Incorporating student-led lessons into reading classes for promoting student engagement

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Introduction

This study…

- reports on a project in English reading classes at a Japanese university, where students were given the opportunity to work in groups and give a lesson according to their own lesson plan.

- investigated the **impact of the student-led lessons on promoting student engagement** and **students' perception** of this new learning experience.

Background

- conducted at a private university in Japan, from October to December 2018 (Semester 2)

- 78 first-year students (40 from Faculty of Literature + 38 from Faculty of Economics) enrolled in a compulsory English reading course

- CEFR A2 – B1 level

- a 90-min. class per week over 15 weeks

- Face-to-face teaching/learning context

The Student-Led Lesson Project

The Project Timeline

Week 2 : Orientation

Students formed small groups (9 groups of 4-5 students in each class); each group chose one text from an English reading textbook.

Week 3 – 13 : Student-Led Lessons

In each class, one group gave a 45-60 min. lesson on a text of their choice, followed by self-/peer-assessment.

Week 13: Questionnaire

Students were asked to submit online questionnaire about their experiences in the project.

Lesson Flow (90 min.)

Introduction & Quiz (15 min.)

Student-Led Lesson (45-60 min.)

(Teacher follow-up)

Self-/Peer- assessment of the lesson

Group work (Lesson preparation) (15 min.)

Data Collected

- student lesson materials
- online self-/peer- assessment forms of the lessons (including comments)
- online questionnaire (after the project)

Results

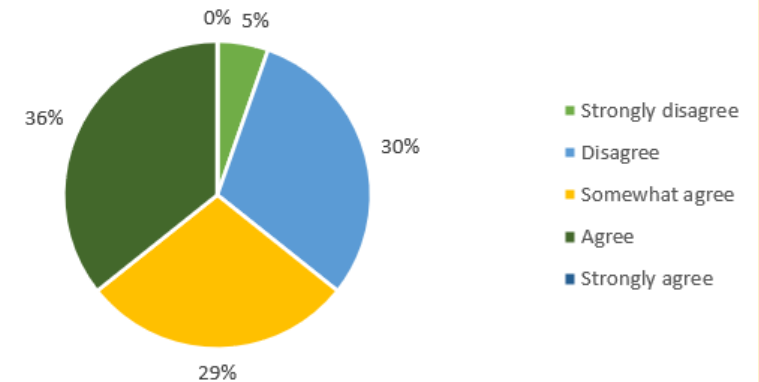## Overview of the Lessons

1. Lesson materials students prepared*

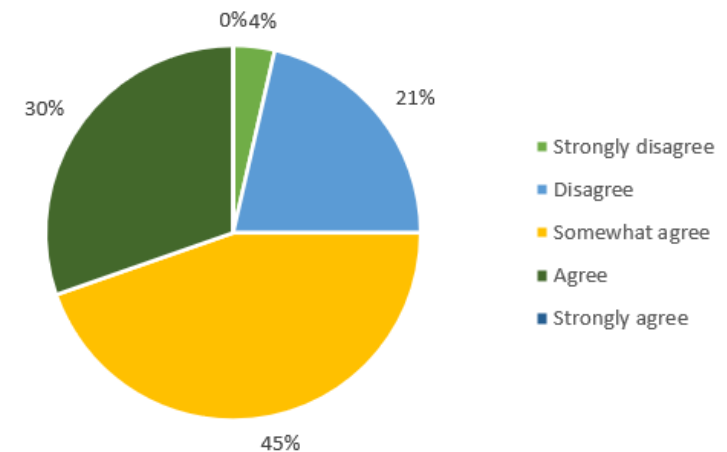|	
Slides only	2
Handouts only	4
Slides and handouts	2
Blackboard only	4
Blackboard and handouts	5
No materials	1

2. Participation of other students

- Only 2 groups (out of 18) included interactive activities in their lesson, where other students in the classroom were given the opportunity to communicate with other students and/or the "teachers."

*Examples of lesson materials cannot be presented online.

Questionnaire

"I actively participated in the class because it involved more group work opportunities."

0% 5%
36%
30%
29%

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

"Overall, I am satisfied with the class with a focus on the student-led lessons."

0% 4%
30%
21%
45%

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

Students' Voices

Positive responses:

- *"When our group was in charge of the lesson, I was able to understand the text very well because I spent much time preparing for the lesson."*

- *"The group work gave me the opportunity to talk to other students."*

- *"I was able to participate in the class actively."*

- *"I was able to take more responsibility for learning."*

- *"I was able to notice important points when preparing to give a lesson."*

Negative responses:

- *"I did not prepare well for the class when I was not in charge of a lesson."*

- *"Many groups gave a non-interactive, one-way lesson."*

- *"Important points were not clearly explained."*

- *"It would be better if the teacher led the lesson. Lessons would be easier to understand and more interesting."*

- *"When someone in the group was absent, we had problems doing the group work."*

*QR code for all items in self-/peer- assessment forms and the questionnaire. →

Implications

"Did the student-led lesson project encourage more student engagement?" →**Yes** (when they were in charge of the lesson) & **No** (when they were not in charge). It would be necessary to set up a framework/system to encourage students to participate in the lessons more actively.

For inquiries or comments, please contact the presenter by email. <fmurase@econ.ryukoku.ac.jp>