36
http://performinglanguage.net/?page_id=152

(Text: Yuka Kusanagi)

Cf. Worksheet

The Adventures of the Dish and the Spoon

Let's read this Mother Goose rhyme aloud.

Original rhyme

Read aloud with the teacher, then practice by yourself.

Hey Diddle Diddle. The Cat and the fiddle. The Cow jumped over the moon.

The Little Dog laughed to see such fun. And the dish ran away with the spoon.

Group reading

You will now read the script in a group. Decide the roles with the members and read the script together while observing how it sounds. Try using non-verbal elements, such as the timing, loudness, emphasis, intonation, and speed of vocalization, vocal expressions, pauses, and the like, to create positive effects. Practice and rehearse several times before the presentation. You can add physical movements and sound effects.

(Ex.) 1 = Student 1, All = All students

All Hey Diddle Diddle. (Everyone reads the title together)

All Hey

1, 2 Diddle Diddle.

All The Cat

2, 3 and the fiddle.

All The Cow

3, 4 jumped

1, 3 over the moon.

2 The Little Dog laughed to see such fun.

All And the dish ran away with the spoon.

Note 1

For a short Mother Goose story or poem like the one above, this kind of activity can be done in about 15–20 minutes, including introduction, practice, and presentation. This activity may be given with

other extensive reading activities.

Note 2

In “The Little Dog laughed to see such fun” in *The Adventures of the Dish and the Spoon*, “such fun” may appear as “such sport” in other works.

Cf. Reflection and evaluation sheet

English group reading reflection sheet (Self-evaluation/Evaluation of other groups)

Group:

Evaluator:

Work:

Overall evaluation (Circle one)	Fair	Good	Excellent
	Reason		
Interpretation of work (Did the performance match the content/message of the text? = reading style, ingenuity, ideas, etc.)	Fair	Good	Excellent
	Comment		
Teamwork, coordination	Fair	Good	Excellent
	Comment		
Performance/skills (Nonverbal = posture, eye contact, voice volume, vocal expression, movements)	Fair	Good	Excellent
	Comment		
English pronunciation (Accuracy of individual phonemes, intonation, accent, fluency)	Fair	Good	Excellent
	Comment		