

## **Retelling in the Reading Class:**

Analysis of Learners' Interactions in Pairwork

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### **Summary**

Retelling is an activity in which “a person reads a story and then tells it to someone who does not know the story without seeing the manuscript.” In order to utilize retelling not only for checking Japanese learners' comprehension but also as an activity in reading classes, we explored in detail what occurred between pairs of learners when they retold a story to their partners and how their interaction led to the reconstruction of the content they had understood.

As a result of the analysis of retelling interactions observed in pairs of learners, it was found that the learners collaboratively reconstructed the contents of the reading materials by checking and comparing what their partners retold and what they themselves had read and understood. This suggests that retelling in pairs could bring about activities which are fairly different from what usually happens in teacher-fronted reading classes: instead of reading a text all together and answering comprehension-check questions prepared by the teacher, learners, by retelling the contents in pairwork, were checking and confirming their understanding on their own initiative. Retelling in pairs, with further refinement as a classroom activity, has the potential to enhance Japanese learners' comprehension in reading classes.

Key words : reading comprehension, pair of learners, retelling, interaction, reconstruction of understanding