

**A Study Of Methodologies For
Reading Fiction In Class With
Language Learners**

The author hereby declares that she has produced the present work by her own means in terms of conception, research, writing and presentation. All sources have been acknowledged.

LAURENCE GERARD

Candidat au Lycée Technique Michel Lucius

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Abstract

The study examines students' reactions to five different ways of reading fiction in the classroom. It also examines students' and teachers' opinions on reading in general, motivation and the different ways of working with fiction in the classroom.

This study gives a brief overview of what has already been written in relationship to students' reading in general, L2 reading, student motivation and the different ways of implementing lessons on fiction in language teaching. Its purpose is to discover if the students have any preferences as to which way of working is employed and if a particular way of working may increase their motivation.

The data is gathered by means of questionnaires and classroom observation, the latter of which is recorded in my logbook. The study compares teachers' and students' beliefs with each other and with the literature on the subject. The project is based on action research as this will allow the practical application of the subject to be linked to theory.

The results show that the students' preference is to work with tasks following the theory of the Multiple Intelligences, although they do not necessarily consider this way of working the most useful when it comes to understanding a book in detail or improving their language. As for teachers, they prefer working in a teacher directed manner and using group work. In the analysis and conclusion I shall try to decipher the collected information to formulate some guidelines that could improve students' motivation when reading in class.

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Introduction

In the past, reading fiction always played a significant role in the language curriculum, as teachers and curriculum designers considered it an essential part of learning the language and the general culture. However, the schooling system and priorities have changed over the years; language classes have become much more communication-based and therefore reading full length fiction has been pushed further and further into the background. At the moment, many school systems are being changed yet again in order to conform to the competency based system, and I have read many articles deploring the fact that the reading of fiction is scarcely mentioned in the *Common European Framework of Reference for Languages* on which many of the new foreign language curricula are based. Of course, new media need to be taken into consideration when it comes to designing new curricula, and focusing on communication is very important, as the four skills need to be equally balanced. In the past, speaking and listening skills in language classes were deemed less important, which led to students being able to read and write correctly, but they struggled to express themselves when amongst native speakers. However, this mistake of neglecting an important skill should not be repeated, which is possible if curricula focus purely on new media and speaking and listening skills.

On a personal level, I have always taken pleasure in reading and I am a firm believer that reading plays an important role in learning a language. In particular, reading helped me when it came to expanding my vocabulary, because when you read, it allows you to see the words in context and repeatedly. Keiko Koda writes of vocabulary that ‘considering its extensive dimensions it is reasonable to assume that the full spectrum of vocabulary knowledge develops only through repeated encounters with words in diverse contexts.’¹ This ‘incidental learning’² can of course only be achieved by confronting the students with as much language input as possible, and one good way of doing so is through reading fiction.

My belief in the importance of reading in the target language deepened during my year studying abroad in Spain as part of the Erasmus program, when I attended English literature classes and found myself in a class where the books were read and discussed in Spanish. I

¹ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 53

² Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 53

was shocked by this and even more so by the low level of English of both teachers and students. I did not have the opportunity to do any research in this setting, but I am sure that if the students had read those books in English and furthermore discussed them in English, their language would have seen a great improvement in line with their exposure to the L2. In my professional opinion, the low level of the target language was also due to the fact that students must be challenged to work hard and improve; otherwise they will experience fossilisation at quite an early stage.

I decided to analyse variance in language levels for my Masters project as I found it fascinating. I carried out face-to face research and compared education guidelines from the UK and Luxembourg as part of my MA. I learnt that in the UK no books are read in foreign language classes until the students have passed their GCSEs³, whilst here in Luxembourg reading forms part of the curriculum from the very early stages onwards. I subsequently compared the foreign language level of students in Luxembourg to those of students in the UK, and in most cases the level in Luxembourg was far superior. The focus of my MA was to determine whether the use of L1 and L2 in the classroom makes a difference in foreign language fluency, and my conclusion was that indeed the choice of language used in the classroom plays a factor in language proficiency. However, there are many other factors, including reading in the target language. Thus my own small-scale research project, in conjunction with the established literature on the subject, underlines the fact that reading is important and should remain part of language learning, as it has proved to be very valuable.

In addition to improving language skills, reading fosters critical thinking, brings the target culture closer to the students and helps students acquire reading strategies and transferable skills, because ‘cross-linguistic transfer occurs in virtually every aspect of L2 processing.’⁴ Moreover, reading is a hobby that can provide a great deal of pleasure and is a good balance to our stressful modern day life. One of my goals when teaching is to communicate this love of literature to my students so that they can benefit from it, both as a pastime and to improve their language skills.

³ General Certificate of Secondary Education is an examination in a range of subjects, done by students in schools in England and Wales, usually at the age of 15 or 16 (Longman Dictionary)

⁴ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 142

However, reading fiction with a class and communicating one's passion for reading to teenagers is not always easy. Many reading techniques can become quite repetitive and consequently the students' interest fades. Moreover, a teacher must acknowledge that every student is different, each preferring different genres and different ways of working, and therefore the task of successfully implementing reading fiction in the classroom is challenging. As I have previously commented I am passionate about reading and trying to improve the students' language level, which are my reasons for selecting this subject for my 'Travail de Candidature'.

Once a teacher⁵ has decided to read a book, there are two questions to answer: which book to read and how to read it? In order to take the correct decision about which book to choose, the language level of the class must be taken into account, in addition to the students' interests and their preferred learning styles; the curriculum and expected learning outcomes must furthermore be considered. The main focus of my TC will be the second question: how to read a book with my class, as I believe that this question is one of the most challenging tasks a teacher must face.

I formed this belief during my first year of the 'formation pédagogique' and decided to write a 'pièce' about it entitled 'Exploring communicative teaching approaches to reading in order to foster learner autonomy.' I wrote this 'pièce' because I was dissatisfied with my first reading project, which had been conducted in a teacher directed manner. The second project was much more communicative and included a lot of team work and interactive tasks. I found this approach much more effective, but I felt that there was still room for improvement.

I decided to re-visit the subject in my 'Travail de Candidature' because I wanted to explore this problem in more detail by researching the students' and other teachers' points of view, combined with testing a variety of ways of working in order to analyse their reception. A secondary goal of this study is to find evidence that reading should always be part of the curriculum, even though, unfortunately, it is often left out in current times.

I decided on action research because its aim is both practical (to study and improve one's own practice) and theoretical (to contribute to the general field of educational research). In *Research Methods in Education*, action research is thus not only described as 'a systematic

⁵ Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

study that combines action and reflection with the intention of improving practice’⁶ but also ‘should contribute not only to practice but to a theory of education and teaching which is accessible to other teachers, making educational practice more reflective.’⁷ My main focus will be to discover which of the methods will induce the most student motivation, and consequently I will focus on process above outcome.

My aim in this dissertation is therefore to demonstrate the importance of reading and keeping it on the curriculum. In order to do so, I will first analyse the theories, opinions and ideas about reading, both in the students’ mother tongue and in a foreign language, as well as the different ways of implementing reading in language classes. These theories include Krashen’s theory of acquiring the language rather than learning it, in conjunction with his theory of the ‘affective filter.’⁸ The theories mentioned in this essay also comprise socio-constructivist concepts, ideas about vocabulary learning and reading strategies, opinions on fluency and accuracy, language exposure, student motivation, student autonomy and communicative skills.

I shall then implement five different ways of working with one book in four different classes (all my own classes, as this is the most convenient option) in order to be able to analyse their positive and negative aspects. The two books I have chosen are *Face* (5ème and 9ème) and *Lies of Silence* (3ème and 10ème). I will divide the books into five different parts and work through each part in a completely different way. I decided to use five ways of working because I found that if I used more, the procedure might become too complex and the different parts would then become quite small and thus there would not be enough scope to design appropriate tasks and analyse the results.

The five ways of working shall be a reading diary, group work, the teacher directed way of working, the ‘students as teachers’ and tasks based on Howard Gardener’s Multiple Intelligences. I decided to use the reading diary as I had heard about it both in teacher training and from many colleagues, and I liked the idea that the students could really think about the book in detail and write down their ideas and opinions, whilst at the same time improving their written English. I chose to include group work as this is a way of working that tends to

⁶ Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 297

⁷ Stenhouse (1979) in Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 298

⁸ Krashen, S. (1992) *Fundamentals of Language Education*, Laredo Pub Co., London, p. 13

motivate students, and also prepares them for their future jobs where teamwork and presentation skills may be required. As the teacher directed way of working is used by many teachers and is such a 'classic' I decided to include it to discover the students' opinions about it. I also included the 'students as teachers' way of working as I had used it previously and wanted to hear the students' thoughts about it. Finally, I opted to include tasks based on the Multiple Intelligences, as I had heard a lot about them during teacher training and had read Howard Gardener's book *Multiple Intelligences: New Horizons in Theory and Practice*. I, myself, was quite sceptical about how the different intelligences could be incorporated in classroom tasks, but as I think that one should always be open-minded, I decided to try to include such tasks in order to thoroughly understand this theory.

Finally, I shall collect the students' opinions on reading in general, language teaching preferences and their thoughts on the five different ways of working that I have employed. I shall do this by distributing questionnaires. I shall also request my colleagues to complete a questionnaire in order to find out their own opinions and preferences when it comes to reading fiction in class. I shall then analyse both of these questionnaires and compile the data into graphs to facilitate the comparison and subsequent analysis. These graphs should then reveal any similarities or differences in the students' and teachers' preferences. The option of interviewing some students and teachers as a follow up to the survey shall also be considered if deemed necessary.

Additionally, I shall keep a logbook with my own classroom observations as they might yield some interesting observations in retrospect. Naturally, I will follow this course of action in as many classes as possible to make sure the study comprises different age groups and abilities in order to make the findings as accurate as possible.

Of course, the results of this study cannot be generalised as the sampling is not large enough to establish any firm findings. However, I hope that this study will shed some light on which ways of working the students prefer. This could greatly help teachers when deciding on how to read a book in class in the future. In fact, preparation and implementation require a lot of work and also a lot of lesson time, and therefore it is important to make the most of this opportunity. By considering those results and using those ways of working that scored highest, teachers might be able to prepare better reading projects in the future. Consequently,

they might have the capacity to motivate the students to read more and, in turn, to improve their language.

Literature review

Reading classes have evolved significantly over recent decades, from learning sections of text by heart or reading texts aloud in class and then answering questions, to the more communicative tasks currently used. Maley writes in the introduction to his article:

Literature in language teaching has a long pedigree. It was a fundamental part of foreign language teaching in the 'classical humanist' paradigm, where an understanding of the high culture and thought expressed through literature took precedence over mere competence in using the language.⁹

Communicative tasks are highly valued whilst literature is being pushed into the background.

The emphasis in modern linguistics on the primacy of spoken language made many distrust what was seen as essentially a written, crystallised form. Literature was thought of as embodying a static, convoluted kind of language, far removed from the utterance of daily communication.¹⁰

This view is reinforced by the approach exposed in the *Common European Framework of Reference for Language*. It is difficult to determine which approach is most effective, and if a clear advantage even exists, as the outcome always depends on the students' goals and expectations in addition to local educational policies. One fact that remains unchanged, however, is that many teachers acknowledge the importance of reading for their students, and thus they endeavour to motivate their students to read as much as possible. Unfortunately, as noted by Grabe and Stoller, 'students learn to read by reading a lot, yet reading is not the emphasis of most reading curricula.'¹¹ Grabe adds that:

Classroom work can point the way but not substitute for the act itself: People learn to read by reading, not by doing exercises [...] A reading programme that does not involve much reading is clearly contradictory in terms- and a waste of the teacher's and the students' time.¹²

Research into Second Language Reading is still a relatively new field, and therefore no set conclusions can yet be drawn. The majority of research was conducted on L1 reading, and although a lot of the findings also can be applied to L2 reading, more research needs to be performed on L2 reading to determine the differences. One of the difficulties in this field is

⁹ Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 180

¹⁰ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 2

¹¹ Grabe and Stoller (2002) in Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 208

¹² Grabe (1988) in Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 210

that many studies employ action research and thus only focus on a small sample over a short period of time. In order to have more conclusive evidence, wider studies would have to be carried out. However, the limited research that has been done into extensive reading so far has yielded mostly positive results, and this has been highlighted by many authors, such as Koda who cites many such studies in her book 'Insights into Second Language Reading.' This is corroborated by Grabe who writes that 'there is now considerable evidence that the best way to learn to read is by extensive reading.'¹³

Why is it important for students to read fiction?

For at least the last two centuries, reading has been one of the favourite pastimes of many people, but it is becoming less and less popular with young people. In our modern world, most children no longer read, preferring instead to spend hours watching TV, playing computer games or surfing the internet. Unfortunately, these pastimes do not really help reduce stress, nor balance out the mind. Moreover, by and large they do not add anything to the students' general knowledge, nor help develop their personality. Reading, on the other hand, is much more relaxing and opens a window to other worlds. This is why many teachers want to motivate their students to read more books and discover the pleasure of reading.

However, reading is not only a nice pastime, but it is also of great value for the children's future. In May 2010 the UK newspaper *The Daily Mirror* published an article entitled *Just 20 books at home can boost a child's chances*. The article was based on research conducted by the University of Nevada and claimed that 'regular access to books has a direct bearing on pupils' results, irrespective of their parents' education, occupation and social class.'¹⁴ The research showed that children who grew up with books at home remained, on average, in education for three years longer than other children. In most circumstances this equates to whether the student goes on to Further Education or not. The article highlighted the decline in reading at school as a major issue in many school systems. According to the article, 'some teachers are reportedly being forced to dump books and teach children using basic worksheets to boost their performance in literacy tests.' This statement is in line with other articles I have read concerning the disadvantages of focusing too strongly on a competency-based system in which all skills must be assessed in standardised tests. The article also

¹³ Grabe, W. in *Methodology in Language Teaching, An Anthology of Current Practice*, ed. Richards, J. and Renandya, W. (2002) Cambridge University Press, Cambridge, p. 280

¹⁴ The Daily Mirror, Saturday, May 22, 2010

reported that many pupils complete their education without ever reading a novel, thus missing out on an important opportunity.

I had the chance to read the TC of Isabelle Blondelot, who also carried out research on reading and the potential effects of a classroom library on students. Through her questionnaires she discovered that 20% of the students in the 'Enseignement Secondaire' had never or barely ever read a book, and in the 'Enseignement Secondaire Technique' this figure increases to 39.9%. Thus, her findings about Luxembourg are not dissimilar from those reported in *The Daily Mirror*. The findings presented in that article suggest that children from lower social classes could perform the same as children from more privileged backgrounds. This is a chance that teachers and the governments need to grasp, as a small investment in books could lead to a significant improvement in that child's performance in school.

In the book *Reading in a second language: Process, product and practice*, the authors quote Goody and Watt who say that 'the choices about who reads, what they read, and how they use what they read always have been connected to the distribution of power in society.'¹⁵ The book continues by giving a historical overview about the fact that those in power often used others' lack of literacy to remain in power, such as with slavery in the US, for example. It cannot be said that this situation has been eradicated in our society, with most of our current political rulers having a strong academic background. Furthermore, the path to high-powered jobs requires, in the vast majority of cases, a high level of literacy. As this situation is quite unlikely to change, the only way to help the majority of our children towards any future power in society, rather than simply a few, is by educating them so that they are able to acquire more and more knowledge and continue to deal with new information once they have left school. Bredella and Hallet cite Klieme who writes about desired the goals of an education system:

Dass alle Heranwachsenden einer Generation, und zwar unabhängig von Herkunft und Geschlecht, dazu befähigt werden, in der selbständigen Teilhabe an Politik, Gesellschaft und Kultur und in der Gestaltung der eigenen Lebenswelt diesem Anspruch gemäß zu leben und als mündige Bürger selbstbestimmend zu handeln.¹⁶

They continue:

¹⁵ Goody and Watt (1948) in Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 6

¹⁶ Klieme in Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 33

Aufgabe einer Literatur-und Kulturdidaktik ist der Nachweis, dass die Beschäftigung mit literarischen Texten der Realisierung von Bildungszielen und der Entwicklung von kulturellen Kompetenzen dient, die sich auf die gesellschaftliche Partizipationsfähigkeit der jungen Menschen richtet.¹⁷

About a year ago, the Luxembourgish Government started a campaign called: 'Raconte-moi'. The goal of this campaign was to sensitize parents to the importance of putting their children in touch with books from early childhood onwards. Young children who enjoy looking at pictures in an illustrated book will be more motivated to learn how to read and will develop longer-lasting reading habits.

The people responsible for the campaign claimed that reading was very important, as success in school depends strongly on the child's reading competences, e.g. understanding written texts. This campaign set out to underline the link between enjoying reading and succeeding at school.

The principal concept of that campaign was to make books more readily accessible, and consequently children were given a book at birth, another by their GP at the age of two, and a third at school at the age of four. This book came with a flyer explaining to parents the importance of reading¹⁸.

There is another project entitled 'Freed um Liesen' which also aims to motivate children to read. Their goals are the following:

Lesen ist eine Kulturtechnik, die ihre Bedeutung im Zeitalter der Computer nicht verlieren wird. Wer in der Wissensgesellschaft mithalten will, muss viel und mit Interesse lesen, ob auf dem Bildschirm, ob in Büchern oder Zeitungen.

Gern und viel lesen ist aber auch eine Voraussetzung für alle, die die Zusammenhänge in Gesellschaft und Politik verstehen möchten, die sich als Bürger einer Demokratie selbst ein Urteil bilden und sich nicht von Demagogen manipulieren lassen wollen.

Lesen ist darüber hinaus eine Freizeittätigkeit, die informiert, die Freude bringt, die neugierig auf Unbekanntes macht und die Phantasie anregt. Wer liest kennt keine Langeweile.¹⁹

In order to achieve their goals, those involved in the project attend kindergartens to read to the children; they present books at school fairs and children's holiday activities, and they

¹⁷ Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 33

¹⁸ This flyer can be found at: http://www.men.public.lu/trash/081104_fabula_livret.pdf

¹⁹ <http://www.freed-um-liesen.lu/index.php> retrieved on 12/02/2011

invite school classes to libraries where they also read to the children. They organise a large-scale book fair once a year, where they present around two thousand new books that have been published over the previous year. They also have shows on the radio where they present books for children in both French and German.

The project also seeks to help adults who want to become involved in making reading fun for children. The project approaches this by holding workshops with tips on conducting book readings, on coordinating reading nights, book exhibitions, discussion rounds or meetings with authors. The association also plans other interesting activities, for example handing out around six thousand books to travellers on World Book Day to encourage them to read on the train.

Thus, it can be seen that a considerable number of people in Luxembourg believe in the importance of reading, and therefore put a significant effort into encouraging children to develop good reading habits. The only negative aspect that could be mentioned is that these two projects principally target children of primary school age, with much less of a focus on teenagers. This is unfortunate, as many children stop reading during their teenage years, and therefore it would be beneficial to have more projects to motivate them to continue with the good habits acquired during primary school.

Reading requires concentration and patience, attributes that students find increasingly difficult in modern times. Boredom can develop very quickly, and students are no longer accustomed to working on one activity for a long period of time, which reading entails. On this note, Blondelot cites Hurrelmann who affirms that: 'Lesen verlangsamt die Rezeption und ist dadurch eine Hilfe zu reflektiertem emotionalem Verstehen des Eigenen und fremden Geschichten.'²⁰ Consequently, reading helps the development of the students' personalities.

A further matter of importance is that people nowadays are often accustomed to skimming texts on the internet when they are searching for specific information, and therefore reading longer pieces of fiction is important as it obliges people to take more time and comprehend a text on a deeper level. Furthermore, according to Wössner, skimming does not lead to the ability to read full texts, but conversely the ability to read a book will have a positive effect on other forms of reading:

²⁰ Blondelot, I. (2002) *Schockier deine Lehrer- Lies ein Buch*, Travail de Candidature, Luxembourg, p. 13

Unser Gehirn hat durch das Lesen eine Raumkarte ausgebildet, mit der es sich in jedem Buch mühelos orientieren kann. Wer gelernt hat sich in einem langen Text zurecht zu finden, der wird es auch im Internet können. Denn er kann auf einen Blick Informationen einordnen und bewerten. Das ist eine Fähigkeit, die nur durch Lesen gelernt werden kann. Anders gesagt: Lesen ist das Betriebssystem der digitalen Gesellschaft.²¹

This leads to other positive aspects which I would like to mention at this point. Students acquire many transferable skills and reading strategies through reading, such as skimming, scanning and deducing the gist from the context. Reading improves the ability to compare pieces of information, together with previous knowledge, and to gain new insights from these. Moreover, students learn that it is not necessary to understand every word in order to enjoy a text – this acknowledgment is extremely important as it makes reading a more relaxed experience. Those reading strategies and skills can then be used in other languages or with different kinds of texts, making them widely transferrable and highly valuable.

Pritchard (1990) defines a strategy as ‘a deliberate action that readers take voluntarily to develop an understanding of what they read.’²² Thus the difference between strategies and skills is that the former represent a conscious decision of the reader, whilst skills are employed subconsciously. According to the PISA study, there is a correlation between the ability to use effective reading strategies and having metacognitive knowledge of reading and reading proficiency. Consequently, teaching such skills can have a significant impact on reading and is therefore worthwhile.

Moreover, the reading of longer texts demands problem-solving abilities, as the reader must decipher the relation between different words, larger segments of the text, and between the text and the real world. Thus, reading longer texts is more complex and involves the use of certain reading strategies that simply cannot be practiced in shorter texts, such as ‘the ability to discern relationships between the various parts of a longer text, the contribution made by each to the plot or argument, the accumulating evidence of a writer’s point of view, and so on.’²³

²¹ Wössner in Blondelot, I. (2002) *Schockier deine Lehrer- Lies ein Buch*, Travail de Candidature, Luxembourg, p. 12

²² Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 95

²³ Collie and Slater (1987) in Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 212

Koda writes that ‘good reading behaviours gradually mature from their initial uncertainty to specific tactics.’²⁴ However, ‘for such developmental transformation to occur, readers must be confronted with sufficient expectations requiring increased difficulty and prudent resource management.’²⁵ Thus the earlier the students are challenged with longer texts, the earlier they can begin to develop appropriate strategies. Smith points out that the students ‘[...] acquire all of this knowledge about narratives without ever listening to a lecture on ‘the elements of fiction’; rather they simply gather the information through exposure to stories.’²⁶

Therefore reading is extremely beneficial for students, who acquire certain schemata which ‘consist of mental frameworks that emerge from prior experience’²⁷ to aid in the understanding of the text, because they ‘help us make sense of new facts, text types, formal patterns, and practices.’²⁸

Furthermore, reading fosters critical thinking and empathy. It helps children and teenagers shape their identity, transmits values to them and enables them to understand different cultures and customs. When learning a language, the language itself is not the only important aspect; the culture attached to it is also significant. By reading fiction, the students are confronted with the culture, customs and lifestyles of the countries where the language is spoken, and can learn many interesting facts to enrich their studies and knowledge. The students ‘[...] often wish to become familiar with patterns of social interaction in the country which uses the target language. The created world of fiction portrays these in contextualised situations, and this gradually reveals the codes or assumptions which shape such interaction.’²⁹ Maley and Duff (1989) underline the fact that literary texts are, in comparison to texts written for textbooks, non-trivial and thus they invite discussion due to the multiple interpretations that can be drawn from them.³⁰ Fiction often highlights ‘fundamental human

²⁴ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 217

²⁵ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 217

²⁶ Smith (1998) in Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 60

²⁷ Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 26

²⁸ Rumelhart (1980) in Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 26

²⁹ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 2

³⁰ Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 182

issues [that are] enduring rather than ephemeral’³¹ and can thus ‘transcend both time and culture.’³² Therefore fiction presents a great deal of cultural information to the reader, and is also a way to envision and comprehend the characteristics of societies distanced by time or geography.

It is true that the ‘world’ of a novel, play or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can discover their thoughts, feelings, customs, possessions: what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors.³³

By becoming acquainted with different ideas, opinions and values, students learn not to simply accept any assumptions presented in a book, by a teacher or those accepted by their society, but to question them and consequently form and voice their own opinion. This applies not only to fiction, but any other type of media, such as articles or movies. This is very important, as in our society the students need to be able to select the correct pieces of information within the many sources available.

Before moving on to the next part, I would like to quote Billows whose words seem to form a nice conclusion and link to the next part of my work. This quote concerns the use of poetry in the language class, but it can also relate to fiction:

To leave poetry out of a language course...is to renounce an extremely effective and labour-saving method of absorbing useful language. It is also to abandon opportunities to humanize and warm what may also be a very dry and chilly traffic in words and information. It is to renounce the hope of delivering us from the pedestrian writing – if not platitudes – of the textbook writer. It is to neglect an important and powerful aid in establishing in the pupils’ mind a favourable mental set. It is to stop short of what might be most rewarding in the pupils’ experience of the language.³⁴

³¹ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 3

³² Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 3

³³ Collie and Slater (1987) in Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 9

³⁴ Billows (1961) in Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 182

What positive effects does reading fiction have on the L2?

I have already mentioned many positive aspects of reading, but there are additional positive effects that specifically relate to the L2.

In school, our aim is to prepare the students for the real world and all the challenging tasks that might lie ahead. Unfortunately, the language used in textbooks is very neat and tidy, whilst the language the students will encounter in real life can be diverse. Thus, using authentic materials is important, as the students need to be exposed to them as soon as possible in order to learn compensating strategies that will help them cope with real life situations. As the majority of students will never achieve native-like fluency, these compensating strategies are very important.

Nunan argues that dealing with authentic material (e.g. an unabridged book) is the only valid ‘rehearsal for the real world’³⁵, because in this way the pupils ‘have [...] to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode [...]’.³⁶ Additionally, recent evidence suggests that using graded readers can be quite counterproductive in the sense that ‘grading text material in a course or unit may actually inhibit the development of readers’ abilities to interpret authentic texts and process diverse genres. Rather students should be given the opportunity to use the information in the text, grammar, vocabulary, and discourse markers that connect ideas and help with comprehension.’³⁷ Moreover, simplified stories can be difficult to follow due to the lack of detail and context. Conversely, although reading an unabridged and fairly long text can be challenging, it can also be extremely rewarding for the students as it furthers their self-confidence and extends their Zone of Proximal Development (ZPD)³⁸. This in turn increases their motivation, which, as I have mentioned, is of the greatest importance in teaching.

³⁵ Melrose, R. (1991) *The Communicative Syllabus, A Systemic-Functional Approach to Language Teaching*, Pinter Publishers, London, p. 163

³⁶ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 4

³⁷ Shrum and Glisan (2005) Hedgecock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 134

³⁸ ‘[...] the level of performance which a learner is capable of when there is support from interaction with a more advanced interlocutor.’ Lightbown and Spada (1999: 44) *How Languages are Learned*, Oxford University Press, Oxford

Collie and Slater point out that this rich context of authentic material makes many lexical or syntactical items more memorable and therefore particularly helps advanced learners increase their proficiency even further.³⁹ Moreover, it will not only increase the students' reading proficiency but also their written abilities, as they will adopt parts of the language that they have encountered. Consequently, reading benefits any kind of reader, as it will help each reader in a different manner and on a different level. Thus extensive reading can prevent fossilization. Ferris and Hedgcock write:

Certain aspects of the language can only be acquired through extensive and authentic exposure to the L2 [...], and once learners arrive at a certain stage of L2 acquisition [...], it is likely that their continued progress in that language will largely result from such natural exposure and not classroom instruction.⁴⁰

Reading authentic material, especially longer texts of fiction, has quite a few more positive connotations, one of them being that it increases exposition to the target language. This is important, as in Krashen's opinion:

We acquire as we are exposed to samples of the second language which we understand. This happens in much the same way that children pick up their first language – with no conscious attention to language form. We learn, on the other hand, via a conscious process of study and attention to form and rule learning.⁴¹

Thus, for Krashen there is a distinction between learning and acquisition. In his opinion, learning equates to sitting down and memorizing rules and sets of vocabulary, or drilling sentences. He believes that this does not lead to real proficiency in a foreign language because it is all easily forgotten. To achieve real and lasting fluency, language must be acquired as a child acquires his mother tongue. Krashen ascertains that 'certain skills are attainable only indirectly, that true competence in speaking, writing and grammatical accuracy is developed only via listening and reading for meaning.'⁴² Hence the pupils must be exposed to as much of the target language as possible, so that their language can progress along 'the natural order'⁴³ of language acquisition, which cannot be influenced by teaching. Following the same line of thought, Koda cites Ellis (1994) who states that implicit learning is affected by input frequency. However, there will never be enough classroom time for the

³⁹ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 5

⁴⁰ Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 214

⁴¹ Lightbown, P. and Spada, N. (1999) *How Languages are Learned*, Oxford University Press, Oxford, p. 39

⁴² Krashen, S. (1992) *Fundamentals of Language Education*, Laredo Pub Co., London, p. 92

⁴³ Krashen, S. (1992) *Fundamentals of Language Education*, Laredo Pub Co., London, p. 3

students to reach a full proficiency. 'One or two hours a week will not produce very advanced second language speakers, no matter how young they were when they began.'⁴⁴ Consequently, extra-curricular input opportunities inside or outside school should be available for further practice.

Vocabulary learning is also affected by the input frequency. Koda reports that 'incidental learning from context during free reading is the major mode of vocabulary acquisition during the school years, and the volume of experience with written language, interacting with reading comprehension ability, is the major determinant of vocabulary growth.'⁴⁵ Paul Nation and Paul Meara point out that in order for this to work, the percentage of unknown words should not be too high, and thus choosing the appropriate level of a text is of paramount importance. They add that the learning of new vocabulary will increase if deliberate attention is paid to the unknown vocabulary, which is why a lot of teachers include vocabulary activities in their tasks. These tasks are very important, as by using those words, passive knowledge is transformed into active knowledge. Of course, there are also pessimistic findings, such as those of Nation and Wang (1999) who say that students would need to read one graded reader every two weeks for noticeable improvement to occur. As an apt conclusion, Ronald Carter writes: 'In learning the surface form of basic concrete words, explicit learning might be the best route. However, for semantic, discoursal and structural properties of less frequent, more abstract words, implicit learning may be better.'⁴⁶ Parkinson and Thomas agree with this view by affirming that extensive reading broadens 'one's knowledge of the multiple meanings of already known items.'⁴⁷

Over the past twenty years the English language has become increasingly prominent all over the world, and students have contact with it on a daily basis via the internet, popular music and in the cinema. In theory, considering implicit learning and the Input Hypothesis, this should help the students acquire English. This is often true for reading and listening, and possibly even for speaking proficiency. However, the language used in these new media is, unfortunately, not always a grammatically correct or rich language, which the students can

⁴⁴ Lightbown, P. and Spada, N. (1999) *How Languages are Learned*, Oxford University Press, Oxford, p. 68

⁴⁵ Nagy, Herman and Anderson (1985) in Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 53

⁴⁶ *Teaching English to Speakers of Other Languages* (2001) eds. Carter, R. and Nunan, D. Cambridge University Press, Cambridge, p. 45

⁴⁷ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 199

generally only be exposed to outside the classroom through reading fiction. As Parkinson and Thomas report, people study literature because it is supposed to provide a model of ‘good writing’⁴⁸ and, as Duff and Maley point out, ‘literary texts offer genuine samples of a very wide variety of styles, registers and text-types at many levels of difficulty.’⁴⁹ Collie and Slater state that: ‘Reading a substantial and contextualised body of text, students gain familiarity with many features of the written language [...] which broaden and enrich their own writing skills.’⁵⁰

Another, very straightforward, benefit pointed out by Carrell and Grabe is that reading ‘represents the primary way that L2 students can learn of their own beyond the classroom.’⁵¹ Often it is impossible to find native speakers to talk to or films that are not dubbed, whereas it is easy to obtain books in the target language at a fairly low cost. Therefore, reading fiction is a perfect medium for life-long learning.

Bredella and Hallet mention a further point that may not immediately spring to mind, which is storytelling. As a whole, we tend to think that reading helps with reading and writing skills, but we forget that it will also help people with speaking and listening to the L2. Unbeknownst, we tell stories in our daily lives, and being able to convey our thoughts in a manner that other people can understand, in addition to understanding them in return, is of great importance. Reading fiction gives the reader many models to follow. Bredella and Hallet mention Brunner, who wrote:

We devote an enormous amount of pedagogical effort to teaching the methods of science and rational thought [...]. Yet we live most of our lives in a world constructed according to the rules and devices of narrative. Surely education could provide richer opportunities than it does for creating the metacognitive sensitivity needed for coping with the world of narrative reality and its competing claims.⁵²

Being able to understand narratives not only helps with fiction, but also with understanding articles, news stories, soap operas and movies. Thus, as Nünning and Surkamp state, being able to read can also lead to being able to understand the media, as being able to recognise

⁴⁸ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 9

⁴⁹ Duff and Maley (1990) in Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 10

⁵⁰ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 9

⁵¹ *An Introduction to Applied Linguistics* (2002) ed. Schmit, N., Arnold, London, p. 233

⁵² Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 43-44

and understand certain literary devices such as metaphors or alliterations is very important because they are often used in the media and popular music. In summary, ‘poetisch-methaphorische Kompetenz wird also auch im Alltag erworben und gebraucht.’⁵³ Being literate in all of these senses enables people to participate fully in their cultural and social lives. Chambers writes: ‘So in helping children to talk well about their reading, we help them to articulate about the rest of their lives.’⁵⁴

What are the challenges of reading L2 fiction in class?

Although reading is, as previously demonstrated, of paramount importance, it unfortunately presents many challenges for the teacher in the classroom.

The main challenge is student motivation, as many students consider reading to be quite boring or too much effort and generally prefer other activities. Ferris and Hedgcock⁵⁵ mention two additional points, which are that certain students might never before have read a full length book and thus will be intimidated by the prospect of doing so. In such situations, it might be productive to start by reading short, very interesting texts to spark student motivation. Ferris and Hedgcock also add that particular students might not understand the relevancy of reading literature to their goals, and therefore teachers need to make this explicit.

When thinking about student motivation, the majority of people simply class it as the students reading what they are asked to, enjoying it and putting a degree of effort into any tasks set. But what exactly is motivation? ‘Motivation provides the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process.’⁵⁶ The primary impetus to reading a book could be student interest in the subject, thus the student would be intrinsically motivated, or it could purely be that the student needs to read the book in order to be able to follow the classes and achieve a good mark, thus the student would be extrinsically motivated. Of course, the motivation could also be joint, as nowadays many researchers no longer consider intrinsic and extrinsic motivation as opposites, as they

⁵³ Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 53

⁵⁴ Chambers in Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 79

⁵⁵ Hedgcock, J. and Ferris, D. (2009) *Teaching Readers of English, Students, Texts, and Contexts*, Routledge, Oxon, p. 256

⁵⁶ *Routledge Encyclopedia of Language Teaching and Learning*, (2004) ed. Byram, M. Routledge, London, p. 425

often go hand in hand. The primary impetus is, however, not the hardest to achieve, but the sustained motivation is harder to prolong. This is why I have decided to have a look at five different ways of working to determine if they can help maintain the students' motivation to continue reading. There are many other motivational factors such as parental influence, the classroom environment, instructional techniques, self-confidence, significance of the goal, enjoyment of the task etc, many of which I shall examine later on.

Motivation is quite complex as it continually evolves over time, and no one has yet managed to represent it in its total complexity. Dörnyei and Csizér wrote the *Ten Commandments for Motivating Language Learners* in 1998. The commandments were written for foreign language learning, but can of course also be used for foreign language reading. Their commandments include setting a personal example with your own behaviour; creating a pleasant, relaxed atmosphere in the classroom; making language classes interesting; promoting learner autonomy and personalising the learning process.⁵⁷ These commandments have already been discussed or shall be discussed in this essay, as they form the backbone of a selection of the techniques and methods mentioned.

It can be very difficult for teachers to motivate their students, and in the following paragraphs I shall consider what can be done to spark this motivation and, particularly, to retain it.

The toughest challenge is to generate enjoyment in reading where the student shows no interest or has had a negative experience. However, once the students have discovered a pleasurable side to reading, they will be intrinsically motivated to read more. This in turn will improve their L2, which will enable them to read more complex books, which in turn will further increase their motivation. Student motivation can also be hindered by the confidence gap, which means that even confident L1 readers may be scared of reading a book in the L2. Collie and Slater underline this by writing that: 'They [the students] are likely to be approaching the experience with a mixture of curiosity, excitement and apprehension. The teacher's role must be to play up the sense of adventure while providing a supportive atmosphere that will be reassuring to the students.'⁵⁸ In order to overcome this, a teacher could, for example, lead the students through a difficult poem or text, and so the students

⁵⁷ *Routledge Encyclopedia of Language Teaching and Learning*, (2004) ed. Byram, M. Routledge, London, p. 431

⁵⁸ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 16

would realise that they can read and understand such linguistically challenging texts, which consequently will give them more confidence in reading other sorts of texts.

An important way for a teacher to boost student motivation is by choosing a book with the correct level of difficulty, as too low or high a level of difficulty will demotivate the students. This is also significant when considering Krashen and his theories. He says that in order for input to be effective, it must be 'comprehensible input'⁵⁹, meaning that it 'contains structures at our next stage-structures that are a bit beyond our current level of competence ('L+1)'.⁶⁰ The language learner will be able to make sense of this by using the context and background knowledge. This is when input transforms into 'intake'⁶¹ and so to allow for this to happen, the teacher must pay attention to the language level of the book selected. To ensure the students assimilate as much of the language as possible, this input must be complemented by opportunities for output.

In addition, teachers should endeavour to choose a book that may interest the students by talking about current or interesting topics to which the students can relate. This is of course quite difficult, as the students' interests within a class may vary hugely, but teachers should nevertheless try to choose a book that appeals to as many students as possible. Nünning and Surkamp say that students should be able to suggest books themselves, as the motivation to read books they find interesting will be much higher. If the students do not propose any ideas, the teacher could then propose a selection of books and allow the students to choose from the options. Koda reports several studies conducted by LeLoup (1993) which show that topic interest is very important for text comprehension. 'Because we tend to be more attentive when reading something we are interested in, topic interest, logically, can increase or decrease content familiarity, which, in turn, affects text comprehension.'⁶² LeLoup found out that topic interest was more important than prior knowledge or L2 proficiency when it came to text comprehension. Collie and Slater agree by saying that 'if it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learner's linguistic and cultural knowledge.'⁶³ Those books that really interest the students will also

⁵⁹ Krashen, S. (1992) *Fundamentals of Language Education*, Laredo Pub Co., London, p. 2

⁶⁰ Krashen, S. (1992) *Fundamentals of Language Education*, Laredo Pub Co., London, p. 2

⁶¹ Ellis, R. (1985) *Understanding Second Language Acquisition*, Oxford University Press, Oxford, p. 59

⁶² Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 148

⁶³ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 6

motivate them to talk about the issues in the book, which in turn will create authentic communication. Usually course books do not deal with any themes that really capture the students, as they are generally constructed to introduce new vocabulary or grammar, which further fuels the need to read fiction.

There is a never-ending discussion as to whether the books read in class should form part of the canon or not. If the students specialize in literature then, of course, they also need to read set books that form part of the canon. If, however, the teachers' main goal is to motivate students to read and to improve their language, then books that are not part of the canon will potentially be more appreciated by the students, as they can better relate to them. A further criticism of the canon is the following:

Zum anderen vermittelt die Kanonisierung aufgrund der diachronen, geografischen und geschlechterspezifischen Unausgewogenheit ein völlig einseitiges und schon deshalb falsches Bild von den tatsächlichen Verhältnissen im Literatursystem, das die Vielfalt der englischsprachigen Literaturen auch nicht annähernd repräsentativ widerspiegelt.⁶⁴

An additional pair of practical points that should be taken into account is that the teacher must ensure that the book is not too long, as students may become bored of dealing with the same book week after week. Moreover, teachers should also think about what activities can support the book or if there is already material available, as this might provide more ideas and reduce their workload. Lazar points out another decision that teachers must make: should they read a book whose content is close to the students' culture, which will make it easier for the students to respond, or should they choose a book from another culture which will be a very enriching experience for the students?⁶⁵

Background knowledge also plays an important part in understanding a text, especially when working with older texts or those written in a different cultural setting. Claire Kramsch writes that 'background knowledge makes it possible to anticipate incoming information, relate it to previous knowledge and thus make global sense of the text as it unfolds.'⁶⁶ Of course, it is improbable that the students will have all the required background knowledge, and therefore teachers need to decide on the content, quantity and timing of the background knowledge

⁶⁴ Nünning, A. And Surkamp, C. (2006) *Englische Literatur Unterrichten, Grundlagen und Methoden*, Kallmeyer in Verbindung mit Klett, Seelze-Velber, p. 41

⁶⁵ Lazar, G. (2005) *Literature and Language Teaching, A guide for teachers and trainers*, Cambridge University Press, Cambridge, p. 62

⁶⁶ Kramsch, C. (1993) *Context and Culture in Language Teaching*, Oxford University Press, Oxford, p. 124

provided. Most students in Luxembourg share a similar understanding of the world with modern British or American texts and therefore teachers do not need to explain a great deal, or can ask the students to research and explain the unknown facts as part of a presentation. This point requires careful reflection because, as Parkinson and Weir point out, providing the students with too much information in advance, both the pre-teaching of language and other information, ‘makes the task unauthentic and inhibits the development of the skill of reading, which includes the developing of ways to cope with unknown language [...]’.⁶⁷ Thus the information given to the students should be concise and focus purely on the most important pieces of information.

A further point that teachers need to be aware of is that by ‘giving preference to what we call ‘careful’ reading [...] it also effectively downgrades the value of the type of reading behaviour many people will adopt when reading, say, detective novels for pure enjoyment, where the reader’s monitor is likely to accept lower standards of comprehension. Classroom reading becomes almost exclusively ‘intensive’ reading and if classroom tasks have any influence on students’ behaviour outside the classroom, this may well result in slow, laborious reading when this is, in fact, not necessary.’⁶⁸

Krashen calls these two sorts of reading ‘efferent reading’ and ‘aesthetic reading’.⁶⁹ Aesthetic reading is very important in literature classes like the A section or at university level, where students analyse stylistic devices, rhyme patterns etc. In this setting the students need to be prepared for their exams and able to analyse texts in detail. In other settings, efferent reading is better suited and will be more enjoyable for the students. Federico Garcia Lorca even wrote in one article that his poems and texts are there to be enjoyed and not analysed, and in my opinion many authors would agree with Lorca. The main purpose of fiction is to be enjoyed and that is what we, as teachers, should convey to our students.

Kramsch cites yet another difference between ‘reading for information retrieval and reading for the experience of reading’.⁷⁰ She adds that students should know what is expected of them

⁶⁷ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 5

⁶⁸ Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 86-87

⁶⁹ *Teaching English to Speakers of Other Languages* (2001) eds. Carter, R. and Nunan, D. Cambridge University Press, Cambridge, p. 182

⁷⁰ Kramsch, C. (1993) *Context and Culture in Language Teaching*, Oxford University Press, Oxford, p. 140

when reading a text, what ‘type of understanding they are expected to come to class with.’⁷¹ In order to be able to do this, teachers must decide whether they want to use literature as content of their course or as a resource to draw on for promoting interesting language activities and, finally, what they want the students to take away from the experience of reading.

One trap that teachers need to be careful not to fall into is to subject their reading class to their own ideologies. It is very important for teachers to remain open minded and accept that there might be more than one correct interpretation of a text, as otherwise the students can become very frustrated. ‘In fact, teachers would help more to empower the students if they were prepared to ‘back off’, stopped imposing ‘correct’ interpretations of texts [...].’⁷² In the past, the teachers’ ultimate goal was often ‘the recovery of author’s meaning.’⁷³ This is, however, nearly impossible in most cases as the authors have been dead for centuries, and therefore there is no certain way to find out if the critiques are right or wrong about what they consider to be the author’s meaning. Urquhart and Weir cite Candlin (1984) who says that ‘Texts do not have unitary meaning potentially accessible to all, they rather allow for variety in interpretation by different readers, governed by factors such as purpose, background knowledge, and the relationship established in the act of reading between the reader and the writer.’⁷⁴ This view was born in the 1960s and 70s as Reader Response and has, although slightly softened, stayed alive to this day. Reader Response states that a poem or text does not have any meaning in itself, but that each reader ‘may read out of it whatever meanings he or she wishes’.⁷⁵ Therefore the reader is an active agent who will create his own unique response to a text. This theory is in complete opposition with other theories such as the New Criticism which only focuses on the text and does not allow any other meaning to be brought in. Of course, the students’ interpretations need to be taken with a pinch of salt, as not every interpretation will be valid, and therefore the students must be able to explain their answers and base them on critical findings. This is also important when assessing reading, because if

⁷¹ Kramsch, C. (1993) *Context and Culture in Language Teaching*, Oxford University Press, Oxford, p.140

⁷² Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 8

⁷³ Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 87

⁷⁴ Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 112

⁷⁵ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 8

we accept that each reader brings his own meaning to a text, based on life experience and background knowledge, there is more than one correct answer.

A further difficulty concerning assessment is that the new theories often state that the different skills should be tested separately and thus they want reading to be tested by MCQs or true / false questions. This can be useful at times; however, teachers should not forget that in real life students will never encounter such a task and that therefore they should become accustomed to combining reading and writing, as this represents a realistic task. Unfortunately, many standardised test formats, such as MCQs, are used in highly important places such as university admission tests or job interviews. Knowing that their students will have to take such examinations, many teachers tend to teach them how best to perform in these tests, which unfortunately will ‘have very little bearing on how well students read in real-life situations.’⁷⁶

An additional problem that might arise when teaching reading in a second (or third) language is that teachers assume that students already know how to read. However, if they have problems reading in their L1, they will almost certainly have the same problems when reading in English. As Kramsch points out in her book, reading in a foreign language is closely related to prior reading experience. Koda underlines that ‘successful L1 strategy transfer is responsible, at least in part, for individual differences in L2 strategic reading. In addition, readers’ understanding of, and convictions about, reading, modelled through L1 literacy, are likely to influence how they deploy L2 strategies.’⁷⁷ Particularly in English, which here in Luxembourg is the children’s fourth language, teachers often assume that students will know how to interpret a text and then, for example, write a summary, as they should have already learned to do so in French and German. However, this is not always the case and therefore a short reminder should be carried out. Teachers must ensure that the students can decode the language, extract meaning from the text and then interpret it. They can assist the students by imparting common reading strategies such as inferencing meaning and relating the text to background knowledge, and helping the students to use them. This is very important because if students do not know these strategies, reading will be a very slow and cumbersome exercise for them, which will be very demotivating. Teachers also need to

⁷⁶ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 234

⁷⁷ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 218

help students recognise subtleties like humour, satire or ideological presuppositions, without which some texts could be completely misinterpreted.

What do the national curricula say about reading fiction?

As previously mentioned, many students seem to be able to go through the English school system without ever reading a novel in the L2. As part of my research, I studied the National Curriculum website. In English at Key Stage 3 (pupils aged 11-14), the students are supposed to read poetry, stories and books to become acquainted with English heritage (Shelley, Shakespeare, etc.). Moreover, they are introduced to other non-literary forms such as article. In Modern Foreign Languages, however, there is no mention whatsoever about reading fiction; only small, familiar texts are mentioned.⁷⁸

Here in Luxembourg the situation is quite different. Already in the ‘cycle inférieur’ of the ‘régime technique’, the national guidelines recommend reading simple narratives and books of the appropriate level in English (*Readers*).

In the ‘cycle supérieur’ of the ‘régime technique’, reading forms an important part of the English course, as at least one book has to be read in 10ème or 11ème and at least one test of sixty marks has to be centered on a book. The document continues by stating that although the goals in English are mostly of a non-literary nature, the students’ level of the language still needs to be high in order for them to follow their chosen paths either at university or in their future jobs. The documents for all the sections in the ‘Enseignement Secondaire Technique’ set the following objectives in reading: being able to critically analyse current themes, socio-cultural knowledge, being able to understand a complete work of fiction and answer questions about it, in addition to waking the students’ interest for reading in general.

In the ‘Enseignement Secondaire’ the situation is fairly similar. Already in the ‘cycle inférieur’ it is suggested to teachers to read ‘des ouvrages faciles’ with their classes. In the ‘cycle moyen’ the students are already expected to read unabridged books, and in the ‘cycle supérieur’ reading takes on an even more important role, with many articles being read in addition to novels, plays etc. This is the case for all sections except the A section (literature) where students have to read all the books in a specific list set by the government. This list is very close to the one the English students have to read during their final key stages

⁷⁸ <http://curriculum.qcda.gov.uk/index.aspx>

(Shakespeare, Donne, Shelley, Auden etc). It is interesting to see that in Luxembourg, students on a literary section read the same material in a foreign language that English students read in their mother tongue.

What does the Common European Framework of Reference for Languages say about reading fiction?

The *Common European Framework of Reference for Languages*, on which more and more European foreign language curricula are built upon, does not mention reading fiction in much detail. In the main description of reading, contemporary literary prose is mentioned for the level B2, whilst understanding literary texts and appreciating distinctions of style form part of level C1 and C2, but without going into any detail. It further mentions literary texts in a small paragraph entitled *Aesthetic uses of language*. The paragraph ends with the following words:

This summary treatment of what has traditionally been a major, often dominant, aspect of modern language studies in upper secondary school may appear dismissive. It is not intended to be so. National and regional literatures make a major contribution to the European Cultural heritage, which the Council of Europe sees as ‘a valuable common resource to be protected and developed’. Literary studies serve many more educational purposes – intellectual, moral and emotional, linguistic and cultural- than purely aesthetic.⁷⁹

Therefore the authors agree that literature has a lot to offer, but do not go any deeper. What I find unfortunate is that the Framework does not mention that reading improves the language. As many teachers or policymakers base themselves on this book, this lack of reference to the benefits of reading fiction is likely to influence them in considering extensive reading to be of lesser importance.

Lothar Bredella and Wolfgang Hallet discuss many problems caused by this Framework in their book. The first problem they consider is the disregard of literature:

[...] beim Gemeinsamen Europäischen Referenzrahmen für Sprachen gibt es zwar ein Lippenbekenntnis zur Bedeutung literarischer Texte, aber faktisch spielen diese keine Rolle. Mehr noch: Mit der Marginalisierung der Literatur geht insgesamt ein Verlust gehaltvoller Inhalte einher. Denn trotz des Bekenntnisses zu allgemeinen Erziehungs- und Bildungszielen kommen auf der konkreten Ebene, fast ausschließlich linguistisch definierte Kategorien zum Tragen, so dass ganze Bereiche, die für das schulische

⁷⁹ *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe, Cambridge University Press, Cambridge, p. 56

Fremdsprachenlernen relevant sind, wie etwa die Literatur oder die Landeskunde, nur in Form allgemeiner Kompetenzbeschreibungen vorkommt.⁸⁰

In their book they provide a list of literary competences that could be comprised in such a book as the European Framework, and which include competences such as being able to feel empathy or tolerate ambiguity - competences that are also very important outside of the classroom. The Common Framework could distinguish between ‘Sachtexten’ and literary texts, and it could also acknowledge that reading literacy does not only include content but also understanding context, empathy, being able to react and accommodate new ideas, and knowing different cultures etc.

Another significant issue the two authors mention is the washback effect on teaching that comes from such standards, as many teachers might teach in such a way as to only prepare their students for these kinds of standardised tests. This would be in exact contradiction with a student-oriented approach or Howard Gardner’s Multiple Intelligence theory, and is not necessarily in the students’ best interests.

Es steht somit ‘nicht der Lerner mit seinen individuellen Bedürfnissen und Fähigkeiten, sondern extern gesetzte Lernziele [...] im Vordergrund‘ (Küster 2004: 195) Da also letztlich nur noch *testability* den Unterricht bestimmen wird, steht zu befürchten, dass eine solche Festlegung nicht zu einer Verbesserung und Weiterentwicklung des Schulsystems, sondern im Gegenteil zu seiner Verschlechterung und zu einer Verarmung des Unterrichts führen wird.⁸¹

Ein in Test überprüfbares Wissenspensum und testbare Fertigkeiten werden als Bildung angesehen. Ein Unterricht aber, der sich nur am Messbaren orientiert, verrät die Idee der Bildung.⁸²

Does the PISA test mention literature?

The PISA 2009 definition of reading is as follows: ‘Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.’⁸³

⁸⁰ Raupach (2003) in Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 160

⁸¹ Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 1

⁸² Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 2

⁸³ *PISA 2009 Assessment Framework, Key competencies in reading, mathematics and science* (2009) OECD, p. 23

The PISA survey aims not at testing knowledge acquired in school, but at skills that the students will have to use outside of school. Therefore it tries to link school with the challenges of society awaiting the students once they leave school. Luxembourg has not had the best results in the PISA studies, and consequently many people have started reflecting on the reasons for this. One contributing factor that is often mentioned is that our system remains fairly old fashioned when it comes to reading, being based principally on extracting the meaning from a text, whilst the tasks in the study also include inferencing, interpreting and giving opinions. Reading is not only decoding texts but also understanding them and their relation to other texts and previous experiences. Moreover, students are not necessarily used to interpreting texts that include charts or graphs, and even if they have seen such texts in geography or history, they still may not be able to transfer this knowledge to fictional texts. Students need to skim and scan texts and be critical of their credibility; thus the meaning of literacy has changed in our modern society and, according to PISA, the school systems need to better prepare the students for those new challenges as it will help them navigate complex institutions such as health systems and legal matters. Moreover, in order to be able to learn other subjects, the students have to be able to read, and therefore a poor reading performance will be an obstacle to academic achievements and further education. This is why our education system is being constantly subjected to change in order to find a way to better prepare the students for the challenges lying ahead.

Fiction and literary texts are mentioned in the PISA study under personal reading, and some of the items included in the test were extracts from books by famous writers like Gabriel Garcia Márquez or Antoine de Saint-Exupéry. All in all, narrative or fictional texts formed 15% of the entire print medium for reading comprehension in PISA 2009.

The PISA 2009 definition of reading adds engagement in reading as an integral part of reading literacy:

A reading literate person not only has the skills and knowledge to read well, but also values and uses reading for a variety of purposes. It is therefore a goal of education to cultivate not only proficiency but also engagement in reading. Engagement in this context implies the motivation to read and is comprised of a cluster of affective and behavioural characteristics that include an interest in and enjoyment of reading, a

sense of control over what one reads, involvement in the social dimension of reading, and diverse and frequent reading practices.⁸⁴

What is interesting about the PISA study is that it also included questions and information on the students' reading habits and reading opportunities at home. Home is also an instructional setting and if parents promote literacy and reading skills by reading to or with their child, setting the example of reading as a hobby and making material available to their children, this will have an influence on children's reading habits. They say that 'significant others' have a huge influence on a child's reading habits. Those values will then ideally be internalised by the children, who will become convinced about the value of reading, whether it is for personal pleasure or as a beneficial means for their education. The PISA text continues by saying that:

A favourable context assures competence in reading and expands autonomy in directing one's own reading activities. When the family and school context give the individual a sense of confidence and autonomy in reading, the individual grows towards intrinsically motivated and self-determined reading.⁸⁵

The authors of the text also recognise the teacher as being such a 'significant other' and thus having an influence on the students' reading habits. They say that teachers who improve the students' sense of competence and ownership can help them become active readers. As there is a relation between engagement and achievement, it is therefore of great importance that teachers do their utmost to motivate their students to read.

Several of the questions asked in the PISA background questionnaire are very similar to questions that I asked my students, and therefore I shall be able to compare these data in my analysis.

The results of the PISA study show that students from a higher socio-cultural background and non-immigrant background usually have more cultural and educational resources at home than students from immigrant or poorer socio-economic backgrounds. The study continues by saying that those students also tend to enjoy reading more and better know how to use effective reading strategies. The same differences can be found between boys and girls, as

⁸⁴ PISA 2009 Assessment Framework, *Key competencies in reading, mathematics and science* (2009) OECD, p. 24

⁸⁵ PISA 2009 Assessment Framework, *Key competencies in reading, mathematics and science* (2009) OECD, p. 71

girls tend to enjoy reading more and know better how to use effective reading strategies than boys.

Non-immigrant students tend to spend more time reading every day, but the most interesting point is that many students, both immigrants and non-immigrants, do not enjoy reading, although students from a privileged socio-economic background tend to enjoy reading slightly more. About half of the student population said that they do not read for pure enjoyment. A quarter of the students said that they read less than half an hour per day for enjoyment, about 10% said that they read between half an hour and an hour, about 8% read between one and two hours and only 4% read over two hours a day. There is not much difference between students with or without a migratory background. There is however, a big difference between boys and girls: 62% of the boys said that they did not read for pleasure while only 37% of the girls said so. For the other categories, the percentage for girls is always about 7% higher than that for boys (e.g. 17% girls and 10% boys read between half an hour and one hour every day). In the whole of the OECD an average of 37% of students do not like reading.

The girls generally scored better than the boys in the reading section of the study, whilst the boys were stronger in both mathematics and sciences. This reflects, of course, the fact that girls enjoy reading more than boys, as engagement leads to proficiency.

There is also a difference in the enjoyment of reading, in addition to the reading strategies, between the different school systems. Generally the students from the ES are motivated to read and perform better than those from the EST.

The study warns that the low scores in reading proficiency will make it harder for the students to finish school successfully and be able to successfully manage their tasks in future jobs. It is a challenge to motivate the students to read again and to improve their reading proficiency so that they can face the challenges awaiting them.

What does the literature say about the different methods of reading fiction?

In the past, in most literature classes, teachers focused on reading a book, sometimes even aloud in class to improve pronunciation, and then ask content questions about it. Koda says that the most traditional method when it comes to reading is post-reading questioning, but that its ‘effectiveness has rarely been tested directly.’⁸⁶ Nevertheless, questions and answers are not necessarily a bad method, as long as the teacher feedback is not purely whether the answer is true or false, as that amounts to assessing rather than teaching.

Teaching would involve, among other aspects, more structured feedback as to why responses were acceptable or not, some instruction in how to arrive at the desired response, in addition to more global instruction in how to set about the task, alternative strategies which might prove helpful, etc.⁸⁷

The problem during those more traditional lessons is, as Collie and Slater point out in *Literature in the Language Classroom*, that although they foster very detailed comprehension, student involvement is minimal and therefore the students will not be able to share their views, use the target language nor make the text their own. Other problems with this method are that teachers tend to be quite dominant and that only the cognitive and analytical competences of the students are tested. Brian Parkinson and Helen Reid Thomas also point out that nowadays the response to reading should be individual but also creative; thus students should not only understand a text but do something actively with it, which makes studying a text more motivating for the learners and also for teachers, even though it requires more effort.

When deciding on how to read a book, a teacher can choose the top-down or bottom-up method. The bottom-up method starts by analysing a text word by word before moving onto the sentence level, etc. This method is quite effective when it comes to analysing poems in a literature section, but will probably take away any pleasure in any other setting. The top-down method is much more ‘reader-driven’⁸⁸ and exciting, which in theory should increase student motivation.

⁸⁶ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 269

⁸⁷ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 171

⁸⁸ Urquhart, S. and Weir, C. (1998) *Reading in a Second Language: Process, Product and Practice*, Addison Wesley Longman Limited, Essex, p. 43

School and society have changed a lot and are still changing at a rapid rate and so, nowadays, students need to be able to adapt to situations very quickly and become autonomous at a much younger age. In order to help them become responsible for their own learning and thus more autonomous, there are new, more communicative ways of working, such as ‘students as teachers’, group work or the Multiple Intelligences methods, for example.

In the ‘students as teachers’ method, the students are provided with some agency⁸⁹ by placing them in charge of part of a lesson, thus allowing them to partly assume the teacher’s role. By becoming the ‘doers’⁹⁰ in the classroom, the students are encouraged to take more responsibility for their learning than in passive, teacher-fronted classrooms. This is important because the students need to realise that their learning will be more successful if ‘[...] they themselves become active learners [...] rather than passive recipients of teaching.’⁹¹

As Krashen discovered, too much teacher intervention can raise stress levels, thus raising the affective filter, which in turn hampers the acquisition process. Lightbown and Spada explain this filter:

The ‘affective filter’ is an imaginary barrier which prevents learners from acquiring language from the available input. [...] A learner, who is tense, angry, anxious, or bored may ‘filter out’ input, making it unavailable for acquisition. [...] The filter will be ‘up’ (blocking input) when the learner is stressed, self-conscious, or unmotivated. It will be ‘down’ when the learner is relaxed and motivated.⁹²

To attempt to keep the affective filter low, teachers should also endeavour to create an encouraging and communicative learning environment, by requiring the learners to work in pairs for a significant proportion of class time. Traditionally in the classroom ‘the focus is on the language itself, rather than on the information which is carried by the language.’⁹³ However, nowadays Communicative Language Teaching is used fairly extensively and, in this method, the focus is on the meaning. The pupils learn how to employ the language for real communicative purposes so it can also serve them in real-life situations outside the classroom, where they cannot fall back onto a common L1. This again helps student motivation as they can see the purpose of their lessons.

⁸⁹ Harmer, J. (2007) *How to Teach English*, Pearson Education Limited, Essex, p. 21

⁹⁰ Harmer, J. (2007) *How to Teach English*, Pearson Education Limited, Essex, p. 21

⁹¹ Harmer, J. (2007) *How to Teach English*, Pearson Education Limited, Essex, p. 21

⁹² Lightbown, P. and Spada, N. (1999) *How Languages are Learned*, Oxford University Press, Oxford, p. 39-40

⁹³ Lightbown, P. and Spada, N. (1999) *How Languages are Learned*, Oxford University Press, Oxford, p. 91-92

One of the basic assumptions of CLT is that by learning to communicate, pupils will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language.⁹⁴

Based on this theory and on personal experience, many teachers decide to focus more on fluency than accuracy. Grammar exercises form a substantial part of the school year, so if teachers want the students to enjoy reading, books must be treated in a different way. As follows, the students are free to experiment with language without being afraid of the teacher correcting every single mistake because, as Krashen says: 'It is inhibiting, hampering and frustrating beyond belief to be consistently checked and corrected when one is struggling with ideas in another language.'⁹⁵

As already mentioned, the affective filter is lowered by group work; however, cooperative learning has many more advantages. Working with and speaking in front of small groups is less intimidating than speaking in front of the whole class. Moreover, everyone in the group is in the same situation and this encourages the students to all contribute. Additionally, students can discover how other students work and which reading strategies they use. Cooperative learning improves the students' social competence as they have to listen and react to other people's ideas in addition to adapting and expressing their own views, which again is important as their future jobs will require more and more team work. Furthermore, this is also in line with the socio-constructivist theory, according to which the interaction between the learner and others is likely to result in better performance.⁹⁶ Koda points out additional positive aspects of cooperative learning: 'Discussions of both the reading processes and content promote metacognitive dialogues amongst students. Moreover, studies show that cooperative learning is effective in increasing motivation, time on task, and overall academic achievement.'⁹⁷ Collie and Slater add that, when dealing with a text, 'a group with its various sets of life experience can act as a rich marshalling device to enhance the

⁹⁴ Larsen-Freeman, D. (2000) *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, p. 130

⁹⁵ Paulston, C. (1992) *Linguistic and Communicative Competence*, Topics in ESL, Multilingual Matters Ltd, Clevedon, p. 51

⁹⁶ Pritchard, A. (2005) *Ways of Learning, Learning Theories and Learning Styles in the Classroom*, David Fulton Publishers, Oxon, p. 30

⁹⁷ Koda, K. (2005) *Insights into Second Language Reading, A Cross-Linguistic Approach*, Cambridge University Press, Cambridge, p. 269

individual's awareness both of his or her own responses and of the word created by the literary world.' ⁹⁸

They continue by saying that:

On a more practical level, working with a group can lessen the difficulties presented by the number of unknowns on a page of literary text. Very often someone in a group will be able to supply the missing link or fill in an appropriate meaning of a crucial word, or if not, the task of doing so will become a shared one. ⁹⁹

Other methods for reading fiction

Summarising is effective as it improves the comprehension of the text, facilitates the recall of content and, as Parkinson and Thomas point out, it can even improve scores on standardised reading tests, findings which were corroborated by Pearson and Fielding.¹⁰⁰ Lazar further adds that if, for example, students are required to write summaries about certain chapters that others have not read, they will go to extra effort because 'students usually take great pains to produce good summaries if they know that their classmates' understanding of the novel depends on it.' ¹⁰¹

Extensive reading (ER) or class libraries where students read books of their choice at leisure, without the pressure of testing or marks, are highly considered and help 'nurture a lifelong reading habit.'¹⁰² Methods of keeping track of the students' reading could be a student-teacher conference once a month or keeping book records. Renandya and Jacobs list some of the benefits of extensive reading in *Methodology in Language Teaching*: enhanced language learning in areas such as spelling, vocabulary, grammar and text structure; increased knowledge of the world; improved reading and writing skills; greater enjoyment of reading; a more positive attitude towards reading; and higher possibility of developing a reading habit. To further enhance the effectiveness of ER, Swain (1999) and Larsen-Freeman (1991) argue that students should engage in activities where they discuss what they have read, as this will

⁹⁸ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 9

⁹⁹ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 9

¹⁰⁰ In Pearson and Fielding (1991) in Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 38

¹⁰¹ Lazar, G. (2005) *Literature and Language Teaching, A guide for teachers and trainers*, Cambridge University Press, Cambridge, p. 90

¹⁰² *Methodology in Language Teaching, An Anthology of Current Practice*, ed. Richards, J. and Renandya, W. (2002) Cambridge University Press, Cambridge, p. 296

make reading even more comprehensible to them.¹⁰³ Moreover, ‘talking and writing also push students to move from the receptive language competences needed for reading to the more demanding productive competence required for speaking and writing.’¹⁰⁴ Additionally, ER assists the automatic recognition of words and enables readers to read faster.

As a balance, the teacher could also occasionally use intensive reading, in which short texts are studied in detail, helping the students to develop their reading skills.

Collie and Slater mention the creation of worksheets, which could accompany home reading and act as scaffolding. These worksheets could be checked by the teacher and feedback given in class and thus would work as a review to ensure the chapters read at home have been fully understood.

They also mention the concept that different groups in the class could be provided with different texts to read and then new groups comprising one member of each original group would be formed and recount the stories. One task could be to find as many parallels as possible between all the texts read, for example.

Lazar also references the notion of groups preparing a glossary about a chapter, which would be handed out to the students before reading the chapter.

To demonstrate to the students the easy availability and variety of material, teachers could visit the school library with their class or even the town library and explain to their students how one goes about looking for and choosing books.

To promote more student motivation, Nünning and Surkamp also suggest that student material could be published on the internet or turned into a little newspaper, or they could present a play in front of their parents. If students know that their work will be seen by other people than the teacher, they will want to improve the quality even further, because ‘sie erfahren, dass die Ergebnisse ihrer Arbeit an sich wichtig und für andere interessant sind und nicht immer nur der Leistungsbewertung dienen.’¹⁰⁵

¹⁰³ Swain and Larsen-Freeman in *Methodology in Language Teaching, An Anthology of Current Practice*, ed. Richards, J. and Renandya, W. (2002) Cambridge University Press, Cambridge

¹⁰⁴ *Methodology in Language Teaching, An Anthology of Current Practice*, ed. Richards, J. and Renandya, W. (2002) Cambridge University Press, Cambridge, p. 299

¹⁰⁵ Nünning, A. and Surkamp, C. (2006) *Englische Literatur Unterrichten, Grundlagen und Methoden*, Kallmeyer in Verbindung mit Klett, Seelze-Velber, p. 81

Methodology

The main purpose of my work, *A study of methodologies for reading fiction in class with language learners*, is to discover the various methods and techniques employed by teachers to implement the reading of books, and the students' reactions to these methods.

Why action research?

I decided upon action research because 'Action research is designed to bridge the gap between research and practice, thereby striving to overcome the perceived persistent failure of research to impact on, or improve, practice.'¹⁰⁶

Action research can be implemented in nearly any setting where there is a problem that requires a solution. The majority of action research in the field of education so far is small scale and orientated towards particular classroom contexts. These studies are qualitative and ethnographical in their approach and often form part of an MA or a PhD. In other words, they start small, often in one teacher's classroom, but could culminate in changing many teachers' ways of working.

As we have previously seen, reading is slowly losing ground and education, and many students do not enjoy reading in class. I therefore wanted to discover ways to improve this situation. I wanted to achieve this through a systematic study involving both action and reflection. Cohen and Manion define action research as 'a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.'¹⁰⁷ In action research, problems are studied scientifically in order to improve and steer decision making. Action research is an approach which is appropriate in any context when 'specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing system.'¹⁰⁸ This is exactly what I aim to do: analyse and potentially alter the way in which books are read with a class in order to improve practice. 'It is motivated by quest to improve and understand the world by changing it and learning how to improve it from the effects of the changes made.'¹⁰⁹

¹⁰⁶ Somekh (1995) in Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 298

¹⁰⁷ Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 297

¹⁰⁸ Cohen and Manion (1994) in Bell, J. (2006) *Doing your Research Project, A guide for first-time researchers in education, health and social science*, Open University Press, Berkshire, p. 8

¹⁰⁹ Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 298

My hypothesis is a non-directional hypothesis in the sense that I simply predict that there shall be a relationship between teaching methods and student motivation when reading a book in class, but I shall not predict what that relationship will be. Cohen, Manion and Morrison write that such a hypothesis is good to use when previous research is unclear, very sparse or non-existent.

I like the fact that action research forces people to reflect upon and evaluate their own practice, thus forcing them to be critical. What is also interesting about action research is that it is cyclical, like a spiral, and involves planning, implementing, observing, reflecting and then recommences by re-planning etc. until the problem is solved. One criticism that is often directed at action research is that the results cannot be generalised; however, in small scale studies such as action research or case studies, relatability is more important than generalisability, so that a teacher working in a similar situation can relate to the study, which is exactly what I intend to achieve. Research is defined as 'seeking through methodical process to add to one's own body of knowledge and, hopefully, to that of others, by the discovery of non-trivial facts and insights.'¹¹⁰

In order to achieve my goals I decided to implement a selection of methods and techniques for reading fiction and to gather data about the students' reactions by keeping a log of classroom observations during these classes. I also took the decision to distribute questionnaires to the students and teachers and possibly interview some students and teachers if I felt it would be beneficial.

Participants

In order to collect as much data as possible and thereby make the statistics as reliable as they could be, I decided to start early so that I could implement the project in as many classes as possible. Moreover, I wanted to take advantage of the fact that I was teaching in two schools during the first year of this project, and yet another school during the second year, and therefore I could distribute the questionnaire to as many teachers as possible. This decision was significant as I now have data from both the 'Enseignement Secondaire' (ES) and the 'Enseignement Secondaire Technique' (EST) which might yield some interesting variations.

¹¹⁰ Howard and Sharp (1983) in Bell, J. (2006) *Doing your Research Project, A guide for first-time researchers in education, health and social science*, Open University Press, Berkshire, p. 2

However, this is still a very small sample and will thus not represent the wider population; at best it can give an indication as to the opinions of the majority of our students.

My sampling was convenience sampling, which means that my selection of participants was based on availability and accessibility. During the first year of this project I worked in both the Athénée de Luxembourg and in the Lycée Josy Barthel in Mamer, whilst during the second year I worked in the Lycée Technique Michel Lucius.

The first two classes in which I implemented my project were in the Athénée. One class was a 3ème and the other a 5ème. I decided to implement the project in my own classes as this was the most convenient option and, more importantly, because I feel it is better to know the students before starting out on the project of reading a book. Moreover, this choice also yielded a better reflection of classroom practice than if I had taught a class with which I had no previous acquaintance. My choice of the classes in which to implement this project was guided by my wish to take samples from a variety of age groups and language levels; however, I was not able to completely control this factor as teachers are assigned their classes by the head of their school.

My 3ème was a 3ème B, specialising in mathematics. It was a small class of seventeen students: fifteen boys and two girls. It was a very hard-working class, with many students who were not only brilliant in mathematics, but also in music and languages etc. They also had a very broad general knowledge and were interested in many subjects from a wide range of areas. I was confident that I could ask them to work hard on this book, even until the final lessons, and I was not disappointed by the result.

My 5ème was a 5ème ‘classique’, meaning that they study Latin and therefore this was their first year of learning English. It was a fairly large class of twenty-seven students: fourteen girls and thirteen boys. It was a pleasure to teach that class, as the students were extremely motivated to learn English, and most of them began to acquire the language very quickly.

Due to time constraints it was not possible to implement reading projects in both schools during the first year of this project. Consequently, I decided to focus my attention on the Athénée because I knew that I would be in a school of the ‘Enseignement Secondaire Technique’ during the second year, and accordingly I needed to focus on the projects in a school following the ‘Enseignement Secondaire’ during the first year.

During the second year of this study I implemented my project in two classes of the Lycée Technique Michel Lucius, a 9ème and a 10ème. I was not able to implement it in my other two classes, as I had a 8ème who had just started learning English and a T3 class who had to prepare their final exams.

My 9ème was a small class of seventeen students: eight girls and nine boys. It was a re-sitter 9ème which means that the students were taking their 9ème for a second time in order to be able to achieve higher marks and thus follow the career of their choice. The class was a friendly class of mixed abilities and levels of motivation.

My 10ème was a class of twenty students: eight boys and twelve girls. It was a PS class meaning that the students were specialising in ‘professions de santé’ in order to become nurses, ‘éducateurs gradués’ etc. It was a mixed-ability class with fairly large gaps in readiness levels. It was a pleasure teaching that class as the students were very well-behaved and eager to work.

I distributed the teacher questionnaires to all of the language teachers of the three schools in order to get as wide a response as possible. Thus, when referring to teachers hereafter, this always means language teachers and no other teachers.

My classroom observations, the questionnaire results and the conclusion I shall draw thereafter are of course not representative of all students and teachers in Luxembourg. Nevertheless, they will highlight some common facts and feelings about reading fiction in class. For confidentiality reasons, all the names of students or teachers have been omitted as far as this was possible.

Research Instruments

As previously extrapolated, I decided to divide the book into five parts so that I could implement five different ways of working with my students in order to show them as wide a variety of methods and techniques as possible. Teachers usually divide books into segments in order to structure the work in class, so therefore I decided to create divisions based on chapters or parts of equal length and use a different way of working for each part. As already mentioned, I chose these ways of working because I had previously used them, because I had seen them widely used by my colleagues or because I had learnt about them during teacher training.

I would like to briefly explain why in the subject of this dissertation I talk about different methodologies and then switch to calling them ways of working or methods. The five ways of working that I shall examine are not all, strictly speaking, methodologies or methods. In order to find out under which categories my ways of working fall, I consulted the ‘Methodenpool’ of the University of Cologne¹¹¹. Group work and also the teacher directed (Q&A) way of working can be found in the category of methods. ‘Student as teachers’ could be seen as project work and thus be a method, or it could be classified as a technique used in the method of group work. The reading diary is considered a technique, whilst the Multiple Intelligences are techniques based on a theory. It can be seen that the divisions between those different categories are not always completely clear cut, and therefore to make it easier I decided to call all the methods and techniques I used ways of working. I shall now briefly explain the involvements for the students of each way of working.

Teacher directed: During this lesson I worked in two different ways. First, I asked the students questions about one chapter orally, waited for a few seconds and then designated one student to answer my question. Occasionally, I also requested a student to read a passage and I then discussed it with those students who volunteered.

For the second chapter, or part of a chapter, that the students had to read for that day, I produced a handout with my questions and left space for the students to write their answers. During our teacher training we were advised that this is a good way of working, as it allows shyer students or those who need more time to think, to first write down their thoughts without being under pressure. This consequently encourages more students to volunteer, and respectively encourages the teacher to select different students, who then will be able to answer. This is a technique I use whenever I work in a more teacher directed way as, firstly, it allows the students time to prepare and secondly, they have a record of the answers to take home, which can be used for revision purposes.

The main aim of working in a teacher directed way with Q&A is to ensure that the students understand the chapters in detail. The teacher can easily find out if everyone has read and understood the passage and there is also room for discussion. The teacher can also ask some less obvious questions where the students have to infer the meaning from some passages or

¹¹¹ <http://methodenpool.uni-koeln.de/uebersicht.html>

the teacher can ask the students to analyse the language. Thus this method can be used with different aims and in many different situations.

Group work: I endeavoured to design tasks that the students could complete, such as finding out information about the setting/background, the author or describing characters etc. The students were required to form groups and divide the workload between them. I tried to use a computer lab with my class for at least one hour so that they could start the research, and also to prepare their PowerPoint presentations. The students then had to polish off their work at home and present it in front of the class. They were graded both on content and presentation (interaction with class, pronunciation, etc).

This way of working has many positive aspects, as the students must divide the workload between themselves, negotiate meaning, decide what information to include, how to present it in front of the class etc. It helps the students become autonomous and prepares them for some of the challenges they might encounter later on in their lives. It also helps improve their spoken language, as they need to ensure that the rest of the class can hear and understand them.

Reading diary: This is a technique that I had not used before this, but I had heard about it during teacher training and knew that many colleagues (especially in German) used it fairly extensively. The students were asked to read a chapter (or a few chapters) and write down their thoughts and feelings as they read. I provided some scaffolding in the sense that I had prepared a few questions that could help the students to get started. Occasionally I also asked them to write a small diary entry from the point of view of one of the main characters or to answer a specific question such as: ‘At that moment, what did you think the main character would do next?’

The students carried out all the work at home, and during the lesson those students who wanted to read out their diary entry were encouraged to do so. I then collected all the diaries and corrected them at home before returning them to the students.

This way of working obliges the students to sit down and think about the book and their reactions to it, which many of them would not otherwise do. It also allows them to write down any questions and feelings they have, which is an opportunity they do not generally have in class. It allows the students who are predominantly inclined to the intrapersonal

intelligence to fully expand on their thoughts. It can help the students feel empathy towards the characters, as they are required to put themselves into their situation. Moreover, it allows the students to write as much as they please, and this output can help them to better assimilate newly acquired language.

Students as teachers: This is a way of working that I have been using for quite a while in various classes. The students are assigned one chapter or part of the book, alone or in pairs, and are required to present it to the class. This presentation can include questions that the other students have to answer, vocabulary exercises or the explanation of an important passage/quote. The students are asked to send their work to me one day in advance so that it can be photocopied. In the past, I often corrected their work, requested them to redraft it and then only printed it, but in the case of this project I did not have sufficient time to do so. As with group work, the students were graded on content and presentation. In the past, I also made a note of which students volunteered to answer questions, and this was also included in the final mark in order to ensure that the class paid attention and contributed. However, I chose not to do so this time as I wanted to focus my attention on the presentations and my logbook.

This way of working helps the students to become autonomous in the same way as group work. Moreover, they have to listen to their classmates' answers and possibly correct them, which is often a new experience for them. This can be a difficult experience for shy students, but it can also increase students' self-confidence when their teaching experience goes smoothly.

Multiple Intelligences: We were introduced to Howard Gardner and his Multiple Intelligences during our teacher training. I like his theory because I agree with the fact that we all have different strong points, but I was fairly sceptical as to how it could be applied in the classroom. Given that the only way to really find out is to try, I decided to base a certain number of my tasks on his theory, as I wanted to discover the students' reactions. I found it quite difficult to design tasks for each of the intelligences, because naturally some of those intelligences are harder to incorporate than others. However, I am confident that I managed to cover all of them. I shall hereafter refer to the tasks based on his theory as the Multiple Intelligences way of working or simply Multiple Intelligences.

Tasks based on Howard Gardener's theory are often applied to provide students with the opportunity to display their talents in an area in which they are proficient. Students can easily become demotivated if they are weak in a range of subjects, and working with the Multiple Intelligences offers them the chance to experience success in an area where they may be accustomed to struggling. It also helps the teachers to become acquainted with their students in a different way, and thereby discover some hidden talents.

I planned that each way of working would span between one and three lessons. This depended on whether the students had to prepare the work at home or could prepare it during class time, in addition to how long they required to present their work. All of the handouts for both books can be found in the appendix, together with some student productions.

In order to decide which way of working to use for each chapter, I had to consider the content of the chapters. For *Lies of Silence*, for example, the first chapter mostly presents the setting and the characters. As I was fairly convinced that my students were not aware of the situation in Northern Ireland in great detail, I decided to implement group work first, as the different groups could then present important pieces of information to the rest of the class. For example, one group presented the geographical situation of Northern Ireland, while another group discussed the IRA and the UDA. In chapters two and three, the situation really unfolds and Michael has to decide whether to save the people in the hotel, even though his wife might be killed. I decided that this would be ideal for the reading diary, as the students could try to imagine what they would have done in Michael's situation. I followed the same concept for *Face* and decided to ask the students to write their reading diary about the scene when Martin first sees his face in the mirror after the accident, as this is a really emotional moment.

- I decided to use a questionnaire for data gathering because this would allow me to generate a much larger sample than by purely conducting face to face interviews. Moreover, questionnaires are anonymous and therefore more reliable, as they encourage greater honesty. Additionally, questionnaires provide data that can easily be used for statistics.

Designing a questionnaire requires a great deal of background reading and a clear idea of the main areas of interest. In order to design the questionnaires, I brainstormed all the questions I could think of that would reveal an insight into how the students feel about reading in general, the English language in general, and reading fiction following those particular five ways of working. For the teacher questionnaire, I considered my classroom practice and what

I personally had experienced when I was a student in order to draw up the questions. I then grouped those questions and sectioned them under different headings. The design of the questionnaire is based on advice in books such as *How to get a PhD, Doing your Research Project, Research Methods in Education* or *Exploring research*. It includes dichotomous questions (yes/no), questions with a rating scale and open questions. I included such a mix of questions because if only closed questions are used, the questionnaire might lack authenticity, while if only open questions are used, the participants might be unwilling to write that much detail. Moreover, for certain questions the list of options would have been incredibly long, even never-ending, and therefore open questions were the logical option.

I also included a covering letter at the beginning of my questionnaire, explaining my aims to the participants.

I piloted my questionnaires with several colleagues (teacher questionnaire) in addition to younger friends of mine (student questionnaire). This was important, as questionnaires should always be tested with people similar to the target audience in order to ensure that the meaning of the questions is clear.

This survey is exploratory, which means that ‘no assumptions or models are postulated, and in which relationships and patterns are explored.’¹¹² It is also descriptive, meaning that it describes the collected data rather than tests a hypothesis.

Procedure

Teacher Questionnaire:

I received mainly positive feedback from my mentor and the five people who piloted my questionnaire, but also some constructive criticism that I took into account and amended the questionnaire accordingly.

For example, I altered ‘foreign language’ to ‘a language that you do not teach’ in order to make the question more obvious. It was also pointed out to me that children often read more during primary school than later on in high school, and therefore I constructed two questions instead of one about whether teachers had enjoyed reading whilst at school. Another comment I received is that certain teachers work both in the ES and in the EST, and that the

¹¹² Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education*, Routledge, Oxon, p. 207

type of school they are teaching at can have a significant impact on the choice of methods they use. However, these were circumstances that I could not avoid, and I have had to work on the basis that teachers will write down the ways of working that they use most frequently. I also asked the participants for feedback on the validity of the questionnaire, and that feedback was very positive.

The final product included four parts and thirty-nine questions. I distributed the questionnaires to the teachers in the AL and the LJBm soon after the Whitsun holiday and asked them to complete it and place it in my pigeonhole by 1st July 2010. I chose this date as the books I had read about questionnaires suggested not to set too distant a deadline, as otherwise people may just forget about it. However, my deadline was during a very busy time of the year, and therefore several teachers asked me if it was possible to return the questionnaire to me at the end of term, which of course I agreed to. I distributed approximately one hundred questionnaires in both schools (AL and LJBm) and received twenty-four, which is a response rate of approximately twenty-five percent. I am satisfied with these results as it was a long questionnaire and many teachers were extremely busy correcting tests during that period. However, as the sample was fairly small, I decided to distribute more questionnaires in the Lycée Technique Michel Lucius. I did not send out any follow-up requests for many reasons, one of which being that due to the anonymity I had no way of knowing which teachers had already responded.

I distributed the second set of questionnaires approximately two weeks before the All Saints' holiday and asked the teachers to return them to me by 10th November 2010. I distributed thirty-three questionnaires and received several after only a few days; however, the response rate then dropped. In the end, I received thirteen questionnaires which is nearly a fifty percent response rate, with which I was very happy.

Project:

In order to keep track of what happened in the classroom, I kept a logbook and after each lesson I wrote down what had happened during that class. My observations were unstructured, and I acted as participant and observer at the same time. My notes were of course affected by my judgement and preferences, but I believe that they still give a fairly accurate account of what happened in the classroom.

3B *Lies of silence*

I implemented the project right at the end of the year, as unfortunately it was not possible to do so beforehand. On the positive side, I had by that point addressed all the specific tasks and topics set out in the syllabus and therefore could completely concentrate on the book without being under too much pressure. On the negative side, it is always difficult to motivate students for a new project right at the end of the school year, especially once the temperature starts to rise.

The book I chose to read with this class was *Lies of Silence* by Brian Moore, which is set in Northern Ireland several years ago. I chose this book because it includes action, politics and a love triangle and therefore should appeal to a wide range of interests. I also felt that the language level was appropriate for that class. The action takes place in a very enthralling setting which can be compared to other places in the world and can lead to many stimulating discussions about politics, religion, courage etc. Furthermore, I had been to Belfast eight years ago and was really impressed by the marks history has left on the city, and I wanted to share this with my students.

Overall, the project was a success and the students were always well-prepared. For part one, the presentations by the various groups were of outstanding quality. Two students volunteered to read aloud their reading diaries and subsequently we had a long discussion about what each student would have done if they had been in Michael's situation. The teacher directed way of working was slightly harder to implement as it was in the middle of the test period and so the students lacked motivation as they were tired. The students were well-prepared for the 'students as teacher' session, but as it was the beginning of July and the temperatures were very high, they could not summon the motivation to focus. All of the students completed their Multiple Intelligences tasks on time and I was really impressed with the quality of several pieces of work. Most students had chosen to design a new cover for the book or to write multiple choice questions, and two students had written an article for a newspaper. For a more detailed description of events, please refer to the logbook in the appendix.

5B *Face*

I also implemented this book right at the end of the year with this class, as I did in my 3ème. Unfortunately it took an even longer period of time and we did not manage to complete part five as there were not sufficient lessons left.

Part of the reason for the delay was that we had started so late in the term, but the main issue was that it was my 5ème's first year of English, and I had chosen to read *Face* by Benjamin Zephaniah, which represented a huge challenge for them. Therefore the tasks took much longer to complete than I had anticipated. However, I did not want to rush them as the class put an immense effort into their tasks and I valued quality over quantity.

I chose *Face* because it is a book concerning teenagers of a similar age to my 5ème and so I felt that the students would be able to identify with the characters. Moreover, it contains topics worth debating, and also a morale on which the students will hopefully dwell. The final reason for my choice was that the book is written in a very accessible style, and I did not consider it too difficult for my class. I opted to use a full-length book rather than an abbreviated version as I wanted to demonstrate to my 5ème how much they had learnt this year. They had started the year as complete beginners and had gone on to read an unabridged book, which is an outstanding achievement. In order to ensure they would be able to read it, I had copied the first few pages a couple of weeks before and distributed them to the class so as to read these pages together. The class managed to do this fairly well and therefore I knew that reading the book would not be too problematic.

At the beginning, the students were quite apprehensive as they knew that *Face* is read in 5ème 'moderne' by students who have been studying English for two years, but I succeeded in reassuring them that we would be able to work on this book without many problems. We started with the teacher directed part, and I instructed the students to prepare their answers in groups in order to facilitate the task. The students took longer to answer the questions than expected, but the end result was satisfactory. The students put an immense effort into their reading diaries and the results were of very good quality. It was not easy to form groups for group work, as certain students did not want to work together. Ultimately we found a solution and the students commenced their research in the computer labs. The results were yet again much higher than what I had hoped. As in the previous class, the 'student as teachers' part was well-prepared, but as it was the last week of classes and extremely hot, the students

found it difficult to focus on their tasks and again it took longer than initially planned. We did not succeed in working on part five, the tasks based on the Multiple Intelligences, but I distributed the handouts to the students and requested them to read through the different possibilities given and decide which one they would choose if we were to proceed. I placed particular emphasis on the fact that they should not tell me which they thought would be the most fun, but which one they would actually choose, weighing up both workload and enjoyment. The result was fairly similar to that in the 3B, in the sense that the most popular choices were selecting music to accompany a scene, designing a new cover for the book and researching statistics on car crashes involving teenagers. The three possibilities that were not chosen by anyone were drawing a stage setting of the hospital room, performing a role-play or making a poster for the gym competition.

We briefly reviewed the book and I found that most students had really enjoyed it, and several even said that it was the best book they had ever read. They all admitted that at the beginning the language was quite difficult, but in the end they had succeeded in understanding the whole story without too many problems. I told them that I was very proud of them and they were very pleased with their achievement. For a more detailed description of events, please refer to the logbook in the appendix.

9TE6 *Face*

I implemented the reading project directly after the All Saints' break. I decided to read the book *Face* with the class in order to gather data that would be comparable to the 5ème who had read the same book. Moreover, I think that this book is a good choice for teenagers of that age who could easily become embroiled in a situation such as Martin's, and therefore it makes them consider the possible dangers they could encounter.

The project did not run very smoothly in this class. Throughout, several students did not read the assigned chapters, did not have their book with them or had not completed the homework. The students' work for 'students as teachers', the reading diary and the group work were generally of low quality. Furthermore, the students did not present their work very studiously when standing in front of their classmates, which led to the class being noisy and not paying particular attention. The only part that I feel was truly successful was the range of tasks based on the Multiple Intelligences, as all of the students had completed their homework and several pieces of work were outstanding. The students had chosen many different tasks. The

most popular ones were yet again designing a new cover for the book and choosing music to accompany a certain scene. No student had chosen the interview, TV report, stage setting of the hospital room, role-play nor the poster. Thus at least the project had a pleasant conclusion. For a more detailed description of events, please refer to the logbook in the appendix.

10PS4 *Lies of silence*

I decided to read the book *Lies of Silence* with my 10ème, too, as I thought that it was the right level for them. Moreover, the class was interested in many subjects, and so I thought that the situation of Northern Ireland would appeal.

The first part of the project was group work and the students worked diligently. The content of the presentations was satisfactory, although there were many grammar and spelling mistakes in them. The reading diaries were of good quality, even though several students had submitted them late as it was a large piece of work for them. On the day I planned to implement the teacher directed way of working, most students had failed to read the assigned chapters, and therefore we had an hour of sustained silent reading and then answered the questions during the following lesson. The project took longer than planned, but as I could see that the students had put in a lot of effort, I decided to allow them sufficient time to finish because, in this situation, quality is more important than adhering to a time frame. I distributed the handouts for the two final parts before the Christmas holiday and asked the students to prepare to present them during the first week of the new term. Most students were prepared and I was satisfied with the ‘students as teachers’ and the tasks based on the Multiple Intelligences. The most popular choices were designing a new cover and formulating MCQs on the final two chapters. Two students had opted to write a newspaper article and one student had chosen to make a TV report. For a more detailed description of events, please refer to the logbook in the appendix.

Student Questionnaire:

After having examined the questionnaire with my mentor and received feedback from the two people who completed my questionnaire, I changed the questionnaire slightly by, for example, reducing the numbers in the categories of how many books the students have at home. As I have already mentioned, children tend to read less once they enter high school,

and in order to receive an up-to-date answer to the question on how many books they read, I added 'since January'. However, in retrospect I should have written 'since last January' as some of the 9ème and 10ème students, who received the questionnaire in January, found this unclear.

The final product included four parts and twenty-eight questions, some of which contained subdivisions. Such a questionnaire can be quite difficult to answer, especially for students whose English is still at beginner level. However, I decided to leave it in English as I was confident that my students' level was sufficient for them to understand the questions and also to answer them. Moreover, I would be present during the administration and thus could help with any queries.

I distributed the questionnaire to my classes and explained my aims. My 3ème asked to be allowed to fill it in at home, whilst my 5ème completed it during class time. I allowed my 3ème to fill it in at home, but asked them to look through it first to ensure there were no questions. My 3ème students mostly asked content related questions (eg. "How likely are you to continue studying English after school?" Students asked if studying in an English-speaking country also counted) whilst in my 5ème some of the language was slightly above their level (eg. gender, native-like fluency). Due to these language-related problems I allowed my 5ème to fill in the questionnaire in any language they wished (English, German, French or Luxembourgish).

In my 9ème I added one question, which I called part 6 and which concerned sustained silent reading and the students' thoughts on this. I decided to add this question as I had been reading fairly extensively about this method since designing my first questionnaire and, furthermore, I had been forced by circumstances to use it and therefore I wanted to discover the students' opinions. I also explained to the students what exactly I meant by reading a book in class in order to ensure there were no misunderstandings as there were in my 3ème and 5ème. The students worked quietly and asked me quite a few questions, thus showing that they took it fairly seriously.

In my 10ème the students asked many questions, which demonstrated that they took it in all seriousness.

In each of the classes, the majority of the students took their time filling in the questionnaire and asked many questions, showing that they took it earnestly. Occasionally students forgot to answer a question, so I classified these as no data (N/D). As expected, not all the pupils took the questionnaire seriously (they replied in patterns or in an illogical way), or ticked the boxes they felt were expected of them. There is always that risk in any kind of research; however, I am sure that despite this factor the questionnaire reflects the situation fairly accurately.

Once I had collected all the questionnaires, I read every questionnaire one by one to see if there were any points that stood out. For the general analysis, I designed a sheet for each class with all the questions, the categories that were offered and the 'no data' category. I read through every questionnaire and marked the appropriate category. For my 5ème, I divided the questionnaires into boys and girls, in order to see if there were any differences in reading preferences between genders.

Once I had gone through all the questionnaires, I counted the occurrences per question to ensure I had not omitted any data and I then entered the data into Excel. Every question was entered individually and has its own chart showing the amount of pupils per category and per class. Thus, I was able to compare the classes with each other, in addition to comparing the data collected from the students with that from the teachers to complement my findings.

Finally, I wish to add a few points:

Firstly, I did not carry out any interviews because I was satisfied with the information that I had received from the questionnaires, and also because I preferred to focus the remaining time on the ER project performed with my 9ème, in addition to uncovering more information on the PISA study.

Secondly, as I mentioned when reporting the results, several students had obviously not 'correctly' filled in the questionnaire which could have been due to many reasons such as lack of understanding or simply not wishing to do so seriously. This will of course have influenced the results. However, this is a problem in any study, even with a large sample such as the PISA study, and therefore I still consider my results fairly reliable.

Student Results

In this chapter I shall present the results of the questionnaires. Some results are shown in tabular format as this makes it easier to compare them with each other. The other results had to be written out as they included too many variables, comments from the students, or because they were open questions and it would have been impossible to put them in a table. The full analysis will follow in a subsequent chapter. A complete copy of the questionnaire as distributed can be found in the appendix.

Part 1

Gender

	3ème	5ème	9ème	10ème
Male	88%	48%	43%	33%
Female	12%	52%	57%	67%

Do you enjoy reading English fiction?

	3ème	5ème Male	5ème Female	9ème	10ème
Yes	94%	92%	100%	43%	94%
No	6%	8%	0%	57%	6%

Do you enjoy reading fiction in other languages?

	3ème	5ème Male	5ème Female	9ème	10ème
Yes	94%	100%	100%	64%	94%
No	6%	0%	0%	36%	6%

Since January, how many books (fiction) written in English have you read in your spare time?

	3ème	5ème Male	5ème Female	9ème	10ème
1 or more books per week	0%	0%	0%	7%	0%
1-3 books per month	24%	0%	36%	14%	11%
Less than 1 book per month	76%	100%	64%	79%	89%

Since January, how many books (fiction) written in other languages have you read in your spare time?

	3ème	5ème Male	5ème Female	9ème	10ème
1 or more books per week	6%	16%	7%	7%	6%
1-3 books per month	58%	46%	57%	29%	33%
Less than 1 book per month	36%	30%	36%	64%	61%
N/A	0%	8%	0%	0%	0%

The number of English books (fiction) I have at home is...

	3ème	5ème Male	5ème Female	9ème	10ème
0-10	12%	62%	29%	57%	78%
11-20	53%	0%	7%	29%	17%
21-50	35%	0%	36%	7%	0%
51-100	0%	7%	7%	7%	0%
Over 100	0%	31%	21%	0%	5%

The number of books (fiction) I have at home in total (not just English) is...

	3ème	5ème Male	5ème Female	9ème	10ème
0-10	0%	0%	0%	7%	0%
11-20	0%	0%	7%	21%	33%
21-50	18%	54%	21%	21%	28%
51-100	18%	0%	14%	15%	0%
Over 100	58%	46%	58%	36%	39%
N/A	6%	0%	0%	0%	0%

The total number of books (fiction) (not just English) in our house (belonging to my whole family) is...

	3ème	5ème Male	5ème Female	9ème	10ème
0-20	0%	0%	0%	14%	0%
21-50	0%	8%	7%	0%	17%
51-100	6%	0%	7%	14%	22%
101-500	47%	30%	7%	43%	44%
Over 500	41%	62%	79%	29%	17%
N/A	6%	0%	0%	0%	0%

My English grades are usually

	3ème	5ème Male	5ème Female	9ème	10ème
Above 50	29%	77%	93%	21%	6%
49-40	41%	23%	7%	21%	33%
39-30	24%	0%	0%	36%	44%
Below 30	0%	0%	0%	22%	11%
N/A	6%	0%	0%	0%	6%

Part 2

How important is it for you to know foreign languages (French and German excluded)?

	3ème	5ème Male	5ème Female	9ème	10ème
1	0%	0%	0%	7%	0%
2	0%	0%	0%	0%	6%
3	12%	7%	7%	14%	17%
4	35%	23%	21%	79%	55%
5	53%	70%	72%	0%	22%

¹¹³

Concerning the English language, how important for you is each one of these aims?

(to pass my English test, to be able to read books in English, to be able to watch movies in English, to be able to communicate in English, to achieve native-like fluency, to visit an English-speaking country as a tourist, to study / live in an English-speaking country)

3B: Concerning the English language in particular, the students of this class above all want to be able to communicate, watch movies, read books and pass their English tests. Achieving native-like fluency, in addition to visiting or living in an English-speaking country, is of less importance to them.

5C1: The students want to be able to communicate, watch movies, read books and pass their English tests. Achieving native-like fluency, in addition to visiting or living in an English-speaking country, are of lesser importance. The only minor variation between boys and girls is that a small number of girls do not think that passing their English tests is such an important aim. This answer can of course have two explanations: either they consider passing their tests as a normal endeavour, rather than a specific aim, or they do not care about failing. Knowing my class, however, I am confident that it is the former.

¹¹³ In the questions with 5 options (1-5), 1 means the least and 5 the most.

9TE6: The two most important aims for this class are to be able to communicate in English and to watch English movies, followed by passing their English test. To study or live in an English-speaking country scores lowest.

10PS4: The most important aim by far for this class is to pass their English test. This is followed by being able to communicate, watch movies and read books in English. Studying or living in an English speaking country scores lowest.

Do you enjoy studying English?

	3ème	5ème Male	5ème Female	9ème	10ème
Yes	88%	93%	100%	86%	89%
No	12%	7%	0%	14%	11%

Would you like to study another language? If so, which language?

3B: Most of the students would like to learn further foreign languages. Italian is the most popular language followed by Spanish, Russian and Chinese.

5C1: Most of the students would also like to learn one or more additional languages. The most popular languages are Spanish and Italian. Girls, in general, seem to be keener on learning foreign languages, as they write down a higher number of languages that they wish to learn.

9TE6: Several students would like to learn another language, including six who would like to learn Spanish.

10PS4: Several students want to learn more languages, with the most popular choices again being Italian and Spanish.

How likely are you to continue studying English after school?

	3ème	5ème Male	5ème Female	9ème	10ème
1	6%	6%	14%	0%	6%
2	12%	16%	0%	21%	11%
3	59%	31%	29%	21%	33%
4	23%	31%	36%	15%	33%
5	0%	16%	21%	43%	17%

Do you do any of these activities outside the classroom for your own personal study? (not including homework)

(read an English book, watch an English movie, listen to English radio programmes or English music, look at websites in English, chat with or write letters to friends in English)

3B: Most students participate in activities outside of school in order to improve their English language skills. Watching movies is the principal activity, whilst chatting or writing letters or emails to friends in English is the least popular.

5C1: This question generates the majority response that they watch movies and listen to music. Half of the students read books in English or browse websites in English, and a very small number of students chat or write letters to friends in English. The answers to this question showed very little dissimilarity between boys and girls.

9TE6: The activities in which most students participate outside the classroom are listening to English music, watching English movies or browsing websites in English. Only two students read English books outside the classroom. Two students speak English with family members and one student is planning to attend a language school in the summer.

10PS4: When it comes to activities the students do outside the classroom to improve their language skills, listening to music and watching movies again score highest, followed by browsing websites in English and chatting with friends in English. Reading books scores lowest.

I would like to highlight that one student commented that it would have been better to have one category for listening to English music and another for listening to English radio programmes, because, as he said, everybody listens to English music, but very few listen to radio programmes. I think that he makes a good point, and in retrospect I believe that nearly all of the students ticked this box as if it only mentioned music.

Returning to the results, several students also mentioned that they talk to family or friends in English, regularly travel to the UK or the US, have participated in exchange programmes or watch TV in English.

Part 3

How important do you think it is to read fiction at home?

	3ème	5ème Male	5ème Female	9ème	10ème
1	0%	0%	7%	0%	0%
2	0%	0%	7%	14%	6%
3	29%	31%	15%	36%	39%
4	42%	46%	21%	43%	44%
5	29%	23%	50%	7%	11%

Why?

3B: The class responded that it improves their language skills, is good for their imagination, increases their vocabulary and is an enjoyable activity.

5C1: The main reason given is a desire to improve the language (vocabulary, grammar, expressions etc). Here is a selection of their comments:

First of all, it is fun, because you can imagine everything in fiction, characters and locations always look the way you like them. I also think that reading is the best way to learn new words and expressions and to speak more fluently.

Et léiert een ganz vill andeems een Bicher liest. An der Schoul ass awer net genuch Zäit fir vill Bicher ze liesen, duerwéinst ass et wichteg doheem ze liesen.

9TE6: The reasons given for not reading are that they do not enjoy it, that it is boring or that they do not have sufficient time. The reasons in favour of reading are that it improves their English, helps their imagination and is a good hobby.

10PS4: The main reasons in favour of reading at home are that it improves the language, is interesting and a good hobby, and that you can learn many things from books.

How important do you think it is to read fiction in class?

	3ème	5ème Male	5ème Female	9ème	10ème
1	6%	0%	0%	0%	6%
2	0%	7%	0%	7%	11%
3	29%	23%	36%	43%	11%
4	41%	54%	21%	29%	61%
5	24%	16%	43%	21%	11%

Why?

3B: Reading in class generates a very similar response, but answers also include reasons such as that it is a nice change from normal lessons and that it allows them to read more complicated books, or those they would not choose themselves, because the teacher can provide explanations. Moreover, the students comment that you learn how to analyse a book and develop ideas.

5C1: The question regarding the importance of reading in school generates similar answers to the previous question, but also expands that it is a nice change from normal lessons and that you can ask the teacher for help if any problems arise.

9TE6: When it comes to the importance of reading in class, once more half of the students class it as average while the other half is evenly split between considering it fairly important and very important. Their reasons are that the teacher can provide explanations, that it improves the language and, particularly, that many students would not read otherwise.

In my view there are not much students who like to read [...] For students, it's important to read a book cause they don't often read books.

10PS4: They also consider reading in class as being important because the teacher can provide help and explanations, you can work in pairs and hear other people's opinions, and that it generally improves the language. I found the following comment of particular interest:

It is important to read fiction in class because we can read with the rest of the class and we see that the other students also don't understand every word.

Thus reading in class can also aid self-confidence. The reasons against reading in class are that if you generally do not enjoy reading nor will you enjoy reading in class, that it can be stressful and that learning grammar is more important.

How much do you like reading fiction in class with your teacher?

	3ème	5ème Male	5ème Female	9ème	10ème
1	6%	0%	0%	14%	11%
2	18%	23%	14%	7%	28%
3	35%	16%	28%	22%	28%
4	23%	38%	29%	43%	22%
5	18%	23%	29%	14%	11%

Why?

3B: The next question generates slightly more negative answers, which in my opinion is mostly due to the fact that some students did not interpret the question in the way in which I expected. Several students say that it is boring, a loss of time and that they could not concentrate. At the beginning, I did not understand what they meant by not being able to concentrate, until I realised that they had interpreted the question as reading the book in class, whereas I had intended the question to be understood as reading the book at home and merely discussing it in class.

5C1: I encountered the same problem as with my 3ème regarding the third question, as some students misinterpreted the question. Those who consider it important to read fiction in class with their teacher mostly cite similar reasons as for the preceding questions. However, a

handful of students are also very critical of reading books in class, giving the typical reason that:

I prefer to read a book at home because you have your own opinion and no one will correct you about that.

9TE6: When asked if they enjoy reading books in class with their teacher, the students' answers vary significantly. Many take little or no pleasure in it, although a small majority somewhat enjoy it. The main reason stated is boredom, as some students find reading a book boring; however, others find it less boring than usual lessons, as there are discussions in class.

10PS4: This question generates a wide variety of answers, all over the spectrum: two students like it very much and two do not like it at all. The remainder of the class is equally divided between not liking it very much, average and quite a bit. The reasons the students give for enjoying it are that the teacher can explain unknown words or passages, that it is fun and that you can listen to the teacher's pronunciation. Reasons for not liking it are that books read in school are often uninteresting, that some students are fast readers and thus become bored when reading in class, or that they cannot concentrate sufficiently. This further demonstrates that although I had explicitly explained that by reading a book in class with the teacher I meant reading at home and discussing in class, still not all the students had understood this.

Would you like to read more books in class?

	3ème	5ème Male	5ème Female	9ème	10ème
Yes	65%	77%	71%	36%	50%
No	35%	33%	29%	57%	50%
N/A	0%	0%	0%	7%	0%

What kinds of books do you prefer to read?

(crime/ detective / action, science-fiction, fantasy, romance, historical novels, plays, short stories)

3B: The students' preference with regards to genres of books is very varied, which highlights the problems teachers face when selecting a book, as it is nearly impossible to cater to everyone student's taste.

5C1: The students' preference with regards to genres of books varies greatly, as with the previous class. The genres enjoyed by both boys and girls are crime and fantasy, whilst boys also enjoy science-fiction and girls prefer romance novels.

9TE6: There is no consensus with regards to what genre of books they prefer. Plays and science-fiction seem to be the least popular genres, with romance at the opposite end of the spectrum. Other genres they enjoy include horror stories and mangas.

10PS4: Regarding the preferred genres of books, romance, historical novels and short stories have a slight lead over fantasy and crime, detective and action books, while science-fiction scores lower, followed by plays as the least popular.

What goals do you have when reading fiction?

(pure enjoyment, improving your grammar, extending your vocabulary, learning expressions, extending your general knowledge)

3B: The most important goal the students cite when they read is to enjoy the book and extend their general knowledge, whilst the least important goal is to improve their grammar.

5C1: The students' major goal when reading is pure enjoyment, whilst improvement of grammar is the least important goal. The goals for both boys and girls are very similar, with the small variation that girls consider grammar even less of a goal than boys do.

9TE6: Their goals are fairly balanced, although reading for pure enjoyment scores slightly higher than the others.

10PS4: The students' goals when reading fiction are fairly balanced, although improving grammar scores slightly lower than the other goals, whilst expanding vocabulary and learning expressions score slightly higher.

Part 4

I believe that this part of the questionnaire is the most important as it concerns the different ways of working that we experienced in class.

How much did you like these different ways of working?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

3B: The students' preferences vary greatly, but generally the reading diary and teacher directed ways of working are the least popular. The most popular way of working is the Multiple Intelligences.

5C1: The ways of working preferred by these students are group work and 'students as teachers' for the boys, while the girls prefer group work and Multiple Intelligences. The least preferred way of working is the reading diary, followed by the teacher directed way of working, and this trend is the same for both boys and girls.

9TE6: This class prefers group work most, followed by Multiple Intelligences. As with the other classes, the reading diary is the least popular way of working.

10PS4: The students prefer the Multiple Intelligences, closely followed by group work. The teacher directed way of working is least popular.

How useful do you think were these for the understanding of the novel?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

3B: The teacher directed method scores highest. Group work and reading diaries are considered to be slightly less useful. However, the result between the five ways of working is very close.

5C1: The results are very close. The boys consider the 'students as teachers' most useful, closely followed by the teacher directed way. The way of working they consider least useful is the reading diary. The results for the girls are slightly different, as they consider the teacher directed way most useful, followed by group work.

9TE6: The Multiple Intelligences is named first, closely followed by group work. The other three ways of working are considered more or less equal in their usefulness.

10PS4: There is no overall consensus as to which way of working is most useful, although the teacher directed method and the 'students as teachers' score lowest.

Since you have been in high school how often were these used with your previous teachers?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

3B: When discussing past experiences, the students report that teachers mostly used group work or teacher directed methods, whereas reading diaries, Multiple Intelligences or 'students as teachers' were very rarely used.

5C1: When asked which methods their teachers used previously, the students report that the teacher directed way was most used, followed by group work. The 'students as teachers' was used least.

9TE6: The ways of working the teachers mostly used with the students of this class were group work and the teacher directed way of working. The reading diary and the 'students as teachers' were rarely used. The students report that tasks based on the Multiple Intelligences were never used.

10PS4: It is apparent that the students come from different classes and also different schools, as there is no agreement as to which methods teachers previously used. In general, group work was carried out fairly regularly, whilst the 'students as teachers' and the reading diary were not used extensively. The answers for the teacher directed and Multiple Intelligences ways of working range from never to all the time, thus showing that different teachers use a variety of methods.

I will report the results for the following two questions together as it better underlines some interesting points:

What did you like about each way of working?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

What did you dislike about each way of working?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

3B

Group work: The positive aspects about group work in the students' eyes are working together and thus sharing the workload and communicating with their peers. Moreover, the students mention that they enjoy having to organise themselves. This leads on to the negative points though, which are that the groups were not well organised and therefore the workload was not equally shared. Furthermore, the students report that it is not easy to work in a group, especially if it is not the group of one's choice. Some of the students' comments on group work were:

Possibility of communication about different ideas.

I liked the idea to work with other students and to decide together what we want to do.

You can share your thoughts with others and you don't have to work alone.'

As everyone thinks the other will do something, no one does anything until the day before the deadline.

Reading diary: The students like the fact that they have to think more deeply about the book and can write down their thoughts. Moreover, they say that it is good practice to improve the language and train the imagination. The negative comments are that it requires a lot of work, especially considering that it only counts as five or ten marks towards their test. Here is a selection of their comments:

I really appreciated this working method because it helped me to understand everything and to think about it. At the same time, it's an efficient method to better my English.

I don't see the point in writing down what you read; it's in your head you should work.

Teacher directed: The elements that the students like are that they receive precise information from the teacher and do not have to work too much themselves. The negative side of this way of working is that it can be old-fashioned and monotonous and is used too often. Certain students also feel that the teacher's point of view is too greatly imposed, which is not appreciated. One student wrote:

I like the fact that I know that what the teacher says is right; this way of working isn't that exhausting.

Students as teachers: The students enjoy standing up in front of the class and taking over the teacher's role. They also appreciate having a certain degree of freedom when working. The negative aspects mentioned are concerns that students might say something wrong, that it requires a lot of work and that this method too might become boring if repeated too frequently. The point that was mentioned most often was that this method is very dependent on student co-operation, thus if the class is not motivated it is very difficult for the group in charge to progress. Some students wrote the following:

Funny to see classmates in action.

It's a completely other way of teaching.

It is ok if the class helps you, but I can imagine that if the class isn't participating it will be difficult.

Multiple Intelligences: The students enjoy the choice, the creativity needed to complete the tasks and the fact that this way of working resembles a game. The negative aspect highlighted by certain students is that several of these tasks do not closely relate to learning English. Here are several examples of the students' feelings:

Unusual methods which should appeal to everyone.

It's very interesting because you can discover your talents.

I do not see the point to train artistic skills during the English course.

Some of the activities had nothing to do with an English course. That's the problem of the Multiple Intelligence procedure.

I think that the exercises weren't all on the same level. I personally think that many people took the MCQ because it was by large the easiest and funniest.

5C1

Group work: The two main positive aspects are that you can share both the work and your ideas with your friends. The main negative aspect mentioned by nearly half of the students is that the workload is often not divided equally and therefore certain students have to work more than others. Other negative comments include that some students do not feel comfortable presenting in front of the class, and that it is hard to reconcile opposing opinions. Here are some examples of their comments:

You could exchange your opinions and understand more of the story.

Each group member remembered different information and we had good answers.

Students can split the work and do what they can do best.

We had some problems when we disagreed about something.

Reading diary: The students comment that they enjoy writing down their thoughts and that it makes them think more deeply about the book. The negative comments are that it is a lot of work and can be boring. Here is a selection of their answers:

Man kann seine Gefühle die man beim Lesen empfindet niederschreiben.

I could see more how it feels to be Martin.

Man kann seiner Fantasie freien Lauf lassen.

Students can express their very own opinion.

I didn't like it so much because I don't like to write such texts.

I prefer oral presentations because it's the best way to check the language of a person.

Teacher directed: The positive points mentioned by my 5ème are similar to those from my 3ème: receiving a lot of information from the teacher and not having to work too much. The negative points are that this way of working is old-fashioned and boring; for example:

If I didn't understand something, the teacher could explain, so I understood everything.

I prefer when the students work with each other.

Not everyone participated.

The opinion of the teacher is law.

Students as teachers: There are many positive points mentioned, ranging from it being a different sort of class to dealing with the book in more detail, and from not working alone to enjoying being the teacher. The negative aspects include that it is very time consuming, that the presentations were slightly chaotic and that not everyone could complete their presentations. Several of the students' comments were:

I've been more active. I could search for the information, and so remembered much more of the story.

I like making exercises for others.

Students are more comfortable for asking questions.

Je n'ai pas trop aimé devoir interroger les élèves comme un professeur.

If they don't have everything correct, it's more difficult to understand.

Manche hatten keine Lust mitzuarbeiten.

Multiple Intelligences: The positive points include the array of choice the students have, and the fact that this way of working is different from the usual methods and techniques and thus more interesting. The only negative points mentioned are that it is a lot of work and not very helpful. Here are several of the students' typical comments:

I could develop my ideas.

I liked it because I could work alone and do things which interest me.

It's entertaining, but not really helpful.

9TE6

Group work: The positive aspects are that it is interesting, that you do not have to work alone, that it is good for future jobs where you might have to work in a team and that you can help each other through explanations. The only negative point mentioned was that the students in the groups might clash.

Reading diary: The positive points are that both students and teachers can see what the students already know about the book. The negative point mentioned was that it is boring.

Teacher directed: The positive points are that the students can work at their own pace, ask the teacher questions and improve their writing skills. The negative points are that it is boring, a commonly used method and that there are too many questions that the students have to answer.

Students as teachers: Some students find it amusing to be the teacher and think that it is quite an interesting way of working. Moreover, they think that it improves their speaking skills and thus prepares them for the future. They also feel that they might be able to explain parts of the book in a more comprehensive way for their peers than their teacher. One student finds it boring, while two more voice their concerns with the following comments:

Class doesn't shut up.

Sometimes the students can't explain things.

Multiple Intelligences: The positive aspects are that it is enjoyable, that the students have a choice, that they have to think and use their imagination and that it is interesting. The only negative point is that it is a lot of work. Two of the students' comments are:

Awesome.

I like it because it's another way to show people what we can do.

10PS4

Group work: The students enjoy working together, helping each other and sharing the work, thus there being 'social contact' between the members of the class. What's more, they find it fun. The only negative point mentioned by many students is that often only a few students in a group do the work, while the others take advantage of that situation and do not pull their weight while still receiving good marks.

I like it because it's easier to work with more ideas than only one.

Reading diary: Some students find it interesting and beneficial because they have to learn to organise themselves and can work on the book in-depth. The negative points are that it is too much work, boring and does not help them understand the book.

The reading diary was something I enjoyed very much because I had to work intensively with the book.

Teacher directed: The positive comments are that it is interesting and helps students understand the chapters. Moreover, the students say that they are accustomed to this way of working and that the teacher can answer any queries. The negative points are that it is the same as usual and is consequently sometimes perceived as boring or even annoying.

Students as teachers: Some students comment that it is fun and improves their English. Furthermore, some of them really enjoy standing in front of the class and being the teacher for a short while. The negative comments included it being boring, annoying, too easy and that some students were too nervous to stand in front of the class.

We can learn to do something for the others and that it is no problem to make mistakes.

I liked it a lot. This only works if your class participates. In my case it was good I liked it.

It's easier to listen to a student than to the teacher.

Multiple Intelligences: The positive points are that it is interesting and good to have a choice. The negative points are that it is time consuming to prepare, and that certain students cannot find anything they like:

It's interesting to see what kind of answers they've chosen.

It's cool to choose an exercise because the exercises are interesting and new.

I've never heard of it before. But I enjoyed it very much, because I could choose what I can do best.

If you could choose, how would you want your teachers to work with you when reading a book in class?

(group work, reading diary, teacher directed, students as teachers, Multiple Intelligences)

3B: The least favourite are the reading diary and the teacher directed way of working, while the Multiple Intelligences gets the highest number of votes, but also one strongly negative comment. Thus there is no consensus in this class as to the students' preferred way of working.

5C1: Their favourite way of working, both for boys and girls is very clearly the 'students as teachers', followed by group work. Their least preferred is the reading diary.

9TE6: The students' preferred ways of working are Multiple Intelligences and group work, followed by 'students as teachers'. The reading diary and the teacher directed way of working are the least popular.

10PS4: If the students could choose, they would want teachers to use the tasks based on the Multiple Intelligences. Their second choice would be group work, while the other three ways of working were less popular.

Part 5

Questions:

Do you have any other comments or suggestions?

Nearly all the students left this part blank and thus did not have any further comments.

Part 6

I only introduced part six in the questionnaires for the last two classes as we did some sustained silent reading in the 9ème and 10ème whereas we had not done so in the 3ème and 5ème. I wrote the questions on the blackboard and the students copied them down on the last blank page of their questionnaire.

9TE6:

Would you like to do more sustained silent reading in class?

	9TE6
Yes	28%
No	36%
N/A	36%

10PS4:

Did you like sustained silent reading?

	10PS4
Yes	55%
No	28%
N/A	17%

Why?

Some students like it because it is a silent activity and therefore they can concentrate on reading. Moreover, it saves them from doing it at home. They can also read at their own pace and it gives those people who have not read the book a chance to do so. Certain students prefer to read at home as they can concentrate more when they are alone or even read the text out loud. One student even says that she does not like it when it is quiet in the classroom.

Would you like to do more sustained silent reading in class?

	10PS4
Yes	44%
No	39%
N/A	17%

Yes, it's good to have some time for reading without reducing our free time.

I want to do that one day in the week.

Teacher results

In this chapter I shall present the results of the questionnaires. I did not make a distinction between French, German or English teachers as otherwise the sample size would have been too small. The full analysis will follow in the following chapter. A complete copy of the questionnaire as distributed can be found in the appendix.

Part 1

Gender

	Male	Female
Teachers	19%	81%

Age

	20-30	31-40	41-50	51-65
Teachers	41%	19%	19%	21%

Where do you teach?

	Classique	Technique	Both
Teachers	38%	30%	32%

Do you like reading fiction?

	Yes	No
Teachers	97%	3%

How many books (fiction) written in the language you teach do you read in your spare time?

	1 or more books per week	1-3 books per month	Less than one book per month
Teachers	13%	57%	30%

How many books (fiction) written in other languages do you read in your spare time?

	1 or more books per week	1-3 books per month	Less than one book per month	N/A
Teachers	3%	21%	73%	3%

Did you read fiction outside of school when you were a student in primary school?

	Yes	No
Teachers	86%	14%

Did you read fiction outside of school when you were a student in secondary school?

	Yes	No
Teachers	89%	11%

Part 2

Do you think it is important for students in secondary education to read fiction as part of their language syllabus?

	Yes	No
Classique	93%	7%
Both	100%	0%
Technique	100%	0%

Why?

The main reasons they give are that it improves vocabulary, grammar, style, writing, pronunciation and language in general. They also comment that it improves the students' thinking skills and helps them to discover new cultures and worlds and thus broadens their horizons. Moreover, they believe that students develop a feeling for the language and learn to interpret whole texts, thereby improving their reading skills. The teachers also mention the positive effects that reading can have on the imagination. They add that it helps students to

develop their identity, and that it is important to read books in class as this may be the only place where many students read. Here is a selection of the teachers' quotes:

Shows them how their language skills can be useful for other activities.

It improves their use of the language; it makes them realise that learning a language can open up a new universe for them.

For many pupils, learning a language is boring. Reading fiction in class may wake their interest for foreign languages.

Da viele Schüler nicht in ihrer Freizeit lesen oder sich in dieser Zeit auf ihre Vorlieben beschränken, haben sie durch die Lektüre als Teil des Programms die Möglichkeit, ihren geistigen Horizont zu erweitern. Außerdem ist die Lektüre (fast) die einzige Möglichkeit, in eine Sprache einzutauchen und sich ihren Wortlaut anzueignen. Des Weiteren lernen sie über die reine Lektüre hinauszugehen, indem sie interpretieren.

L'objectif de l'enseignement des langues au Luxembourg n'est pas seulement d'enseigner la langue comme moyen de communication. Il s'agit aussi de transmettre des valeurs, une culture, des connaissances générales, le goût à la littérature...ces objectifs peuvent surtout être atteints grâce à la lecture de livres.

Do you think it is important for students in secondary education to read fiction at home?

	Yes	No
Classique	100%	0%
Both	91%	9%
Technique	100%	0%

Why?

The reasons they give are similar to those given for the previous question. They add that it is a useful hobby, helps relaxation and encourages open-mindedness. They also mention that, at home, students have the freedom to read at their own pace and choose the books that interest them. Here is a selection of their comments:

Außerdem ist es eine sinnvolle Freizeitbeschäftigung, die in anderem Maße entspannt als sonstige, oft laute Aktivitäten. Körper und Geist können zur Ruhe kommen.

Sie eignen sich den Wortlaut der Sprache an und erweitern ihr Vokabular. Durch die Lektüre fiktionaler Texte wird auch die Phantasie angeregt. Es ist zudem, im Gegensatz zum Fernsehen, eine aktive Beschäftigung, man muss mitdenken.

Le nombre de livres qui peuvent être lus à l'école est forcément restreint. Trois livres lus par année scolaire ne vont pas avoir beaucoup de répercussions sur le niveau de langue de l'élève.

Les livres choisis par l'enseignant sont censés intéresser une majorité des élèves de la classe, mais forcément les sujets traités ne vont pas intéresser tous les élèves de la même manière.

Il est important que l'élève trouve LE livre qui puisse le motiver à lire d'autres livres. L'école ne peut pas forcément répondre à cette tâche.

Les livres lus à l'école sont souvent des livres qui ont une utilité pédagogique. Il est important que l'élève puisse aussi lire des livres qui n'ont peut-être pas d'intérêt littéraire mais qui peuvent l'intéresser à titre personnel.

Do you try to motivate your students to read fiction outside of school?

	Yes	No
Classique	100%	0%
Both	82%	18%
Technique	100%	0%

If so, how?

The teachers do so by distributing reading lists to the students at the beginning of the academic year, in addition to presenting books in class, taking the students to the library, inviting authors to their lessons, at times lending students their own books, demonstrating their own enthusiasm for reading and by generally telling the students the benefits of reading. Here is a selection of responses to this question:

Asking them about films or series they enjoy and trying to find books or material that is related to the subject or by indicating the books these films are based on.

Ich schlage zu Themen die sie interessieren, entsprechende Bücher vor. Ich ermuntere sie dazu, Bücher, die von anderen im Unterricht vorgestellt wurden, zu lesen. Ich organisiere Buchvorstellungen, die außerhalb der Schule vorbereitet werden müssen.

J'apporte régulièrement des livres en classe et je les présente aux élèves. Normalement, après quelques mois je connais leurs goûts personnels et quand je trouve un livre qui devrait les interpeller je le leur indique. J'encourage les plus jeunes de rédiger des 'fiches de lecture' sur les livres lus à la maison et je récompense leurs efforts par une note orale. J'organise aussi des bibliothèques de classe.

When you followed your teacher training, what methods were you taught about implementing fiction in the language syllabus (reading books in class)?

Approximately one third of the teachers report that they were not introduced to any methods or techniques during their teacher training that could assist them in implementing reading in the classroom. Several teachers say that they were barely given any guidance, and that what advice they were given was not particularly useful. For those teachers who report that they were given guidance, the methods and techniques that were explained include a wide variety: Q&A, reading diaries, class library, presentations, Multiple Intelligences, reading projects, TBL approaches, portfolios, pair or group work, writing summaries, reading together and finally reading the book thematically or chronologically.

How many books do you read on average per year per class?

	1 per year	2 per year	1 per term	More than 1 per term
Classique	0%	36%	21%	43%
Both	0%	36%	64%	0%
Technique	17%	33%	50%	0%

Do you mainly have to read that many because they are part of the syllabus or is it your free choice?

	Free choice	50/50	Part of curriculum
Classique	57%	29%	14%
Both	9%	91%	0%
Technique	33%	67%	0%

Would you like to read more books with your students?

	Yes	No	N/A
Classique	50%	50%	0%
Both	73%	27%	0%
Technique	42%	50%	8%

Why?

When asked why they would like to read more books, the teachers respond that they feel that it is the best way to improve the students' knowledge of the language and target culture, and that reading often demonstrates to the students how much they already understand, thus boosting their self-confidence. Moreover, reading creates more varied lessons and illustrates the fact that books are part of the living language.

Weil es zahlreiche interessante Bücher gibt, deren Thematik sich mit anderen Aspekten des Unterrichts verknüpfen lässt (aktuelle Ereignisse, Grammatik) oder auch um fächerübergreifende Verbindungen herzustellen. (Hierzu müsste das Programm der einzelnen Fächer allerdings besser aufeinander abgestimmt sein.)

La lecture d'ouvrages entiers est souvent plus enrichissante et plus intéressante que la lecture d'extraits. De plus, elle favorise un comportement de lecture plus «naturel».

To give them a sense for detecting the 'universality of human experience', to enrich their lexis and get them away from MTV or Facebook language, to get away from blandness and superficiality of course books at all levels.

As for those teachers who do not want to read more books with their classes, the main reason they give is that there is not sufficient time as there is so much to cover on the syllabus. Other reasons given include that it is hard to choose a book, and that some students will simply not read the book. Here are a few quotes from those teachers:

Il y a encore beaucoup d'autres choses à faire - surtout depuis qu'il y a l'enseignement des compétences. Le travail en trimestre ne favorise pas la lecture.

2 books per year = good balance (risk that students might get bored); also want to read newspaper articles and short stories; restraint of syllabus.

Do you enjoy reading fiction with your class? (meaning: reading the book at home and discussing it in class not reading the whole book in class)

	Yes	No	N/A
Classique	86%	7%	7%
Both	91%	0%	9%
Technique	75%	8%	17%

Roughly how many percent of your students do you think enjoy reading fiction in class?

When asked if they believe that their students enjoy reading, the answers vary enormously and there is no consensus whatsoever. The percentages in this table represent the proportion of students questioned who the teachers believe enjoy reading:

<u>Classique:</u>	<u>Both:</u>	<u>Technique</u>
80% (2 teachers)	75% (2 teachers)	80% (3 teachers)
70% (5 teachers)	70% (2 teachers)	60% (3 teachers)
65% (1 teacher)	65% (1 teacher)	40% (3 teachers)
50% (3 teachers)	50% (2 teachers)	30% (1 teacher)
40% (1 teacher)	40% (1 teacher)	20% (1 teacher)
5% (1 teacher)	30% (1 teacher)	15% (1 teacher)
N/A (1 teacher)	Depends on class (1 teacher)	
	80% classique /50% technique (1 teacher)	

Roughly how many percent of your students do you think would like to read more books in class?

The teachers give a similar response when asked if they feel that the students would like to read more books in class. The percentages in this table represent the students who, according to the teachers, would like to read more books in class:

<u>Classique:</u>	<u>Both:</u>	<u>Technique:</u>
75% (1 teacher)	60% (2 teachers)	80% (1 teacher)
65% (1 teacher)	50% (2 teachers)	40% (3 teachers)
60% (1 teacher)	35% (1 teacher)	30% (1 teacher)
50% (2 teachers)	30% (3 teachers)	25% (1 teacher)
40% (1 teacher)	15% (1 teacher)	20% (2 teachers)
30% (3 teachers)	2% (1 teacher)	15% (1 teacher)
10% (2 teachers)		10% (2 teachers)
N/A (3 teachers)		5% (1 teacher)

Part 3

How do you choose the books you read with your class? (syllabus, level, student interest...)

Most teachers reply that it depends on the level, student interest and the syllabus. The teachers also cite their own interests, the subject or theme of the book, the canon, deciding together with the students, consultation with other teachers, if there is a movie or material available to go with the book, and if the books are close to the students' reality and lives.

I think both the students' interests and the teachers' interests are important, because it's difficult to catch them with a book you don't like reading either.

What do you want the students to learn / take away from the experience of reading fiction?

The greatest aspiration of most of the teachers is for the students to take away from the experience the pleasure of reading and thereby the desire to read more. Teachers also want the students to open their minds to new cultures and horizons, to improve their vocabulary and the language in general, to improve their imagination and be able to think critically, as well as to be able to feel empathy. They also believe that reading can help the students to develop a feeling for the language and interest in new subjects, as well as assist them in learning how to express their own opinions and improving their writing skills.

Develop students' personality, autonomy, and critical mind.

That books can also be entertaining, not only PC games, TV...., learn to discuss about and understand characters in novels, become more open-minded, tolerant.

They should realize the beauty of the language, the use of language that is non-exercise based, and the enjoyment of the reading process. I hope to help them open their minds to different ideas and make them contemplate on life, history, society, etc. Moreover, it is a great way to make them perceive the language acquisition, meaning that they realise they are getting better and understand more and more.

Do you think that reading in English (French, German) has an impact on general English (French, German) language performance?

	Yes	No
Classique	100%	0%
Both	100%	0%
Technique	100%	0%

In your opinion, what is the most important skill students learn from reading? (reading techniques, writing, general knowledge, thinking skills...)

The teachers have different opinions with regards to the most important skill that students acquire from reading. They mention reading techniques, the four skills, spelling, vocabulary growth, general knowledge, thinking skills, expanding the students' personality, developing the imagination, and becoming autonomous and fluent readers.

Leseverstehen, Auseinandersetzung mit schriftlichen Inhalten.

Auseinandersetzung mit persönlichen und allgemeinen Lebensfragen.

Which main method do you use to read fiction with your class?

(reading diary, questions & answers, group work...)

When asked, the teachers report that they use many different methods to read fiction in class. The most popular ways of working are Q&A, group work, a mixture between Q&A and group work, presentations and a combination of several different methods. Several teachers state that it depends on the book and on the students in the class. Alternative methods that are mentioned include discussion rounds, creative writing, role-plays, TBL, teacher fronted, summaries, portfolios, rapid learning stations and character development. Here is a comment from a French teacher:

Cela dépend de l'objectif que j'ai fixé.

Exemples:

- Avec une classe de 13^e, je fais une lecture et une analyse traditionnelle (lecture d'un chapitre ; questions-réponses) pour les préparer à l'examen de fin d'études.
- Si je veux développer en même temps l'expression écrite des élèves, je fais des arrêts à des moments importants du livre et je demande aux élèves d'écrire la suite; ou je leur demande d'imaginer des dialogues entre des personnages...
- Si je veux développer en même temps l'expression orale des élèves, je leur demande de transcrire le livre /ou une partie du livre comme pièce de théâtre qu'ils jouent ensuite.
- Si je veux enrichir le vocabulaire des élèves, j'analyse de façon détaillée les parties qui contiennent le vocabulaire qui nous intéresse, par exemple, le champ lexical de la peur.

Why?

When asked why they use these methods, the teachers respond that using different methods helps maintain student motivation.

Alternative methods keep up motivation and foster different student skills.

They say that Q&A is straightforward to organise and implement, that it is possible to integrate the whole class and that it gives the teacher control. Moreover, it is beneficial for students who require explanations, and the teacher can see who has read the book and which students are in need of further explanations.

The students should learn how to express themselves freely and state their opinions.

I want them to take part and not just sit there and listen to me talk.

La seule méthode, qui en un laps de temps réduit, permette à tous les élèves de faire un maximum de travail et de traiter le livre dans sa globalité.

This is how I was taught when I was a student. I don't know how to do this differently.

The following is an example of the reasons given by the teachers who selected group work as their preferred method:

The students should learn to accept their peers' opinions as well and come to an agreement during a certain task (socio-constructivist approach).

What problems related to these methods have you encountered?

The challenges that the teachers have encountered when reading fiction in class are the following: general problems of students not reading the set chapters, students who do not enjoy reading, students who are bored and demotivated, students with no reading experience, etc.

Some pupils just have problems reading longer texts; they are not used to it, problems of concentration. They see the words, but do not grasp the meaning.

With regards to problems encountered with specific methods or techniques, an example of a typical response is that the negative side to the reading diary is that it is time-consuming to correct and that it is difficult to assess creativity. When using interactive methods, there tend to be disciplinary problems and often only one or a few students will participate, while the whole group benefits from it. In the Q&A, some students tend not to participate at all.

Einige Schüler nehmen diese 'spielerischen' Übungen nicht ernst und haben hinterher das wesentliche nicht verstanden. Insbesondere schwächere Schüler arbeiten nicht effektiv, ohne stark geleitet zu werden.

How did the students react to this method?

The teachers' impressions of the students' reactions obviously vary; in general some students complain that it requires too much effort, some do not work seriously, and others lose interest when aspects of the book are discussed in more detail. By and large, the teachers find that students enjoy group work, as they appreciate working together and gain motivation. During presentations, it is felt that the students often lack interest and do not pay attention. Certain students really enjoy Q&A, as they are accustomed to the method and are aware of the process, whilst others dislike it because of this very same fact and hence find it boring. Debates are generally very popular, as many students enjoy the opportunity to voice their opinions.

They like group work as they can talk to each other. It's not as boring for them as if I do most of the talking.

Globalement bien. Ils se sentent mutuellement soutenus. Ils partagent leurs opinions.

Some react well - those who like reading; some finish the book a long time before you finish it in class. Doing Q&A helps weaker pupils understand the text better, it makes them go back to the relevant pages.

Students generally enjoyed the debate method: it gives them the possibility to speak more freely and to improve skills such as negotiating ideas or supporting their point of view.

What other methods have you used?

In general they have only used those methods already referenced. However, a handful of ways of working that have not previously been mentioned are mind mapping, vocabulary only, reading the whole book in class, and comparing the books to the film.

What problems related to these methods have you encountered?

How did the students react to these methods?

I will report the answers to these two questions together as they are co-dependent.

The challenges that the teachers have encountered with these ways of working are again very similar to those already mentioned. Several additional problems include that students lack sufficient lexis to be able to express themselves fluently, plagiarism, that presentation topics are only partly dealt with due to lack of general knowledge, and that students do not take interactive methods seriously as they consider them a sort of game. Here is a selection of quotes on the challenges of reading a book chapter by chapter and the students presenting a set chapter in front of the class:

This method is particularly difficult to work with, because, when the pupils who ought to present the first chapters didn't do their work, all of the class is blocked.

Make sure that the students do not only focus on the chapters they have to present.

One problem that has not been mentioned before is student inhibition due to shyness.

Do you have a favourite method?

When asked which method was their preferred choice, the teachers' answers varied widely. Certain teachers say they have no preference, several say they prefer a mixture, some answer Q&A, and others mention many different methods and techniques, some of which have already been mentioned and new ones such as jigsaws, going to the library or allowing the students to choose the method themselves.

Why is it your favourite method?

There is an array of reasons given for the teachers' favourite methods. Several of the more illuminating quotes are cited below, whilst all of them can be found in the appendix. Teachers prefer Q&A because it is straightforward for the teacher to determine if the students have understood everything, and because both students and teachers are accustomed to this method:

I can track the progress of each pupil.

You can check whether students understand the text; you can have discussions developing; you can ask 'what would you have done....?'

The teachers say that productive methods and personal research tend to motivate the students and give them the opportunity to deal with the text on a personal level. The teachers also give the following arguments for the effectiveness of group work:

If somebody has good ideas but has problems to express himself / herself in that language, somebody else may be able to help – they learn to work as a team.

C'est une méthode de travail en groupe qui sous-tend beaucoup de coopération de chaque élève puisque tout le monde dépend de tout le monde.

One teacher says of debating:

Gives students the possibility to imagine themselves into a character's situation, allows a change of perspective, improves speaking skills and skills such as arguing / negotiating of ideas.

Do you think the students have a favourite method? Which?

When questioned on their thoughts about the students' favourite methods, several teachers reply that they do not know, that it depends on the class and on the students or that the students prefer a combination of methods. The teachers also highlight group work because they believe that students enjoy working with their friends and find it more interesting. They also mention debates, reading diaries and Q&A. Here is a selection of quotes to illustrate the teachers' opinions:

Ma classe préfère l'analyse thématique à l'analyse linéaire parce que c'est moins ennuyeux.

Il s'agit surtout de ne pas les ennuyer donc, il faut veiller à varier les sujets des livres (science-fiction, historique/scènes de vie....) et à varier les approches.

It really depends on the class. Interactive students prefer more interactive techniques. Others might feel more comfortable with techniques involving question & answer sessions in the plenary. Depending on their moods and the time of day, a variation of methods is advised.

Have you had any problems or difficulties when your students read fiction in class?

	Yes	No	N/A
Classique	50%	36%	14%
Both	73%	27%	0%
Technique	67%	33%	0%

If so, what are the most significant problems you have encountered?

The main issues are that the students have not read the book, have not understood it or that there is a lack of motivation due to an incompatible choice of book. Other challenges not already mentioned are that certain students are simply not accustomed to making such an effort, that they can feel demotivated when encountering too many unknown words, that it is difficult to select a book that everyone will enjoy, and that some older texts are hard for the students to identify with.

Other comments:

I think that especially in the 'cycle inférieur' the syllabus should provide more possibilities for reading fiction in class. Time pressure to finish the programme as mentioned in the syllabus makes reading fiction regularly rather difficult.

Reading fiction is important as it widens thinking and language.

En ce qui concerne le français, le programme de grammaire est malheureusement tellement chargé que je n'ai pas l'occasion de lire plus de 2 livres par an.

Meiner Meinung nach sollte die Schullektüre nicht den Spaß am Lesen verderben. Sie muss aber Bestandteil des Programmes bleiben, weil viele Schüler sonst immer weniger lesen. Außerdem besteht hier die Möglichkeit, die Schüler mit Büchern und Themen zu konfrontieren, die sie freiwillig nicht in Erwägung ziehen würden.

Analysis

In this analysis I shall explore and compare the results of several aspects of the questionnaires completed by the students and teachers, and also compare those results with the relevant literature. The questions I selected concern mainly student motivation and the different ways of implementing reading in the classroom, as this is the subject of my research. I shall also reflect on several of those results and their implications.

Do students enjoy reading?

The first point I shall discuss is if the students enjoy reading. Although the media always report that young people do not enjoy it, a majority of my students confirmed that they do, both fiction in English and in other languages. Only my 9ème does not particularly enjoy reading English fiction. The fact that they do not like reading English fiction can possibly be explained by the fact that, for most of them, *Face* was the first book that they read in English and therefore they found it very challenging. One third of that class does not enjoy reading in general; however, I think it is normal that not everybody likes to read, as every person has different interests and aptitudes. I would also like to point out that none of the classes with which I implemented this project specialised in literature, and I am certain that the results in these specialised classes would have been even more positive.

The fact that a majority of my students maintain that they enjoy reading does not match the PISA results, which state that here in Luxembourg 58.1% of students in the EST and 35.2% of students in the ES do not like reading. According to my results, less than a quarter of the students I questioned do not enjoy reading, which is much less than the overall OECD average of 37%. This might be explained by the fact that the AL and the LTML are two renowned schools and that the classes I was teaching are hard-working classes with students who are motivated to succeed in school.

How much do students and teachers read?

My students' affirmations that they like reading do not, however, necessarily mean that they spend a significant amount of time reading. It is essential to remember that reading requires effort whereas many other pastimes require less mental exertion. Thus many students enjoy reading, but not sufficiently to be willing to commit the necessary concentration and effort.

According to my study, there is a large gap in the reading habits between the ES and the EST: in the ES, the students claim to read approximately one book per fortnight, whilst the majority of my students in the EST have read less than one book per month in English since January, and only a maximum of three books per month in other languages.

The PISA study reports that only approximately 20% of students in the EST read for more than thirty minutes per day, while in the ES this percentage rises to 36%. There is, however, one very important point that must be considered when analysing the results of the PISA study and comparing them to my own. In my study, I specifically asked the students about how much fiction they read, whilst the PISA study asked them about reading in general. On examining the PISA question regarding which materials the students tend to read most frequently, the study reports that approximately half of all students read a newspaper several times per week, while around 35% of students read magazines several times per week, but only 13% of the students in the EST and 27% of the students in the ES reported reading fiction or non-fiction books several times per week. When taking this into consideration, it is apparent that the amount of time spent reading fiction is very low, as three quarters of the time the students allocate to reading is spent on newspapers, magazines and comic books, all of which generally require less intellectual effort. Considering this my results focusing on the extent to which students read fiction appear to be in general agreement with the results of the PISA study.

The differences between students enjoying reading and actually spending time doing so are well established, but these differences also exist for teachers. All but one of the teachers said that they enjoy reading fiction, although they only read between one and three books per month in the language that they teach, and less than one book per month in another language. I wish to add at this point that the questionnaire only included language teachers, who by definition usually enjoy reading. I talked to teachers of other disciplines, and several of them do not enjoy reading now nor did when they were at school. Thus whenever I refer to teachers in this essay I shall be referring to language teachers.

The fact that people spend less time reading nowadays than fifty years ago can easily be explained by our modern way of life. Fifty years ago the internet and smart phones did not exist, computer games were basic, TV channels were limited, there was less choice of movies at the cinema etc. Consequently reading was a clear choice as a pastime. Nowadays, the

choice of pastimes is nearly without limits, and therefore reading has to compete against many other activities. Moreover, life is becoming more and more stressful, and people have less and less time to sit down and read. On those occasions where people do have time to sit down and relax, they do not generally want to exert themselves, but to enjoy their pastime. Reading can, however, require effort and therefore many people err away from this activity after a long day's work. Thus, one can say that our modern lifestyle is denting our reading habits and it will be very hard to fight this deterioration.

What do students think of learning foreign languages and what are their main aims concerning the English language?

All of the students agree that it is important to know foreign languages. This appears to be customary in our national context, but it should be acknowledged that this is not the case in many countries, and therefore this student consensus is commendable, as it certainly assists student motivation. I experienced this first hand when working on my Masters in England, as many students did not see the importance of knowing a foreign language and consequently did not put any effort into it.

The students' main aims when it comes to the English language are to be able to communicate, watch movies, read books and pass their tests. In order to fulfil their aims, several students practise English outside of the classroom by watching English movies, listening to music and browsing websites in English. It is interesting to note that the students mostly choose to do activities that do not require much effort. Reading books scored fairly low, which shows that reading is not necessarily an activity students think of straightaway when wanting to improve their language, as they do not always realise the extent to which reading can really help improve a language. Students need to become aware of the rationale behind putting effort into reading, as they will be able to reap the benefits in their future.

It is also interesting to witness that most students name the ability to read books in English as one of their aims (except the 9ème) but do not actually read any books, which is ideal practice for achieving their goal. Thus, their aim is not sufficiently strong to motivate them to do all that is necessary in order to reach that goal. In theory, practice is necessary to reach achievements, but it appears that the students do not see it that way when it comes to reading. The example I always use with my students is to compare the English language in general, or reading in particular, to any type of sport that interests them. In order to become more

proficient in your sport, you need to practise, and it is exactly the same with languages. Consequently, the students need to realise the value of practising to reach their aim, particularly because reading will become easier and hopefully more pleasurable with practice.

Is reading at home and in school important and why?

Nearly all of the teachers surveyed consider it important for students to read both at home and at school. As for the students, those in the ES were nearly all of the same opinion that reading at home and in school is very important. In the EST, the students considered reading at home and in school slightly less important. It still shows that the importance of reading is generally well acknowledged, both by students and teachers.

The teachers and students also agree on the reasons behind the importance of reading. They all mention that it improves the language (vocabulary, style etc), is beneficial for the imagination and is a good hobby. The teachers also comment that it widens the students' mental horizons and helps them to think critically. Thus it can be seen that both students and teachers share the same point of view as the literature on the subject. The PISA study reports that only 19.8% of the students in the EST and 34.2% in the ES agreed or strongly agreed that reading is one of their favourite hobbies. Thus the students are aware of all the benefits of reading, but naturally this does not necessarily make it one of their favourite pastimes.

The students also often mention that reading in class is a pleasant change from normal lessons, and that teachers have the opportunity to explain parts of the book that have not been understood. At this point one could ask what constitutes a normal lesson in the students' eyes. Although I did not ask the students this question, I am confident that they would have described a principally teacher directed lesson based on the textbook, including many grammar exercises and possibly small reading or listening activities, as most language teachers mainly work in this way.

Moreover, students read books at school that they would not otherwise read, and learn to analyse those books and develop their own ideas. They also mention that there is the possibility to often work in pairs or groups when reading a book, which they greatly enjoy. In the EST, several students also add that it is beneficial to read in class, as otherwise many students would not read at all. They also point out that it is interesting to hear other people's opinions and that by discussing a book, students discover that they are not the only ones not

understanding every word. What is also interesting is that in my 9ème, several students say that reading a book is tedious, whilst others say that it is less boring than normal lessons. Students often label an activity as boring, but do not elaborate upon their reasons. This would have been a good question to ask in interviews, but unfortunately I did not have sufficient time to conduct these. Boredom can surface due to many different reasons: possibly the subject of the book is not interesting, or the students do not consider the methods used to read the book sufficiently attention-grabbing, perhaps because they expect to be entertained more, or potentially they simply do not see the point of it. Thus boredom is as complex a subject as motivation, in the sense that it can be due to many different factors.

The fact that certain students find the same activity interesting, while others find it tedious again underlines the teachers' difficult job to cater for all different tastes within one classroom.

One teacher of French said that the concept of students reading at home is especially interesting, as the students may have to read many books before finding 'the one book' that will motivate them to read more, and that particular book is highly unlikely to be read at school, considering the number of books that may appeal to them. Moreover, she added that usually books read at school have a pedagogical utility, whilst students also need to read books that interest them on a personal level.

Consequently, it can be seen that, in general, students are conscious of the importance of reading, but they still lack the motivation to do so. Thus teachers need to help the students become even more aware of the benefits and especially show the students that they will be able to reap those benefits in the near future.

Do students and teachers enjoy reading fiction in class?

A wide majority of teachers agrees that they enjoy reading fiction with their class. This is also reflected by their answers to the question as to whether the books they read with their class are part of the syllabus or if they do so out of their own free choice. The teachers in the ES largely answer that they choose the books themselves, while the teachers in the EST answer that it is an equal split between their own choice and the syllabus requirements. This demonstrates that teachers really do enjoy reading with their classes, and they feel that it benefits the students as they often implement it by choice.

When asked if they believe that their students enjoy reading in class, the teachers give varied answers. Several teachers think that as many as 80% of their students enjoy reading, while others believe that as little as 5% do so. The students in the ES mostly agree that they enjoy reading fiction in class, while the students' answers from the EST vary, thus agreeing with the teachers' views. However, the fact that many of the students understood the question as reading the whole book in the classroom should not be overlooked, and thus the results may be slightly off-centre. It may seem shocking that teachers consider that as little as 5% of the students enjoy reading in class, but it is less so when we put it into perspective. In many other countries, especially England, most students are not required to read in a foreign language unless they choose to do so. In England only a tiny minority of students, probably around 5%, choose to study a foreign language up to A-level, where they read fiction. In Luxembourg all students have to read books in three foreign languages, with no exception, and therefore it seems understandable that in some classes only a similarly small proportion of students enjoy it.

The positive aspects mentioned by the students are again the explanations given by teachers and the change from normal lessons, while the negative points include that they do not enjoy having their opinions corrected or that they find it boring, thus the same two aspects have been seen in both a positive and negative light.

Would students and teachers like to read more books in class?

Teachers read more books with their classes in the ES than in the EST. Many teachers in the ES read more than one book per term with their class, while in the EST none of the teachers achieve this. This can be explained by many factors such as the revelation that students in the ES enjoy reading more, the likelihood of them being faster readers as their reading comprehension tends to be superior, and differences in the 'horaires et programmes'.

Exactly half of the teachers surveyed would like to read more books with their classes. Several of the teachers who do not want to read more books explain that this is due to the fact that they already read a large number of books with their students and say that they cannot possibly fit any further books into their class time. Hence, a segment of the teachers who say that they would not like to read more with their class give the reason that they have already established the appropriate number of books. Other teachers simply state that there is not enough time and that they prefer to cover other activities with their class.

When asked if they believe that their students would like to read more books in class, the teachers give a very wide range of answers. Several think that up to 80% would like to read more books in class, while others believe that only approximately 2% would like to read more. This large discrepancy can be explained by the fact that all of the teachers questioned teach a wide range of students, and that the fact of whether or not the students would like to read more books in class naturally depends on the class and on the students' personal interests.

In the ES, approximately two thirds of the students declare that they would like to read more books in class, while in the EST slightly less than half of the students say so. Overall, this underlines the perception that reading is generally appreciated by the students. An explanation of why the students in the ES would prefer to read more books could be that reading represents less of a challenge for the students in the ES and is thus more enjoyable.

What kind of books do students prefer to read?

I shall not analyse this answer in detail; however, I shall simply point out that the results of this answer reflect a common problem for teachers. There is not one genre that all students prefer to read, and therefore the teachers have an exceptionally strong challenge in choosing a book that will be enjoyed by the majority of the students. Many teachers admit that they have occasionally chosen the wrong book in the past, which has led to low student motivation and a poor working atmosphere.

There is of course no miracle remedy for this problem; teachers can only endeavour to implement different kinds of books during the year in order to cater for the diverse student interests. An alternative strategy is to allow the students to choose between a number of titles. Conversely, teachers can also incite student motivation to read the kind of books they would not generally read by presenting it as a challenge.

What are the main goals when reading?

When the students were asked to name their main goal when reading fiction, or put simply, why they read, the majority answered that it is to enjoy the book. This coincides with most of the teachers' first aim which is for students to experience the pleasure of reading which, in the best case scenario, will lead to more reading. At this point the question of the meaning of 'enjoy' again arises. The definition given by most dictionaries is that to enjoy means to

extract pleasure from something. Usually people take pleasure in activities that are interesting and not overly exhausting. After having chosen the right book, both from the language level and the subject reading easily fits that description.

Other goals that score fairly high include gaining new knowledge from books, extending vocabulary and learning expressions. The teachers also list vocabulary, language in general, the four skills, becoming fluent readers, expanding the students' personality, critical thinking and opening up new horizons. The teachers state that it is important for the students to learn how to interpret longer texts that are more complicated by using the correct reading strategies. Fiction often contains plots and subplots, and the students need to learn to navigate through these. The teachers' answers strongly indicate that they understand the importance of reading for their students, especially considering the students' future challenges.

It must be pointed out that the students only had the facility to tick items on a pre-established list, while the teachers could list any goals they wished, and therefore students could not mention critical thinking or the opening up of new horizons. Most of these goals, such as critical thinking or acquiring new vocabulary, match those mentioned in the literature review, showing that most theories on the subject are also put into practice.

What are the main ways of working used in the classroom?

The students report that the way of working most employed during their time in high school is group work or the teacher directed way of working.

The teachers' feedback does correlate with this in the sense that the way of working cited by the largest number of teachers is Q&A, which is usually fairly teacher directed, and group work or a combination of the two, in addition to presentations (which often incorporate group work). Several teachers also say that it depends on the book and the students, and that they often use a fusion of methods. Many other ways of working are also mentioned, which shows that the students are fortunate that their teachers endeavour to implement many different ways of working, thereby making it more interesting for them. Moreover, when the teachers were asked why they use those methods, many answer that it is due to student motivation, thus making sure that the students persevere in reading the book.

The PISA study also asked the students several questions about their teachers' activities in the classroom. The results are interesting as they demonstrate which aspects already work

successfully in the students' eyes, and which areas still require improvement. When asked how often the teachers ask students to explain the meaning of the text, the results are fairly positive, which indicates that the practice of teachers purely explaining a text without requesting any student input is dying out. Less than 9% of the students in the EST and less than 4% of the students in the ES said that this practice is a rare or non-existent occurrence. When queried as to whether teachers ask questions that challenge students in order to get a better understanding of the text, the results are also mainly positive with less than 10% of students answering that this rarely or never happens. One question with less positive answers concerned whether or not the teachers help the students connect the stories they read to their lives. Between 30 and 40% of the students answered that this is a rare or non-existent occurrence. Naturally, it can be difficult to relate texts written from another culture or time to the students' lives, but it is possible that teachers could endeavour to do so more often, in order for the students to see the point of putting significant effort into reading.

What is the students' and teachers' favourite way of working?

The students generally prefer the Multiple Intelligences, group work and 'students as teachers', whereas they do not particularly enjoy the reading diary nor the teacher directed way of working.

I also asked the teachers if they believed that the students had a favourite method. Most teachers replied that either they were uncertain, that it depended on the class or that the students prefer a combination of methods. However, they did cite group work, which is in accordance with the students' response. The teachers also mentioned the reading diary and Q&A; however, these ways of working did not seem to be popular with my students as they tend to become bored by them quite quickly.

The teachers' favourite way of working is Q&A as it is easy to implement and because you can provide the students with a large quantity of information. Teachers also greatly enjoy group work, as it is productive and generally motivates the students. As it is one of the students' favourite methods, it appears that the motivational factor is successful.

It is also important to point out that a majority of teachers did not learn any useful practices for reading fiction with a class during their teacher training. Potentially this should be included more in the 'formation pédagogique', as motivating students to read, and especially

to continue reading, represents a fairly large challenge which teachers might often find difficult to achieve, particularly as they themselves did not have problems in being motivated to read. Thus many language teachers find it difficult to understand the students' reticence to read. Nevertheless, I would also like to point out that the teachers who were presented with ways of working during their teacher training appear to be using these successfully.

Which method did the students think was the most useful?

As I have previously mentioned, the students report that they most enjoy the Multiple Intelligences way of working, closely followed by group work and 'students as teachers'. However, the students concede that the most enjoyable way of working is not necessarily the most useful.

In the ES, the students prefer the above methods, but generally consider the teacher centred way of working most useful. In the 3ème, the students find the teacher directed way most useful, followed by the reading diary and group work. I believe their preferences reflect those ways to which they are accustomed, and also their future plans. Students on a 3ème level often have fairly precise plans and are already starting to think about university, and therefore a teacher directed way of working seems most appropriate to them as it will be used at university. On the 5ème level, the students are also accustomed to the teacher directed way of working and appreciate that it helps them and that their future tests will demand that way of working. They also enjoy group work and 'students as teachers', as it is more entertaining and enjoyable.

In the EST, the majority of students are not accustomed to the analytical and strict way of working as they are in the ES, and generally prefer more open activities in which they can be active. In my 10ème, the students demonstrated a preference for the Multiple Intelligences and group work; however, there is no clear consensus as to which method is the most useful. Conversely, they agree that the teacher directed way of working was the least useful. In my 9ème, the way of working they enjoy most is also the one they deem most useful, thus the Multiple Intelligences. In my opinion this can be explained by the fact that they enjoy being in charge of choosing a task and consequently performed their tasks well and thus took something away from it.

What was the feedback about the different ways of working I implemented in class?

In this section I shall report the students' and teachers' feedback, in addition to my own feedback as to whether I achieved the aims I had in mind when selecting the different ways of working.

Group work: Generally, the students enjoy group work because they can work together with their friends and share the workload. They also take pleasure from interacting and sharing their points of view or even providing explanations for their classmates. They also acknowledge that this way of working is good preparation for their future careers. In the literature review I quoted Collie and Slater who state that, in a group, it is common that one person will be able to supply the missing link, and this is exactly what one student highlighted, thus again underlining that the students often intrinsically recognise the value of certain ways of working:

Each group member remembered different information and we had good answers.

The main negative point was that the workload is not always equally shared, allowing several students to evade tasks. As mentioned in the literature review, the students should in theory recognise the need to contribute as they are all in the same boat, so to speak. However, according to the students' answers, or rather complaints, this is not the case. Other negative points are that several students do not enjoy presenting their work in front of the class and that groups frequently find it difficult to reconcile opposing ideas. They also mention that it requires them to work with students with whom they have no desire to work. Nevertheless, from a teacher's perspective, these are not necessarily bad points, as they oblige students to learn how to deal with problems that they will certainly face in the future, and therefore it is beneficial for them to become accustomed to this as soon as possible.

Group work is also very popular with teachers because they can see that the students enjoy it and are thereby motivated by it.

Je pense que le travail en groupe éveille la motivation et suscite davantage de réflexion.

The teachers enjoy witnessing the students learning to work in a group and helping one another, thus following the socio-constructivist theory. It also follows Communicative Language Teaching, which fosters real communication in a classroom. The sole disadvantage

to this method, as highlighted by the teachers, is that where group work includes presentations, the remainder of the students often lack interest and do not pay attention to the words of their classmates.

My aim in implementing group work had been to incite the students to work autonomously. I believe that this was successful in the sense that, as far as I could determine, all students appeared to be sharing the workload; they made the decision as to who would present which part, generally selected good quality information and also succeeded in presenting it in a pleasant manner. Presenting in front of a class is not easy for the students, as they need to speak loudly and clearly, which several of my students had not previously experienced. I gave feedback and I could see that the next groups endeavoured to improve upon the points that I had mentioned.

Reading diary: The reading diary is not particularly popular amongst the students because it involves a lot of work and is, in several students' opinion, quite tedious. One explanation for this could be that a considerable proportion of students do generally not enjoy writing; for example in my 9ème, the announcement of a writing task is met by complaints and defeatist attitudes. One reason for this could be that writing is difficult for these students so naturally they will not enjoy it, as it requires significant effort. Moreover, they know that they will often receive bad marks due to the mistakes they commit, or will experience problems in expressing themselves. The only class that really enjoyed the reading diary was my 3ème, and their writing skills were excellent. This underlines that there is a relation between students' aptitudes and their preferences. The students also commented that it does not necessarily help them in understanding the book. The reading diary is, however, not necessarily a tool to explain a book in the greatest detail, but to gather students' reactions, thoughts and even their questions about the book. It is possible that I could have explained this more clearly to my students. I feel that this concept is quite new for the students, as they are accustomed to having to understand the books they read in detail. Therefore teachers who wish to implement this way of working need to take time to explain the concept to their students.

Of course, several students do find this way of working interesting and see the benefits of learning self-organisation and working intensively with the book. They appreciate that writing down their thoughts makes them think about the book in more detail. Moreover, it

allows the students to discover how much they already know about the book. They enjoy being able to express their own opinion and use their imagination. Additionally, writing longer texts helps improve the students' written productions.

Durch diesen schülerorientierten und kreativen Umgang mit Texten, der viel Wahlfreiheit hinsichtlich der Inhalte erlaubt, wird die Persönlichkeit eines jeden Lernalers bzw. einer jeden Lernerin aktiviert und das menschliche Kommunikationsbedürfnis ernst genommen, so dass mögliche Schreibbarrieren überwunden werden können und die Schreibmotivation insgesamt gesteigert wird.¹¹⁴

This is of course true, but unfortunately, the students are not yet accustomed to this and several found it incredibly difficult to think of what to write, and simply answered the questions I had provided as scaffolding without giving any personal input. Furthermore, many students are not accustomed to communicating their thoughts as they are not asked to do so very often and thus struggle. The teachers, moreover, realise that the students often do not have sufficient lexis to express themselves and lack critical background knowledge to neither give nor understand presentations. The interesting point is that by reading more, the students could acquire a better lexis, in addition to more background knowledge on different subjects. Additionally, for certain students, writing a reading diary presents a huge challenge as they are not accustomed to making such an effort, and in particular cases this can be demotivating. Thus teachers need to introduce the students slowly to this way of working and provide opportunities for writing practice prior to embarking on a longer project. Moreover, teachers ought to provide appropriate scaffolding in addition to monitoring the students' efforts with formative evaluation, so that the students do not feel overwhelmed by the task.

Other problems that the teachers encountered were that reading diaries are time-consuming to correct and, moreover, it can be very difficult to rate creativity if those diaries include such tasks.

My aim with the reading diary entailed compelling the students to think about certain situations in depth and to put themselves into the character's circumstance, and I was pleased with the results. The vast majority of the students demonstrated a deep level of empathy, and the task also proved to be good writing practice.

¹¹⁴ Bredella, L. and Hallet, W. (2007) *Literaturunterricht, Kompetenzen und Bildung*, Wissenschaftlicher Verlag Trier, Trier, p. 186

Teacher directed: Several students find that the teacher directed way of working really helps them to better understand the chapter, as it is analysed in detail and the students have the opportunity to ask any questions they wish. Certain students also enjoy it because this way of working requires less input on their part. The students appreciate that they can generally work at their own pace, but they do find that this way of working can quickly become monotonous due to the frequency with which it is used and the lack of variety it presents. These few facts exactly match a definition of student motivation: a great deal of variety and not too much work, which make it an enjoyable experience.

However, other students do not particularly enjoy it, as it reflects the more traditional side to teaching. Furthermore, the students are not happy that this way of working can lead to them feeling that teachers are imposing their own view on the students, thus not allowing them to freely express their opinions.

This can again be used to further underline the fact that the same argument can be perceived in both a positive and negative way by the students. Considering the students' negative feeling above, for example, other students wrote conversely that they enjoy this way of working, giving the reason that 'I know that what the teacher says is right.' Consequently, I believe that a teacher needs to allow space for discussion, but still provide a form of conclusion so that the students feel they have guidance as to how the story is supposed to be interpreted. Additionally, teachers could introduce them to the Reader Response Theory and explain that there is not necessarily one sole way in which the story can be interpreted.

A negative point mentioned by both students and teachers is that if a teacher is not careful, students can easily hide in the crowd and not participate at all. In order to prevent this I distributed question sheets which the students could work on before we corrected them in class. The students enjoy this as they can work at their own pace. If the teacher asks questions directly only the students who are not shy and can quickly put their thoughts into words will answer, whereas if students are allowed time to prepare, the whole class can participate. If I only wish to ask a few questions as a means of revision at the beginning or the end of a lesson, I ask questions directly, but whenever I want to ask more questions I think that handouts and preparation time form a superior approach, and I have had the occasion to witness this on several occasions.

According to the PISA study, only about half of teachers allow students sufficient time to consider their answers, whilst 10% never or hardly ever do so and the remainder occasionally do so. Time can seem to go slowly for a teacher when waiting for an answer, but teachers need to endeavour to allow students sufficient time, for example by distributing the questions beforehand in order to involve as many students as possible.

The teacher directed way of working is one of the teachers' preferred methods. On the questionnaire they did not reply 'teacher directed way of working', but Q&A, which in my opinion forms part of the teacher directed way of working and for that reason I shall place it under this category. Naturally there are many different forms of implementing Q&A, both teacher directed and student centred with the teacher playing the role of a moderator. From my own experience, I would say that the teacher directed way of working or Q&A that most teachers and students had in mind is a fairly teacher directed approach where the teacher asks questions and the students reply, and which may also sometimes include discussions.

The main reason teachers give as to why this is their favourite way of working is that it is easy to implement, that the students understand how it works, that teachers can involve the whole class and that they can see if the students understand the set chapters or not. Q&A is also a productive manner in which to discuss the whole book, although asking too high a number of questions can result in the students becoming exasperated and bored.

It's a little annoying to answer all the questions.

Moreover, it is a method that helps classroom management as the teacher is in control.

Teachers often employ a combination of Q&A and group work to incite more motivation from the students. Using this blend allows them to provide the students with precise information and to see where there are problems, whilst simultaneously making it enjoyable for the students.

I achieved my aims fairly successfully with this way of working, as I discovered which students had read the chapter and which had problems understanding certain parts. I could thus explain several passages or queries to the students. My questions included several closed questions that purely tested text-based knowledge, several open questions where the students had to interpret and think, and also several discussion questions. I was content with the results of these questions; they led to an interesting discussion about religious fanatics, for

example, and this showed that books can genuinely make the students consider situations from a critical stance, comparing them to similar situations and discussing them in detail.

Students as teachers: Several student comments regarding this way of working underline once more that the same issue can be perceived in both a very positive and negative way. Several students really enjoy standing in front of their peers and being the teacher for a short while, while others really do not enjoy it, as they are shy and become very nervous when they have to speak in front of the class. In the same manner, certain students find this way of working fun, while others find it tedious and even annoying.

One positive point mentioned by many students is that it improves their speaking skills and also prepares them for their prospective jobs where they may have to present information to an audience. Moreover, they had complete freedom as to how they divided the workload and thus had to organise themselves autonomously, which they appreciated. They also comment that students can explain things in a more straightforward way than teachers, as they are in a similar situation as the rest of the class. Nonetheless, several other students say that they do not enjoy this way of working, as they are afraid that their peers will mistakenly teach them incorrect information. This is of course not the case as the teacher always checks the handouts first and is present in class to intervene when the need arises.

The students also enjoy that it is different; a technique that is not often utilised and that allows them to work together. However, they also recognise the problem with this way of working: after a while it will stop being a novelty and thus if used repetitively it will also become tedious.

One point that several students both wrote in their questionnaire and also reported in class after their presentation is that it is difficult to stand in front of the class and teach as the class does not remain quiet nor participate. This often led to chaotic moments which surprised the students. However, I think that it is a beneficial experience for students to be in the teacher's role for a short time to experience the challenges and to potentially acknowledge that they should be more respectful and participate more, especially when their classmates are presenting in front of the class. Thus it can increase student co-operation within a class.

I had previously used this way of working several times and had noticed, as had several students and colleagues, that if used on a whole book, it tends to become repetitive and

tedious. Thus teachers need to be very careful not to overuse it, especially because the final groups to present will find it extremely difficult as the class will be less motivated to pay attention and participate. My colleague Laurence Kalmes and I noticed this in our pièce about the book *Face*: student motivation decreased as the project dragged on. This could clearly be seen by the statistics regarding how much the students had enjoyed this way of working, which were slightly more negative in Laurence Kalmes's class than mine, as the project in her class had taken three weeks longer to complete. Our conclusion had been that in order to remedy this, teachers should endeavour to shorten their projects. Additionally, they should attempt to include more variety in their lessons.

Other problems mentioned by teachers, and which I have also experienced, are that several students only tend to read the chapter for which they are responsible, and do not make an effort to read the rest, as they know that other students will do it. Another challenge is that several students forget to prepare their chapter, and therefore the whole class has to wait for them to catch up. To endeavour to avoid these two problems, I awarded the students marks on their presentations, and therefore if they were not prepared for the specified day, those students failed. In the past, I also awarded part of their mark on their participation during other students' presentations and the subsequent questions asked. Thus I kept a register of my students and ticked the names of those who volunteered in class. This motivated many students who would not have otherwise participated but, unfortunately, it is difficult to implement as it involves simultaneously monitoring the students who are presenting and the remainder of the class and so I did not do it during this project.

In my literature review I cited Harmer who says that by giving the students more agency and responsibility they should realise that their learning will be more successful if they are active rather than passive. Many theories of education state that students remember more when active rather than passive in the classroom, which was acknowledged by several of my students:

I've been more active. I could search for the information, so remembered much more of the story.

Unfortunately, other students seem to have not yet understood this and prefer to remain passive. Due to this, several of the more communicative and student centred methods are not always successful. In my opinion, we must find a way to alter students' mentality in order for them to want to learn and become active. However, such a change will take time to become

engrained in all the students' thoughts. Until that time, teachers must endeavour to continue in that direction gradually, step by step.

The aims of this way of working had been for the students to work autonomously, dividing the workload and deciding which information to include, which they did successfully. The content was mostly of good quality, and the majority proved to be fine teachers. Several found it hard to listen for and correct mistakes committed by their classmates, but this improved as the presentations continued. I found their explanations as to why they had chosen a certain passage very interesting, as this underlined their understanding and point of view concerning the book.

Multiple Intelligences: The tasks based on the Multiple Intelligences are quite popular amongst the students, in some cases their favourite method. The reasons given are that it is new and interesting, that they can be creative and that they can choose the skill at which they are most proficient. Moreover, they find it to be like a game and are thus more motivated as it does not follow the strict teaching routine. Objectively speaking, the Multiple Intelligences way of working includes many of the factors that the theory states are motivational for the students and, in my experience, they do indeed work, as shown by the Multiple Intelligences' popularity with my students.

The negative comments are that it requires a lot of effort and is not particularly useful for the understanding of the book. Moreover, several students simply could not find a task that they enjoyed. Two other negative aspects that the students point out, and which are also my main concerns, are that, firstly, several of the tasks do not involve the English language and, secondly, that the workload is not equal for all tasks and thus many students choose the less strenuous tasks. Consequently, this is a way of working that is particularly productive at specific times in order to induce student motivation and creativity, but should not be used too frequently, as it will not necessarily improve the students' level of English (depending on the task) and several students could evade the workload. One solution would obviously be for each student to be asked to work with different intelligences each time, but that would naturally involve less freedom of choice and possibly less student motivation.

Another challenge is that interactive methods are often considered a game as the students do not yet realise that they can also learn a lot from such ways of working. In my opinion this stems from the fact that students often think that school cannot be fun and consequently

anything fun cannot be serious or useful. So, teachers need to slowly introduce students to these ways of working so that students see their value and change their attitude.

As I have previously commented, I was sceptical of this way of working and I still think that, from a language specific point of view, the students will not necessarily learn a great deal, but I am certain that it will be motivating for students who often feel unable to demonstrate their aptitudes. I was highly impressed by several of the students' productions that were real pieces of art and overall the students had put a great deal of effort into the tasks, which illustrated their motivation and enjoyment.

Sustained silent reading

I was obliged to this way of working a few times in the EST as the class was not prepared and therefore it would have been worthless to proceed with my planned lesson until they had read the set pages. The students generally enjoyed it because they see it as an alternative to reading at home in their own time, and because it is silent and therefore they can concentrate. Many students prefer to read at home, however, as it is more comfortable. The challenge I encountered with SSR was to maintain complete silence, as several students persisted in talking or giggling, and therefore the students who require silence to read could not fully concentrate. Thus SSR is generally only productive with very disciplined classes.

My SSR did not fully follow all the precepts of SSR; for example, the students could not choose their books and respectively cease reading the text if they thought it was tedious and start a new one. Moreover, in real SSR there would be no exercises concerning the text, and these would not be tested.

Which methods would the students want teachers to use?

From what has been described above, the Multiple Intelligences, the group work and the students as teachers were the most popular ways of working and the students would like their teachers to use them more often.

Other methods that I will use or that have already been implemented

A very similar way of working to SSR is Extensive Reading (ER).

I am personally enthusiastic about the concept of Extensive Reading, which is where the students have a few hours a week set aside for reading books of their choice without being

assessed. Unfortunately, due to the constraints of the syllabus and exams, there is not sufficient time to do so. Nonetheless, to work in that direction, I carried out another small project with my 9ème which included several visits to the library. The students could choose a book and find a comfortable spot in the library to read. In the LTML we are very fortunate to have a modern library that offers comfortable chairs and individual desks so that each student can read or work in as relaxed a manner as possible. We went there during three double lessons and subsequently the students were requested to present their books in front of the class by summarising the story and giving an appreciation. According to the literature, summarising is a useful task for the students. My aim, in surplus to those language related aims previously mentioned, was that the students might become interested in some of the books presented to them and hopefully read them. Unfortunately, the student interest was not immense. My project did not really constitute extensive reading, as the students were marked on their presentations, but at least they had the freedom of choice as to which book to read. Moreover, I am not certain that the concept of working without assessment would be successful here in Luxembourg, as the students are often focused on being rewarded for their efforts. However, it is possible that this may evolve due to the new competency based approaches, in which marks will have less importance.

I really like the idea that the students can choose their own book because, as we have already seen from the results, it is nearly impossible to find one book that all students will enjoy, and this is a solution to that problem. As Parkinson and Thomas highlight, there are further positive points:

One is that it improves the chances of studying the right book - one that students will enjoy, read fully and understand. The second is that, having to choose to begin or continue a book, students are likely to have more emotional commitment to it: even if they find themselves not entirely understanding or enjoying it, they will have reason to persevere. The third is that, if students know that their opinions about a book are considered important and actually make a difference to what happens, both the act of reading and the act of talking about the book should be more real, authentic and communicative, and hence more likely to promote language learning (and perhaps also learning of facts and literary details).¹¹⁵

The students' reaction to ER was mixed. Many students were shocked that they had to read a second book for that year. They also did not enjoy having to read the book at school rather

¹¹⁵ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 34

than taking it home. I did this to ensure that the students read the book themselves and could not use the internet or a family member to help them with the summary. I was slightly surprised by this reaction, as usually the students complain about reading at home, but nor do they enjoy reading at school. Thus it seems that the problem is not where they have to read but reading in general, and consequently their general motivation to work, or lack thereof.

Other ways of working described in the literature review are intensive reading, which I think would be important for my classes in the EST as I am quite certain that they have never experienced this and it would help their reading comprehension. In the PISA study, 15% of the students said that teachers never or hardly ever demonstrate how the information in texts builds on their knowledge. Thus it would be beneficial to more widely implement intensive reading and the use of reading strategies.

In the future, I shall also try to produce worksheets to assist the students in reading the set chapters at home and to receive feedback myself on their understanding of the chapters. I also really like the idea of publishing student material on the internet: I may create a homepage, or have one created, where several of the students' material could be published, so that they could show it to their parents.

What can be done to improve student motivation?

As can be seen throughout this dissertation, motivation is a very important factor. The students mention boredom, interest and enjoyment, all of which directly relate to motivation. Different ways of working are used to maintain students motivation in class, but there is much more to it.

Ideally, students need to become intrinsically motivated. This can partly be achieved through positive reading experiences at school. In order for this experience to be positive, the students must feel confident, which can be achieved through the appropriate choice of text and scaffolding. Additionally, managing to read a challenging text can really foster the students' self-confidence, as I witnessed with my 5ème. Moreover, the students must be interested in the material, which can partly be achieved by allowing students the choice between a small selection of titles.

Textbooks often present short texts that are not particularly interesting for students and that, as one teacher said, tend to be superficial and bland and thus do not motivate students to read.

Fiction, on the other hand, can deal with subjects in more detail and therefore students tend to become more interested and involved. Occasionally teachers read books that have been made into a film, and the incentive to watch the film can increase and sustain student motivation. In general it is interesting to hear how many strategies teachers employ when choosing a book to read in class, thus showing that they truly endeavour to motivate the students and make the experience as enjoyable for them as possible. The following quote underlines this well:

So far, I talked to colleagues about books their former students enjoyed reading. Afterwards, I choose them according to student interest as a means of motivation, but I also take their level into consideration to avoid frustration on their part and consequently mine.

Reading habits are acquired from a very young age onwards and this usually happens at home. The PISA results underline that students from a home with reading resources generally enjoy reading more and score better at school than students who do not have that privilege. My research did not go into further detail, as it only asked the students how many books they had at home, but this still provides a good indication of the family situation. The PISA study reports that over 25% of the students in the ES have over 200 books at home and 29% have over 500 books at home. In my study, the students reported to have more books than the PISA average for the ES. In the AL, nearly all the students enjoy reading, they are mostly from a fairly high socio-economic background, have a lot of books at home and usually have good marks. The students from the LTML are generally from less privileged socio-economic backgrounds, but they have a similar amount of books at home. This is not in accordance with the PISA results, which say that in the EST only 11.7% of the students have more than 200 books at home and only 7.2% have more than 500. The students from my 10^{ème} enjoy reading nearly as much as the students in the AL and do so fairly frequently. The students from my 9^{ème} enjoy reading less, but their families still own a similar quantity of books. Thus the number of books owned by the family does not necessarily influence the student's enjoyment of reading. One fact I would like to highlight is that most students in my 9^{ème} were directed towards a technician section or professional section, thus classes deemed as fairly low-achieving in our school system and the students' marks were fairly low. Thus there could be a link between the enjoyment of literature and proficiency at school, as reading will require less effort for proficient students. However, deeper analysis would be necessary to truly assert this fact.

From my personal experience, I know that teachers imposing their views on students can be a strong demotivational factor, and this was highlighted by several students in the questionnaire:

I prefer to read a book at home because you have your own opinion and no one will correct you about it.

Stanley Fish wrote in his book that a question often asked in classrooms is: ‘How is it that readers who are at least as informed as you are (in the sense of having ‘literary competence’) do not experience literature as you say they should?’¹¹⁶ Students often experience a text differently from a teacher and therefore teachers need to allow room for student interpretation, as the Reader Response Theory states that there are at least as many experiences of reading a text as there are readers. Consequently, teachers ought to allow their students to explain their point of view and discuss it, rather than simply telling them that it is inconsistent with the established interpretation. This could even be carried out with the normal teacher directed post-reading questions, provided that the teacher uses both open and closed questions and does not only tell the students if their answers are correct or incorrect, but also provides useful feedback and room for discussion.

These debates will also lower the affective filter, as the students will feel that their answers are valued and thus they will venture their opinions more readily without fear of the teacher’s rebuke. It is worthy of mention that fluency versus accuracy can also hamper the affective filter because, as I have read in an article concerning the PISA study, children often prefer to simply copy the answer from the text rather than forming a new one, as they are scared to make mistakes and lose marks. Thus it may prove beneficial to have activities that are completely fluency based so that students can focus their attention on the meaning and not on the form. Of course, form is also important and must be taught, but possibly in different contexts.

I must acknowledge that the way reading is taught in classes has changed dramatically since I was at school and nowadays the students can share their views much more freely than ten years ago. This was also highlighted by many of the other teachers’ comments:

¹¹⁶ Fish, S. (1980) *Is There a Text in This Class? The Authority of Interpretive Communities*, Harvard University Press, Massachusetts, p. 6

Je préfère les méthodes qui favorisent l'autonomie de l'élève, d'une part pour les amener à devenir des lecteurs autonomes et, d'autre part, pour ne pas empêcher les élèves d'établir un lien affectif / personnel avec leur livre.

Interesting, you hear the students' opinion.

Because of this, teachers often use productive methods so that the students can make the text their own and become more motivated. In the PISA study, the students were asked if teachers encourage students to express their own point of view, and over 50% of the students replied that this happened in most or all of the lessons. 13% replied that it never or hardly ever happened and I hope that this percentage will continue to fall as time goes on.

When reading through my classroom observations I realised that one of the teachers hit the nail on the head when she said that student motivation depends on the students' moods and the time of the day, more than on the way of teaching. I realised this in the AL, where the high temperatures and the exam weeks had a huge influence on the students' motivational levels. I am confident that whichever way of working employed that week would not have made much difference in their motivation. As already mentioned, motivation is very complex and relies on many different factors, and so teachers always need to also take external factors into account as much as possible, and potentially have a plan B in case plan A is unrealistic.

As I have seen, teachers put a great deal of effort into motivating the students and making reading interesting, but they still encounter many problems while reading fiction in class. Students continue to not read the set chapters and complain that they do not enjoy reading or that they find it tedious. Moreover, teachers have seen that even when students are interested at the beginning, their interest tends to fade quite quickly. The students are accustomed to being entertained by TV and internet and expect a similar variety at school. In the PISA study, the students had to rate the following statements: 'I cannot sit still and read for more than a few minutes' and 'I find it hard to finish books'. 31% of the students in the EST and 16% of the students in the ES agreed or strongly agreed with the first statement, while 35% of the students in the EST and about 20% of the students in the ES agreed with the second statement. This shows that the students often find it hard to persevere with a task and not become distracted and therefore teachers and parents need to show them the value of perseverance, with both reading and other endeavours.

Unfortunately, many students only read when obliged to. The PISA questionnaire discovered that approximately 55% of the students in the EST and 36% of the students in the ES fall into

this category. Again, approximately 55% of the students in the EST and 36% of the students in the ES only read to find the information they require. Additionally, approximately 40% of the students in the EST and about 22% of the students in the ES consider reading to be a waste of time, as they do not see the benefits and prefer to spend their time otherwise. This illustrates that quite a large number of students lack the motivation to read and it is very difficult for a teacher to change this. Consequently, as several teachers pointed out, the different ways of working can only improve student motivation if it already exists. If there is none whatsoever, then none of the ways of working will be successful.

J'ai l'impression qu'une large majorité des élèves est indifférente face à la lecture, et par conséquent, également face aux méthodes.

S'ils aiment lire, je pense que toutes les méthodes se valent si elles sont variées, adaptées, motivantes, intéressantes.

A point that many teachers and also other people have noticed is that many students do not only lack the motivation to read, but also generally lack the motivation for all aspects of school. This motivational problem is a general challenge in our modern society. Many people seem to expect to gain a lot by doing as little as possible. In the past this may have been possible, but this is now changing. Many students are accustomed to getting everything they want and never failing, both at home and at school. They seem to never have to struggle to get what they want. As they are not required to make a lot of effort for anything, they do not see why they should do so, and even lose the ability to do so. However, our professional life is becoming more and more challenging and competition is a daily reality where only the best will succeed, and therefore our students should be prepared for this as they represent our future.

In order to remedy this, the people in charge of our school system should consider changing our system in such a way that students realise that achievements require effort. One step that could be taken in that direction could, for example, be to ensure that students cannot compensate half their subjects. Many parents would also need to change their habits and compel their children to work in order to get what they want. If this change in society does not happen soon, many students who are not motivated in school will leave school with very little skills and competences, only to find that the real world is very tough and that competition for jobs and professional life is very difficult. They will not know how to deal

with this situation, as they will have never faced any challenges nor learnt how to cope with defeat.

I completely agree that we should endeavour to do our utmost for our students and thereby ensure that as many as possible leave school with skills and qualifications. However, we also need to ensure that it is not too easy and teach them to work hard to achieve their goals in life, because that is the only way to prepare them for the future. If parents and the educational system succeed in showing children and young people the reality of life from an early stage, the students' motivation will automatically increase as they will realise that learning as much as they can at school is important for their futures, something that many of them do not realise at the moment.

Conclusion

In my conclusion I shall underline the main findings regarding the different ways of working and student motivation that have been elaborated upon in this essay.

Each way of working that I have implemented, in addition to all those mentioned in literature and by teachers, has positive and negative aspects. On the one hand, the tasks based on the Multiple Intelligences, for example, may be the students' preferred way of working, but it does not necessarily help them to understand a book in detail. On the other hand, although the students in general may not enjoy the Q&A method, it is, in the teachers' eyes, possibly the most effective way of ensuring that the students thoroughly understand the text, and several students proactively acknowledged this point. Consequently, before deciding upon a way of working, teachers must determine what they want their students to achieve through reading. Do they aim to prepare their students for an exam? Do they want their students' writing or reading skills to improve? Do they want the students to get to know the cultural background of the language? Or do they purely want them to enjoy the book? Teachers must be willing to use an array of methods depending on their goals for the class, the students' needs and also their preferences, which may vary widely from class to class.

Another conclusion that I have drawn from my work is that a great deal of variation is required in order to retain students' interest, and this is confirmed in literature:

[...], lessons which always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, tasks, and material can help to avoid this and increase students' interest levels.¹¹⁷

Most students said that they enjoy reading, but still they often find reading in class tedious. Consequently, teachers must be flexible in their approach, because as Collie and Slater say, 'in establishing a number of ways in which a text could be explored, we have tried to bear in mind that any approach used exclusively can turn to tedium in the classroom.'¹¹⁸ Because there is such an array of learning methods and techniques for the teacher to consider, in addition to student preferences, I do not feel it is possible to successfully include all aspects in one sole project whilst keeping the project short and time bound. However, I believe that

¹¹⁷ Lightbown, P. and Spada, N. (1999) *How Languages are Learned*, Oxford University Press, Oxford, p. 57

¹¹⁸ Collie, J. and Slater, S. (1987) *Literature in the Language Classroom, A resource book of ideas and activities*, Cambridge University Press, Cambridge, p. 8

the three terms of the academic year provide scope for more than one project, thereby giving teachers the opportunity to include each important element in at least one project, thus catering for all preferences during the year. Moreover, in this fashion, each reading project will be different, which will help sustain student motivation.

Although certain teachers use a multitude of ways of working, the two ways of working that are most employed are the teacher directed Q&A and group work. Those two ways of working need to be supplemented by other techniques, together with many activities where the students have to work together, to maintain student motivation. Moreover, considering the students' response to the tasks based on the Multiple Intelligences, teachers should take such tasks into account, as they have a propensity to increase student motivation.

Through the PISA study and the many other articles and books I have quoted from, it is beyond question that the students must become fluent readers, as literacy and reading comprehension are becoming even more key in our rapidly changing world. In an article in the *Luxemburger Wort*¹¹⁹, Androulla Vassiliou, a member of the European Commission, underlines this with some statistics. She states that by the end of the decade there will be sixteen million more jobs for highly qualified people, while there will be twelve million fewer jobs for people without qualifications. Moreover, as the retirement age increases and people tend to work until later in life, learning new skills and qualifications as society and technology continue to evolve will be essential, and thus life-long learning is very important. Considering this we obviously need to do everything within our power to improve our students' reading comprehension. The quote below demonstrates that there is only one way to achieve this:

It is clear that people learn to read by reading not just by doing exercises.¹²⁰

We must ensure that literature forms an integral part of the language curriculum, and not simply a topic or activity that is used as a change from normal lessons or as a sort of game to motivate the students. Reading at school will help students become independent thinkers and autonomous problem solvers. It will also help students to expand their horizons and help them become acquainted with new genres and thus more proficient in their language use.

¹¹⁹ Vassiliou, A. (2 März 2011) *Förderung der Lese- und Schreibfähigkeit*, Luxemburger Wort

¹²⁰ Parkinson, B. and Reid Thomas, H. (2000) *Teaching Literature in a Second Language*, Edinburgh University Press, Edinburgh, p. 173

As already mentioned techniques and methods used for reading have changed from simply memorising information from texts to being able to work with and interpret them. This also helps to combat the over-analysis of books, which can ruin students' enjoyment of literature. One student wrote:

Reading a book in class is often boring and counter-productive. The point of reading is to read, and to think, to feel, not to know who the author is, what the critics think the author wanted to express or to be able to characterize the main characters.

It is undoubtedly a teacher's job to provide information about the book or author, and to present a selection of critics' points of view, either by providing this himself or by having groups of students do presentations. However, teachers should leave room for student interpretation, as they should be allowed to react personally to the text and make it their own.

In current international tests, like the PISA test, reading skills are assessed individually, which is valuable at times; however, students also need to be able to combine reading skills with writing, listening and speaking, and to multi-task, as this is essential for solving problems and completing tasks. A further point I would like to add is that whilst the analysis of situational texts such as those tested in PISA is important, we should remember that the ability to analyse an entire book also reflects literacy. This challenge can be compared to sports, and I shall use rugby as an example. Rugby players must practise the skills of running, throwing and catching. However, if they cannot perform these tasks simultaneously, they will not be able to score. Moreover, a rugby player will have to be able to not only play for five minutes, but eighty if he wants to be part of the team. This illustrates the inefficiency of testing isolated skills and small tasks, as they do not lead to true proficiency. We should learn from PISA, though not only focus on teaching our students to perform well in those tests, but teach them to generally do well in school and later on in life. Moreover, we should not only focus on our bad results, but be proud that our students have the capacity to read full-length works of fiction in four or five languages by the time they leave school, which is a considerable achievement.

One of my principal aims when teaching students to read is to communicate my love for reading, but sadly this passion is exceptionally difficult to 'teach'. Unfortunately, varying working methods and leaving room for student interpretation does not solve all the problems, as the following quote from a teacher questionnaire illustrates.

It depends on the class and their motivation more than on technique.

As discussed at length in my analysis, student motivation is a key problem in this decade, and it has reached a very low point. I am hopeful that the situation and consequently the mentality here in Luxembourg and other Western European countries will improve, so that students will be more incentivised to work hard at school.

Thus we have reached the key point of my dissertation. Looking back at the results of my questionnaire, it is apparent that the students generally enjoy reading and even acknowledge the importance of it as it can help their language level, but they often do not read frequently or complain when asked to do so at school as their motivation remains weak.

Generally speaking, after analysing my results and from prior practice, I would suggest that, students typically fall into three categories, and each of those categories bear their own challenges.

Firstly, there are students such as those that form the majority of my 3ème and 5ème. They enjoy reading, read frequently and also enjoy reading at school. In this case the teachers' challenge is to take care to sustain that motivation by choosing interesting books and using a variety of ways of working. They can also try to get the students to read more challenging books and thus improve their reading comprehension even further.

Secondly, there are those students that formed a large part of my 10ème. They enjoy reading, but find it very difficult and thus this enjoyment does not tend to survive. In this case, the teachers need to ensure that books of an adequate language level are selected, that the stories are interesting as this will compel the students to keep reading, and that appropriate scaffolding and support is provided to help the students so that they do not become demotivated. Once the students have succeeded in reading one book they will feel more confident in reading another book or a slightly more difficult book. If the students continue to have positive reading experiences they will hopefully quickly become autonomous readers who will fully enjoy reading and thus move into the first category of students mentioned.

Thirdly, there are those students who match several of those in my 9ème. They generally do not particularly enjoy reading, do not read frequently and find reading in class tedious. These students represent the main challenge for teachers.

In this case the teacher needs, first of all, to ensure the book chosen to read in class is not too difficult, and to provide the students with appropriate scaffolding. However, this does not resolve the issue that many students will find the book boring. Consequently, it would be superior to provide the students with a degree of intensive reading practice to make them aware of different reading strategies before proceeding to an extensive reading project, where the students could choose the book they want to read. These two points could help to spark motivation.

In order to sustain this motivation, teachers need to provide students with as interesting and varied tasks as possible and allow the students the choice as to which tasks they want to complete. This will hopefully help the students to complete the book.

Once the students have read and enjoyed one book, this positive reading experience should make them less apprehensive in the next reading project. By the time the students have experienced a few positive reading projects, they will hopefully start to enjoy reading, as with practice it will become easier and more enjoyable.

One aspect that is very important for students in all of these groups is that teachers need to ensure that the students understand the goals that can be achieved through reading. Short term goals could be enjoying an interesting book, for example, or passing a test based on the book. Midterm goals could be an improvement of the English language. As mentioned in the literature review, reading fiction helps us to tell stories more effectively and also better understand what people tell us. In other words, reading helps us to communicate, and this was the first goal that all the students wrote as their main aim for learning English. Long term goals could be again to improve the language and thus passing the year, passing exams and hopefully securing a good job. Students often do not realise those goals, and therefore teachers have to continue underlining them.

Those goals, as well as the ideas previously mentioned, will help the students to deploy and sustain the necessary motivation to start reading. Once they have successfully read a few books, they will hopefully become intrinsically motivated because they will enjoy reading.

I am pleased to have conducted this research and analysis, as it has compelled me to thoroughly reflect on the various working methods available and the associated challenges related to reading in the classroom. I have developed a much deeper understanding and a

certain expertise in the subject, which I am positive will be of great use in my future teaching and which through talks with my colleagues might also contribute to the community of teachers.

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Appendices

Logbook

3B

17/6: I distributed the book and explained the project to my students.

18/6: I had booked the computer lab so that the students could start work on the first task, which was group work. Unfortunately, almost no students had read the first chapter as they had only had one day to do so. For some groups, who were presenting the IRA /UDA or Northern Ireland, for example, this was not an issue, whereas for other groups who had to present the relationships between the different characters, this really was a problem and they were not in a position to start work. They had to spend that first lesson either reading the book or looking up their characters on the internet.

21/6: This was a double lesson, during the first half of which the students could complete their presentations on the computers in the lab. By this point, most students had read the first chapter. During the second lesson, the various groups presented their work to their classmates. All of the groups had followed the guidelines and the presented work was of very good quality.

24/6: For this day the students were requested to read part two and to write their reading diary. All but one student had done so, and two students even volunteered to read their entry aloud to the class.

The reading diary not only included writing down their thoughts and feelings, but also included tasks based on the Multiple Intelligences. Nearly all of the students chose the same options: many brought music to illustrate a chosen passage from the book, and others had opted to find statistics on the internet.

After each student had presented or submitted their piece of work, we had a long discussion about what the main character should have done, or what we would have done if we had been in such a situation. Most students took part in this discussion, which shows that, firstly, they had read the book and, secondly, that they enjoyed it, at least to a certain extent.

25/6: On that day, the focus of the lesson was part three, which was presented to the students in a more teacher directed way. As already mentioned, I asked questions about one chapter and waited for the students' answers, while for the next chapter I gave my students a handout so they had some time to prepare their answers. It was fairly difficult to motivate the students, as this was in the middle of their test period and they had had a very hard week and were quite tired. However, the infallible motivation

of the few students who continued to volunteer carried the others and so the lesson was fairly successful.

1/7: On this day, the students were required to work as teachers in part four of our project. The students were all well-prepared and had submitted everything on time. However, motivation levels to take part in the lesson, answer questions and carry out vocabulary exercises were quite low as it was a very hot day. Thankfully, after a while the students became more productive; it simply took a long time to gather their concentration.

2/7: We finished part four of the project, in spite of the same issues as the day before. However, overall all that part was also a success, although it could have been even more successful if the weather had allowed for more student motivation.

5/7: On this day, the final part of our project was implemented. The students had prepared part five, the Multiple Intelligences part, at home over the weekend and were required to present it in front of the class. All students had completed their homework. Most students had chosen to design a new cover for the book or to write multiple choice questions. Two students had written an article for a newspaper. I was very impressed at the quality of the covers, as some were truly pieces of art.

I requested each student to come up to the blackboard and briefly explain their cover. The students who had chosen MCQ had mailed me theirs over the weekend and I had photocopied them for the class.

After this, we discussed the book in general, and most students thought that the book was quite good, although only a few students really liked it a lot.

5C1

18/6: I distributed the book to my students and explained the project to them. Several students were apprehensive because they knew that *Face* is read in 5ème ‘moderne’ by students who have been studying English for two years, but I succeeded in reassuring them that we would be able to work on this book without many problems.

21/6: The first part was teacher directed. I distributed the questionnaires and instructed the students to work in groups of approximately four students to facilitate their understanding of the questions and ability to answer them in English. The students were allowed time to prepare their answers for both parts of the questionnaire, and I did not ask any unscheduled questions. The students worked fairly well whilst I monitored them and assisted with any problems they experienced.

Most students had read the book, and many told me that they had experienced some difficulties, especially with the spoken language because it includes a lot of slang. However, the vast majority understood the gist of the story which, I told them, is most important.

This part took much longer than I had expected because it was very challenging for them. We only had sufficient time to answer the questions about the first chapter, rather than all of part one as planned.

24/6: During this lesson we nearly completed part one, and I distributed the instructions for the reading diary to the students.

25/6: During this lesson we concluded part one, and the students were then asked to submit their reading diary. Two students even volunteered to read their diary aloud, which was a great demonstration of their enthusiasm. The students in general had put an incredible amount of effort into writing as much as they could and, moreover, the writing was of a very good quality.

After this we formed groups for part three, which involved group work. This was not easy, as there were two students considered as lazy and flippant by their classmates, and therefore they could not find a group. In the end I allocated them a group, and the students commenced research in the computer lab.

28/6: We worked again in the computer lab and, even though it was unbearably hot, the students continued working on their presentations.

1/7: On this day I had the class for two hours as one of their teachers was ill, thus all the groups had sufficient time to present their work. Some used PowerPoint presentations whilst others used the blackboard, and generally the quality of work was much higher than could be expected.

2/7: The students had one hour to start their preparation of part four: students as teachers. They divided the tasks between themselves and started working. I monitored the different groups and assisted wherever the need arose.

5/7: Over the weekend, the students had emailed their finished products to me, so that I had time to print the questions and vocabulary exercises.

This was the final week of classes and the weather remained very hot, so the students' motivation was quite low, which affected the speed at which we advanced.

We only managed to complete one group's presentation, and so I decided that for the next groups, the students should only answer half of the questions (five instead of ten) in order to allow time for every group to present in front of the class.

7/7: We continued with students as teachers, but it was not easy, as the students generally lacked motivation, which made it difficult for the group presenting. Many students failed to even write down the correct answers, but as we had to hurry, I did not place undue emphasis on this.

In order to finish part four during the next lesson, I asked the students to complete the vocabulary exercises and answer the next group's questions as homework, so as to not lose any class time.

8/7: On this day, the final two groups presented their work and thus part four was completed.

I then distributed the handouts for part five. I informed the students that we would not be completing them in class as there was no time, but that they should read through the different possibilities given and decide which one they would have chosen if we were to proceed. I placed particular emphasis on the fact that they should not tell me which they thought would be the most fun, but which one they would actually choose, weighing up workload and enjoyment. I made note of their choices, and the result was fairly similar to that in the 3B, in the sense that the most popular choices were selecting music to accompany a scene, designing a new cover for the book and researching statistics on car crashes involving teenagers. The three possibilities that were not chosen by anyone were drawing a stage setting of the hospital room, performing a role-play or making a poster for the gym competition.

9TE6

8/11: I distributed the book and explained the project to the students. I asked them to read the first four chapters for the next lesson. At the beginning many students complained, but once the students saw that the font size was fairly large, they agreed that they would be able to finish it.

12/11: Unfortunately, this lesson did not go very well. Firstly, six students had not read the four chapters. Several more said that the book was boring or that they had found it difficult and had not understood every word. I endeavoured to reassure them by saying that it is not obligatory to understand every single word in order to enjoy and understand a book. Furthermore, I advised them to only look up in a dictionary those words that seriously impede comprehension.

I handed out part one, which contained the questions on the first four chapters. As the students found this task quite difficult, I allowed them to work in pairs or even in groups to prepare their answers. The

students, however, worked very slowly and chatted idly about matters that had nothing to do with the book. I attempted to encourage them to concentrate on their tasks, but in vain. In the end, I warned them that if they did not take it seriously, I would collect the questionnaires and count them as part of the next assessment. The threat did not work, so consequently I put it into practice, which finally caused the students to work with more vigour. Eventually all the groups submitted their questionnaires, but unfortunately the results were not great. One group had performed very well, while most groups were average and one group had answered nearly no questions at all, even though the answers were contained in the book.

As the students had many tests that week, I did not ask them to read the book at home; however, we agreed that they would quietly read the next part in class and work on it seriously.

15/11: Firstly, I distributed the model answers of part one and informed the students of their marks. I then distributed part two, the reading diary, and asked the students to commence work. Five students did not have their books with them, so they had to share books.

The students started reading but several students would not keep quiet, which in turn annoyed other students as they could not concentrate on their reading. I constantly had to remind certain students to be quiet and to continue reading. The students said that in general they prefer to read at home because it is quieter and they can curl up on the sofa, for example. I personally found this exasperating as they had specifically requested to read the chapters in class rather than at home.

19/11: On this day, the students had to submit their reading diaries. First, I asked if any student wanted to volunteer to read the diary out aloud, and one female student volunteered. Unfortunately, seven students had not written anything, even though they had been informed that the diary formed part of the next test and counted for ten marks. Consequently these students scored zero out of ten.

I then distributed the instructions for part three: the group work. The students formed groups, selected a topic and then started working on the laptops. They worked intently and quietly and made good progress, with the exception of one group that continued to lose focus.

23/11: During the second part of this lesson we moved onto the presentations. Unfortunately, the students at the blackboard did not take their task seriously. There was a lack of focus and organisation as to the order of the speakers. Furthermore, the class did not pay much attention, which is a sign of disrespect towards their peers and I had to constantly tell them to be quiet, during which I could not concentrate on the presentations. Finally, the quality of the documents projected was very poor as there

were far too many grammar and spelling mistakes that students of that level should no longer commit. This suggested that the students had done their work hastily and had not paid much attention to the quality of their work.

As the students were not organised and the class noisy, the presentations took much longer than I had expected and therefore not all the groups had time to present their work.

27/11: First, the final groups presented their group work and unfortunately we experienced the same issues as in the previous lesson.

I then distributed the instructions for part four: students as teachers. The students formed new groups and commenced work. They could again use laptops if needed. During the first lesson the students worked efficiently, but during the second lesson their concentration fell and I had to pay attention that students did not browse sites such as YouTube or play games on the computer.

30/11: I was satisfied that every group had sent me their presentations. The quality, however, was very basic with far too many mistakes. The presentation of part four was similar to that of part three, in the sense that the groups presenting their part were disorganised and not well-prepared and thus it took each group much longer than it should have. Their disorganisation naturally had an effect on their classmates, who stopped paying attention and started talking. As many students had still not read the book to the point at which they should have, the students were often unable to answer the presenting group's questions, which again prevented the smooth-running of the class. Only three out of six groups managed to present their work.

3/12: On that day, the students concluded the presentations of part four. Unfortunately we experienced yet again the same issues as in the previous lessons.

7/12: Part five was distributed to the students and they commenced working on it with earnest.

10/12: Each of the students had prepared the part they had chosen. Several pieces of work were outstanding, and one student had even chosen to complete two of the tasks. The students had selected tasks based on many different Multiple Intelligences, showing that students' interests vary largely. No student had chosen the interview, TV report, stage setting of the hospital room, role-play nor the poster. Four students had designed a new cover for the book, one pair of students had designed a really nice trailer for a forthcoming movie, a second pair of students had prepared multiple choice questions, another pair had written a newspaper article, five students had chosen music, one student had researched statistics and another student had written a diary entry.

After presenting their Multiple Intelligences work to the class, the students received my questionnaire and started answering the questions.

10PS4

10/11: I distributed the books, explained the project and formed groups. I asked the students to read the first chapter for the next lesson.

17/11: I had booked the computer room for this lesson and during the first hour the students worked on their presentation. They worked quietly and were focused on their task.

During the next lesson the students started presenting their topics. The information they had included was good, although their pronunciation and spelling / grammar were quite poor. The presentations overran and therefore two groups did not have sufficient lesson time to present their work.

22/11: The final two groups presented their work and I then distributed the instructions for the reading diary.

24/11: The students complained that I had given them an excessive amount of work and that they had been unable to finish the reading diary. As it was true that it had entailed a lot of work and as I appreciated that they wanted to do it well, I proposed a deal. The students who submitted their work that day would get two bonus marks. The students could also place it in my pigeon hole on Friday and they would only lose two marks. Students handing it in on Monday would lose five marks. This is the system used at the university I attended, and I feel it is a good system, as the students must decide if it is worth keeping their assignments longer or not. The students were happy with this and worked seriously and quietly throughout the remainder of the lesson. Those students who had already finished their reading diaries tried to improve upon them and then continued reading the book.

29/11: Only a small number of students had read the chapters allocated and, as I had planned on working in the teacher directed way, I had to change my plans as I judged it pointless asking questions that only three students could answer. I thus decided that they could read quietly during this lesson and that we would complete part three on Wednesday.

1/12: By this point all the students had read the set chapter and they all worked well and wrote down the answers to the questions. However, when we answered the questions orally, only the six same students answered all the questions while the others remained silent. However, this can be explained by the fact that there are many shy students in this class.

As the project had taken longer than planned I decided not to attempt to complete it before Christmas because, firstly, it would have placed the students under too much pressure and, secondly, the quality of their work would not have been as high as possible. I prefer the students to take more time, but to work well and reap benefit from it rather than keeping to a strict timetable.

I distributed the last two pieces of instructions to the class and explained how it worked. Consequently the students could decide when they wanted to start work: straightaway or during the holiday. I told them that part four would be implemented during the first week of the next term. I also informed them that they must send me their presentations by 1st January and that the final part would be implemented during the second week of the second term.

By 1st January most students had sent me their work, which I photocopied for the first day of the second term.

3/1: The first group presented the vocabulary and questions of their chapter but not the extract, as the three students in charge of that part had neglected their preparation. The four students who presented the vocabulary and the questions did so very well. The process took quite a long time and the same three or four students answered all the questions, but I was satisfied with the overall performance.

5/1: The other two groups presented their work in front of the class. The quality of the work was satisfactory when it came to content, but unfortunately there were many grammar mistakes, which I corrected before printing and distributing the documents. The presentations were of good quality and the class worked well, and so we succeeded in finishing part four.

10/1: For that day, the students had to hand in part five, the Multiple Intelligence part. Seven students had forgotten their work, but the others either brought it to class or had sent it to me beforehand. The most popular choices were designing a new cover and formulating MCQs on the final two chapters. Two students had opted to write a newspaper article and one student had chosen to make a TV report. I showed the covers to the class, the students read out their newspaper articles, we answered the Multiple Choice Questions and watched the TV report. I was very satisfied with the quality of the work.

Afterwards I distributed the questionnaire to the students and they started to answer the questions.

12/1: The students took the first ten minutes of this day's class to finish answering the questionnaires. We then had a general discussion about the book. At that time I was still missing three student productions, which the students had to place in my pigeon hole for the following day.

Student Questionnaire

Dear Student,

I am currently working on a project to explore different ways of reading English fiction in class in order to find out which methods foster the most student motivation and I would really appreciate if you could take your time to fill in this questionnaire, as your experiences and opinions are important.

This project is part of my travail de candidature, entitled:

A study of methodologies for reading fiction in class with language learners

Please take your time and read the questions carefully. If you have any questions please do not hesitate to ask me.

Tick (✓) the appropriate box.

If you are happy to be contacted for a follow-up interview please leave your name or email address:

Thank you for your participation!

1) Personal information:

This information is needed for statistical purposes only. Please tick (✓) where appropriate.

1a	Gender	M	F

1b	Do you enjoy reading English fiction?	Yes	No

1c	Do you enjoy reading fiction in other languages?	Yes	No

1d	Since January, how many books (fiction) written in English have you read in your spare time?	1 or more books per week	1-3 books per month	Less than 1 book per month

1e	Since January, how many books (fiction) written in other languages have you read in your spare time?

1 or more books per week	1-3 books per month	Less than 1 book per month

1f	The number of English books (fiction) I have at home is...

0-10	11-20	21-50	51-100	Over 100

1g	The number of books (fiction) I have at home in total (not just English) is...

0-10	11-20	21-50	51-100	Over 100

1h	The total number of books (fiction) (not just English) in our house (belonging to my whole family) is...

0-20	21-50	51-100	101-500	Over 500

1i	My English grades are usually

Above 50	40-49	30-39	Below 30

2) Language Preference:

In this section I would like to find out about your personal language preferences both inside and outside the classroom. Please tick (✓) the appropriate box. In the questions with 5 boxes, 1 means the least and 5 the most.

Example: How much do you like English?

If you tick box 5, that means that you like English a lot. If you tick box 1, it means that you don't like it at all.

2a	How important is it for you to know foreign languages (French and German excluded)?	1	2	3	4	5

2b	Concerning the English language, how important for you is each one of these aims?	1	2	3	4	5
2b.a	To pass my English test					
2b.b	To be able to read books in English					
2b.c	To be able to watch movies in English					
2b.d	To be able to communicate in English					
2b.e	To achieve native-like fluency					
2b.f	To visit an English-speaking country as a tourist					
2b.g	To study / live in an English-speaking country					

2c.a	Do you enjoy studying English?	Yes	No
2c.b	Would you like to study another language? If so, which language?		

2d.a	How likely are you to continue studying English after school?	1	2	3	4	5

3d	Why?
----	------

3e	How much do you like reading fiction in class with your teacher?
----	--

1	2	3	4	5

3f	Why?
----	------

3g	Would you like to read more books in class?
----	---

Yes	No

3i	What kinds of books do you prefer to read?
3i.a	crime, detective, action
3i.b	science-fiction
3i.c	fantasy
3i.d	romance
3i.e	historical novels
3i.f	plays
3i.g	short stories
3i.h	other:

1	2	3	4	5

3j	What goals do you have when reading fiction?	1	2	3	4	5
3j.a	pure enjoyment					
3j.b	improving your grammar					
3j.c	extending your vocabulary					
3j.d	learning expressions					
3j.e	extending your general knowledge					
3j.f	other:					

4) Reading Project

In this section I would like to find out about your opinion about the reading project we did about ‘Lies of Silence’.

4a	How much did you like these different ways of working?	1	2	3	4	5
4a.a	group work					
4a.b	reading diary					
4a.c	teacher directed					
4a.d	students as teachers					
4a.e	Multiple Intelligences					

4b	How useful do you think were these for the understanding of the novel?	1	2	3	4	5
4b.a	group work					
4b.b	reading diary					
4b.c	teacher directed					
4b.d	students as teachers					
4b.e	Multiple Intelligences					

4c	Since you have been in high school how often were these used with your previous teachers?	never	very rarely	occasionally	often	all the time
4c.a	group work					
4c.b	reading diary					
4c.c	teacher directed					
4c.d	students as teachers					
4c.e	Multiple Intelligences					

4d	What did you like about each way of working?	Like				
4d.a	group work					
4d.b	reading diary					
4d.c	teacher directed					
4d.d	students as teachers					
4d.e	Multiple Intelligences					

4e	What did you dislike about each way of working?	Dislike
4e.a	group work	
4e.b	reading diary	
4e.c	teacher directed	
4e.d	students as teachers	
4e.e	Multiple Intelligences	

4f	If you could choose, how would you want your teachers to work with you when reading a book in class?	1	2	3	4	5
4f.a	group work					
4f.b	reading diary					
4f.c	teacher directed					
4f.d	students as teachers					
4f.e	Multiple Intelligences					

5) Do you have any other comments or suggestions?

Teacher questionnaire

Dear participants,

I am currently working on my ‘travail de candidature’ and I would really appreciate if you could take some time (about 20 minutes) to fill in this questionnaire, as this will be the foundation for my further research. If you prefer not to answer the questions in English but in French or German, you are welcome to do so. The subject of my TC will be:

A study of methodologies for reading fiction in class with language learners

My aim is to research the methodologies for reading fiction in class, from the point of view of both teachers and students in order to find out which methods foster the most student motivation.

Please take your time and read the questions carefully.

Tick (✓) the appropriate box.

If you agree to be contacted for a follow-up interview please leave your name or email address:

If you have any further questions or if you would like to receive the statistical data from this survey please do not hesitate to contact me (laurence.gerard@education.lu).

Please fill in the questionnaire and put it into my pigeonhole before **10th November**.

Thank you

1) Personal Information:

This information is needed for statistical purposes only. Please tick (✓) where appropriate.

1a	Gender	<table><tr><td>M</td><td>F</td></tr><tr><td></td><td></td></tr></table>	M	F						
M	F									
1b	Age	<table><tr><td>20-30</td><td>31-40</td><td>41-50</td><td>51-65</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	20-30	31-40	41-50	51-65				
20-30	31-40	41-50	51-65							
1c	Where do you teach?	<table><tr><td>Classique</td><td>Technique</td></tr><tr><td></td><td></td></tr></table>	Classique	Technique						
Classique	Technique									

1d	Do you like reading fiction?	Yes	No

1e	How many books (fiction) written in the language you teach do you read in your spare time?	1 or more books per week	1-3 books per month	Less than 1 book per month

1f	How many books (fiction) written in other languages do you read in your spare time?	1 or more books per week	1-3 books per month	Less than 1 book per month

1g	Did you read fiction outside of school when you were a student in primary school?	Yes	No

1h	Did you read fiction outside of school when you were a student in secondary school?	Yes	No

2) General questions:

2a	Do you think it is important for students in secondary education to read fiction as part of their language syllabus?	Yes	No

Why?

2b	Do you think it is important for students to read fiction at home?		Yes		No

Why?

2c	Do you try to motivate your students to read fiction outside of school?	Yes	No

If so, how?

2d	When you followed your teacher training, what methods were you taught about implementing fiction in the language syllabus (reading books in class)?

2e	How many books do you read on average per year per class?	1 per year	2 per year	1 per term	more than 1 per term

2f	Do you mainly have to read that many because they are part of the syllabus or is it your free choice?	Free choice	50/50	Part of curriculum

2g	Would you like to read more books with your students?	Yes	No

Why?

2h	Do you enjoy reading fiction with your class? (meaning: reading the book at home and discussing it in class, not reading the whole book in class)	Yes	No

2i	Roughly how many percent of your students do you think enjoy reading fiction in class?	%

2j	Roughly how many percent of your students do you think would like to read more books in class?	%

3) Methodology related questions:

3a	How do you choose the books you read with your class? (syllabus, level, student interest....)
----	---

3b	What do you want the students to learn / take away from the experience of reading fiction?
----	--

3c	Do you think that reading in English (French, German) has an impact on general English (French, German) language performance?	Yes	No

3d	In your opinion what is the most important skill students learn from reading? (reading techniques, writing, general knowledge, thinking skills....)
----	---

3e	Which main method do you use to read fiction with a class? (reading diary, questions & answers, group work...)
----	--

Why?

3f	What problems related to this method have you encountered?
----	--

3g	How did the students react to this method?
----	--

3h	What other methods have you used?
----	-----------------------------------

3i	What problems related to these methods have you encountered?
----	--

3j	How did the students react to these methods?
----	--

3k	Do you have a favourite method?
----	---------------------------------

Why is it your favourite method?

3l	Do you think the students have a favourite method? Which?
----	---

3m	Have you had any problems or difficulties when your students read fiction in class?	Yes	No

If so, what are the most significant problems you have encountered?

Other comments:

Please check that you haven't missed out any questions.

Thank you very much for taking the time to complete this questionnaire.

Student Productions and Handouts 3B *Lies of Silence*

CHAPTER ONE

Group Work (5 marks)

You have one hour to prepare a short presentation about your topic. The presentation should last about 5 minutes and you should focus on the most important information. You can use the library and the computer lab to search for information. You should use some kind of visual support (blackboard, OHP or projector) so that your classmates can write down the key points. Try to speak as freely as possible.

Group 1: Describe the geographical and political situation of Ireland. (3)

Group 2: Present the IRA and the UDA. (3)

Group 3: Introduce the main characters, describe their personalities and the connections between them (Michael, Moira, Andrea, Michael's father and Peg). (4)

Group 4: Based on the text, present the different views Moira and Michael have of Belfast. (2)

Group 5: What is the Orange Order? (2)

Group 6: Prepare a short vocabulary list (10-15 words / matching exercise) and a few multiple choice questions. (3)

Ireland

Geographical and political situation

3*B

Geographical situation

- Situated in the North West of Europe
- Population: ~ 6,200,000 people
- Area: 32,595 mi² (84421 km²)
- Density: 73.4 people/km² (190 people/mi²)
- Highest point: Carrauntoohil (1,038 m)
- Divided into 32 counties
(26 in the Republic of Ireland, 6 in Northern Ireland)
- Dublin is the capital of the Republic of Ireland
- Belfast is the capital of Northern Ireland
- Ireland is divided in four provinces:
Connacht (west), Leinster (east), Munster (south) and Ulster (north)



Political situation

- In the Republic of Ireland every county has a self government
- Parliamentary representative democratic republic
- there are a number of political parties
- Executive power is exercised by the government



Culture

- Potatoes
- Guinness beer
- Baileys Irish Cream
- Rugby
- Horse racing
- Golf



Sources:

- <http://en.wikipedia.org/wiki/Ireland#Geography>
- http://en.wikipedia.org/wiki/Baileys_Irish_Cream
- http://en.wikipedia.org/wiki/Culture_of_Ireland
- <http://en.wikipedia.org/wiki/Guinness>

CHAPTERS TWO AND THREE

Reading diary (5 marks)

Read chapter 2, then answer the following question:

What do you think is the IRA planning on doing and why are they at the Dillons' house?

Read up to page 75, then answer the following question:

In your opinion, what will Michael Dillon do?

Write down all your thoughts and feelings as you're reading. Look at the following questions to help you get started. Don't answer each question individually, write a continuous text! Write at least 150 words.

What were you surprised or shocked by?

What moments did you find especially interesting or boring?

What would you have changed to improve the story?

What did you like or dislike about these two chapters?

What would you have done if you were Michael Dillon?

Write down about 15 items of vocabulary that are new to you and look up their explanation in an English monolingual dictionary.

Once you have read the two chapters choose one of the following options:

- choose two scenes and imagine what music would go well with each of them if you were to make a movie (bring the music to class)
- draw a stage setting of the Dillons' living room as if you had to prepare a theatre performance
- make a painting of the Clarence Hotel or of Rev. Alun Pottinger
- write Moira's diary entry about what happened during that night
- do some research on cases similar to what happened to the Dillons' and present your findings to the class
- analyse the 2 chapters and describe how Michael's reaction to being a hostage compares to Moira's
- do a role-play of the interview between Moira and Inspector Randall about what happened during that night (2 students)
- find some statistics on the Internet about how often the IRA or UDA have placed bombs, killed people, held people hostage etc.

- In my opinion, the IRA is planning a terrorist attack on the Clarence Hotel. They need Dillon to place the bomb in the hotel, because he's got access to all the rooms, as he is the hotel manager. This theory is pretty plausible, because of the fact that there will be a commemoration breakfast of the Orange Order, a protestant organisation. The IRA, a paramilitary organisation of Catholics, usually tries to kill protestants. Perhaps, they'll also place a bomb in Villon's house, in order to kill Moira if he ~~would~~ disobeys. ✓
- I think he will obey the orders the IRA man gave him, because until now, he has been passive and cooperative. Perhaps, though, he try to ^{slip} ~~leave~~ a message to the employees of the Clarence, or ~~just~~ ^{secretly} to somebody (at the shop, for instance). In fact, Dillon can't be sure that the IRA is really going to harm the people in the hotel, so he'll try to save lives. ✓
- While reading p. 77, I'm wondering how the IRA will know what Dillon and Moira told to the police. If the tall one's argument is true, there must consequently be traitors ⁱⁿ ~~at~~ the police, men who are close to the IRA.
I think it's interesting to see how Dillon reviews his past life as he drives to ^{the} Clarence, as if he's going to enter a new period of life from now on. A fact that shocks me is that the Catholic Cardinal of Ireland can obviously see the point of view of the IRA murderers, which is absurd. The facts the author tells us about Belfast while Dillon is driving to the hotel are pretty interesting, too.
Perhaps the book would have been more thrilling until now if Rev. Adun Pottinger hadn't been announced on the first page. ✓

There are some very clever political considerations in The book (p. 78 :
 Pottinger = propaganda benefit for IRL, for instance).

It surprises me that Dallas phones the police, even if he endures his
 wife's life with that call.

Overall, these two chapters were quite exciting, especially the
 second half of the third chapter. ✓

• faint (adj.) (p. 68)

1. weak and likely to lose consciousness
2. lacking strength or vigor
3. barely perceptible; lacking clarity or brightness

to ripen (p. 68)

to reach a final condition

cryptically (adv.) (p. 69)

mysteriously

bigotry (n.) (p. 70)

the intolerance and prejudice of a bigot

bigot (n.) (p. 101)

a prejudiced person who is intolerant of any
 opinions differing from his own

pulpit (n.) (p. 70)

platform raised above the surrounding level
 to give prominence to the person on it

to rest on his heels (p. 70)

to sit on one's heels

profusion (n.) (p. 72)

the property of being extremely abundant

wee (p. 73)

verb: eliminate urine
 adj.: very small/early

bittocks (n.) (p. 74)

the fleshy part of human body that you sit on

striken (adj.) (p. 75)

affected by sth. overwhelming

feckless (adj.) (p. 80)

1. generally incompetent / ineffectual
2. not fit to assume responsibility

strife (n.) (p. 82)

bitter conflict; lack of agreement/harmony

hatred (n.) (p. 87)

the emotion of intense dislike

knob (n.) (p. 100)

a tight cluster of people or things

Statistical breakdown of deaths in the Troubles of Ireland
(1969 - 1998)

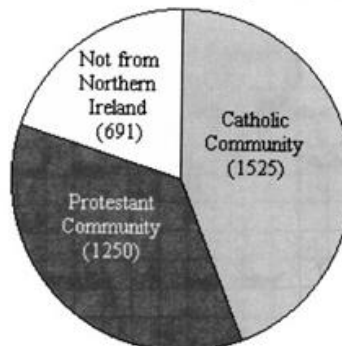
Killings carried out by each Group by Community:
(Only groups who killed 25 or more people are shown)

Organisation	Total Killings	Protestant	Catholic	Not from NI
IRA	1696 (49%)	790	338	568
UVF	396 (11%)	89	265	42
British Army	299 (9%)	32	258	9
(unknown loyalist)	212 (6%)	50	212	7
UFF	149 (4%)	17	132	0
INLA	110 (3%)	55	33	22
UDA	102 (3%)	41	58	3
(unknown)	77	27	42	8
RUC	56	9	44	3
Official IRA	51	7	24	20
PAF (loyalist)	37	0	37	0
'Real' IRA	29	11	13	5
(others)	117	27	87	3

„Catholics“

„Protestants“

Deaths in the 'Troubles' by Community



Based on research by Malcom Sutton. Unlike the rest of this site, this chart is declared to be in the public domain.

Screenshots of

http://www.wesleyjohnston.com/users/ireland/past/troubles/troubles_stats.html

CHAPTERS FOUR AND FIVE

Chapter 4: (teacher asks questions, students leaf through book and answer)

What was your first reaction to the notice that was put up below the main hotel entrance sign? p. 109

What does it show about the people of Belfast? p.110/111

Analyse Billy's speech at the bottom of page p.109

What was the damage to the hotel?

Who does Michael phone first when he gets to the hotel?

What's the problem during their conversation? p.112

Why is Michael put on hold for Keogh although it's him calling? p.113

What impression do you get of Mr Keogh? p. 114

Why does Michael not want to speak to his father? p.114

How does Michael know the contractor MacAnally? p.115

What can you remember about Harrison? p.116

Who comes to see Michael at the end of the chapter? p.122

Do you think that they also would have sent him if Moira had been killed? p. 124

Chapter 5: (Students have 10 minutes to work on the questions, then correction)

On his way to see Moira in Lurgan, what does Michael notice about the landscape? How is it different from the landscape / countryside in the Irish Republic?

What is Long Kesh?

How does Michael feel on his journey?

What job did Moira’s father use to do?

Does Moira look like her mother?

How does Michael feel when he watches the news about the bombing? Why?

How has this experience changed Moira?

How does Moira feel about Michael?

What rules has Moira set down for her parents? What do they show about her character?

Read p. 135-137 and take sides: if normal people stood up against the IRA and got killed would it help to get rid of the IRA or would it just be a warning not to stand up against them? What do you think? Why?

CHAPTERS SIX, SEVEN AND EIGHT

Students as teachers (5 marks)

You need to get into groups of 6 students per chapter.

Preparation:

2 students are in charge of picking out between 10 and 15 vocabulary items and preparing an exercise for the class (look at the different vocabulary exercises I gave you for *The Giver*). The exercise needs to be sent to me by Tuesday evening (29th) so I can photocopy it.

2 students are in charge of preparing about 10 questions for the class about their chapter. Try to avoid closed (yes / no) questions. The questions need to be sent to me by Tuesday evening (29th) so I can photocopy them.

2 students choose two of the following: an interesting passage, a quote, a problem, a character development, an incident etc. They have to analyse it and present it to the class. Tell the class why you have chosen this item, why it is interesting or important with regard to the whole novel / theme. You could even try to get the rest of the class into a discussion.

Implementation:

The vocabulary exercises and the questions are handed out to the students and they can work on them in pairs. The group in charge of the chapter monitor their fellow students as a teacher would do. Then they are in charge of correcting the exercise and the questions on the blackboard /OHP as a teacher would. Subsequently they present the two items they have decided to focus on. They'll be available to answer questions. They are in charge of calling on students, time management and making sure the rest of the class is working seriously.

Vocabulary: Chapter 7

Panels (p. 157)	a flat, usually rectangular part or piece of any material that fits into or onto something larger
Kaleidoscopic (p.157)	quickly changing from one thing to another
Velvet (p.161)	describes something that has a beautiful and luxurious soft, smooth quality or appearance, usually something dark or deep
To cushion (p.161)	to soften the effect or force of something
Smithereens (p.161)	a lot of very small broken pieces
Widened (p. 162)	to become larger or to include a larger amount or number
Narrow (p.162)	to become less wide or to make something less wide
Reluctantly (p.164)	not happy about doing something and therefore slow to do it
Mezzanine stairs (p. 163)	a small, extra floor between one floor of a building and the next floor up
The forecast (p.165)	a statement of what is judged likely to happen in the future, especially in connection with a particular situation, or the expected weather conditions
To dab (p.166)	to touch something with quick light touches, or to put a substance on something with quick light touches

To emblazon(p.178)	to print or decorate something in a very noticeable way, usually across a large area
Envy (p.181)	the feeling that you wish you had something that belongs to someone else
Seedy (p.166)	looking dirty or in bad condition and likely to be involved in dishonest or illegal activities

Little exercise:

I was so overwhelmed with _____ when I saw John’s new car for the first time.

If you fall you have to clean the wound by _____ with a compress impregnated with some disinfectant.

Last night a woman was murdered in a dark, empty and _____ street.

At supper, my mother accidentally dropped a plate which broke into _____ .

Melissa asked her father if he would pick her up from the nightclub at 2 o’clock. He accepted _____.

Air cavities in the back part of a Basketball shoe’s sole _____ the jumps.

The weather _____ says that it is going to be a sunny afternoon.

For their marriage they had _____ a beautiful old-timer car and drove through the city.

Since my neighbour has died, his uninhabited house looks _____.

Look at the baby’s sweet cheeks! They feel like _____.

He closed the door behind him and stood in the _____ shadows cast by the coloured glass.

At the bottom of each page of our English book is a _____ with grammatical information.

With _____ eyes he stared at the huge Niagara waterfalls.

Chapter 8: Questions

Who does Michael meet at the beginning of the chapter and what will he do?

What happens at the bar?

What is Michael frightened of?

What is the headline of one of the newspapers in Michael's office?

Why is Peggy Harris looking at Andrea with great curiosity?

What does Andrea cook?

- Steak sauce béarnaise
- Steak sauce béarnaise and a salad
- Steak with pepper sauce

What is the weather like that night?

- A starry night
- Cloudy
- Thundery

Where do Andrea and Michael plan to live in London?

- In the hotel where Michael will be working.
- In the flat they recently bought.
- In the flat of Andrea's parents' friends.

Why did Moira consult a lawyer?

- She wants a divorce.
- She made some changes to her will.
- She is suing Michael.

Where does Moira want to work now?

- At Peg's shop
- She wants to continue teaching.
- She wants to stand up against the IRA.

Paragraph discussion

1st paragraph, page 168:

[Moir] "I'm doing what I think is right. Just as you did when you phoned the police. Are you going to come on this interview with me, or not?"

"No" he [Michael] said.

We have chosen this paragraph because it shows in few words the opposition between Michael and Moira. While Moira wants to stand up and fight, wants to defend herself and even go to the offense by doing an interview, Michael steps back and doesn't want to have to deal with the IRA. He acts cowardly, and retreats while she is ready to oppose herself to the IRA. She is even braver, as she is ready to handle the situation with or without Michael. Michael's fear and cowardice is accentuated by his short answer, as well as by his discussion deviations with the journalists before meeting Moira. Yet Michael's behavior can be understandable, because he'd like to change his life, to forget the past and simply restart. He doesn't want any more trouble.

[To class] Who do you think is acting better, Moira with her aggressive attitude or Michael who is trying to forget and restart? Who has the better arguments for their actions? How could they handle the situation differently?

2nd paragraph, page 182:

She walked away [...]. He got up to go after her, but, when he came out into the street and looked left and right, she was gone. As he stood, searching for her in the moving mass of people, he saw the boy still standing outside the toyshop. A young girl came running towards the boy. The boy smiled and they kissed. He put his arm around her and they walked off, innocent lovers, disappearing into the crowd.

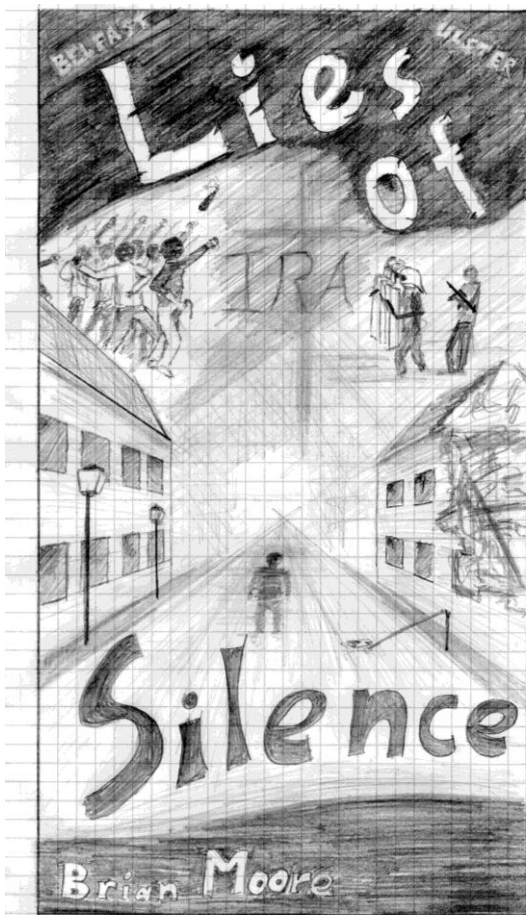
I personally loved this description because it illustrates Michael's points of view. When I first read this part it made me think of Michael and Andrea. The picture at the beginning of the book, when he picks up Andrea, and waits for her in front of the building she lives in, is almost identical. Through this similarity the author made me analyze Michael's and Andrea's love, which is an innocent love. They would both like to disappear, like the two lovers who vanish in the crowd; Michael and his girlfriend would like to fade away and live a quiet life in London. Michael sees love as something simple, without many responsibilities, only bright sides. Another aspect of the description is the symbol for evanescence. While Michael is splitting up with Moira, the young couples build up their romance and seem happy together. This paragraph, in my eyes, is no coincidence, but perfectly calculated and placed.

[To class] Do you think this paragraph is meant to have more than a descriptive meaning? How do you understand it?

CHAPTERS NINE AND TEN

Choose one of the following tasks (in pairs or alone) (5 marks)

- Interview with the author: Either record or film an interview between a journalist and the author.
- Meeting between Moira and Andrea at Michael's funeral: Role-play
- TV report about Michael's death: Film a news segment or present it in front of the class.
- Cover: Design a new cover for the book.
- Trailer: Script and film a trailer for the forthcoming movie based on the book.
- MCQ: Make a multiple choice test for your classmates.
- Newspaper article: Write an article about Michael Dillon's life and death.



Chapters nine and ten

1) Who phones Michael at the beginning of chapter 9?

☐ Father Connolly

☐ the Police

☐ Moira

2) What is another name for the IRA?

☐ RHA

☐ Rah

☐ Ra

3) Who does Michael phone from the airport?

☐ his father

☐ his mother

☐ Father Connolly

4) How long can Andrea and Michael stay in the flat?

☐ 6 months

☐ 6 weeks

☐ 6 days

5) Who has arranged the party for Andrea and Michael?

☐ Elsa Taylor

☐ Michael's new boss

☐ Andrea's new boss

6) How many pay telephone booths were beside the main cloakroom in the hotel?

☐ 4

☐ 2

☐ 3

7) Who had visited Moira?

☐ Father Connolly

☐ the IRA

☐ Peg

8) Who did Michael push past in the stairs?

☐ a big black-haired man

☐ a little red-haired man

☐ a little black-haired man

Chapters Nine and Ten

Newspaper article

Tuesday, July 12, 1990

Michael Dillon, former hotel manager of the “Clarence” in Belfast, was killed by two young men in a flat in Hampstead, London, England in the late afternoon on July 12.

Dillon, who had been held hostage by the IRA, was key witness because he had seen one of the hostage-taker’s face; he was the only one who could testify. Due to a possible safety hazard, Michael Dillon decided to move to London and live in a flat of family friends. Only the police and the “Clarence” staff knew his exact abode.

In the late afternoon on July 12, a little red-haired man, pretending to be the gas man, came to his flat. After assuring oneself that he was Michael Dillon, the man called two young members of the IRA, wearing, jeans, T-shirts and sneakers. They both had revolvers and shot Michael Dillon in the doorway down.

Inspector Randall of the Belfast Police said the murderer couldn’t been identified until now. He also offered Dillon’s family his condolences. Funeral services for Michael Dillon were held last week in Belfast.

Student productions and handouts 5C1 Face

Face (chapters 1-4)

Teacher directed

(chapter 1)

What is Martin Turner like?

How can you tell? Give examples.

What does he think of school?

What did Mark do to make a fool of himself?

What does it tell us about his personality?

Describe Matthew!

What is Natalie like? How can you tell?

What are your first impressions of the main characters?

(chapter 2)

What do the Wanstead Flats mean to the kids?

What trick did Martin play on the officer?

Why do you think he did it?

How did Mark and Matthew react?

Why were there so many cops?

(chapter 3)

Describe the atmosphere of the Saturday night!

What was Martin’s problem before he left the house to go out with his friends?

Why do you think the boys weren’t allowed to look inside Natalie’s house?

Why did Natalie think the three girls looked dangerous?

How did Natalie misread the situation with the girls?

What do you think of Natalie’s reaction when the three girls walked towards her?

Describe Greene Street.

What do the ‘Gang of Three’ think of the Unity club?

What was Martin’s problem with Rap music?

(chapter 4)

Explain why this place was different from other parties for Martin.

What happened to Martin on the dance floor?

How did everyone react to Martin’s moves?

Explain why they suddenly left the club.

Face (chapters 5-9)

Reading diary (5 marks: writing)

Write down all your thoughts and feelings as you're reading. Write about 150 words. Look at the following questions to help you get started. Don't answer each question individually, but write a continuous text.

What were you surprised or shocked by?

What moments did you find especially interesting or boring?

What would you have changed to improve the story if you had been the author?

What did you like or dislike about the five chapters?

What do you think of Martin's reaction to his injuries?

What do you think of Martin's friends' reaction when they visit him?

Write down about 15 items of vocabulary that are new to you and look up their explanation in an English monolingual dictionary.

You are Martin. Write a diary entry from his point of view just after he has seen his face for the first time after the accident. Write about 80 words.

- 1) As I was reading these chapters, I felt angry, nervous, surprised, worried and affected. When Martin convinced his mate Mark to enter the car of Apache and Peter, I already had a bad feeling that there would be an accident or a disaster. Martin knew that Peter Mosley was a member of a gang known for their outlawish activities. How could he be so stupid to fall into ^{this} trap? ✓

During the ride I was nervous because my fears were confirmed. The final crash was ~~described~~ in a dramatic and realistic manner. After the accident, the Gang of Three seemed different; I was surprised to read that both Mark and Martin were able to cry. Mark cried because he didn't know what ^{was} ^{was} happened ^{was} to his friend while he couldn't get out of the ^{police} car. Martin cried when he saw his face ^{felt} for the first time after the accident and he had pity ^{for} on his parents. He wanted to put his arms around them but he couldn't. He wasn't good at showing emotions but he enjoyed the presence of his parents and the help of Doctor Owens, the nurses and the psychologist Alan Green.

It was very brave of Martin to ask for a mirror and when he discovered his injuries he explored them like a miniature version of a

wilderness. I understand the reaction of Martin's friends because I would also have been afraid to meet a friend with deep dermal burns for the first time.

After this personal tragedy Martin seemed nicer, more responsible and a lot more grateful. ✓

(260 words)

3)

Monday 1st March 2011

Dear diary,

Today is the first day of my new life. Since my accident I look like a monster. I don't understand why I absolutely wanted to look ⁱⁿ at the mirror, but I wanted to know the seriousness of my injuries. Is it really my face? Isn't it a nightmare? Will I wake up soon? No, I will not! My face looks like a mountain. My skin is not yet smooth. I look at my face as if it wasn't my face but a miniature version of a landscape.

When I close my eyes, I see my new face and I cry for the lovely boy I ^{was} ~~had been~~ before. How could I be so stupid? How do my parents feel? Do they still love me? How could I be so ^{ir}responsible to involve my friends into a mess like this! What about Natalie? Dear diary, I have no ^{strength} ~~force~~ left to continue today. You will hear again about ^{from} me tomorrow.

2)

to go clubbing	-to go out to nightclubs
a leaflet	-a little book or piece of paper containing information about a particular subject
to swallow	-if you swallow something, you cause it to go from your mouth down into your stomach
to shelter from the rain	-to provide a place to stay that offers protection from the rain
weird	-if you describe somebody or something as weird, you mean that they are strange
I'm fed up ^{with} of you	-if you are fed up, you are unhappy, bored, or tired of something, especially something that you have been experiencing a long time - here tired of seeing the same person all the time
a bouncer	-a man who stands at the door of a club, prevents unwanted people from coming in, and makes people leave if they cause trouble
the astonishment	-feeling of great surprise
a somersault	-if someone or something does a somersault, they turn over completely in the air
a drug pusher	-a pusher or drug pusher is a person who sells illegal drugs
drug addicts	-a drug addict is someone who is addicted to illegal drugs
screeching tyres	-tyres that make an unpleasant, high-pitched noise on the road
a stretcher	-a stretcher is a long piece of canvas with a pole along each side, which is used to carry an injured or sick person
a junction	-a junction is a place where roads or railway lines join
the anguish	-a great mental suffering or physical pain



Face (chapters 10-13)

Group Work (9 marks: oral)

You need to get into groups of three students and then you have one hour to prepare a short presentation about your topic. The presentation should last about 5 minutes and you should focus on the most important information. You can use the library and the computer lab to search for information. You should use some kind of visual support (blackboard, OHP or projector) so that your classmates can write down the key points. Try to speak as freely as possible.

Group 1: Present the main characters, describe their personalities and the connections between them and how they have evolved from the beginning. (The Gang of Three and Natalie)

Group 2: What influence does Anthony have on Martin?

Group 3: Prepare a short vocabulary list (10-15 words / matching exercise).

Group 4: Prepare a few multiple choice questions.

Group 5: Present Benjamin Zephaniah (biography).

Group 6: Present the other books written by Benjamin Zephaniah (bibliography).

Group 7: Find a poem by Benjamin Zephaniah and present it to the class.

Group 8: Why does Mr Lincoln visit Martin? Do you agree with what he tells Martin?

Group 9: Present Newham, the part of London where Martin lives.

Benjamin Zephaniah



Full name:

Dr Benjamin Obadiah
Iqbal Zephaniah

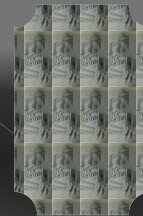
- * 15/04/1958 in Birmingham (England)
- grew up in Jamaica & Birmingham
- finished school at 13
- visited universities in England
- lived 5 years in Indonesia



- was married to Amina 12 years
- he's vegan
- musician
 - received many awards



- writes poems and teen fiction
- first poetry: Pen Rhythm (1980)
- poetry could be heard in the demonstrations of the 80's
- wrote "face" in 1999
 - also a play



„I try to write poems that are fun but they should also have a serious message. I am very concerned about racism, animal rights, pollution and I have always believed that boys and girls should be treated equally.”

YOU ASKED
FOR IT.
STAY COOL!

Face (chapter 14-18)

Students as teachers (9 marks: oral)

You need to get into groups of 5/6 students per chapter.

Preparation:

2 students are in charge of picking out between 10 and 15 vocabulary items and preparing an exercise for the class. The exercise needs to be sent to me so I can photocopy it.

2 students are in charge of preparing about 10 questions for the class about their chapter. Try to avoid closed (*yes / no*) questions. The questions need to be sent to me so I can photocopy them.

2 students choose 2 of the following: an interesting passage, a quote, a problem, a character development, an incident etc. They have to analyse it and present it to the class. Tell the class why you have chosen this item, why it is interesting or important with regard to the whole novel / theme. You could even try to get the rest of the class into a discussion.

Implementation:

The vocabulary exercises and the questions are handed out to the students and they can work on them in pairs. The group in charge of the chapter monitor their fellow students as a teacher would do. Then they are in charge of correcting the exercise and the questions on the blackboard /OHP as a teacher would. Consequently they present the two items they have decided to focus on. They'll be available to answer questions. They are in charge of calling on students, time management and making sure the rest of the class is working seriously.

Vocabulary: chapter 16

Unpredictable (adj.)		A feeling of uncertainty or a lack of conviction
Commercial (noun)		Deceive in a playful way or fool
Doubt (noun)		A sudden release of strong emotion
Suggestion (noun)		Failing to make someone believe that something is true or valid
To kid (verb)		clumsy or ponderous, as in movement or expressiveness
To behave (verb)		a physical or mental condition that limits a person’s movements, senses or activities
Disability (noun)		An idea or a plan put forward to consideration
Leisurely (adv.)		To speak very softly and quietly
Outburst (noun)		Lift or move to a higher position or level
To whisper (verb)		A television or radio advertisement
Unconvincing (adj.)		Act or conduct oneself in a certain way, especially towards others
Heavy-footed (adj.)		In a small degree, inconsiderably
To raise (verb)		Not able to be said or estimated that will happen in the future or will be a consequence of something
Slightly (adv.)		Unhurried or relaxed
Lust (noun)		A very strong sexual desire

CHAPTER 17

QUESTIONS

1) What did Martin do on Sunday?

2) What was the title of the report that Martin read?

3) Sum up this report!

4) What did the judge order for Fisher?

5) What was the subject of Mrs. Powell's lecture this morning?

6) Why did she choose this subject?

7) Who is Mr. Hewitt?

8) What was the reason for him calling Martin?

9) What was Martin's reaction?

10) What do you think of Mr. Turner's reaction at the end of the chapter?

Face (chapters 19-21)

Multiple Intelligences: Choose one of the following tasks (in pairs or alone) (oral mark)

- Interview with the author: Record an interview between a journalist and the author.
- TV report about the car crash: Make a little film including the news speaker and some footage about the car crash.
- Cover: Design a new cover for the book.
- Trailer: Script and film a trailer for the forthcoming movie based on the book.
- MCQ: Make a multiple choice test for your classmates.
- Newspaper article: Write an article about the car crash.
- Music: Choose two scenes and imagine what music would go well with each of them if you were to make a movie. Bring the music to class and explain why you have chosen it.
- Hospital Room: Imagine you were setting up a theatre performance and draw a stage setting of Martin's hospital room.
- Statistics: Find some statistics on the internet about how many car crashes include teenagers and how often people are injured in the same way as Martin was.
- Role-play: Imagine Natalie wants to be together again with Martin; do a role-play of what happens.
- Poster: Make a poster for the gym competition.
- Diary: Write a diary entry from Natalie's point of view on the day she first visits Martin in hospital.

Student productions and handouts 9TE6 Face

Chapters 1-4

Teacher-fronted

(chapter 1)

What is Martin Turner like?

He is the class clown and prankster. ✓

How can you tell that? Give examples. ✓

He teases the teacher. He chases the girls.

What does he think of school?

He saw it as somewhere he went because he had to go, and he goes there to have some fun. ✓

What did Mark do to make a fool of himself?

He wanted a kiss from Jennifer Hamilton but she stuck out her tongue and unlashed it all over his forehead. ✓

What does it tell us about his personality?

He is childish and immature. He tries to be as cool and self-confident as Martin but fails to do so. ✓

Describe Matthew?

He is very serious and not stupid. ✓

What is Natalie like? How can you tell?

Natalie is her own person. Some people ~~thought~~ think that she is the fourth member of the gang, but she isn't.

Many girls in school had a lot of respect for Natalie because she would not allow anyone to push her around. ✓

What are your first impressions of the main characters?

My first impressions of the main characters was that they are a bit different.

(chapter 2)

What do the Wanstead Flats mean to the kids?

They mean a quick escape to greenery where girls walked around and where football was played.

What trick did Martin play on the officer?

He said to the officer that there's a man over with a gun but it was a man on the shooting stand.

Why do you think he did it?

To be cool

How did Mark and Matthew react?

Mark finds that also cool. But Matthew finds that it very stupid.

Why were there so many cops?

There were so many cops because there were pick-pockets and knives attacks between two people.

(chapter 3)

Describe the atmosphere of the Saturday night!

What was Martin's problem before he left the house to go out with his friends?

He can't decide what ~~she~~ to wear. ✓

Why do you think the boys weren't allowed to look into Natalie's house?

He has a strict father. He doesn't want that his daughter hang up with boys.

Why did Natalie think the three girls looked dangerous?

She thinks the three girls looked dangerous because ^{their} clothes ^{were} so exotic and flashy. ✓

How did Natalie misread the situation with the girls?

What do you think of Natalie's reaction when the three girls walked towards her?

Describe Greene Street.

What do the 'Gang of Three' think of the Unity club?

That's an boring place for uncool kids. ✓

What was Martin's problem with Rap music?

He doesn't like rap music because it's music for black people. ✓

(chapter 4)

Explain why this place was different from other parties for Martin?

Because the most of the people there were around his age and at these places he was quite well known

What happened to Martin on the dance floor?

The music took hold of Martin and he gradually started dancing until he added up adding gymnastic moves to the dance floor

What was everybody's reaction to Martin's moves?

Explain why they suddenly left the club?

Chapters 5-9 Reading diary

Face (chapters 5-9)

6/10

Reading diary (10 marks writing)

When I was reading the first 9 chapters, I was very negatively impressed ^{Martin's} by ~~the~~ behaviour from Martin. He's a boy, who really thinks that he ^{can} do whatever he wants to. His two friends Mark and Matthew are completely different. I think that's ~~their~~ behaviour is better than Martin's behaviour.

(2,5)

But I find ^{however, that} the chapter with the crash makes the book more exciting, ^{because Martin} he changes his whole behaviour and becomes a little bit more friendly. I also think that now, he's more adult ^{than} like before. Now Martin feels himself, ^{what like} how it is to be discriminated by other people. ^{however,} But I also feel pity for this ^{him + his situation} whole situation he has to get over. I think my reaction ^{would be} were the same as his, but ^{his friends} the reaction of his friends, I can not understand. He's (Martin) their friend, and when you love somebody ^{either} like in friendship, or like in Natalie's situation, you will accept that ^{what they} however he looks like. ✓

15 items of vocabulary: Monolingual dictionary

→ English / English

- enemies: Feinde; Gegner
- constructively: konstruktiv
- grin: Grinsen
- tilted: schief; schräg
- reckoned: Berechnend
- firmly: standhaft; fest
- gambling: spielen; übertragen
- buzzed: summrte; surrte
- weird: sonderbar; verrückt
- ? cringed: eingerichtet
- leaflet: Flugblatt
- greeted: begrüßten; grüßten
- somersaulted: → somersault = Salto; Ruckelburr
- bargain: handeln
- raised: hob → heben

✓

It's the first time, ^{that} I could see my face... it's really different!
When I looked in the mirror, I couldn't believe it! What has
happened? I ^{can} couldn't remember. It's such a bad feeling to
have this face right now. What will my Parents, Friends,
Teachers or enemies say? or Natalie?! I ^{don't want to} wouldn't lose anybody
by reason ^{because} of this different, not beautiful face. I could cry!
Why did it happen ^{to me}? It ^{had it only} was better to listen ^{to} Matthew,
he ^{didn't want to} wouldn't go into the car. He ^{is} can be lucky. And now he's
disappointed, Pete is dead and I ^{am} burnt! ^{Not everybody has got} Everybody ^{hasn't} got any
chance or luck. I hope that it will be like before soon.

Fade (chapters 5-9)

write story

9 TE6

Reading diary (10 marks writing)

Actually, I was very shocked by the accident that Martin got ^{into}, but it was even more surprised ^{ing} that he needed a plastic surgery ^{on} ~~some~~ his face.

In the beginning of the 7th chapter, I thought it wasn't very horrible what happened to himself.

What I find interesting is that ^{the} moment ^{when} Martin's Nates and his girlfriend visited him. Although he doesn't have his "normal" face ^{anymore} but they still want to be his friends. So, there's a true friendship!

If I ^{could} ~~with~~ change this story, I ^{would} ~~want to~~ add a new situation. As Martin is healed ^{he'll start having} and he got feelings for nurse Ling, because she was the person who often treated him.

I like and dislike ^{these chapters} at the same time, because I like the action ^{of} what was happened to Martin, but I don't like the accident ^{which was} ~~what~~ kinda horrible.

I think ^{that} Martin was very scared to see his face in the mirror and he can't recall ^{deal with} ~~comport~~ this nightmare.

In my view, ^{his friends} they were absolutely shocked and also sad about that what happened to him.

173 words

$\frac{3}{4}$

Vocabulary:

1. estate = everything you own, all of your assets and liabilities
2. entrance = something that provides access
3. glance = a quick look
4. split = extending the legs at right angles to the trunk
5. engine = something used to achieve a purpose
6. reputation = notoriety for some particular characteristic
7. persuade = to try to influence
8. casually = without design; accidentally; by chance
9. various = different; diverse
10. bastard = insulting terms of address for people who are "stupid"
11. unable = not having the necessary means or skill
12. severity = badness
13. throat = a passage resembling a throat in shape or function
14. treatment = care provided to improve a situation
15. improve = to make better ✓

$\frac{2}{2}$

Diary ~ ♥

Dear diary:

I haven't used you in a long time, but
It was a long time that I didn't use you, today I saw my ugly face in the
mirror, I can't believe it! Why ^{did} it happen to me? I got ^{into} an accident by
~~a car~~, and now... I'm so sad! I hate myself! Why I didn't listen
to my mate? I am such a stupid guy... Now it's 10 o'clock in the
evening but I can't sleep, I'm thinking about mum and dad, and
Natalie and also ^{Matthew} ~~Portin~~... I'm feeling so alone here, I want
to my right now, I can't stop my tears, what am I to do? 102 words

Chapters 10-13 Group Work

Benjamin Zephaniah

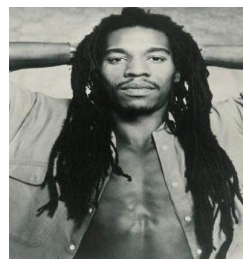


Little biography

- born on 15 April 1958
- He grew up in Jamaica
- leaving school at 14.
- published his first poetry collection, *Pen Rhythm*, in 1980.
- He holds an honorary doctorate in Arts and Humanities from the University of North London (1998), a Doctor of Letters by the University of Central England (1999), Doctor of the University by the University of Staffordshire (2002).
- love jogging, Kung Fu, football
- He's travelled around the world many times and his favorite countries for performing are in Asia and Africa

Benjamin & the animals

- Benjamin Zephaniah is engaged in the struggle for the preservation of animals in the world.
-



Chapters 14-18 Students as teachers

18= ~ Dancemania Revisited ~

1. Vocabulary

1.in the squad :	1.Proben
2.to strengthen his calf muscles:	2.Randvoll
3.bouncers:	3.Vorsprechen
4.be wrapped in a towel:	4.Druck
5.struggled his shoulders :	5.Rückblende
6.rehearsing:	6.in der Gruppe
7.auditioning:	7.Angeber / Türsteher
8.flashback:	8.seine Schultern zucken
9.uncharacteristik joke:	9.Ungeschicklichkeit
10.awkwardness:	10.uncharakteristischer Witz
11.brimming:	11.seine Waden-Muskeln stärken
12.squeeze:	12.in ein Handtuch gewickelt sein
13.embarrassment:	13.Aufregung
14.recognised:	14.Verlegenheit
15. excitement:	15.anerkannt

Correction:

- 1 = in der Gruppe
- 2 = seine Waden-Muskeln stärken
- 3 = Angeber / Türsteher
- 4 = in ein Handtuch gewickelt sein
- 5 = seine Schultern zucken
- 6 = Proben
- 7 = Vorsprechen
- 8 = Rückblende
- 9 = uncharakteristischer Witz
- 10 = Ungeschicklichkeit
- 11 = Randvoll
- 12 = Druck
- 13 = Verlegenheit
- 14 = anerkannt
- 15 = Aufregung

Questions:

1. Who is the new captain of the gymnastics team?
2. Why does Martin think that Natalie hates him?
3. Where does Martin go this night and who with?
4. Why does Martin want to celebrate this night?
5. Which present have Martin's parents done to him?
6. Which girl looked all the time at Martin?
7. Who has Martin met in Dancemania?
8. Which invitation has done Marica?
9. Which invitation has done Martin to Marica?
10. Where will the competition find place?

Correction:

- 1: The new captain is Martin.
- 2: He thinks that Natalie hates him, because she hasn't really time for him and now she wants beautiful friends. By reason of his "new" face, Martin thinks that he doesn't look like the other.
- 3: Martin is going to Dancemania. His Gang wouldn't go out, so he went alone.
- 4: Martin wants to celebrate, because it's his first night, after the crash to go outside. And because he was captain.
- 5: Martin's parents gave him a new pair of trainers that cost 100 pounds. Martin found that they were brilliant, they were his new dancing shoes.
- 6: At the Dancemania, a Girl squeezed past Martin and did not take her eyes off him. So he felt very uncomfortable.
- 7: Martin met the Jamaican Sisters: Marica, Teen & Naz.
- 8: Marica offered him to come with them to a match from West Ham.
- 9: Martin offered to Marica if they want, they can come down and watch his team in a competition.
- 10: The competition will find place next Saturday at Newham Leisure Centre.

2. Passage/ Quote:

Interesting Passage -> Page 164: Martin thinks that Natalie hates him, because since she wants to be an actress, she hasn't a lot of time for her boyfriend Martin. He thinks that it could be, because he looks different after the crash and now, she wants simply beautiful friends.

Mark + Matthew are also not like before:

- Mark = was history
& Matthew = was a non-starter

So The whole Gang of Three has changed.

➔ We choose this item, because it shows, that Martin still wants his old Gang back. And he hasn't liked going alone back to the DANCEMANIA.

- Why do you think that the whole gang has changed?
 - Do you think that if the accident never would have happened, it would still be as before?
- MI

Chapters 19-21 Multiple Intelligences

Face (chapters 19 - 21)

> Cover : Design a new cover for the book.

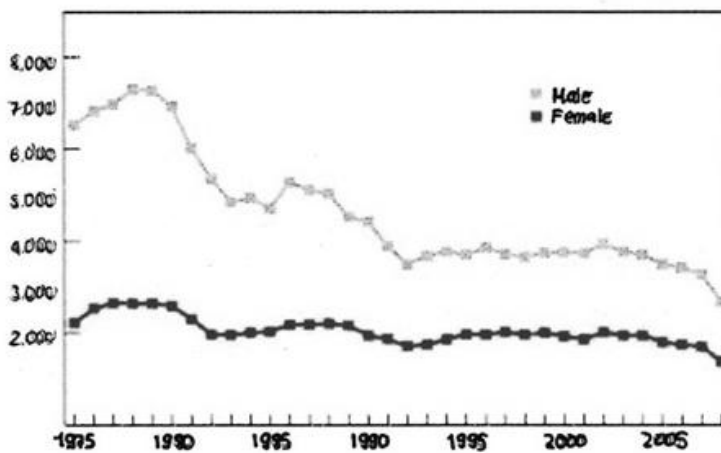




Face (chapter 18-21)

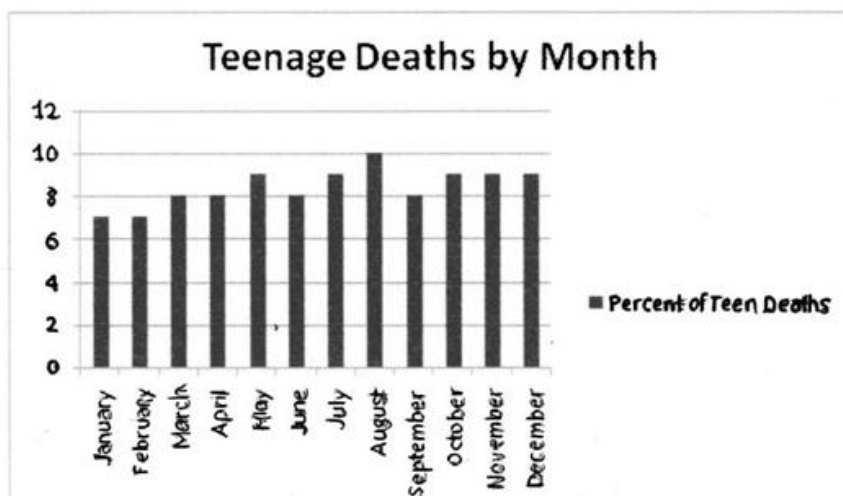
Statistics on male and female Teenage Drivers :

If you look at teenagers car accident statistics from the last 30 years, You'll see that male drivers get in more fatal crashes than female drivers. Fatal auto crashes have decreased among male teenage drivers (59 %) and among female teenage drivers (38 %) over the last 30 years.



When Do Most Teenage Car Accidents Happen?

In 2008, automobile accident statistics show August had the highest number of teen deaths. 55% of fatal teen car accidents occurred on Friday, Saturday or Sunday. 22% of fatal teen auto crashes occurred between 9 pm and midnight.



Drug Dealer killed in car crash !

The 04.12.10,

On suterday evening two young men's had a car crash on the A13. They speeding over the speed humps and driving on the wrong side of the road. The driver had taken the car down the Barking Road a major road with three lanes on eaches side. The driver looked like 20 years old.



R.I.P Rest in peace +


Saturday evening was a party in the village at the club dancemania. There were four young men's they drunked to much and steel a car and they drove the car. The car was an Audi A8 [M2 6x16097]. The car did report to the police. Pete that was the name from the driver from this car, and he was very druged. He drove speeding over the speed side of the road. The driver look like 20 years old. They loosed the control about the car, and crashed in a three from the side of the road. Pete died on the place from the crash and they they other were in the hospital. The family's from the teenagers are very sad. We feel sorry for them.

Student productions and handouts 10PS4 *Lies of Silence*


Chapter one Group Work

A Powerpoint Presentation by:

Geographical and political situation of Ireland




Ireland is west of the United Kingdom (England, Scotland, Wales). The country has been split in two parts, Ireland and Northern Ireland. Northern Ireland is part of the United Kingdom. Ireland is across the Atlantic Ocean from the U.S.



It rains a lot in Ireland, making everything very green. It is often called “The Emerald Isle.”

Photo by David Holmes: <http://www.charm.net>

Carrantuohill



It's the highest mountain in Ireland and measuring about 1.041 meters. He's situated in the South - West part of the island Macgilllicuddy's Reeks.



The flag of Ireland is green, white and orange. The green represents Catholics, the orange is for Protestants, and the white symbolizes the hope for peace between the two groups.



The harp is a symbol of Ireland. It can be seen on the crest and on the back of the Irish Euro coin.



The shamrock is another symbol of Ireland. It is always picked on St. Patrick's Day.

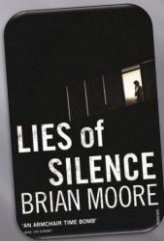


Castles and ruins are found all over Ireland.

I hope you enjoyed learning about Ireland and Irish culture. Here are some of the websites we used to make this Powerpoint presentation:

<http://www.wikipedia.de>
<http://www.worldatlas.com>
<http://www.charm.net>
<http://www.publicmuseum.oshkosh.net/Exhibits/Communities/communities.html>
<http://www.eurocoins.co.uk/Ireland.html>

LIES of SILENCE



Group 4:
Based on the text, present the different views Moira and Micheal have of Belfast.

We will read a conversation about Micheal and Andrea on the pages 16 and 17.
And a conversation about Moira and Micheal on the pages 22 and 23.



SOURCES

- Google
- By Jiil, Meliina, Michelle and Anna

Lies of Silence by Brian Moore

Group Work

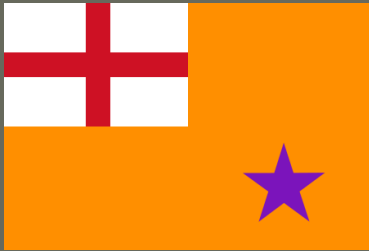
10PS4

Chapter one

Group 5: What is the Orange Order?

Michael Dillon is the manager of the Clarence Hotel in Belfast, Northern Ireland. He is preparing the arrangements for the day-the graduation week and an **Orange Order congress**.

The Orange Order:



Whats the Orange Order?

- The Orange Order is a protestant secret society in Ireland.
- It has over 80000 members in the year 2000 in Britain, USA, Scotland.
- The Order is named by King Willhelm III from Oranien. His Flag-Color was Orange.
- Holiday-> 12 July -> Oranien-Day
- It's an important political voice.

History of the Orange Order

- 1795 was the "birthday" of the Orange Order.
- Because of the ethnical sunder, the orange order gived Jobs and Houses to the protestants.

Websites used.

- <http://www.evangelicaltruth.com/orange.html>
- <http://de.wikipedia.org/wiki/Oranier-Orden>

Chapters two and three Reading diary

14,5-2 = 12,5

Lies of Silence (15 marks)

CHAPTERS TWO AND THREE

Read chapter 2, then answer the following question:

According to me, the four masked men are in the Dillons' house because they have planned to ^{place} set several bombs in buildings that are situated in the same street than the Dillons' house. ✓

Read up to page 75, then answer the following question:

I can't choose between two possibilities. On the one hand, it is possible that he will do exactly what he's told to do because of his wife. He is worried that one of the IRA men will shoot her, so it is possible that he will «give his assistance» to them to protect his wife. On the other hand, it could be that he will choose to save the persons that are in the hotel. ✓

Write down all your thoughts and feelings as you're reading. Look at the following questions to help you get started. Don't answer each question individually.

Write a continuous text! Write at least 50 words

What seemed shocking for me is that those IRA men intruded into their house and threatened Heira and Michael. It must be very frightening to wake up and see strangers in your bedroom, ^{who are} that point ^{gun} a reflexes at you and use you to do what they want to do.

If I were in the same situation, I would constantly ask myself « why is this happening to me ».

While reading the second chapter I found it interesting to read how military forces can show up in your house, enter your house so easily.

Another thing that kept my attention were the answers Haira gave to Kev; that she told him her opinion of military forces. It ~~would~~ according to me, have been useful to better explain the ^{role} ~~signification~~ of IRA and UDA and how they proceed before chapter two begins.

The thing that I disliked about the two chapters was that the author takes his time to get to the point, sometimes ^{in the book are} situations explained in ^{in too much detail} the book are very long. If I were Michael, I would not only sit next to my wife and ~~don't~~ ^{not} say anything, but I would support my wife and the things she tells the four men in a more participating way.

- Write down about 10 items of vocabulary that are new to you and look up their explanation in an English monolingual dictionary.

slightly

- a little bit

knee cap

- the bone at the front of your knee

shook

- verb: to shake = to give so an unpleasant

Shock

captor

- so who is keeping another person prisoner

dismay

- to make so feel worried, disappointed

first-floor

- the floor of a building just above the one at the bottom level. ✓

- recklessly - not caring or worrying about the possible bad or dangerous results of your actions
- hitching - to hitch = to pull, especially a piece of clothing, upwards
- the tremor - a slight shaking movement that you cannot control, especially because you are ill, weak, or upset.
- prim - very formal and careful in the way you behave ✓

➔ Longman Dictionary of Contemporary English.

Once you have read the two chapters choose one of the following options:

- Find some statistics on the Internet about how often the IRA or UDA have placed bombs, killed people, held people hostage etc.

Organisation	Total Killings	Protestant	Catholic	Not from NI
IRA	1696 (49%)	790	338	568
UVF	396 (11%)	89	265	42
British Army	299 (9%)	32	258	9
UFF	140 (4%)	17	132	0
INLA	110 (3%)	55	33	22
UDA	102 (3%)	41	58	3
RUD	56	9	44	3
'Real' IRA	29	11	18	5

Reading diary

7/1

big

1,5

1) Probably they ^{have} planned to bomb out sth. important and ^{will} they are at Dillon's house because he ~~could~~ be the key of their plan.

1,5

2) I think that he's going to act like the ^{boss} ~~chief~~ of the IRA told him. He's too ~~much~~ anxious to operate against them.

3) When I read this book, I really feel bored. The first two chapters, where we are told a little bit about love and later about the IRA with their bombs, I really don't like.

I hate love stories, because they are always too ^{sad?} ~~tearful~~. However, ^{criminal stories}

But I also hate crimes and books about war. These

two chapters contain all these factors and that's why

I have ^{connect me} ~~empathize~~ with the story.

The only thing which entertained me, was Morris's ^{IRA's} behaviour during the occupation from the IRA. She was really tough and didn't show her anxiety. Michael was a really ~~afraid~~ cat and didn't protect his wife well.

I can't enjoy the book because I'm a really big fantasy fan. I like books about fairies or wizards. It's always extremely exciting and I'm each time am fascinated ^{by} of the fantasy of the writers.

difficulties
difficult to

4

- 4)
1. bigotry → the attitudes, behaviours or way of thinking of a bigot; prejudice
 2. atrocity → behaviour or an action that is wicked or ruthless
 3. buttocks → backside, behind
 4. to jiggle → agitate, bounce
 5. despair → throw up your hands in horror
 6. baladava → is a tight woollen hood, that covers every part of your head except your face.
 7. wiggling → sth. moves up and down or from side to side in small quick moments.
 8. tremor → is a shaking of your body or voice that you can't control.
 9. glimpsed → to see sth. or someone for a very short time or only partly.
 10. pulpit → an elevated platform ✓

5) • During the scene, when the masked man is standing in the door of the sleepingroom of Xorra and Michael → the ^{chorus} refrain of the song «the phantom of the opera».

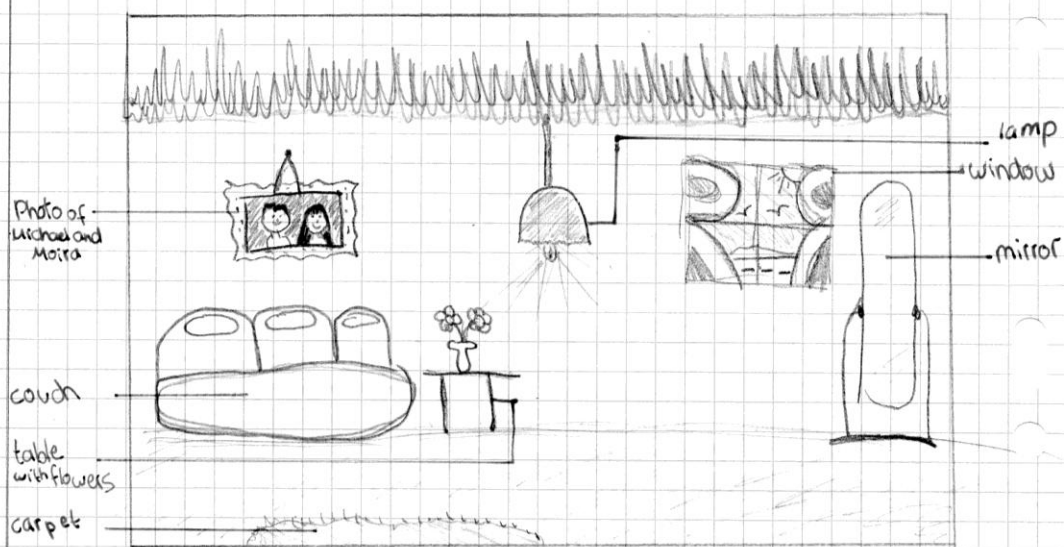
• When Xorra tries to escape to the window in the bathroom the music from "the pirates of the caribbean" would be very funny.

Hotel
Clarence



2

Dillon's living room



3

Chapters six, seven and eight: Students as teachers

Chapter six

When Michael left the house, for what reason did he pull over the car? (p.140)

At what time will Mr Keogh call Mr Dillon? (p.141)

What does 'Jacuzzi' stand for? (p.141)

In one way Michael is paranoid, find an example to demonstrate that. (p.142)

While Michael was lying in bed with Andrea he was thinking about his love with Moira. Describe that love. (p. 146)

For what reason are Michael and Andrea eating at the hotel? (p.149)

In the newspaper is an article about the bombing. What does it say? (p.150)

Why is it kept secret how the police was informed about the bomb? (p.150)

Who showed up as Michael and Andrea where holding hands? (p.152)

What did Mr Keogh call Mr Dillon for? (p.154)

Has Michael ever worked in London at the Ormonde? If yes, how long was it for? (p.154)

Vocabulary Chapter 8

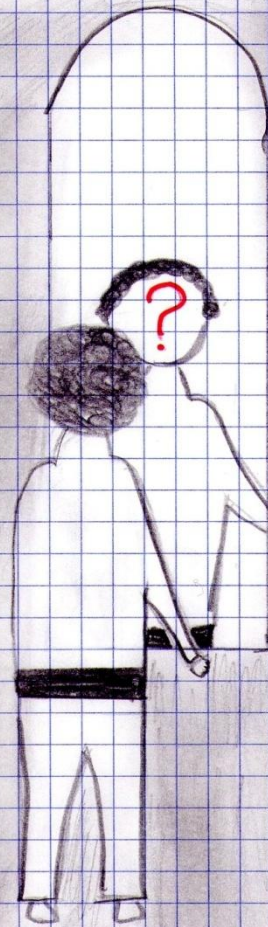
gleaming	a newspaper that has small pages, a lot of photographs, and stories mainly about sex, famous people etc rather than serious news
to glance	shining softly
the ceiling	feeling that you want to thank someone because of something kind that they have done, or showing this feeling
to cripple	made to be used for a short time only when nothing better is available
barely	the inner surface of the top part of a room
tabloid	to destroy
makeshift	just
an alcove	to gaze
a muzzle	to surround a city or castle with military force until the people inside let you take control
coward	to move your head up and down, especially in order to show agreement or understanding
besiege	where the bullet from a gun comes out
to nod	a place in the wall of a room that is built further back than the rest of the wall
grateful	someone who is not at all brave

Chapters nine and ten Multiple Intelligences



Brian
Moore

LIES
of
SILENCE



Newspaper article

Today we want to introduce to our readers the life of a very famous hotel manager who died three days ago.

This hotel manager is called Michael Dillon and he works in a hotel in Belfast. Unfortunately he doesn't really like his job and he has some problems. Even if he is married to a woman called Moira, he has a relationship with a younger woman, Andrea. That's why he wants to go to London with Andrea to start a new life.

Then one day, his whole life changes suddenly. After coming home with his wife Moira, they want to go to bed. But suddenly two disguised men break into the Dillon's house and threaten them. Michael is hit and his woman is arrested as a hostage. Both bandits belong to the IRA which wants to plan a bomb attack against the politician Mr Pottinger. The bandits order Michael to park his car in the car park of the hotel. All the time the hotel manager is guarded by the IRA and is pursued. Successful, Michael avoids the bomb explosion and the death of a dozen of people.

One day, Michael Dillon, having been pursued over a period of time by the IRA, he is finally killed in his hotel flat.

The whole editorial staffs of the newspaper express to Moira Dillon and Andrea our condolences.

10 PS4

09.01.2011

Multiple choice Questions: Lies of Silence: Chapter 9 and 10

1) What did Michael see in the bar at 6 o'clock?

- ☐ Michael watched a football match.
- ☐ Michael saw Tom & Jerry.
- ☐ Michael watched Moira on TV talking about new clothes.
- ☐ Michael followed Moira, who wanted to fight against the IRA.

2) Who were the two men near the reception desk?

- ☐ Clowns.
- ☐ The Murderers from the end of the chapter.
- ☐ A priest and a little boy.
- ☐ Inspector Randall and Norton.

3) Who is Michael's boss?

- ☐ Mr. Burns.
- ☐ Ronny Pomret.
- ☐ Andrea.
- ☐ We don't know that.

4) Who does Michael call before he leaves London?

- ☐ His mother.
- ☐ The suicide hotline.
- ☐ His father.
- ☐ Kev from the IRA.

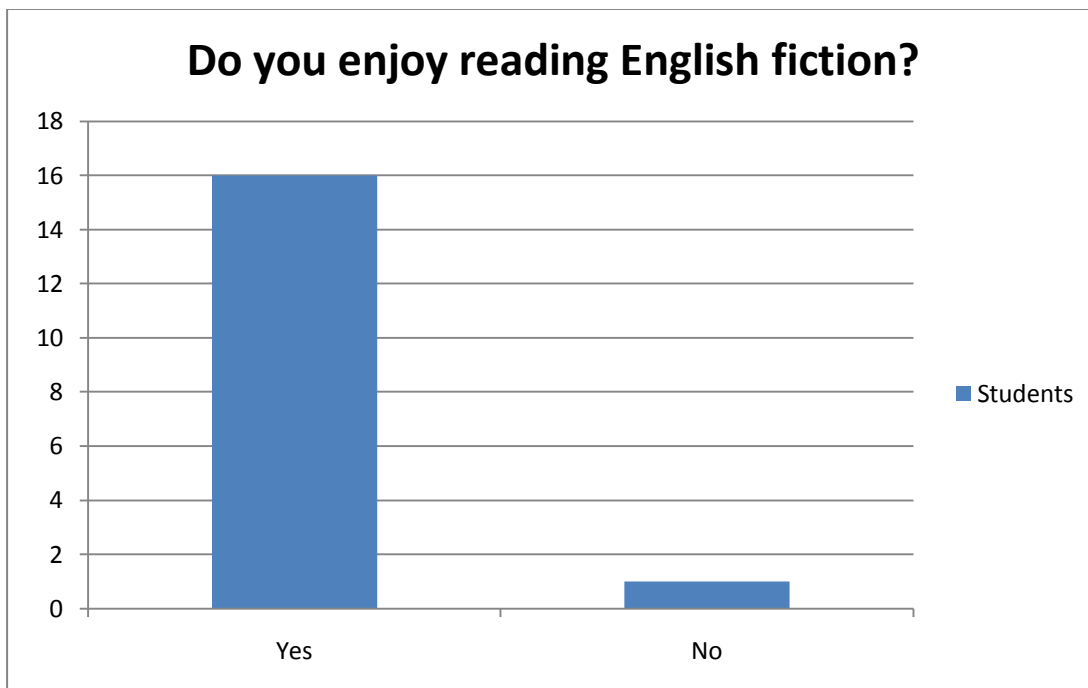
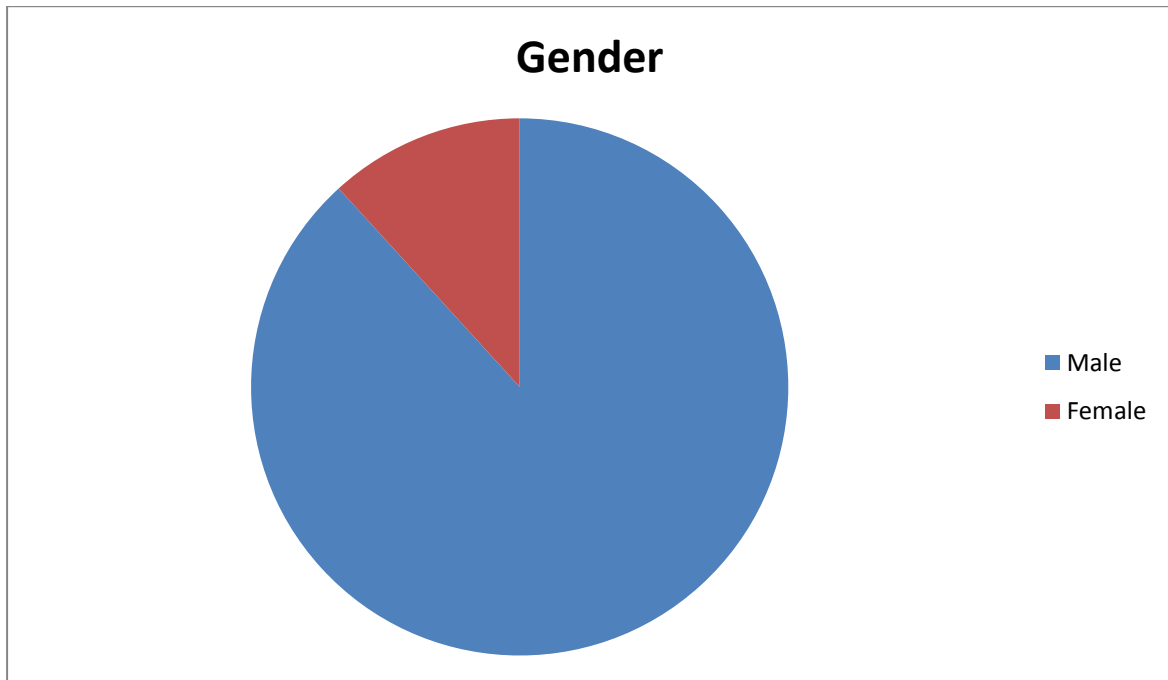
5) Does Michael know who Father Connolly is?

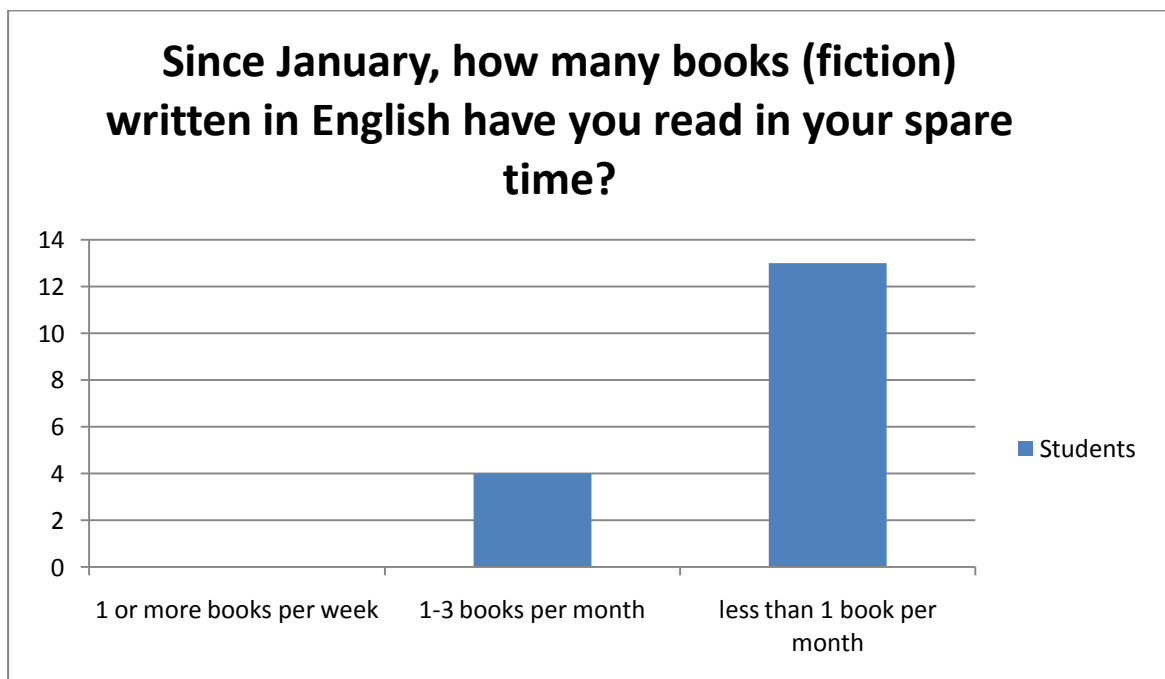
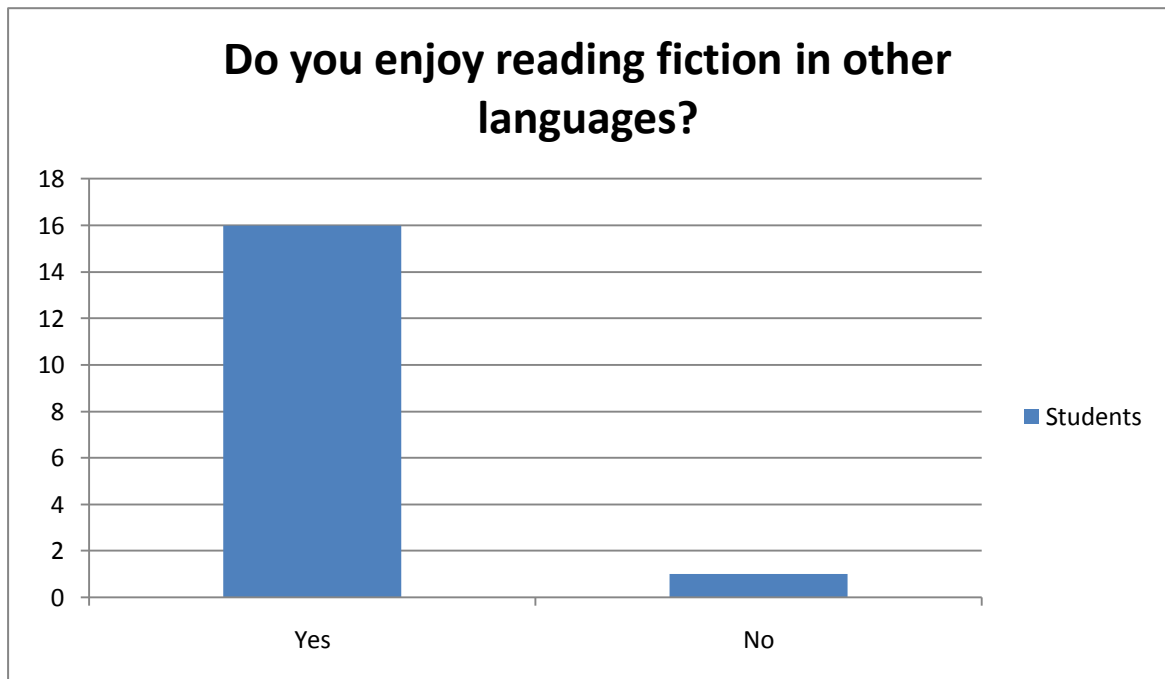
- ☐ No, and neither does Connolly
- ☐ Yes, but Connolly doesn't
- ☐ No, but Connolly does
- ☐ They don't know each other

- 6) What does father Connolly do?
- o He's a father of 3 kids.
 - o He's a priest.
 - o He's a member of the IRA.
 - o He's a fashion designer.
- 7) What are Moira's ideas?
- o Cooking a lot of stuff for Michael.
 - o Fighting against the NBA.
 - o Fighting against the IRA.
 - o Turning into a lesbian.
- 8) What does Michael do at the end of the 10th Chapter?
- o He throws a big party.
 - o He hugs the ground.
 - o He looks at the top of the room.
 - o He's dead.
- 9) What did the last guests of Michael wear?
- o Some fancy Hawaii-cloths.
 - o They were naked.
 - o A shirt with "IRA Guy" on it.
 - o Normal Stuff, nothing special.
- 10) Where does Michael see Andrea for the last time?
- o At the Airport.
 - o In the Ormonde hotel.
 - o In his house.
 - o On a "Wanted : Dead or Alive" poster.

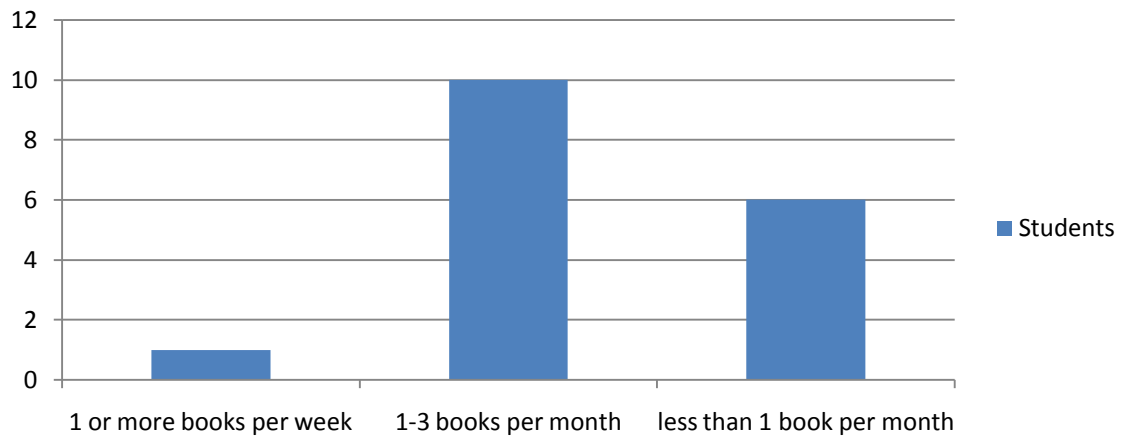
Student Statistics 3B

PART 1

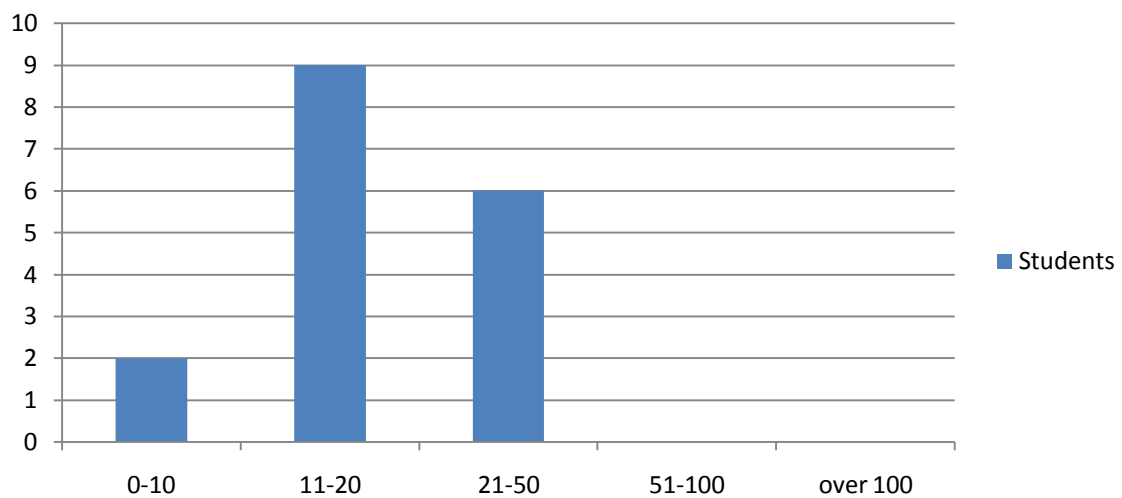


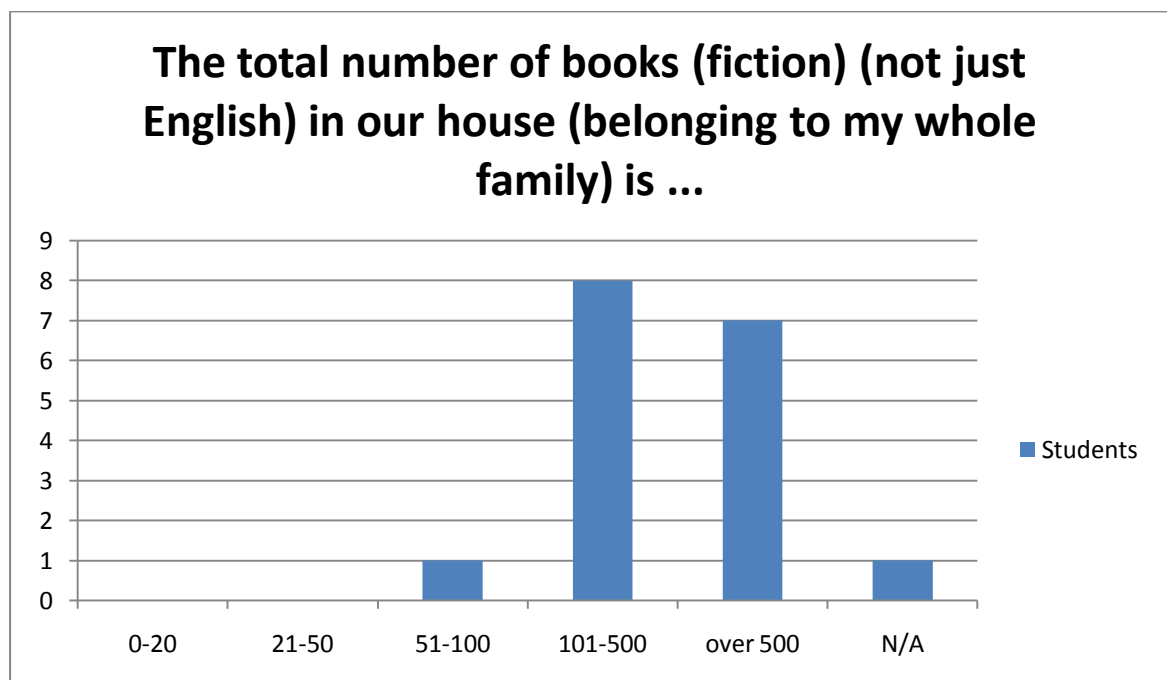
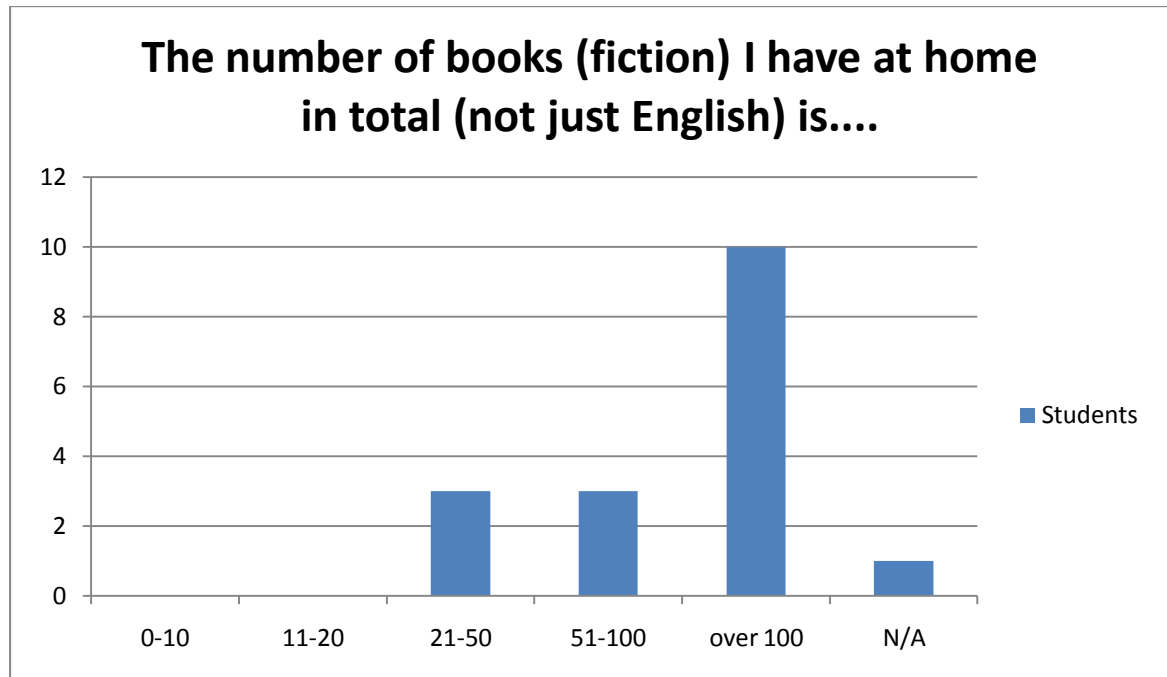


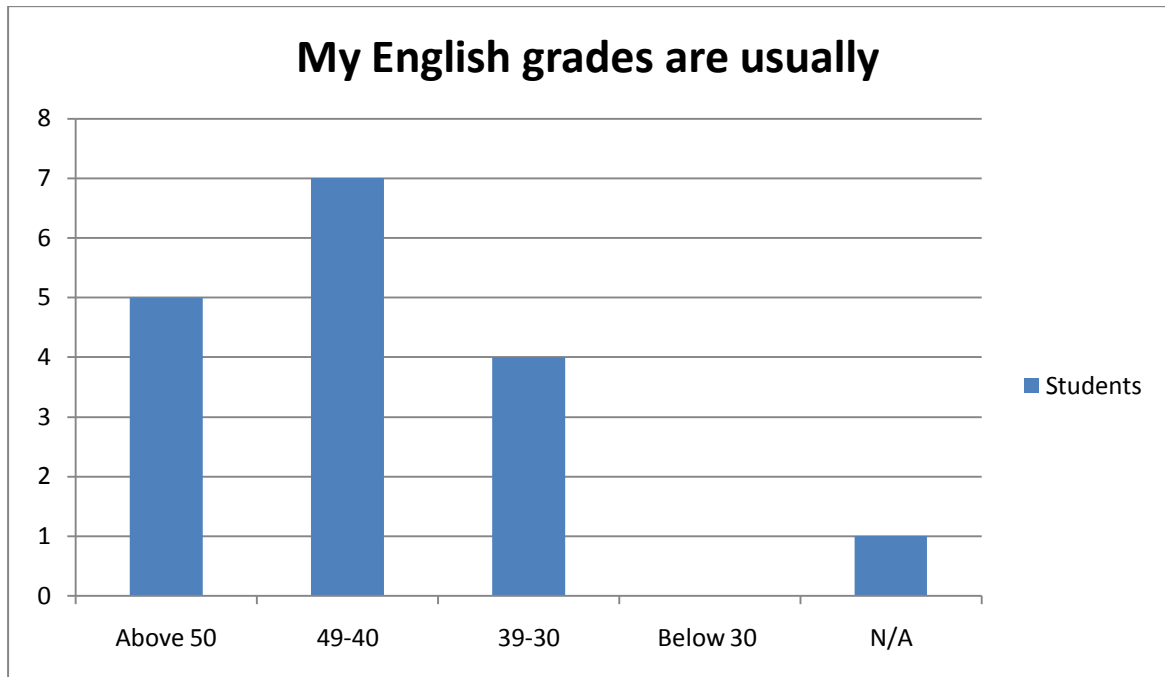
Since January, how many books (fiction) written in other languages have you read in your spare time?



The number of English books (fiction) I have at home is...



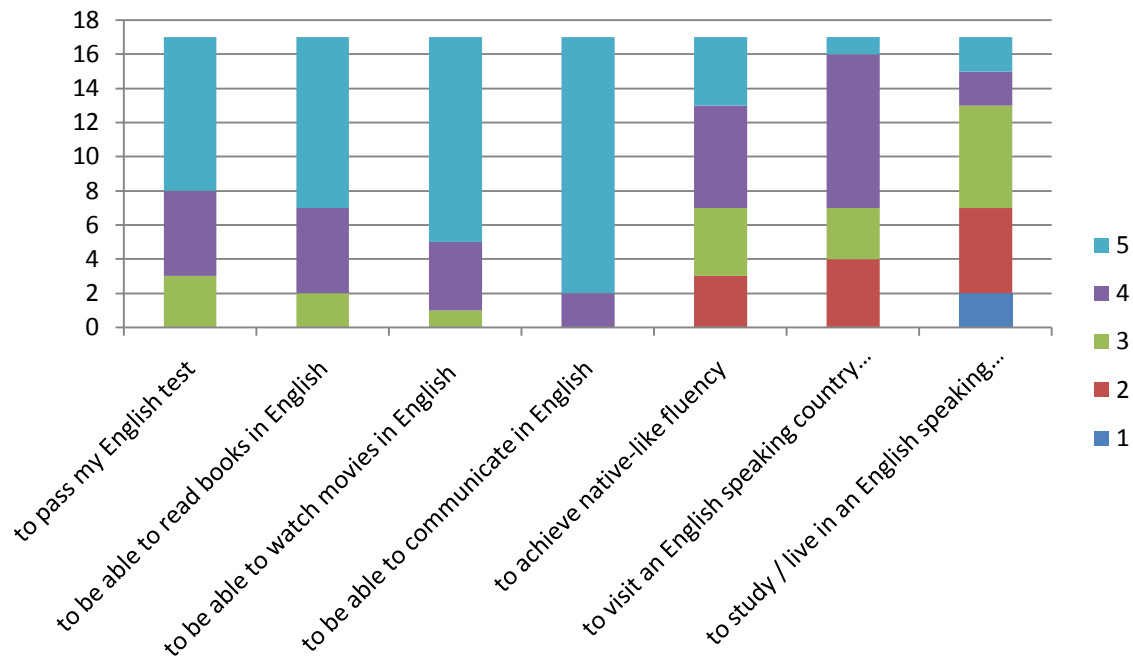




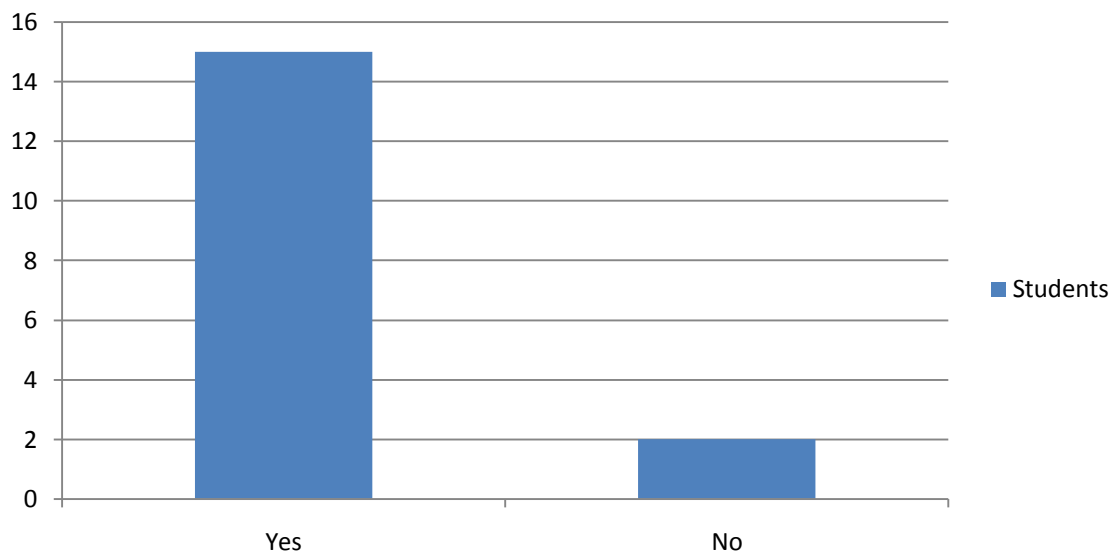
PART 2

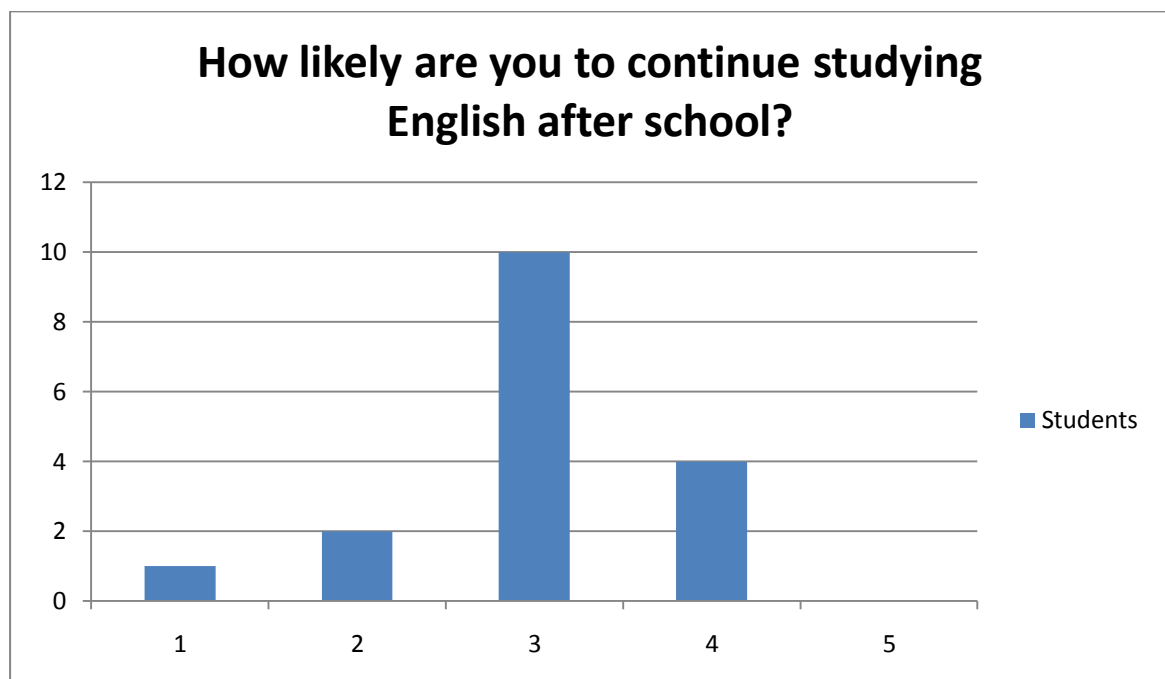
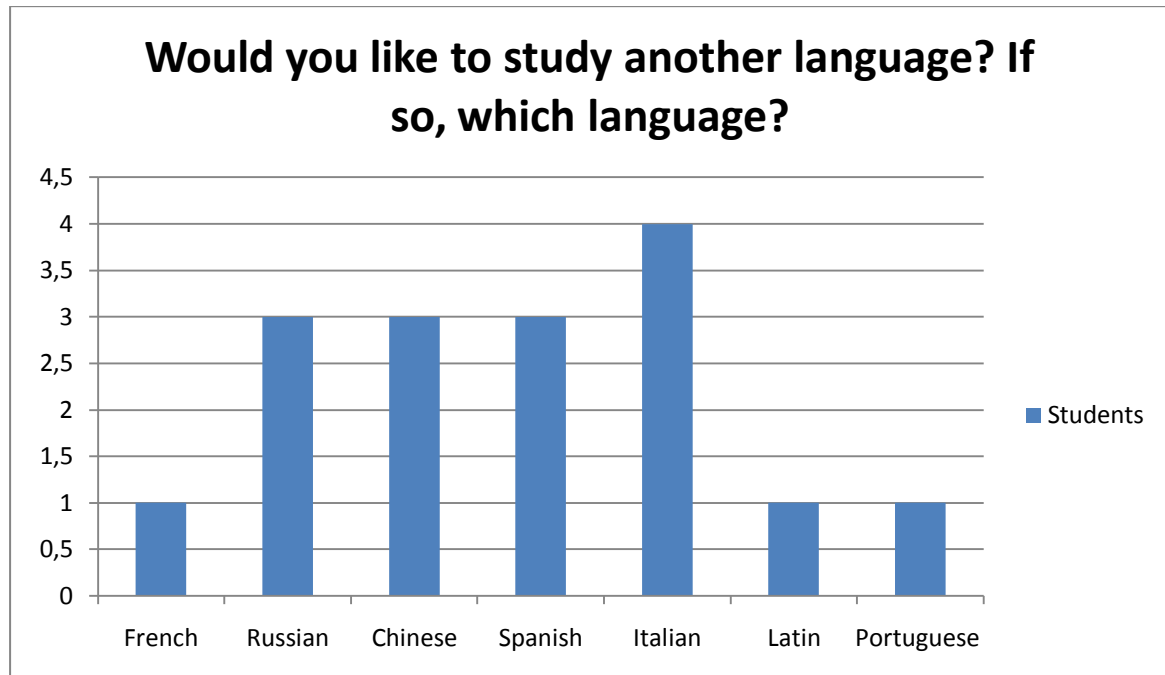


Concerning the English language, how important for you is each one of these aims?

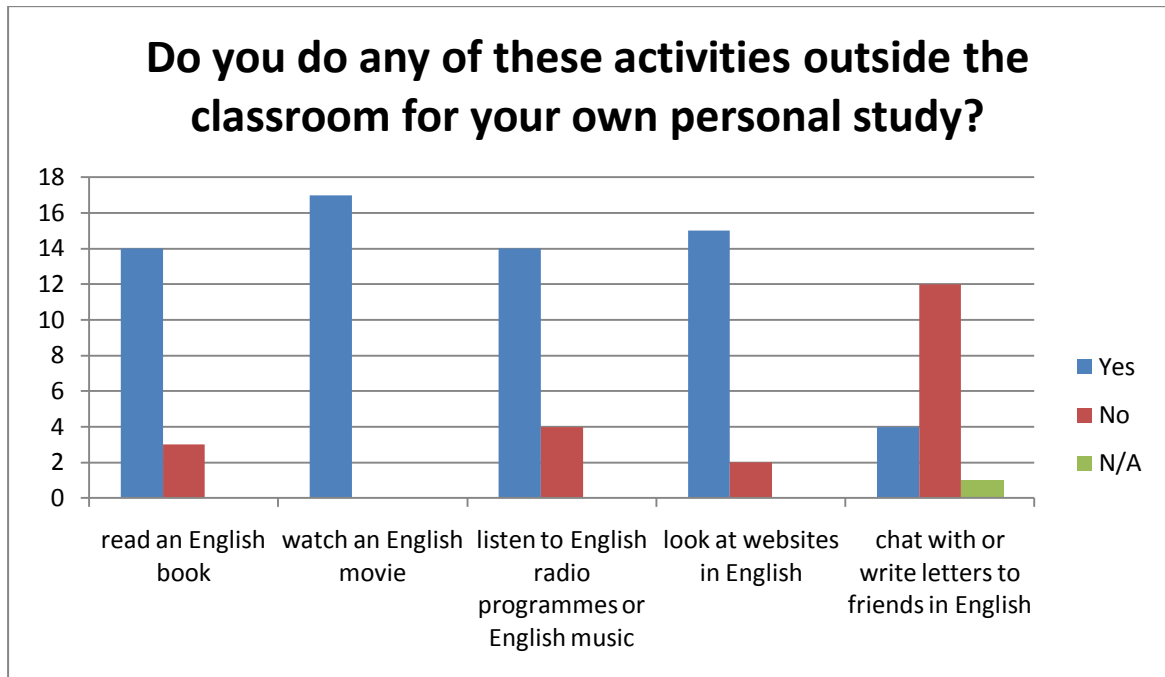


Do you enjoy studying English?



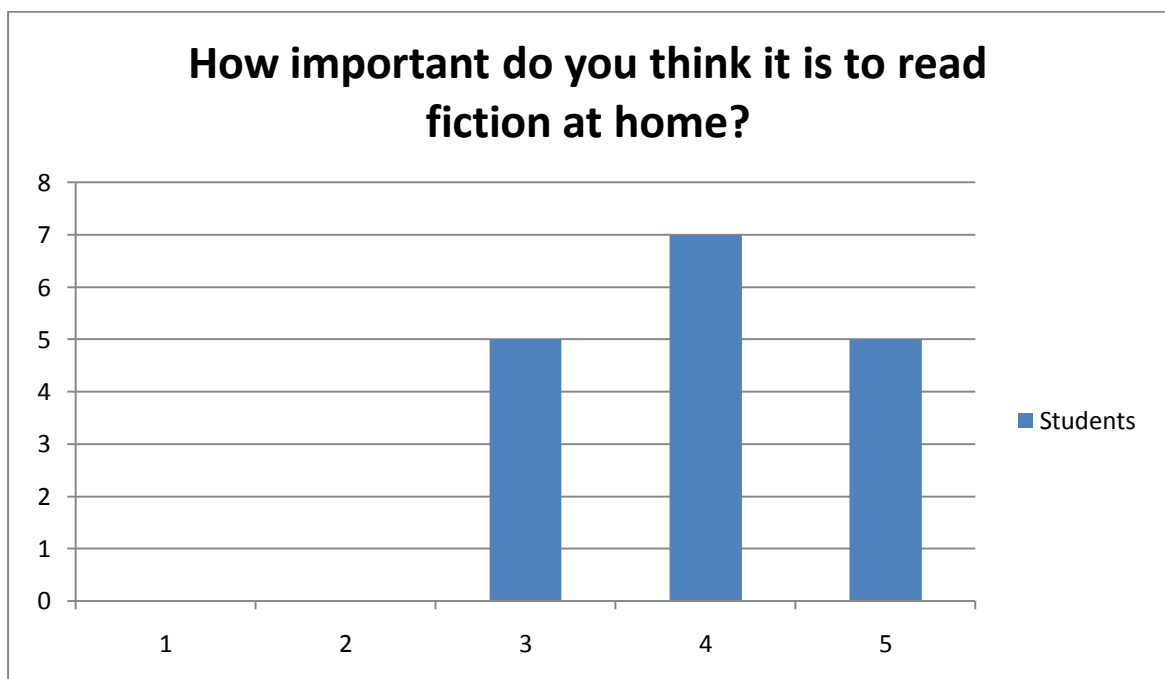


(also people who want to study in an English speaking country)



Others: Audio books (1 student), read English magazines (1 student), watch English TV (1 student), visit English speaking countries (2 students)

PART 3



Why?

Vocabulary, good for our imagination/creativity (5 students)

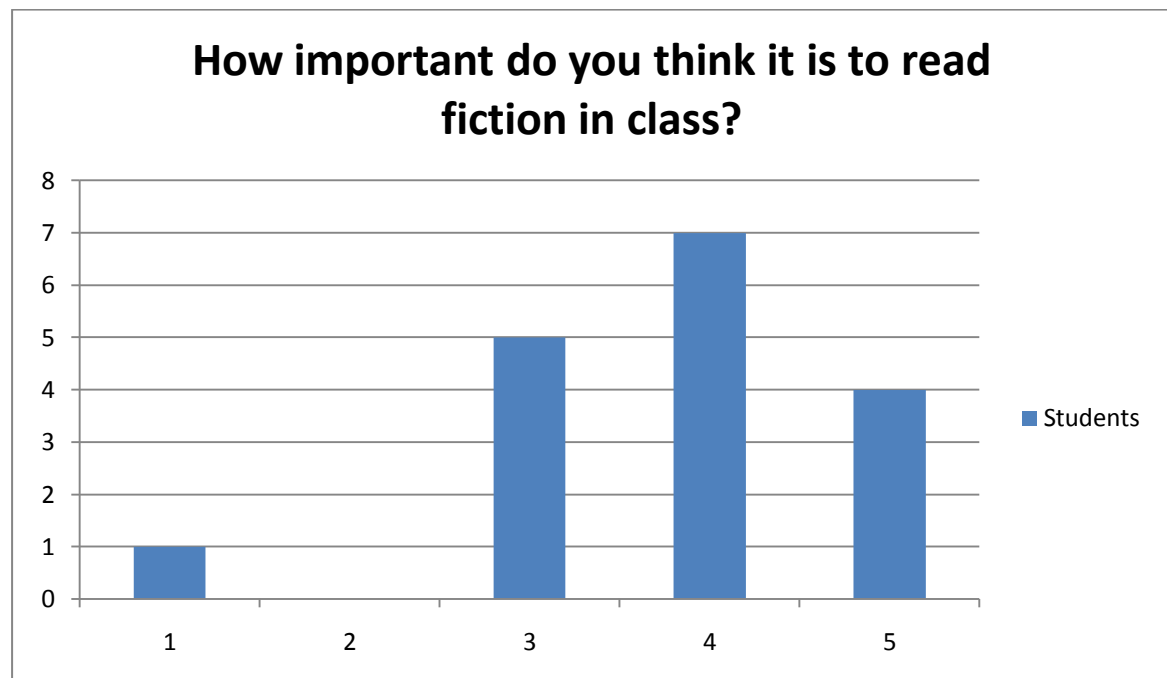
Only way to learn proper English (4 students)

Enjoyment (3 students)

Improves general knowledge, improves writing skills (2 students)

Helps getting a feeling for the language, helps communication in English

‘I think it is very important to read fiction because it helps your imagination a lot and it improves your writing skills.’



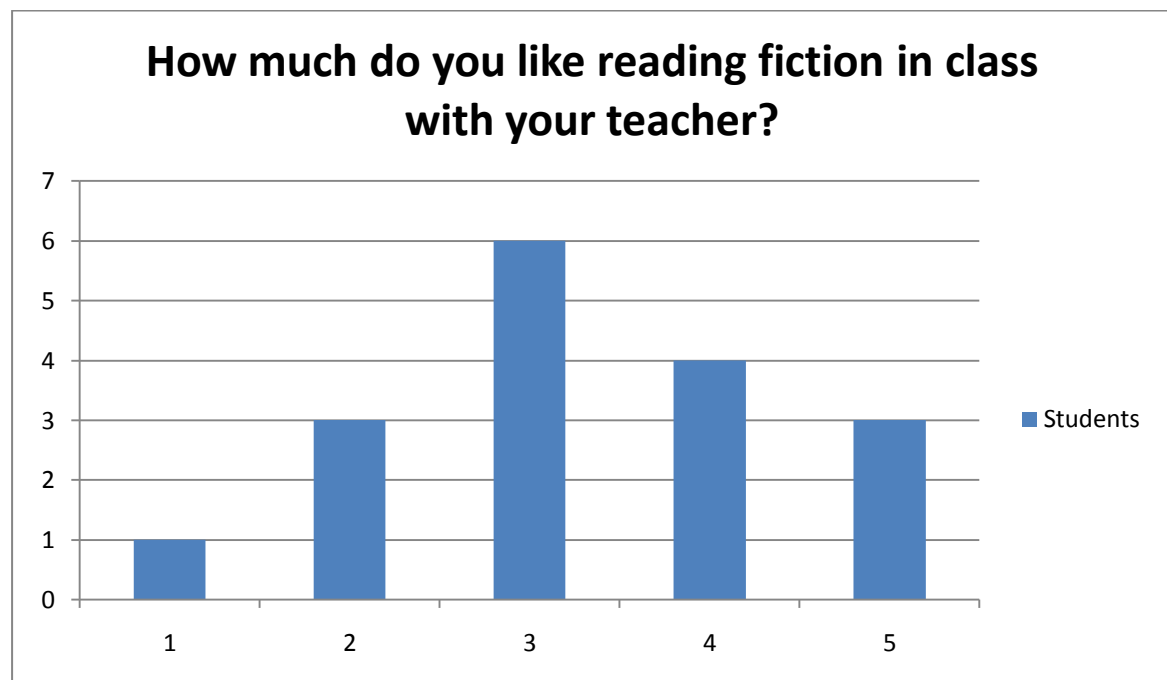
Why?

To learn to speak English fluently, to improve the language (3 students)

Change from normal lessons, improves imagination and creativity, fun, good for discussions, you can read more complicated books that need explanations by the teacher (2 students)

Good to get people to read who wouldn't read otherwise, you get a lot of information from the teacher, improves your grammar, improves general knowledge, it's relaxing, you learn how to analyse a book, you learn how to develop ideas, you become more open-minded, it's a better motivation than reading it alone

‘Because books are good for discussion and the development of ideas. Reading makes you creative and more open and confident when talking to other people.’



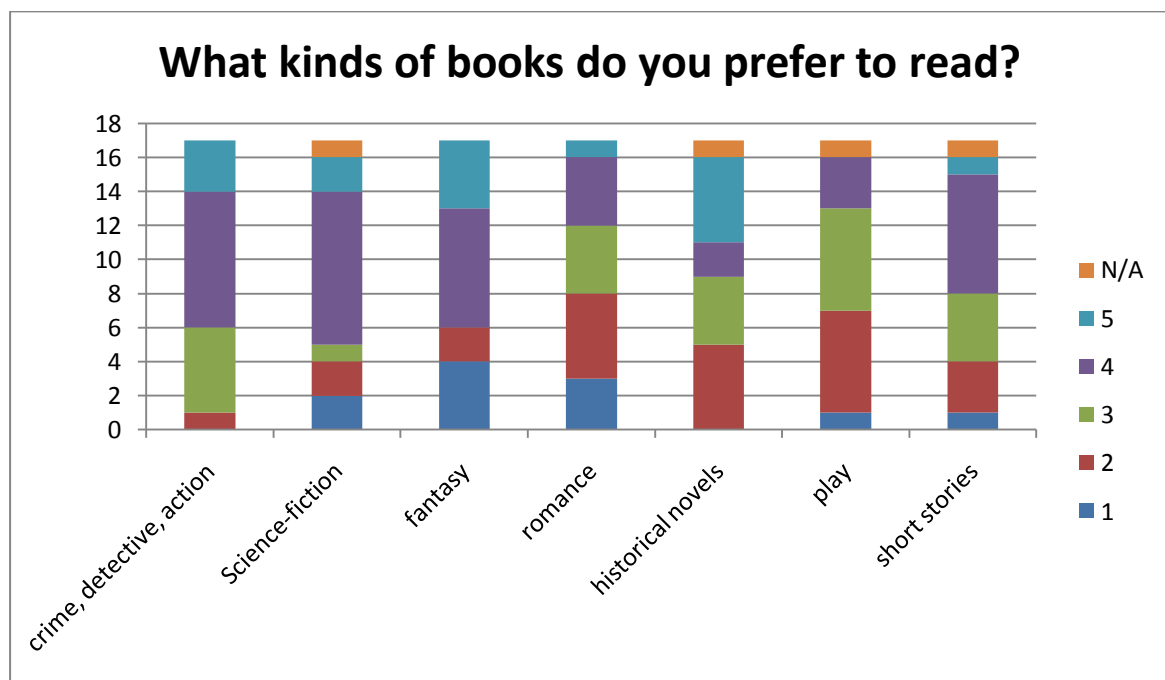
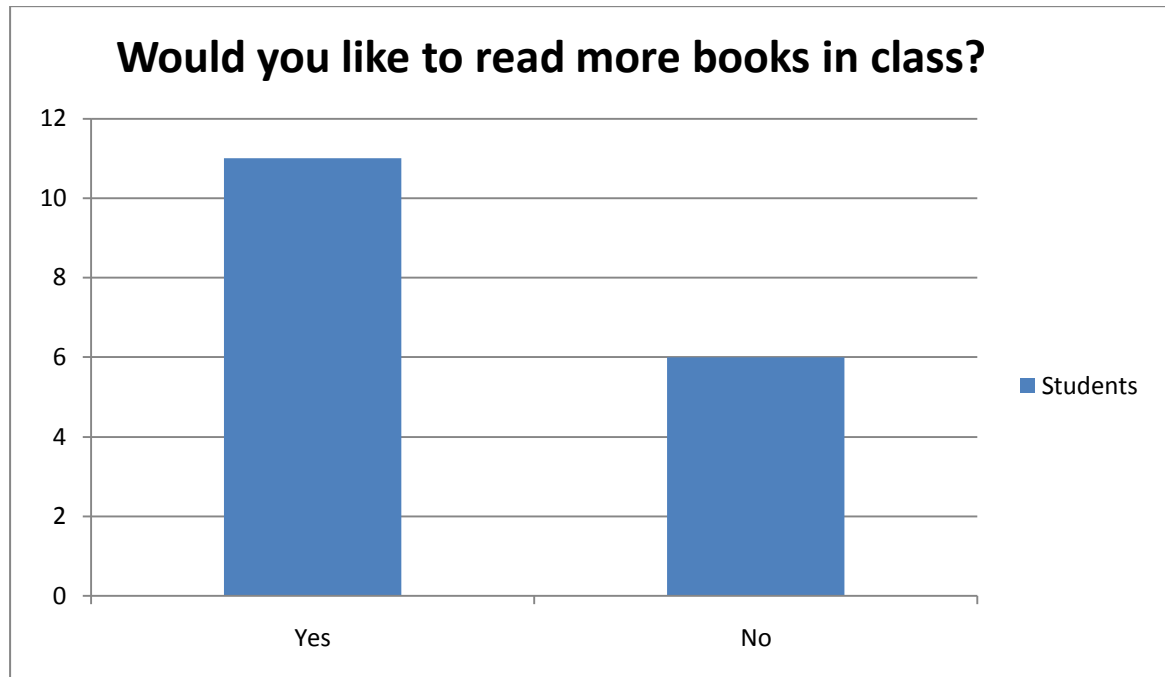
Why?

Teacher knows more about the book so it is easier to understand difficult passages, it is interesting (more than grammar) (2 students)

It's fun, there is group work, you learn more than in normal classes, variety, you read books that you wouldn't read alone, usually you read good books, ok as long as the book is not overanalyzed

The negative points raised were: boring, loss of time, can't concentrate

‘Reading a book in class is often boring and counterproductive. The point of reading is to read, and to think, to feel, not to know who the author is, what the critics think the author wanted to express or to be able to characterize the main characters.’

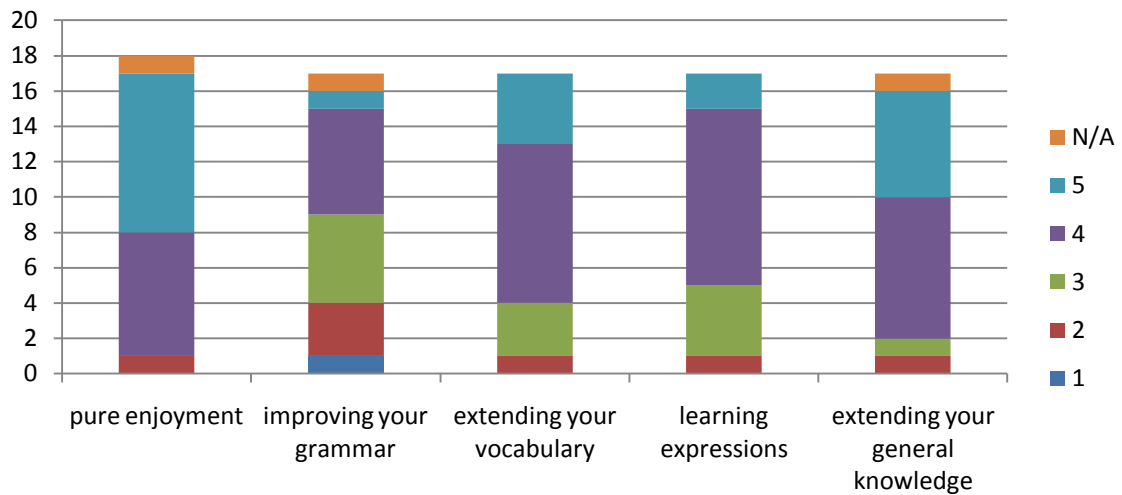


Others:

1 student: Thrillers (5)

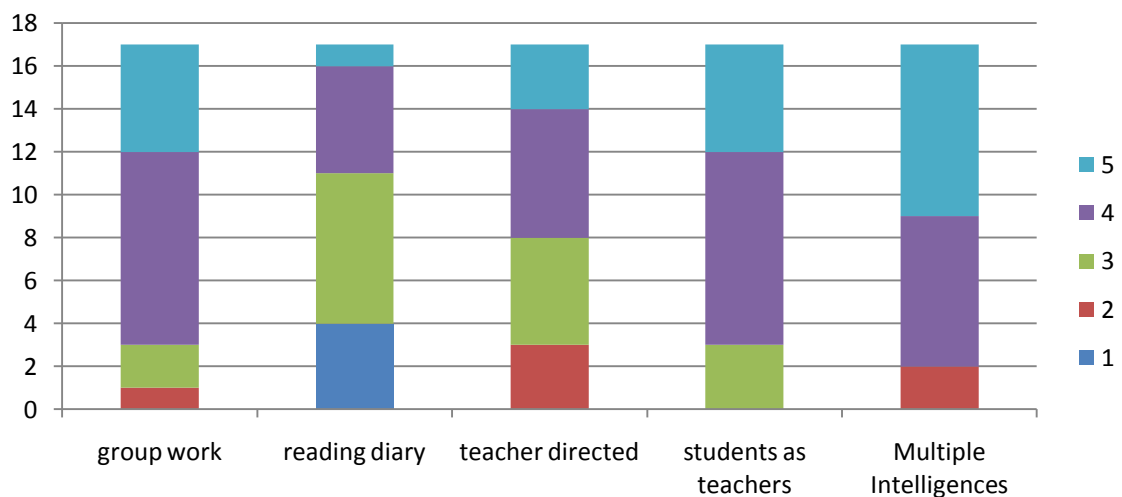
1 student: Articles (4)

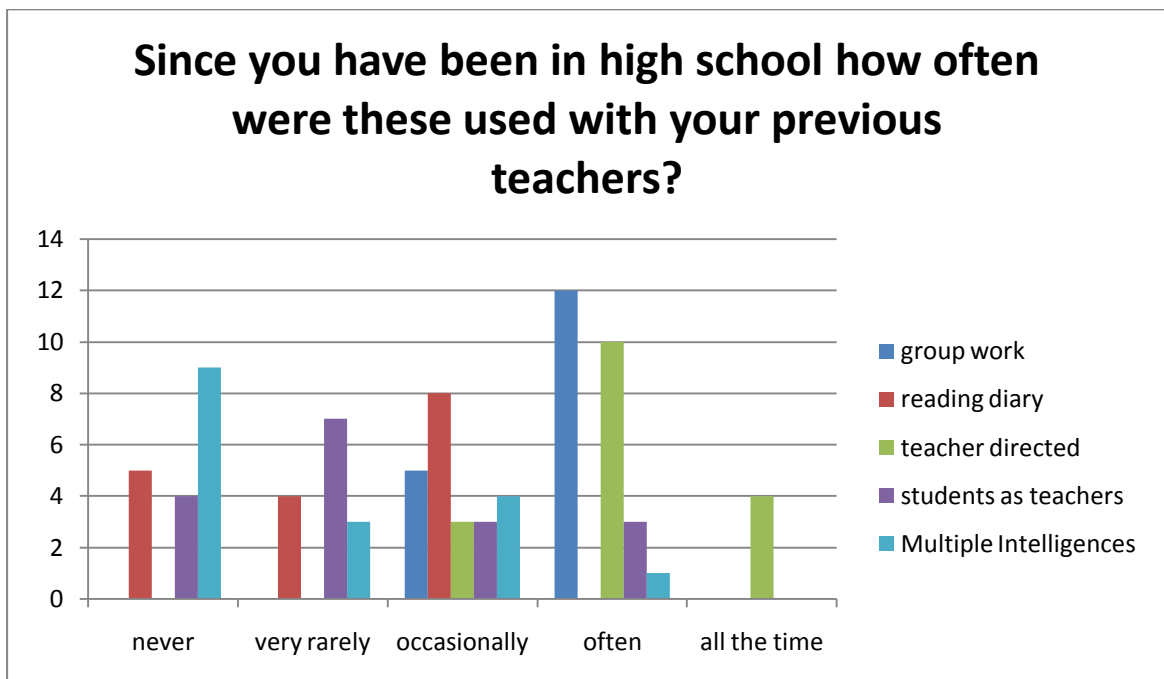
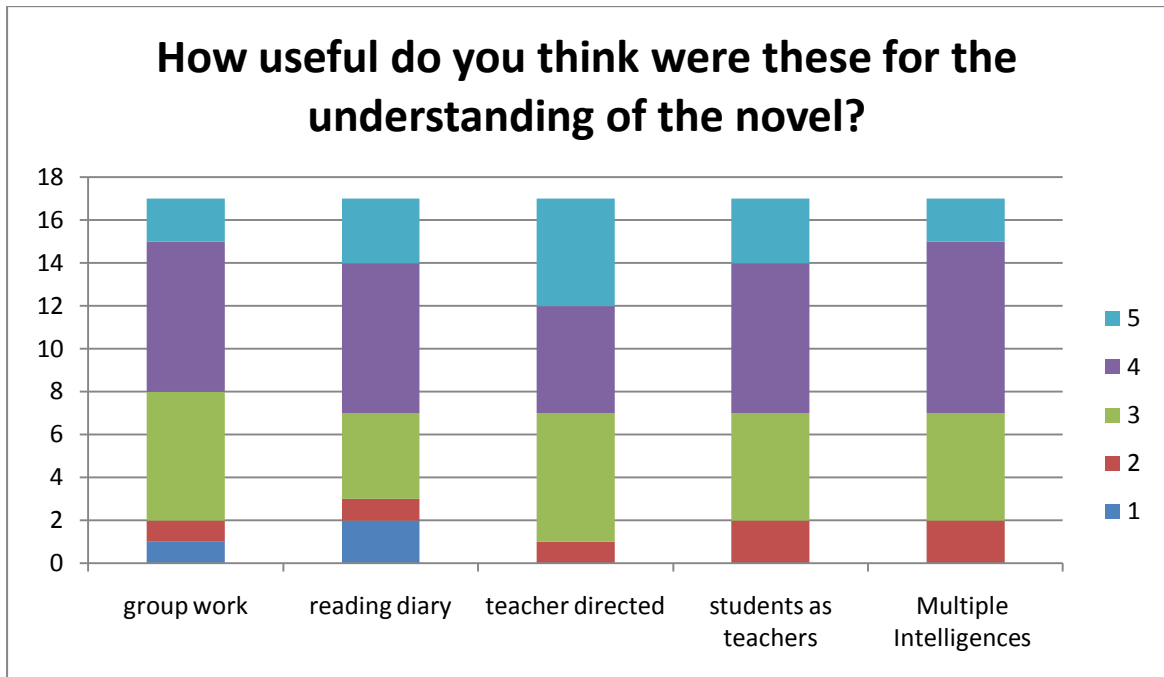
What goals do you have when reading fiction?



PART 4

How much did you like these different ways of working?





What did you like about each way of working?

Group work:

Working together (9 students)

Sharing the work (2 students)

Communication between students (2 students)

Learning how to organise ourselves (2 students)

Research, fun

‘Possibility of communication about different ideas.’

‘I liked the idea to work with other students and to decide together what we want to do.’

‘You can share your thoughts with others and you don’t have to work alone.’

Reading diary:

Thinking more deeply about the book (4 students)

It was nice to write one’s thoughts down (3 students)

Good to improve one’s English (2 students)

Personal work, good for imagination and creativity, a lot of work but cool

I didn’t like anything about it

‘I really appreciated this working method because it helped me to understand everything and to think about it. At the same time, it’s an efficient method to better my English.’

Teacher directed:

Teacher can give more detailed explanations (5 students)

We don’t have to think much (2 students)

Good to get discussions going (2 students)

classical

‘You get precise and good information from the teacher.’

‘I like the fact that I know that what the teacher says is right; this way of working isn’t that exhausting.’

Students as teachers:

Role exchange, liked to teach the class (3 students)

Funny (2 students)

Working with the book (2 students)

Can organise work how one wants to, good practice to speak in front of the class, good to do something on your own, can choose a passage of your interest, ‘great idea’

‘Funny to see classmates in action.’

‘I liked the idea to divide some exercises equally to every member and that afterwards, everyone presents his individual work.’

‘It’s a completely other way of teaching.’

Multiple intelligences:

Choice (7 students)

It’s fun because it’s like a game, you can do what you are best at, creativity, different but useful

‘Unusual methods which should appeal to everyone.’

‘It’s very interesting because you can discover your talents.’

‘I do not see the point to train artistic skills during the English course.’

What did you dislike about each way of working?

Group work:

Not equally shared workload (4 students)

Lack of organisation (2 students)

Not enough time (2 students)

Slow progress, not in group of choice, not easy to work in a group

‘As everyone thinks the other will do something, no one does anything until the day before the deadline.’

Reading diary:

Too much work for 5 marks (5 students)

No choice, boring, takes up a lot of time, I didn’t like it at all

‘To write down what I read annoys me.’

‘I don’t see the point in writing down what you read; it’s in your head you should work.’

Teacher directed:

Same as usual (annoying/ boring) (5 students)

No choice, teacher's point of view gets imposed, students' didn't really work, one has to listen for a long period of time, old fashioned, no interaction, monotonous

'Can be a little bit boring if every lesson has the same working structure/ plan.'

Students as teachers:

Was good as long as class co-operated, but they didn't always take it very seriously (3 students)

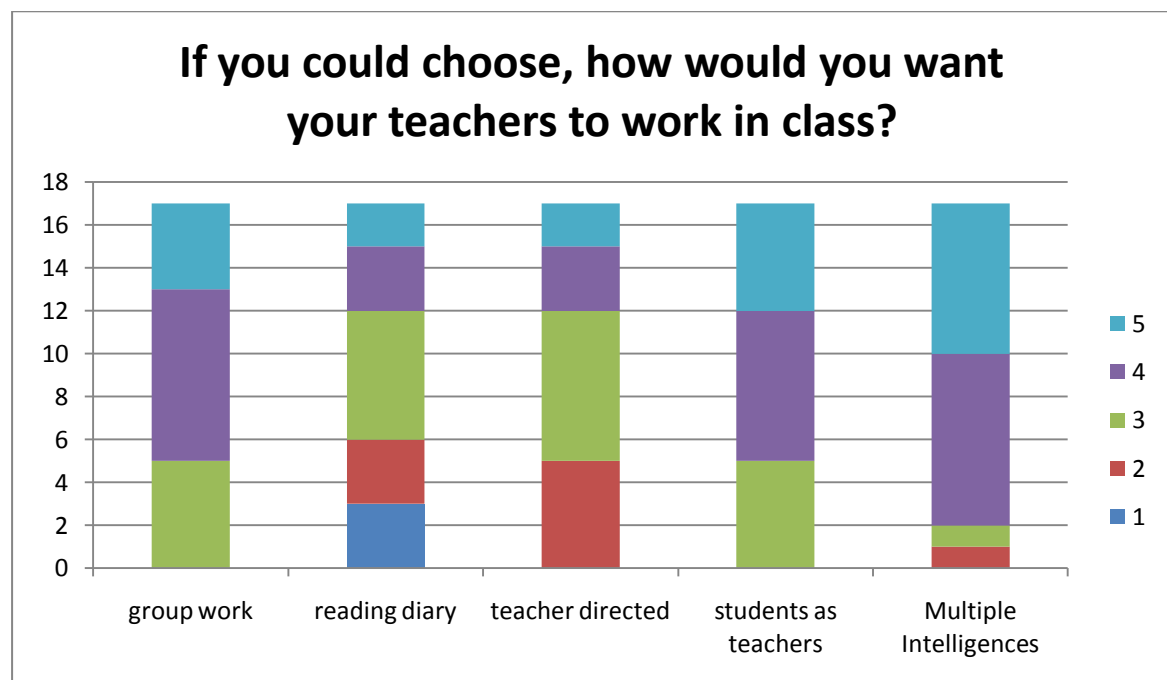
Sometimes students say wrong things, not enough time to prepare, a lot of work, monotonous as every group did the same

'It is ok if the class helps you, but I can imagine that if the class isn't participating it will be difficult.'

Multiple intelligences:

'Some of the activities had nothing to do with an English course. That's the problem of the Multiple Intelligence procedure.'

'I think that the exercises weren't all on the same level. I personally think that many people took the MCQ because it was by large the easiest and funniest.'



PART 5

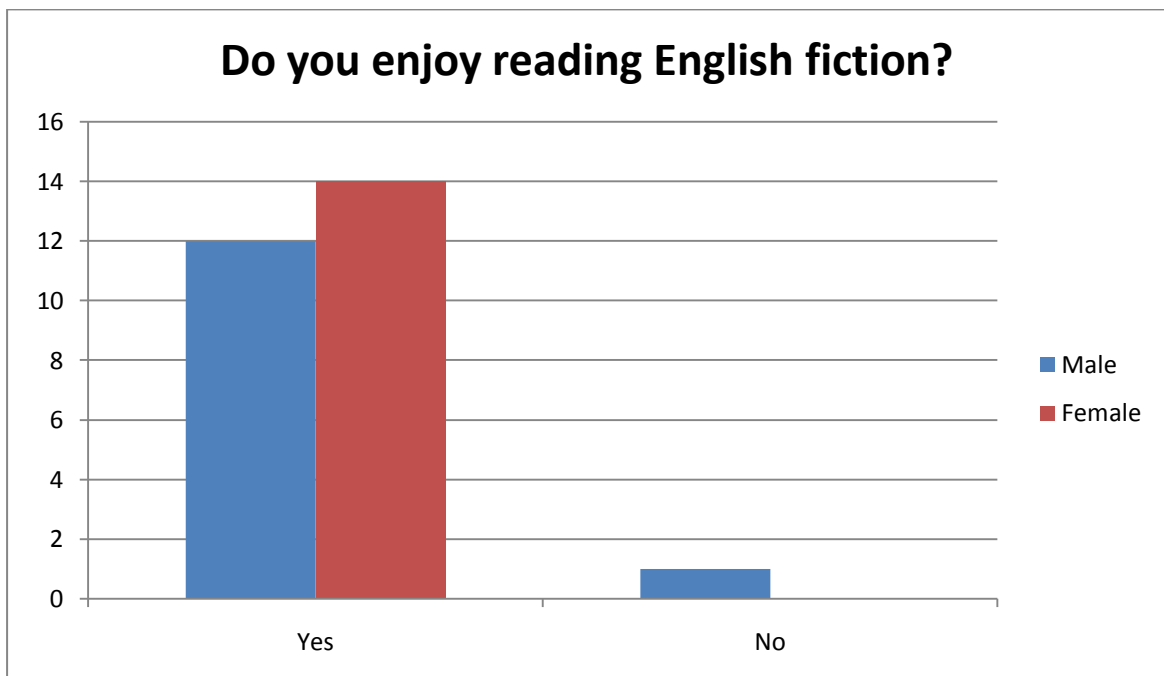
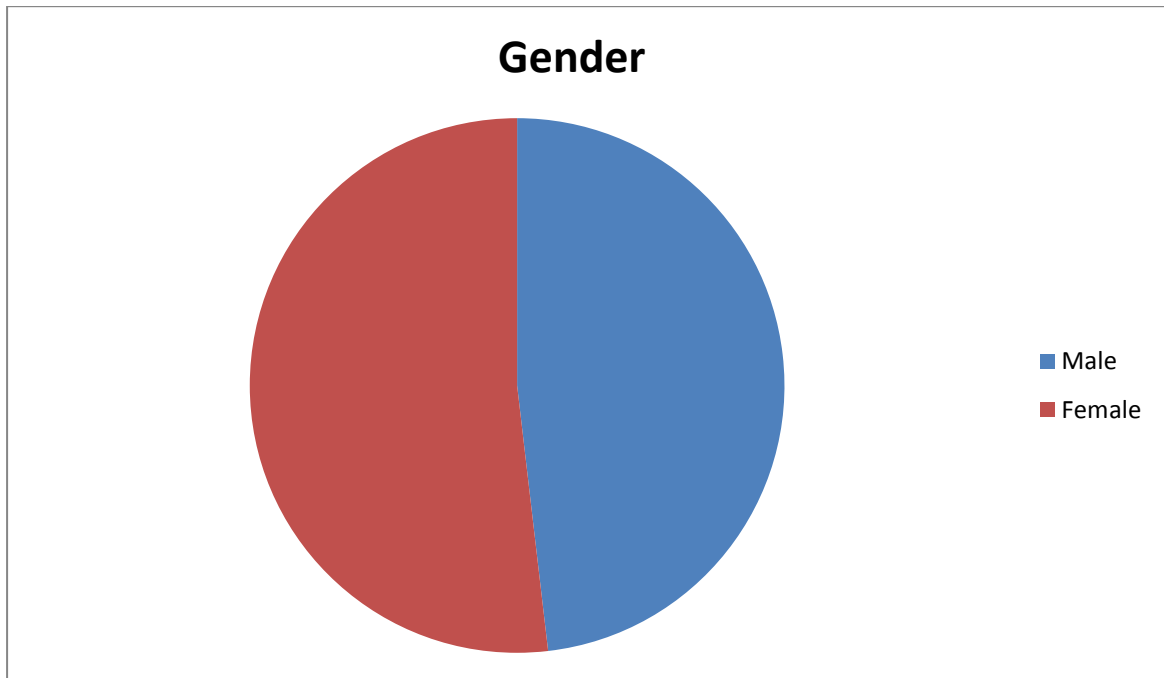
‘I would prefer to read a book over a longer period of time, (1 lesson grammar, 1 lesson book, 1 lesson...) so there is more variety.’

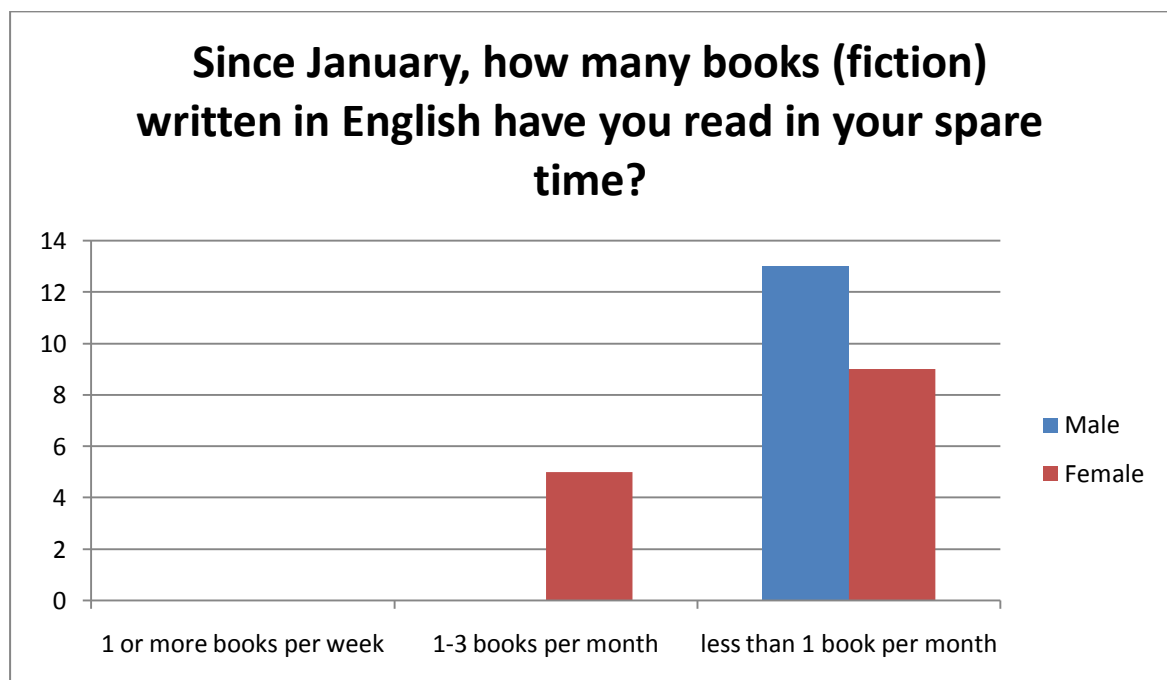
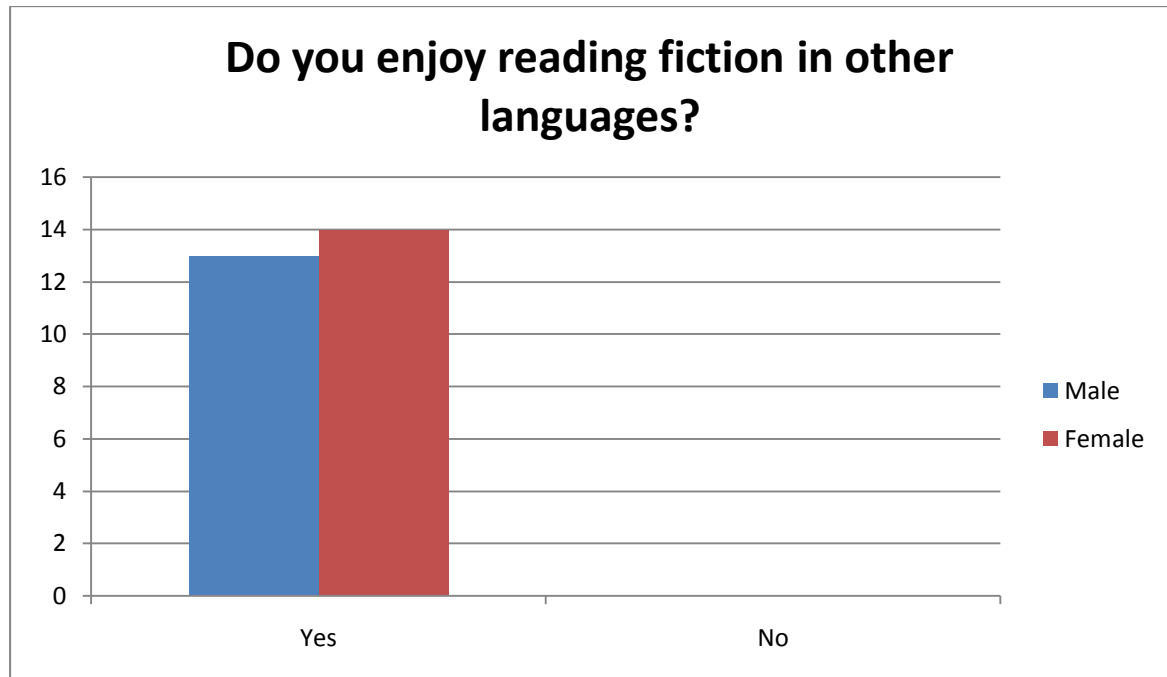
‘Good ideas and interesting, new way of working, but not enough time.’

‘I think the Multiple Intelligences part was very nice and entertaining. It gives you the opportunity to do new stuff.’

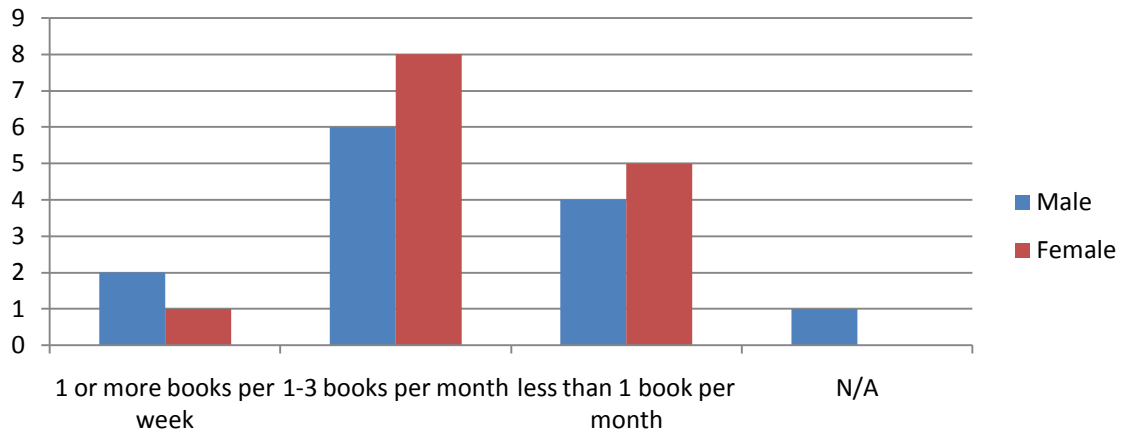
Student Statistics 5C1

PART1

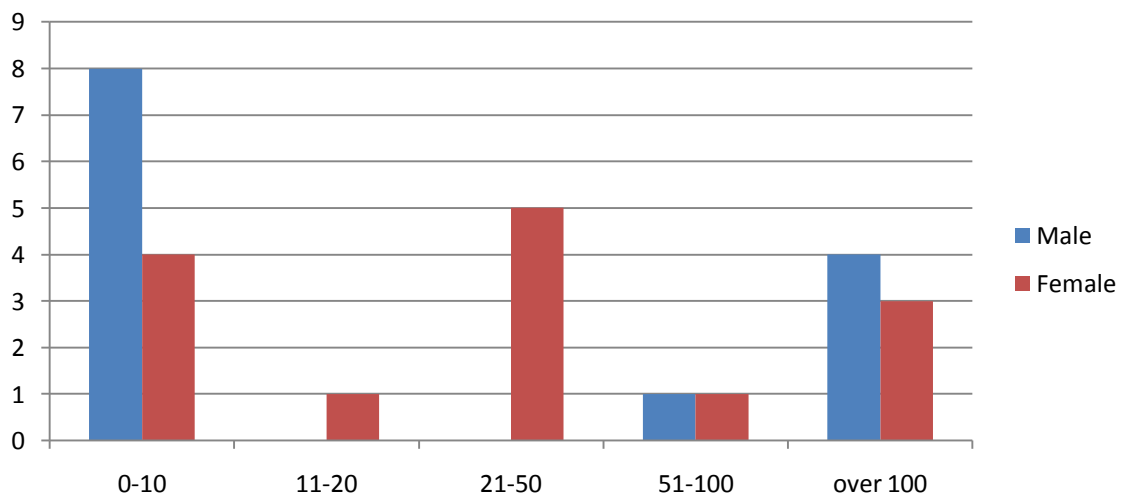


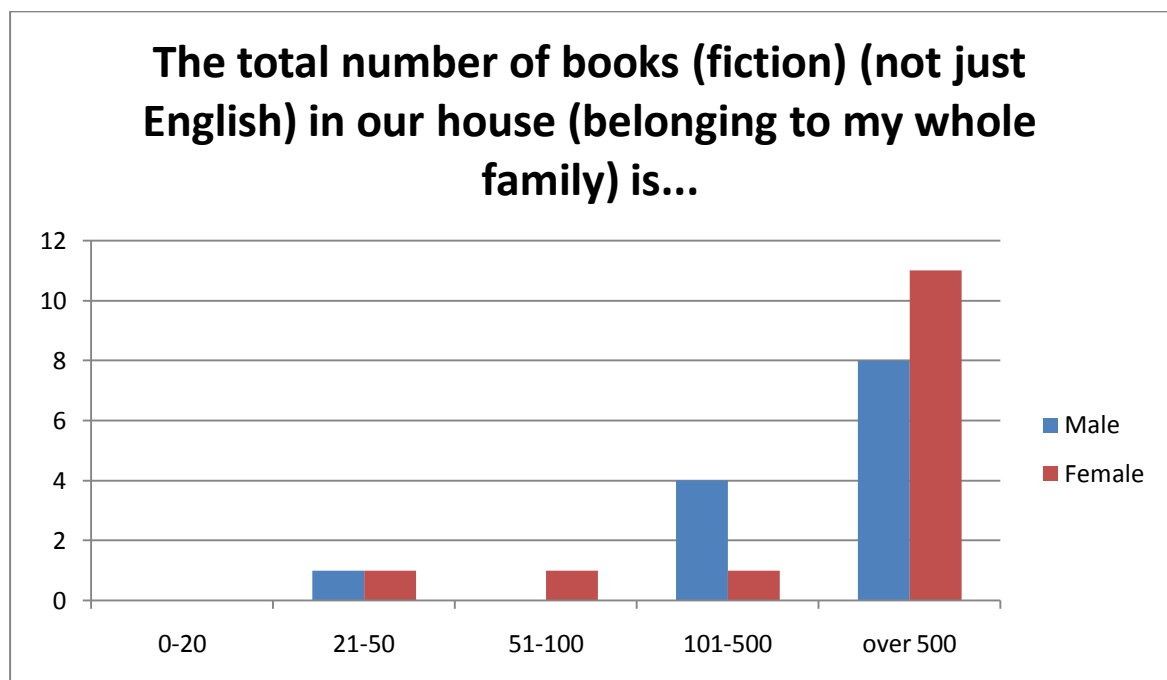
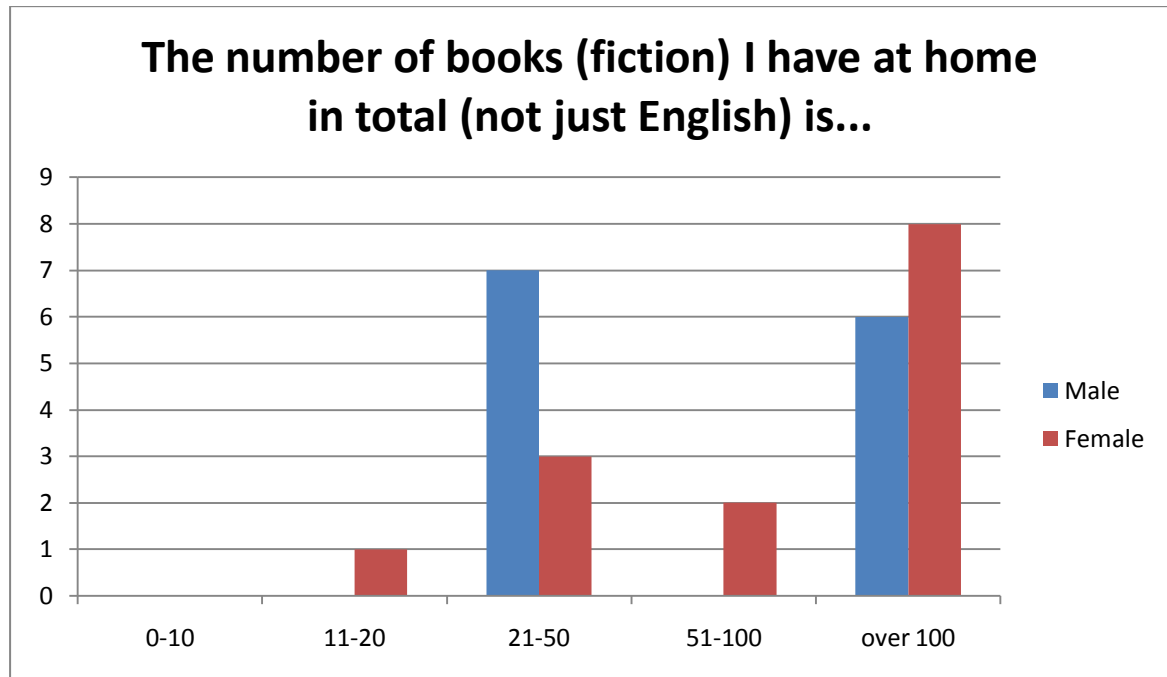


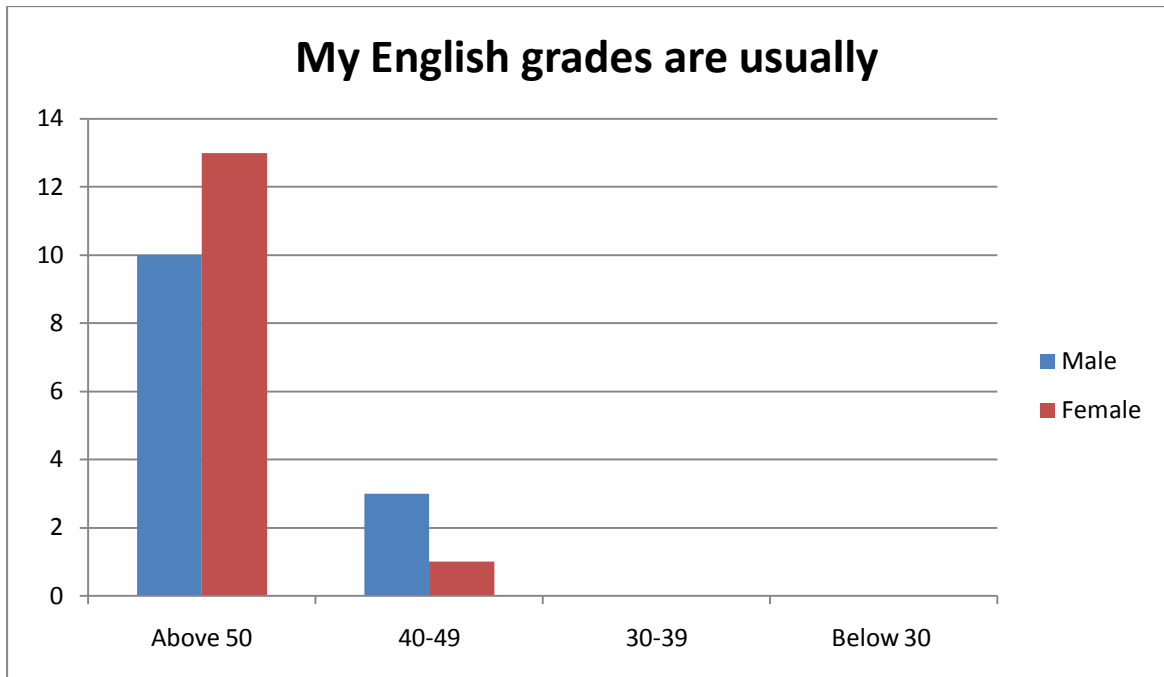
Since January, how many books (fiction) written in other languages have you read in your spare time?



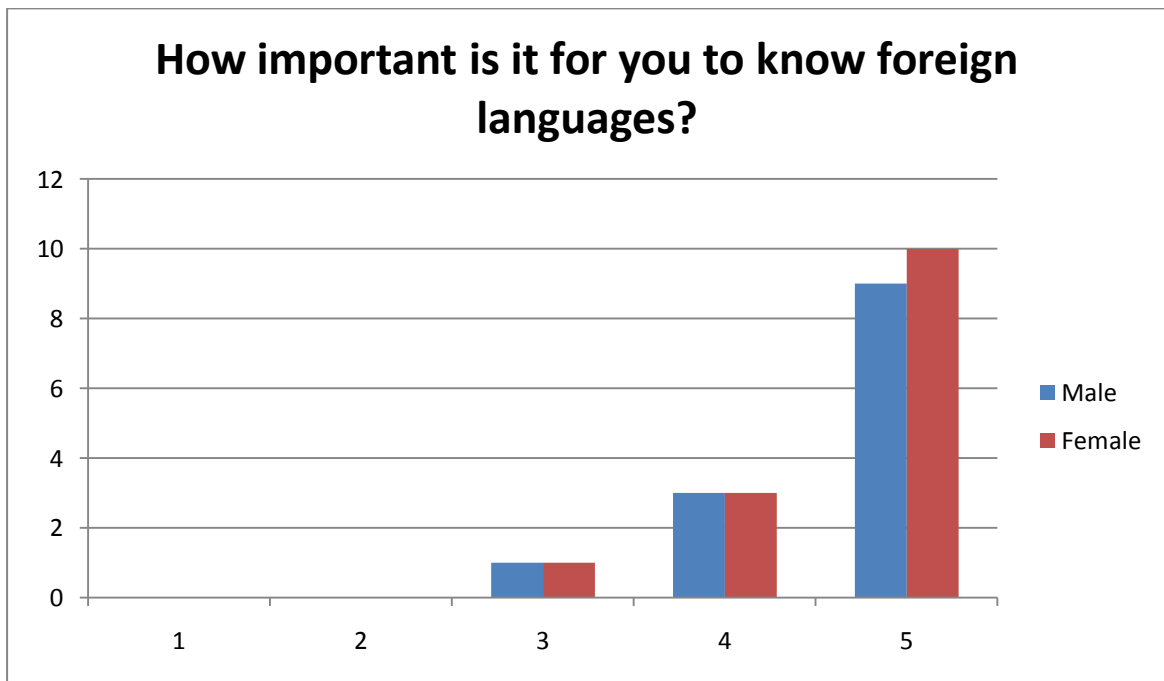
The number of English books (fiction) I have at home is...



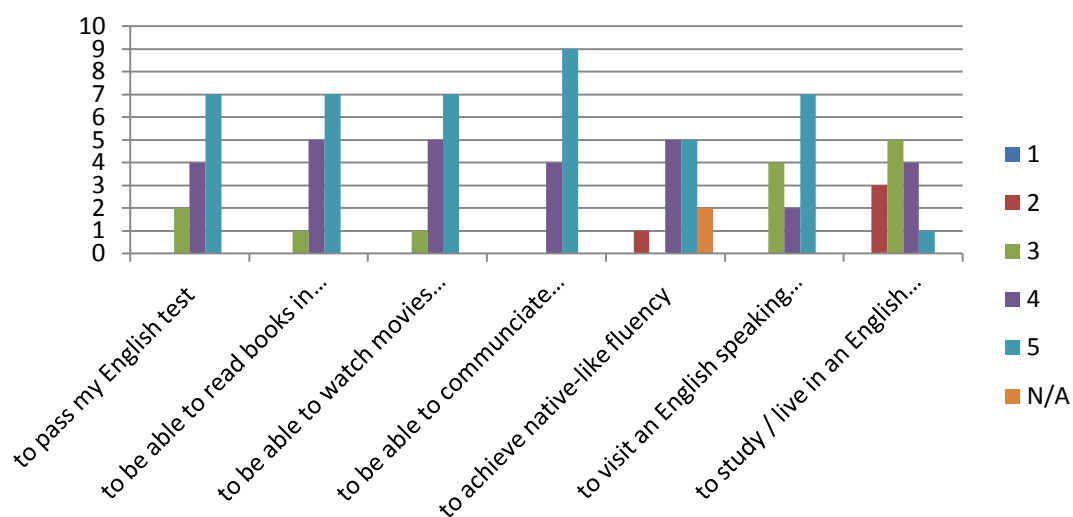




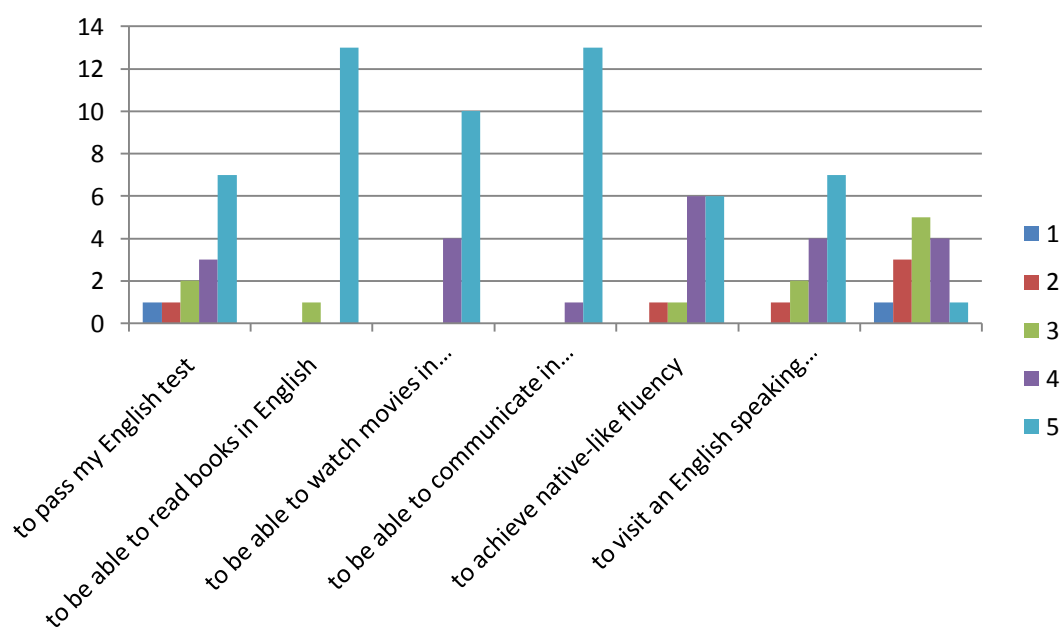
PART 2

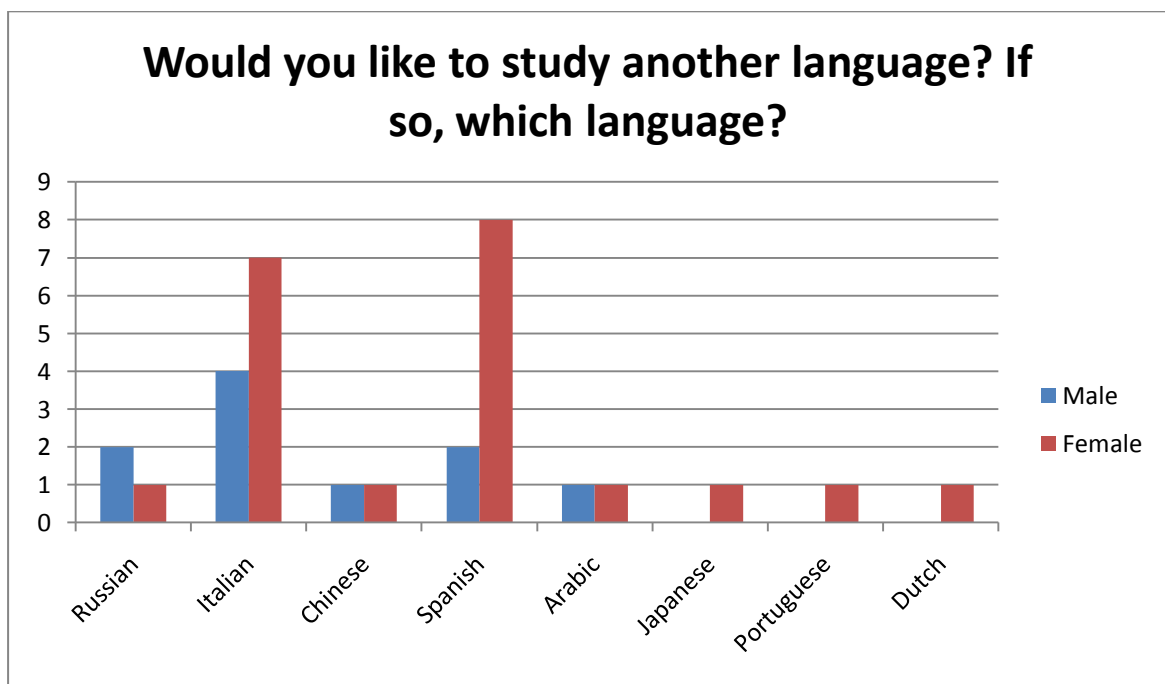
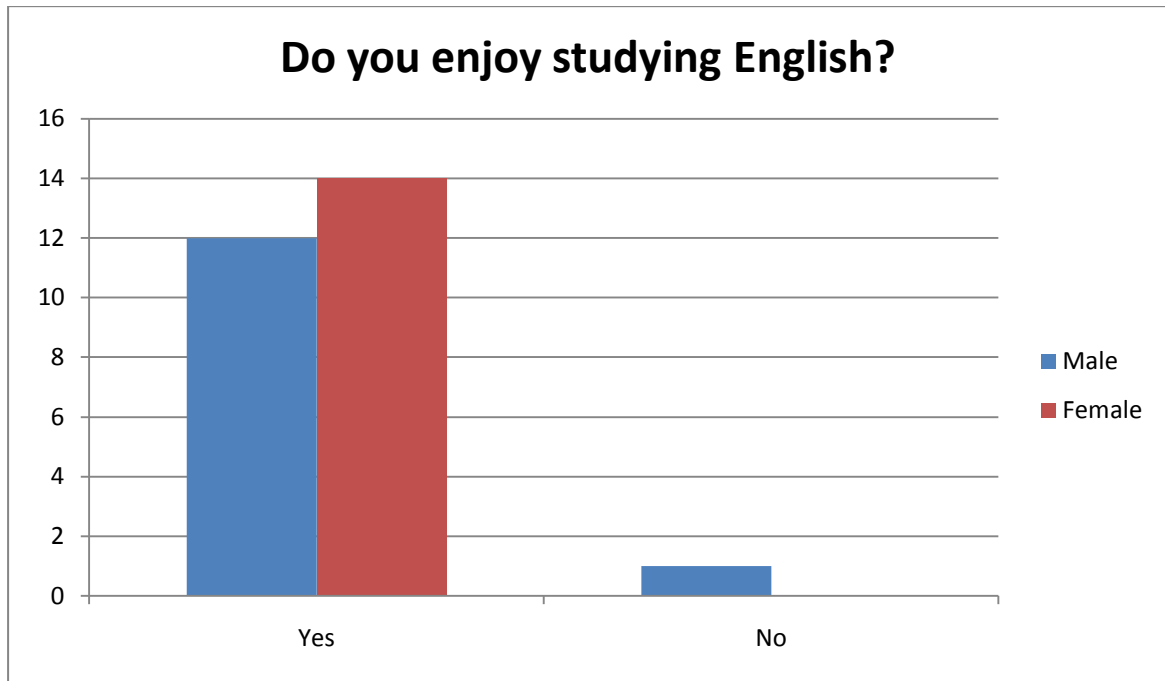


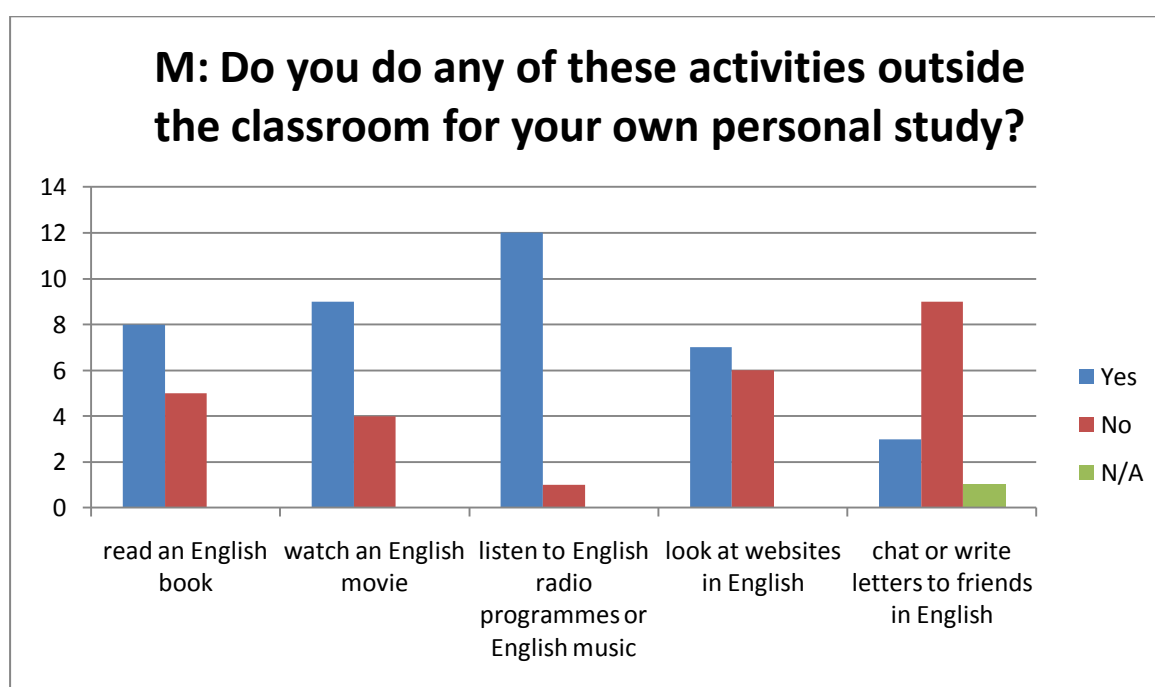
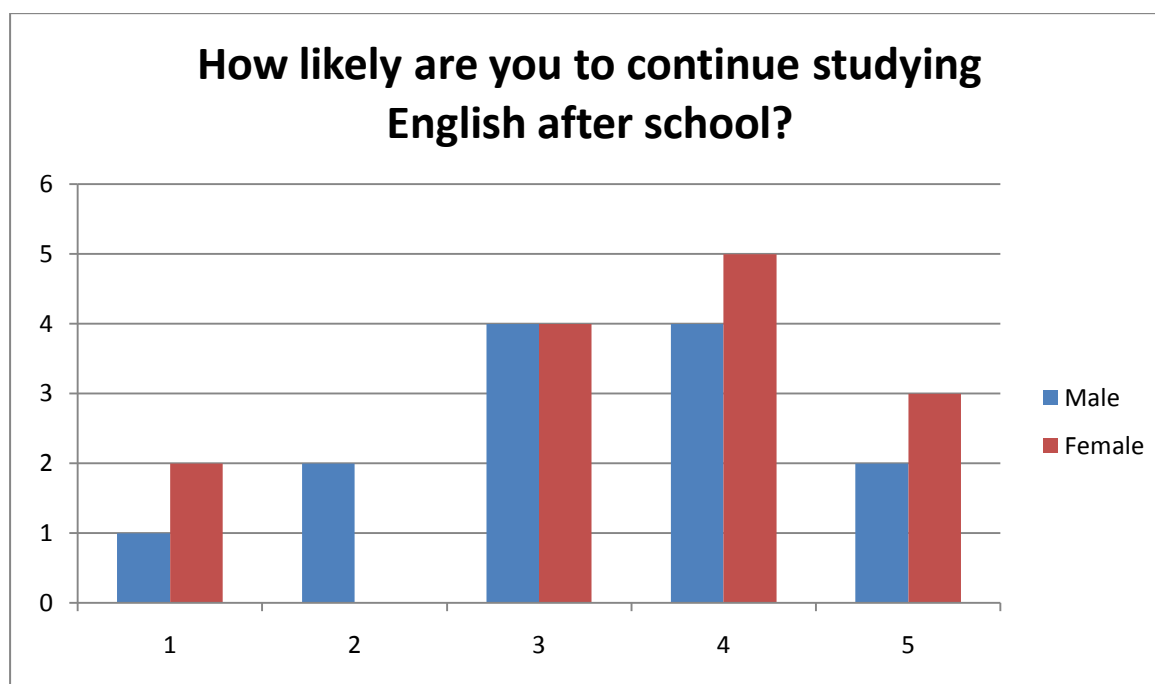
M: Concerning the English language, how important for you is each of these aims?



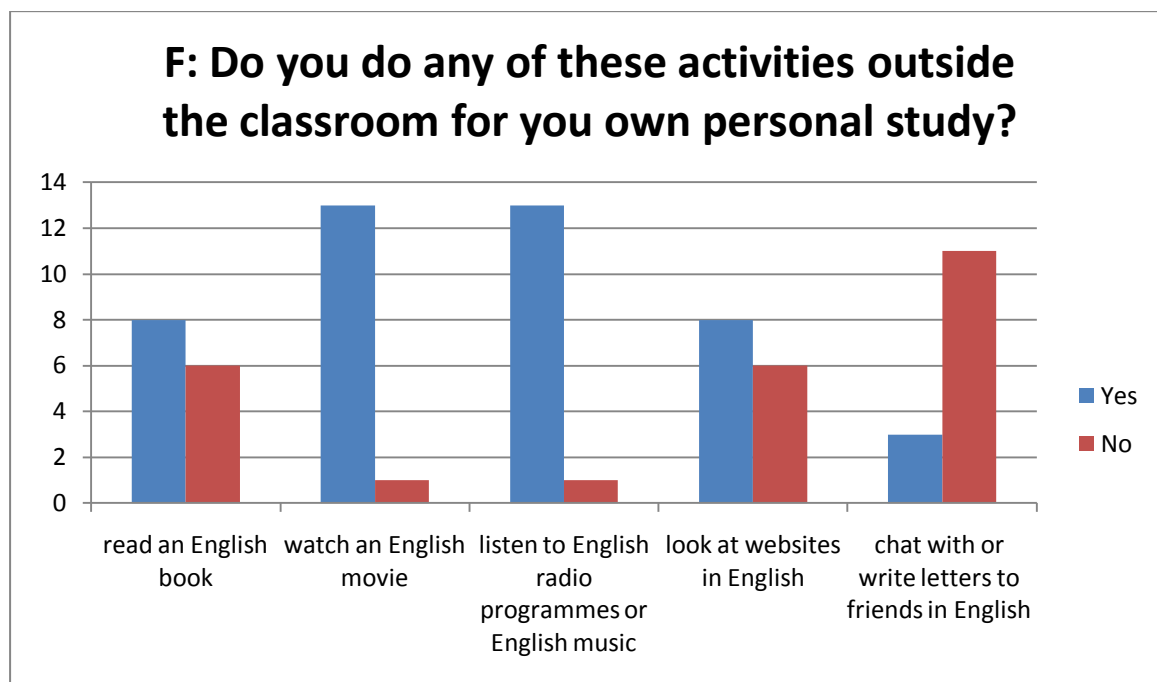
F: Concerning the English language, how important for you is each of these aims?





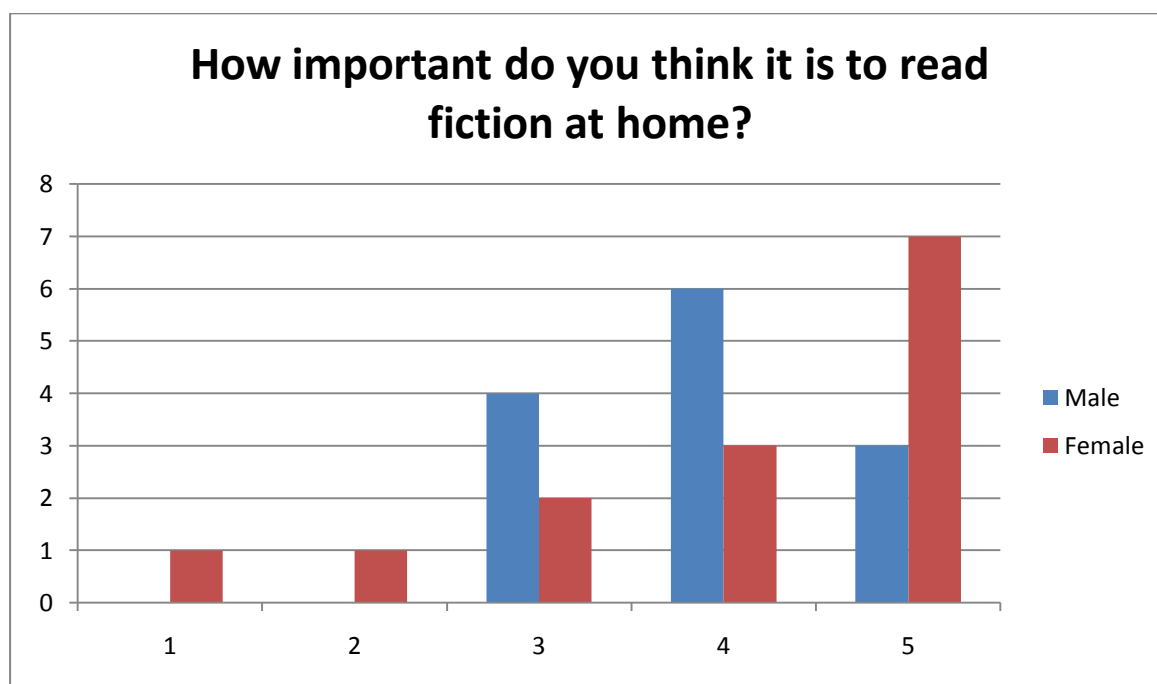


Others: sing songs in English (2 students), talk to people (neighbours, parents) in English (2 students)



Others: talk to people (neighbours, parents) in English, visit an English speaking country

PART 3



Why?

Vocabulary (15 students)

Improves language (8 students)

Interesting / fun (2 students)

Improves grammar, you learn a different sort of English from classroom English, you get a feeling for the language, you learn new expressions, general culture, good for your imagination, you learn to speak fluently

‘Il faut lire des livres en anglais surtout cette année pour agrandir son vocabulaire; lire des livres en anglais fait aussi partie de la culture générale.’

‘Et léiert een ganz vill andeems een Bicher liest. An der Schoul ass awer net genuch Zäit fir vill Bicher ze liesen, duerwéinst ass et wichteg doheem ze liesen.’

‘Es ist gut zu Hause Bücher zu lesen um die Sprachkenntnisse auszubauen und um sein Vokabular in dieser Sprache zu vergrößern.’

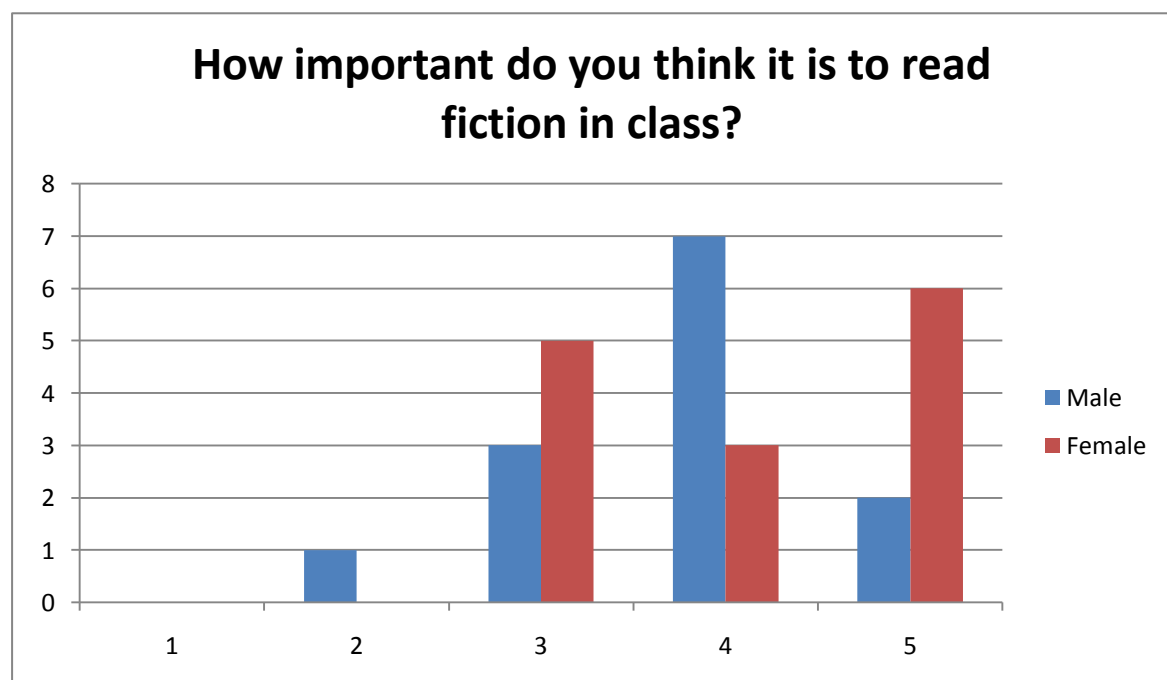
‘We learn something at home and it’s good for the brain.’

‘Because in the class the books sind nicht unbedingt am Niveau der einzelnen Schüler angepasst oder die Schüler mögen den Genre des Buches nicht.’

‘Um auch außerhalb der Schule die Sprachen zu lernen, da man in der Schule nicht genug English macht um es nachher sehr gut zu beherrschen.’

‘First of all, it is fun, because you can imagine everything in fiction, characters and locations always look the way you like them. I also think that reading is the best way to learn new words and expressions and to speak more fluently.’

‘Because I think that we learn better English when we speak it and not when we read it.’



Why?

You can ask the teacher if there are problems (9 students)

Vocabulary (4 students)

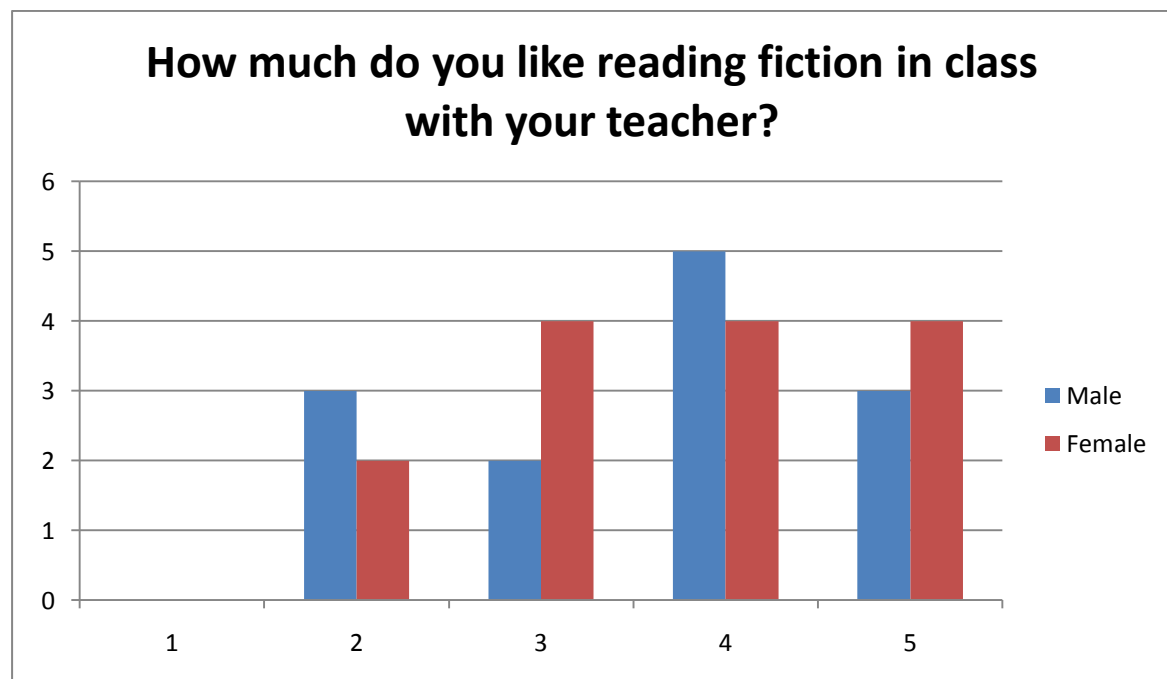
Improves language knowledge (3 students)

You can work together, change from grammar, get more information, can analyse the book in more detail (2 students)

You learn new expressions, you understand the book completely, you improve your literature knowledge, you can discuss the content, you learn how you should read a book, it gets students reading who otherwise wouldn't read a book

‘Da das Buch in der Klasse behandelt wird, bleiben einzelne Aspekte vielleicht besser hängen.’

‘It's good to show students that English is not just a subject at school, but an entire world with its books that are interesting and a good way to meet new people.’



Why?

The teacher can explain things and give detailed information (9 students)

It's funny / interesting (4 students)

We can discuss the moral of the story, change from grammar (3 students)

Vocabulary, group work (2 students)

You think more about the book, you get additional material, you don't have to choose the book as the teacher does this

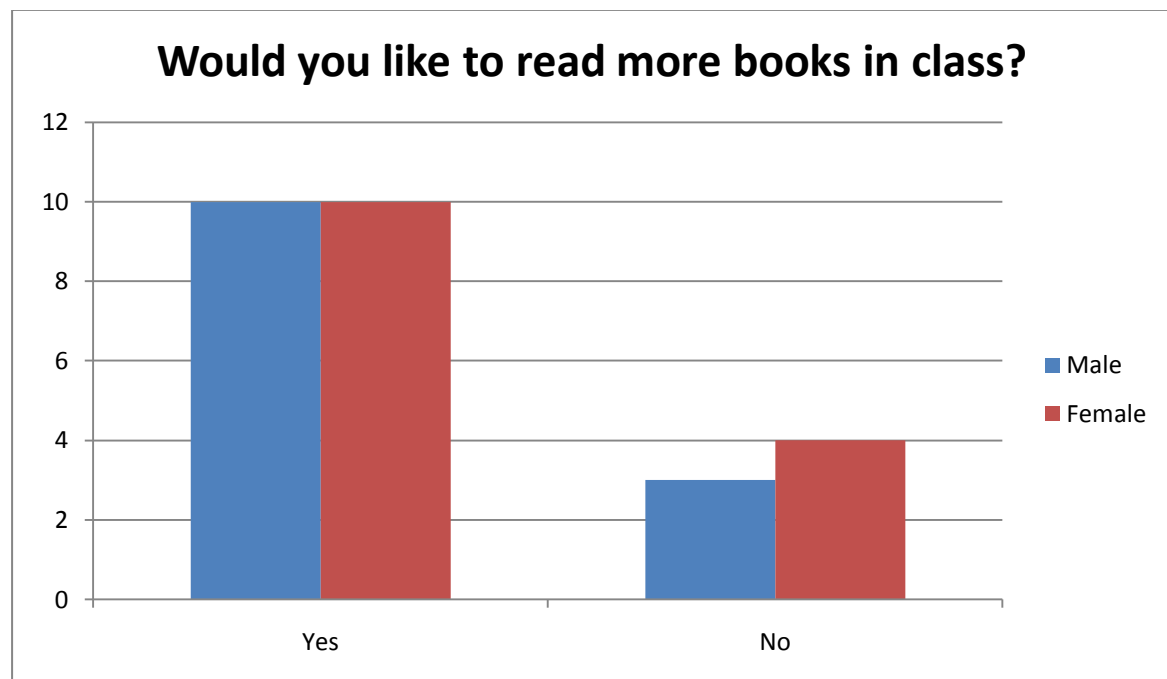
boring, too easy

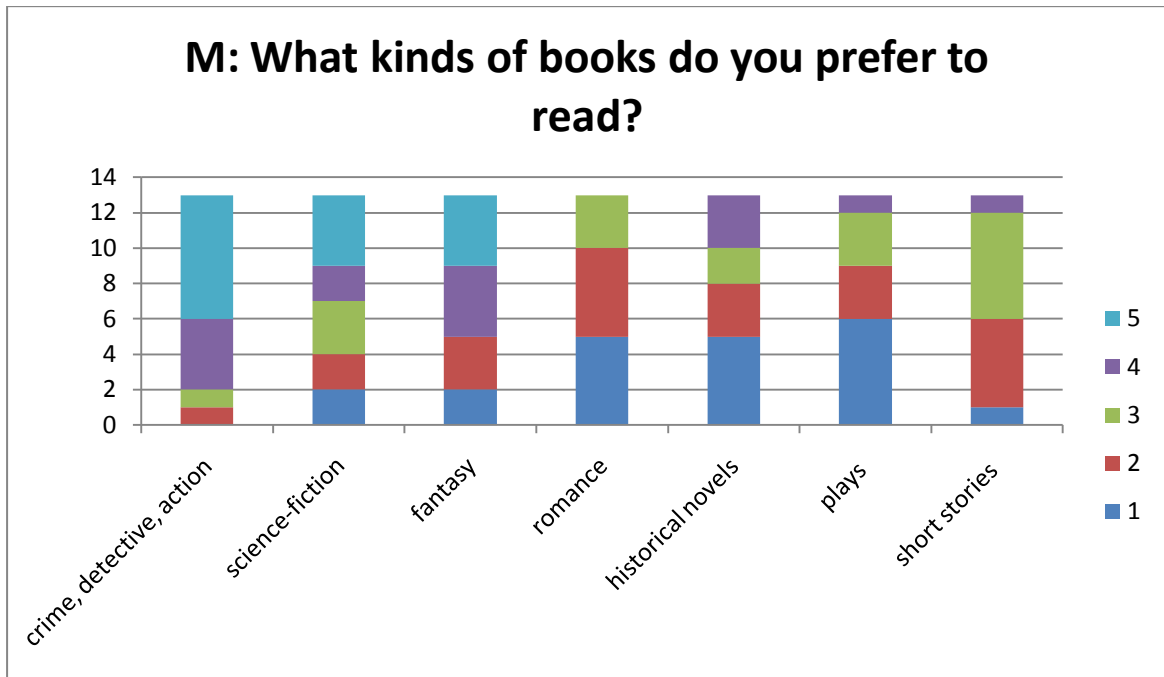
'I prefer to read a book at home because you have your own opinion and no one will correct you about that.'

'Es ist gut Bücher in der Schule zu lesen, da man so die Sprachen anders noch lernen kann und auch die Evolution der Sprache, jedoch finde ich es nicht so gut, dass oft 'Klassiker' (z.b. Kleider machen Leute) gelesen werden und die die Schüler nicht besonders ansprechen. '

'Well et ouni Buch langweilig get, mee wann een andauernd an der Schoul Bicher analiseiert ass et och net gudd.'

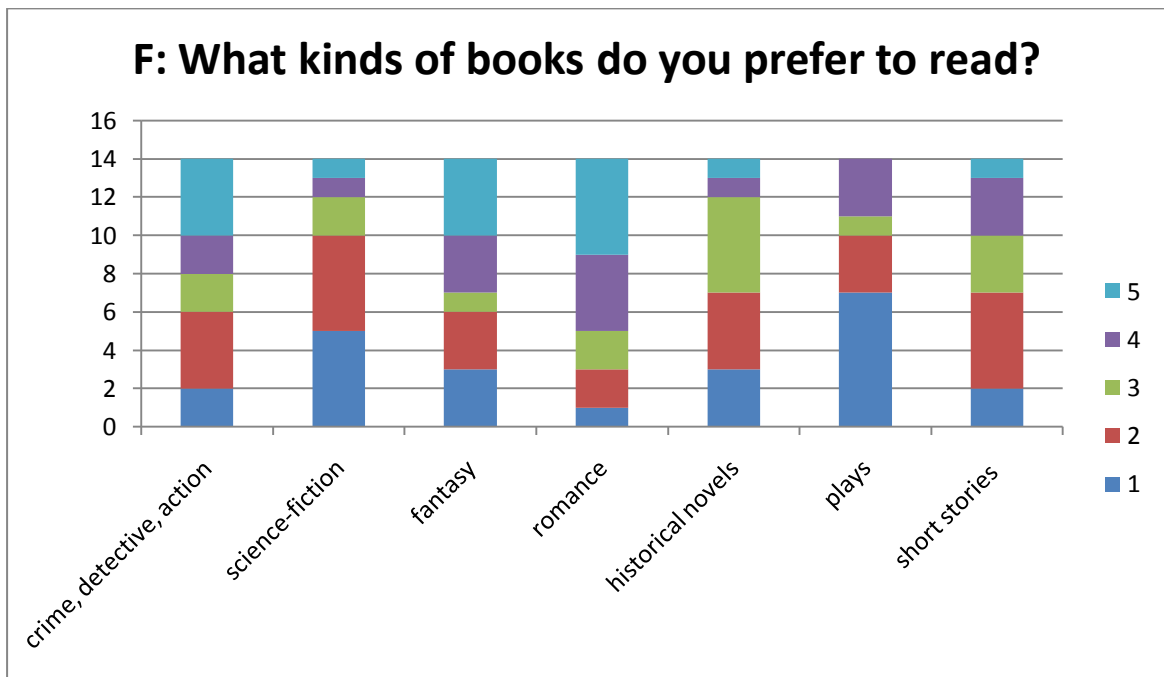
'Vokabeln lernen ist gut, ansonsten nur Zeitverschwendung.'





Other:

1 student: Horror stories (5)

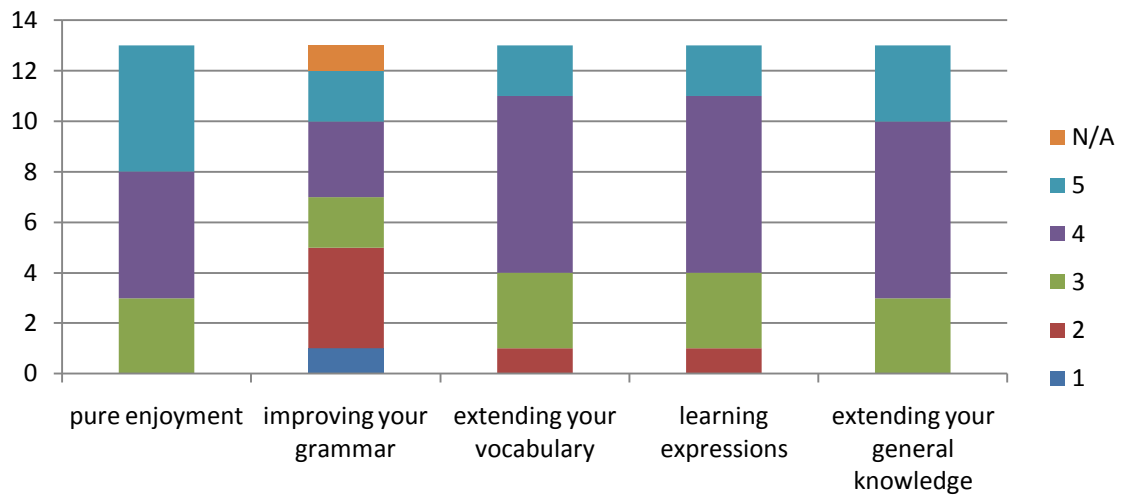


Others:

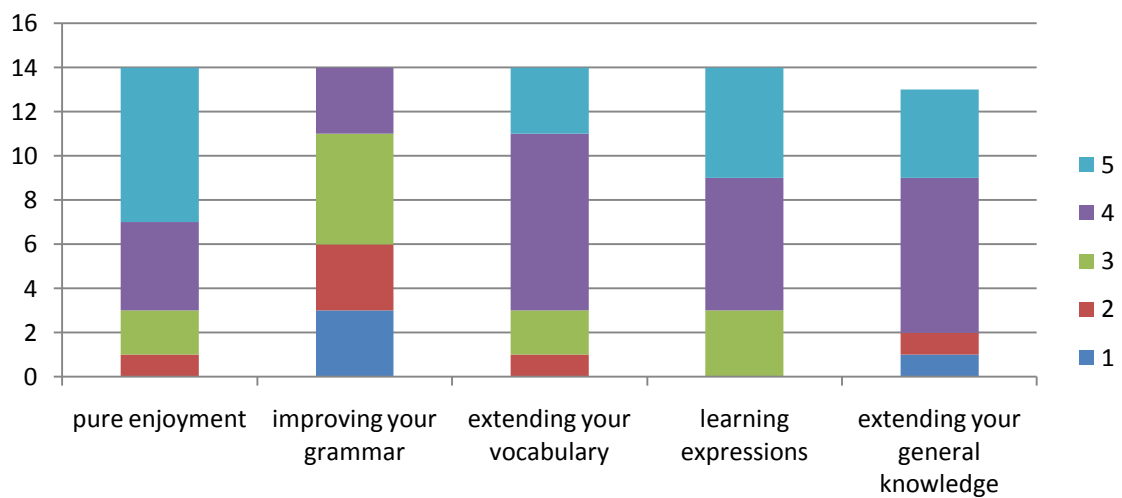
1 student: funny stories (5)

1 student: novels (5)

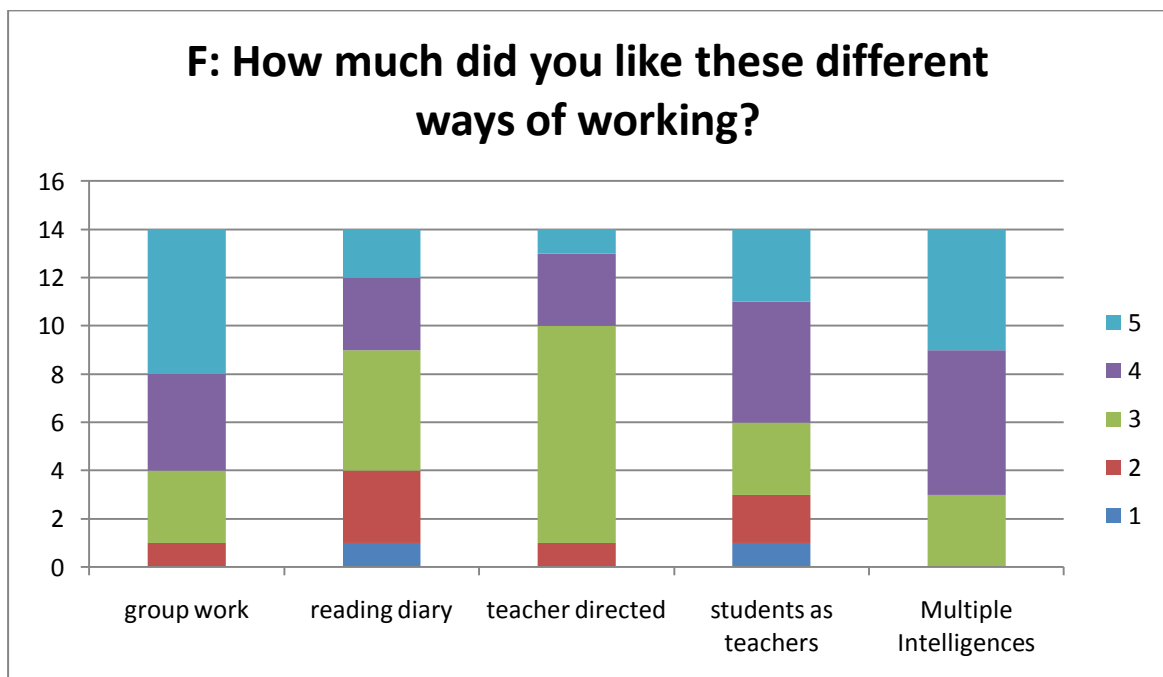
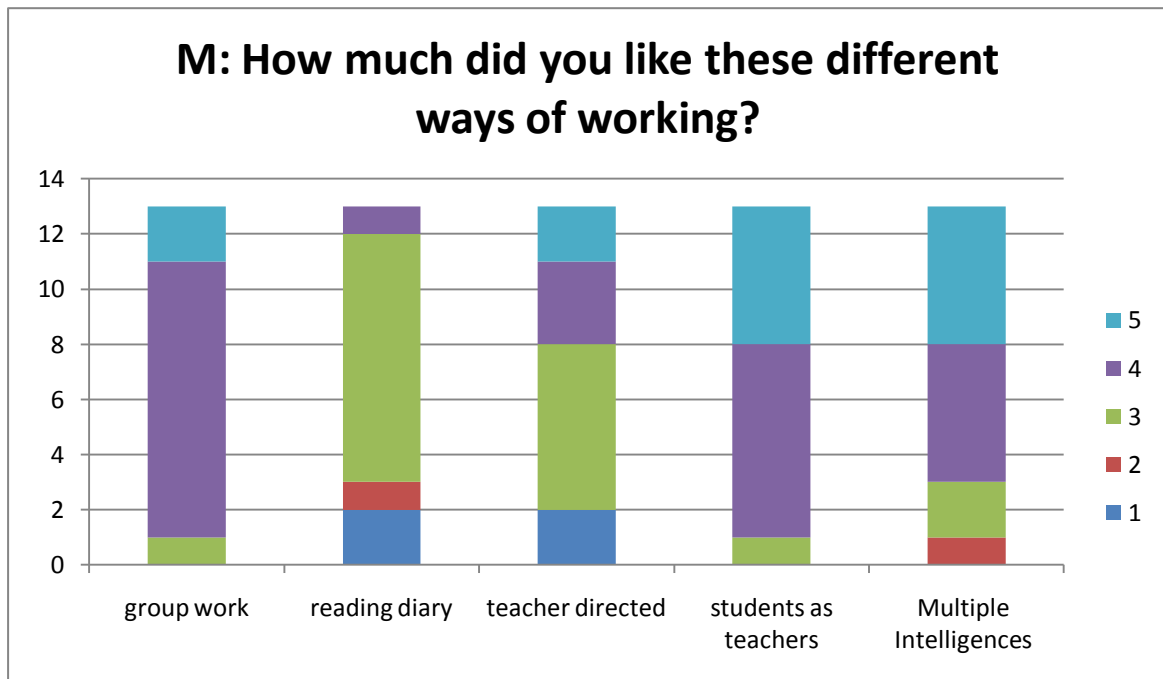
M: What goals do you have when reading fiction?



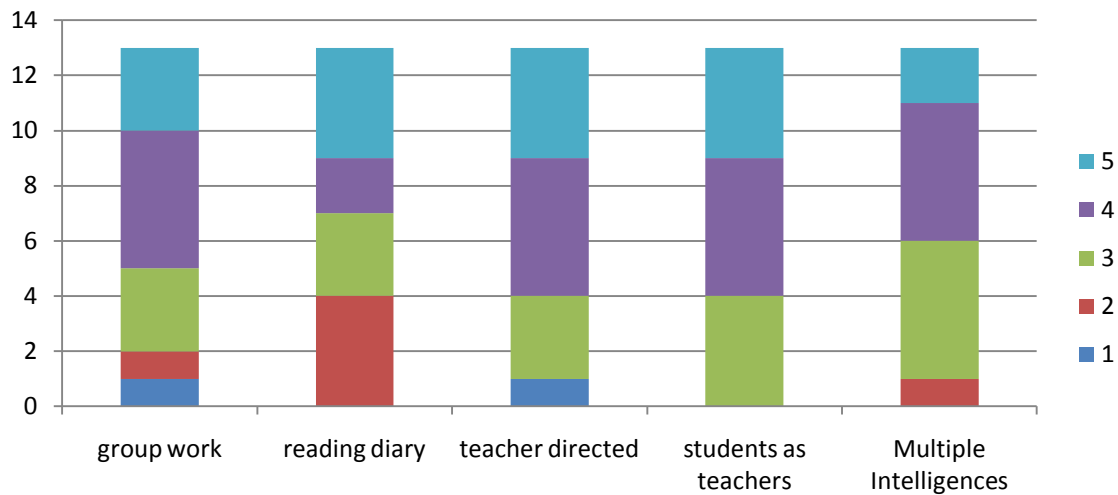
F: What goals do you have when reading fiction?



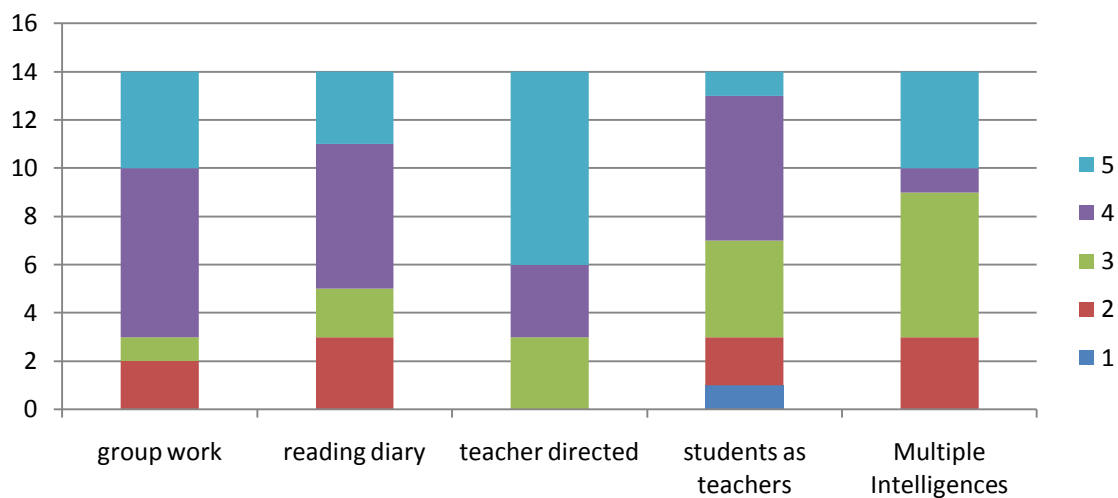
PART 4

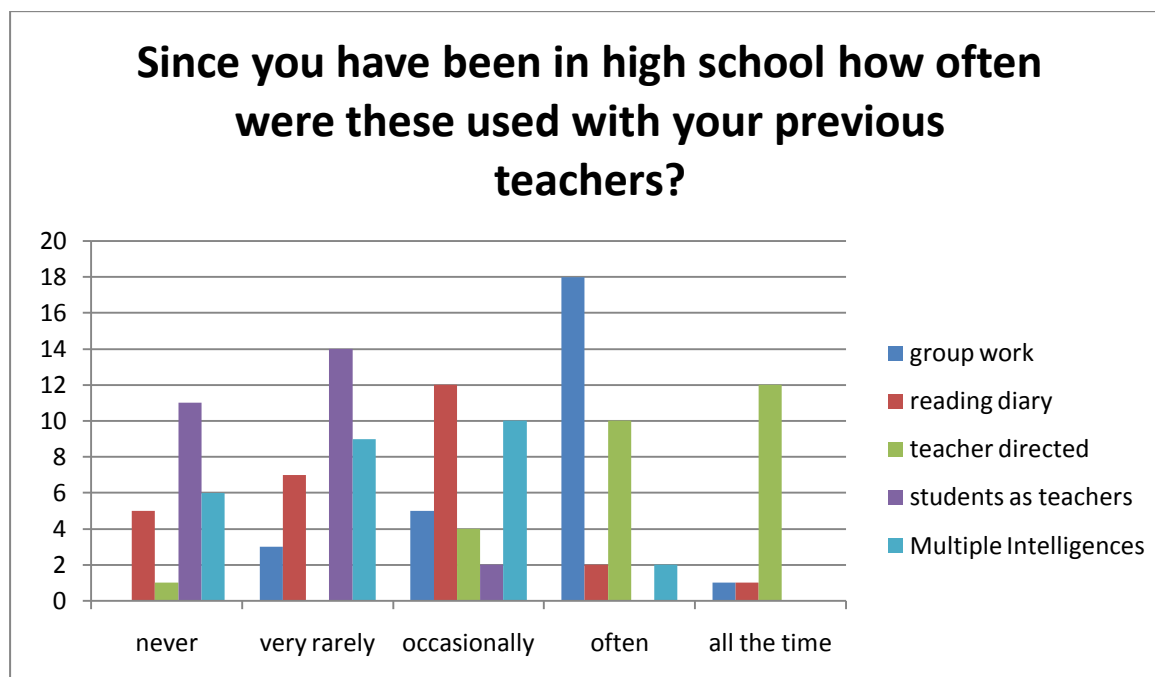


M: How useful do you think were these for the understanding of the novel?



F: How useful do you think were these for the understanding of the novel?





What did you like about each way of working?

Group work:

You don't have to work alone, but can share the work with friends (10 students)

Everyone thinks in a different way and so you can share your ideas (6 students)

Interesting themes (2 students)

You can discuss in English, motivation, funny

‘Ich mag es in einer Gruppe zu arbeiten da man seine Idee austauschen kann.’

‘You could exchange your opinions and understand more of the story.’

‘Each group member remembered different information and we had good answers.’

‘Man kann die Themen viel vertiefen und mehr darüber erfahren.’

‘Students can split the work and do what they can do best.’

Reading diary:

It makes you think about the book (3 students)

Interesting (2 students)

Vocabulary, I liked to write down my thoughts, free expression, I liked to explain my opinion

‘Es war eine neue Erfahrung.’

‘Ich mochte es, da ich schnell fertig war und es nicht zu schwer war.’

‘Par rapport zu deenen aaneren Saachen wéineg Zäitopwand.’

‘Man kann seine Gefühle die man beim Lesen empfindet niederschreiben.’

‘I could see more how it feels to be Martin.’

‘Man kann seiner Fantasie freien Lauf lassen.’

‘Students can express their very own opinion’

Teacher directed:

You get a lot of explanations from the teacher (6 students)

It is not a lot of work, interesting (2 students)

Quick understanding of book, used to this way of working, all questions are being answered

Not very funny

‘Teacher is a help.’

‘If I didn’t understand something, the teacher could explain, so I understood everything.’

‘The students also get to practise their spoken English.’

‘Vieles wird deutlicher was man vorhin vielleicht nicht verstanden hat.’

‘De Proff kann daat erklären waat dono gefroot get.’

Students as teachers:

‘A different sort of class.’ (2 students)

Good, funny, one pays more attention if classmates present something, you ask yourself more questions, presentations, deals with the book in more detail, interesting, you don’t work alone, I liked to be a teacher

The preparation took a long time

‘C’est nouveau et amusant.’

‘Man lernt viel da man aus sich hinausgehen muss und auf sich selbst gestellt ist.’

‘Aabescht war innerhalb vun de Gruppen gudd opgedeelt.’

‘I’ve been more active. I could search for the information, so remembered much more of the story.’

‘I like making exercises for others.’

‘Man konnte sich als Lehrer beweisen.’

‘Students are more comfortable for asking questions.’

‘Das hat mir sehr gut gefallen, da man sich noch mehr Gedanken macht und viel selber dabei lernt.’

Multiple Intelligences:

Choice of tasks (6 students)

Interesting (3 students)

Something different (2 students)

‘It’s a funnier kind of learning.’ (2 students)

‘On ne fait pas souvent cela.’

‘I could develop my ideas.’

‘I liked it because I could work alone and do things which interest me.’

‘Man kann seiner Fantasie freien Lauf lassen.’

What did you dislike about each way of working?

Group work:

The workload wasn’t divided equally and not everyone worked the same amount (12 students)

A lot of work, different opinions, I don’t like to present in front of the class, a very traditional way of working, there was not enough time

‘Zu kurze Themen und Zeit.’

‘We had some problems when we disagreed about something.’

Reading diary:

Too much work (5 students)

Boring (4 students)

You don’t learn a lot, homework, only writing, have to look up vocabulary, need to have fantasy

‘I didn’t like it so much because I don’t like to write such texts.’

‘Muss man ganz alleine machen. Ich mag es nicht solche Texte zu verfassen.’

‘I prefer oral presentations because it’s the best way to check the language of a person.’

Teacher directed:

Boring (6 students)

Old- fashioned (3 students)

Students can’t do much

‘I prefer when the students work with each other.’

‘Not everyone participated.’

‘The opinion of the teacher is law.’

‘Das klassische Vorgehen wird mit der Zeit langweilig.’

‘Wann en net opasst versteet en abemol guer naischt.’

Students as teachers:

Took too much time / loss of time (4 students)

The presentations were chaotic (3 students)

Not everyone could finish their presentation (3 students)

I don’t like to present in front of the class, a lot of work, not very important, workload division, no one really knew what to do, same for every group, groups were too big, vocabulary

‘Je n’ai pas trop aimé devoir interroger les élèves comme un professeur.’

‘If they don’t have everything correct, it’s more difficult to understand.’

‘Manche hatten keine Lust mitzuarbeiten.’

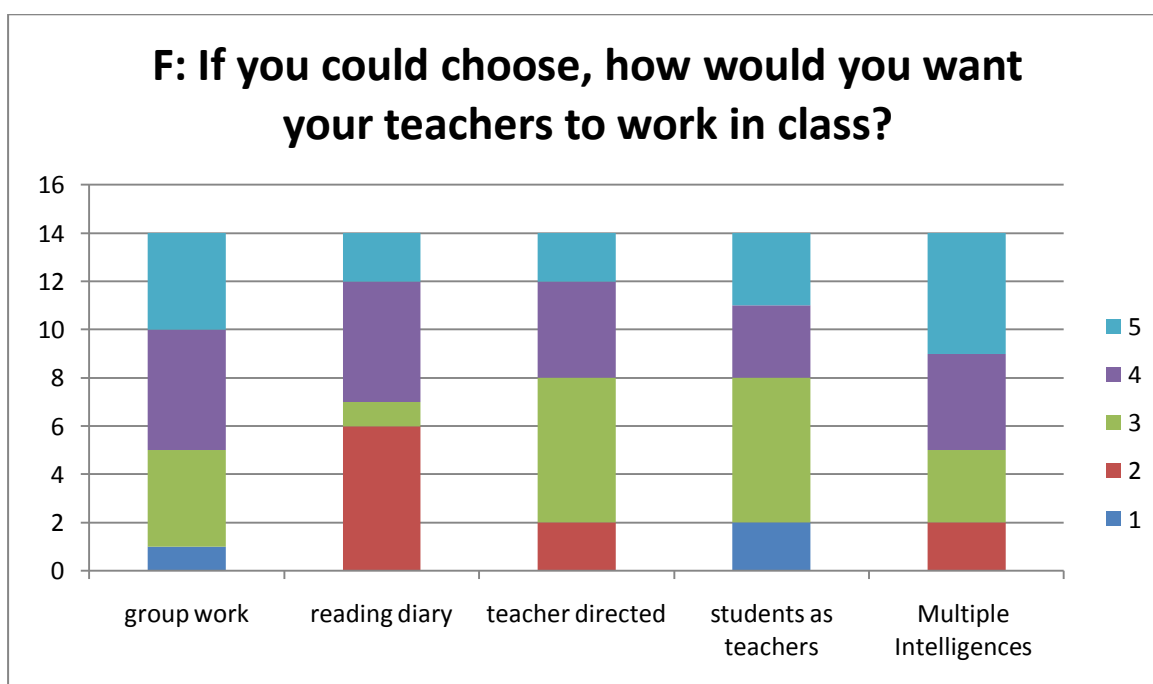
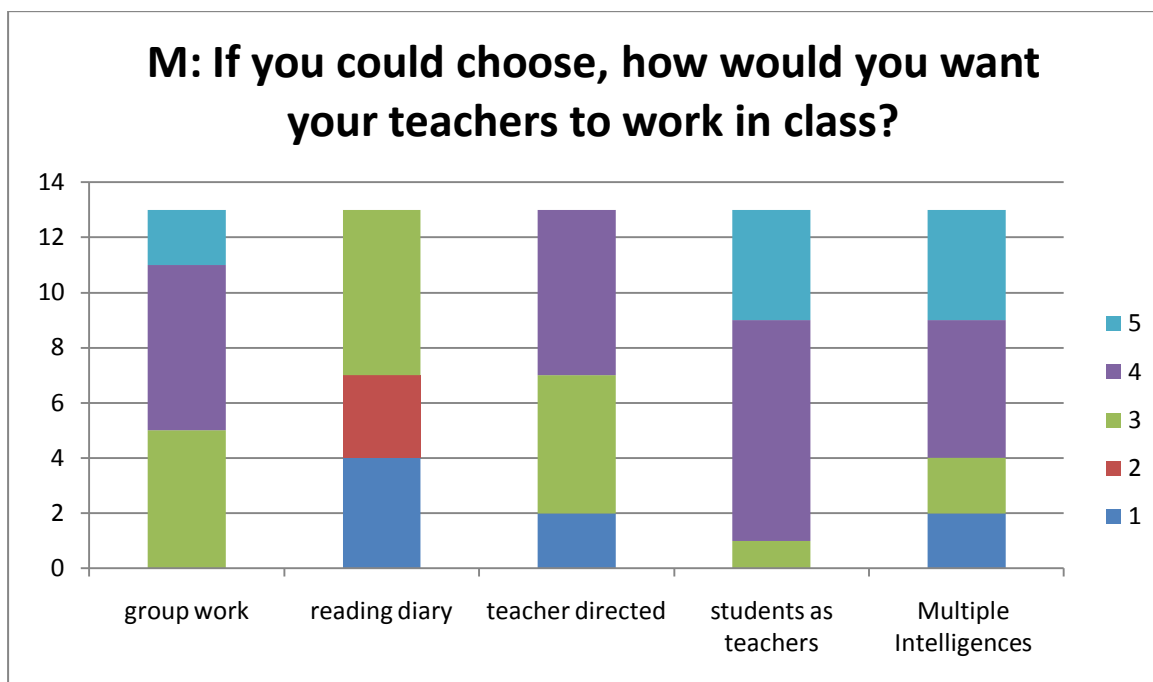
‘Es war schade dass nicht alle Gruppen ihre ganze Arbeit vortragen konnten.’

Multiple Intelligences:

A lot of work

‘It’s entertaining, but not really helpful.’

‘Manche haben mehr Arbeit als andere.’



PART 5

Do you have any other comments or suggestions?

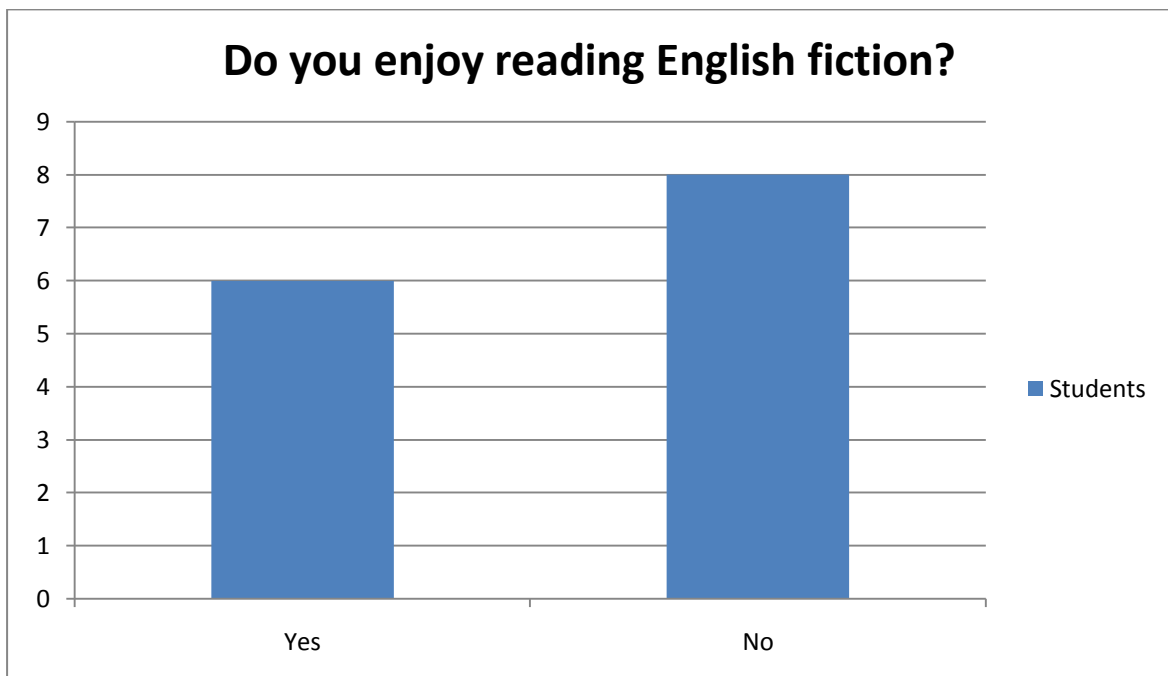
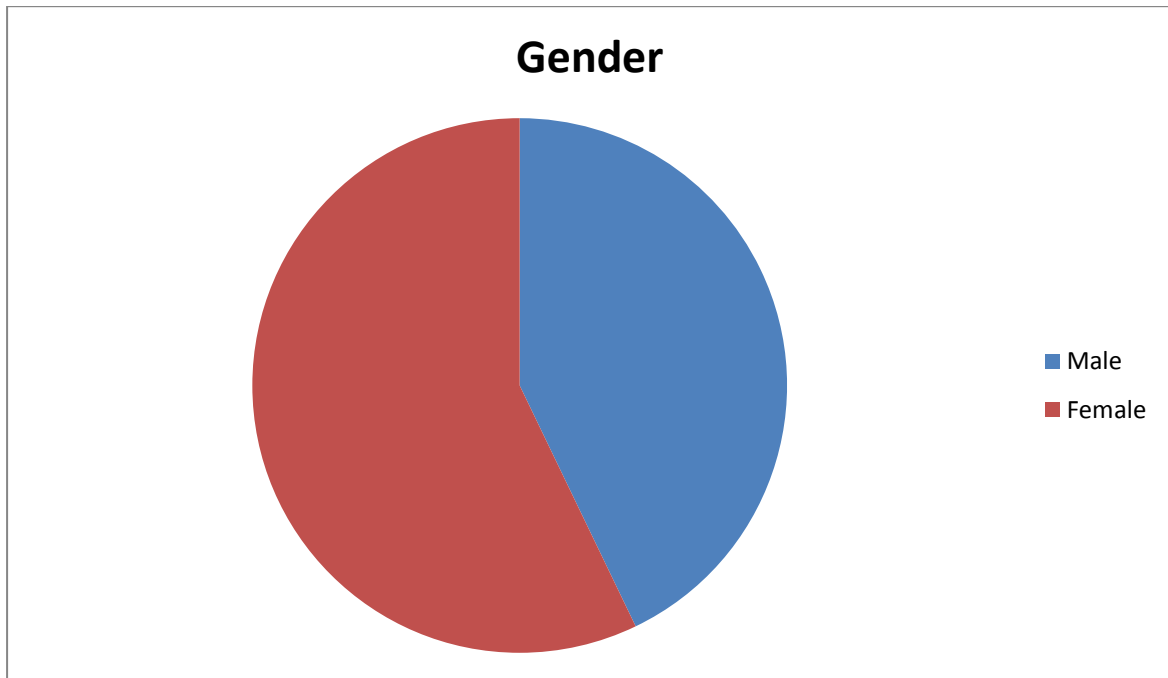
‘Je trouve cela bien de proposer de différentes manières aux élèves pour travailler sur un livre.’

‘Man könnte mehr Zeit in ein solches Projekt investieren.’

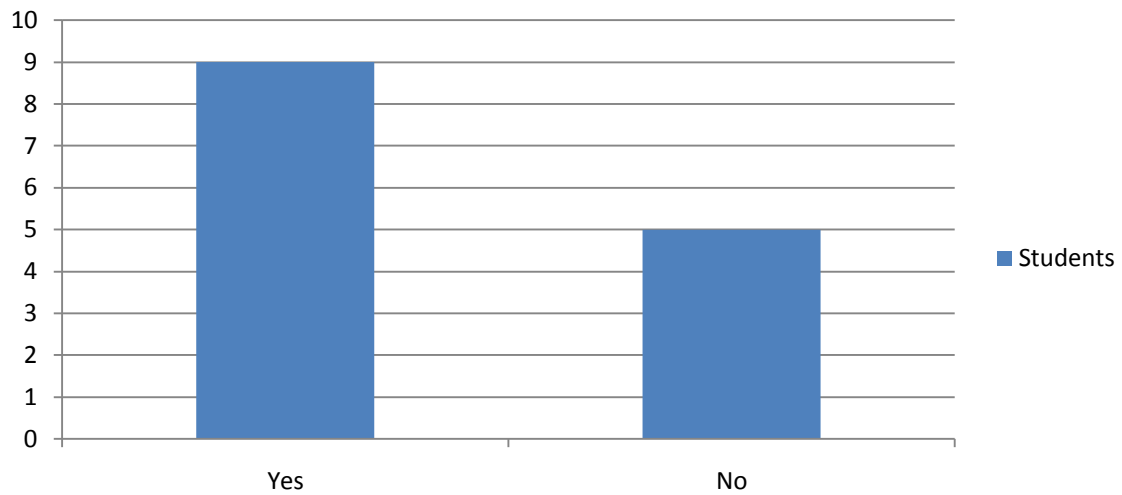
‘I much more prefer to read in class than to read at home and then write a questionnaire about the book.’

Student Statistics 9TE6

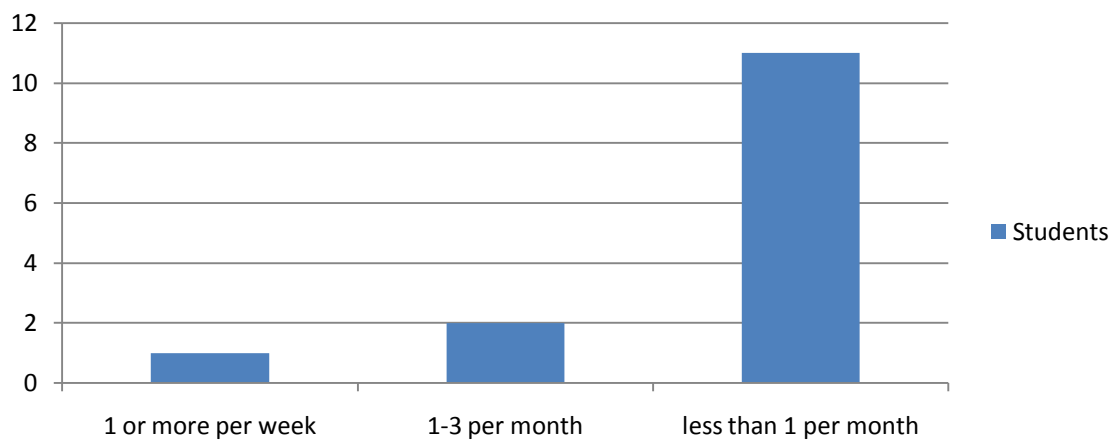
Part 1



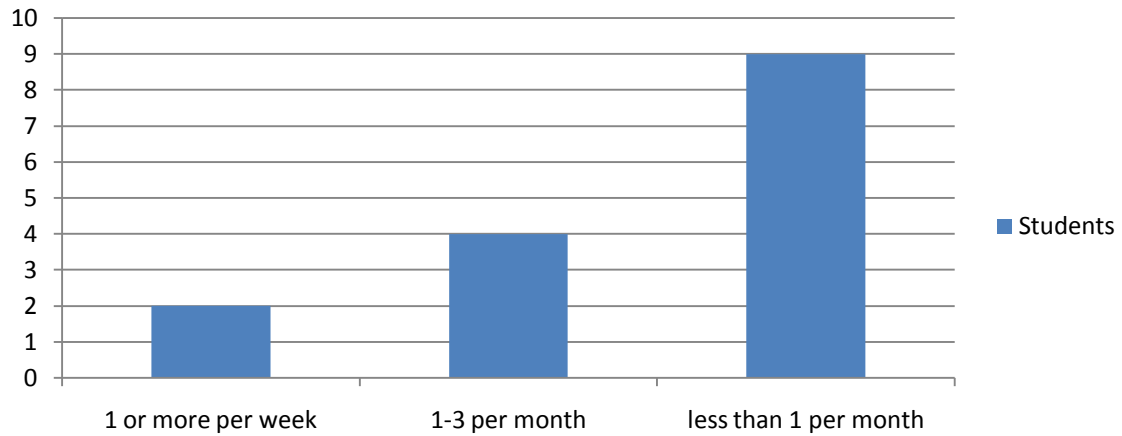
Do you enjoy reading fiction in other languages?



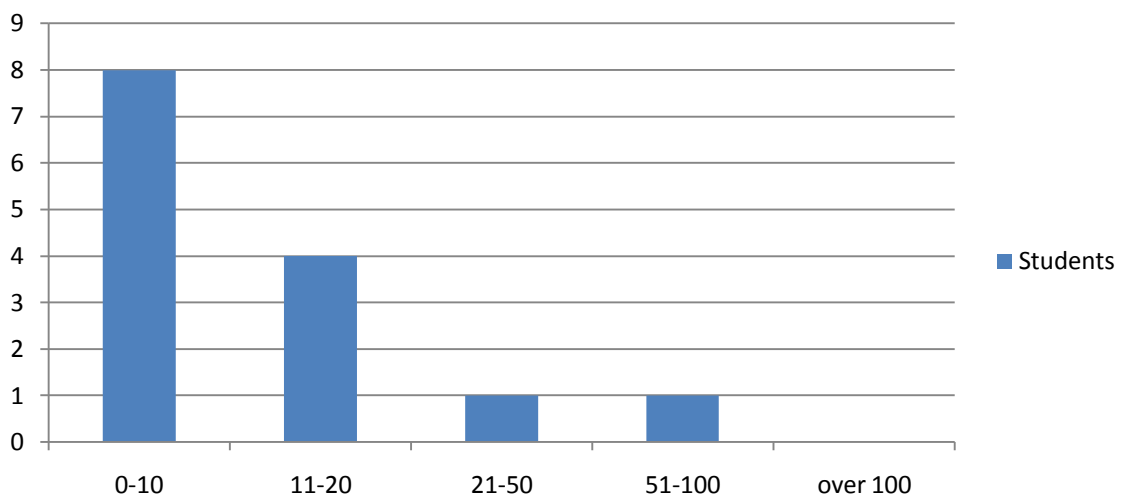
Since January, how many books (fiction) written in English have you read in your spare time?

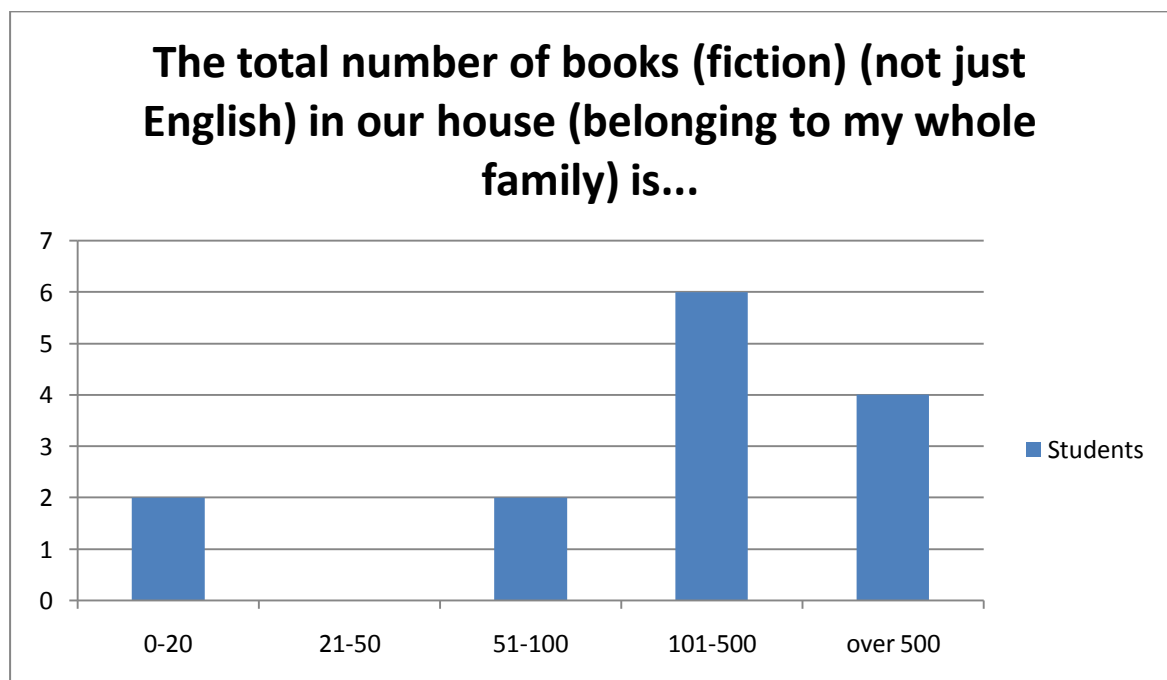
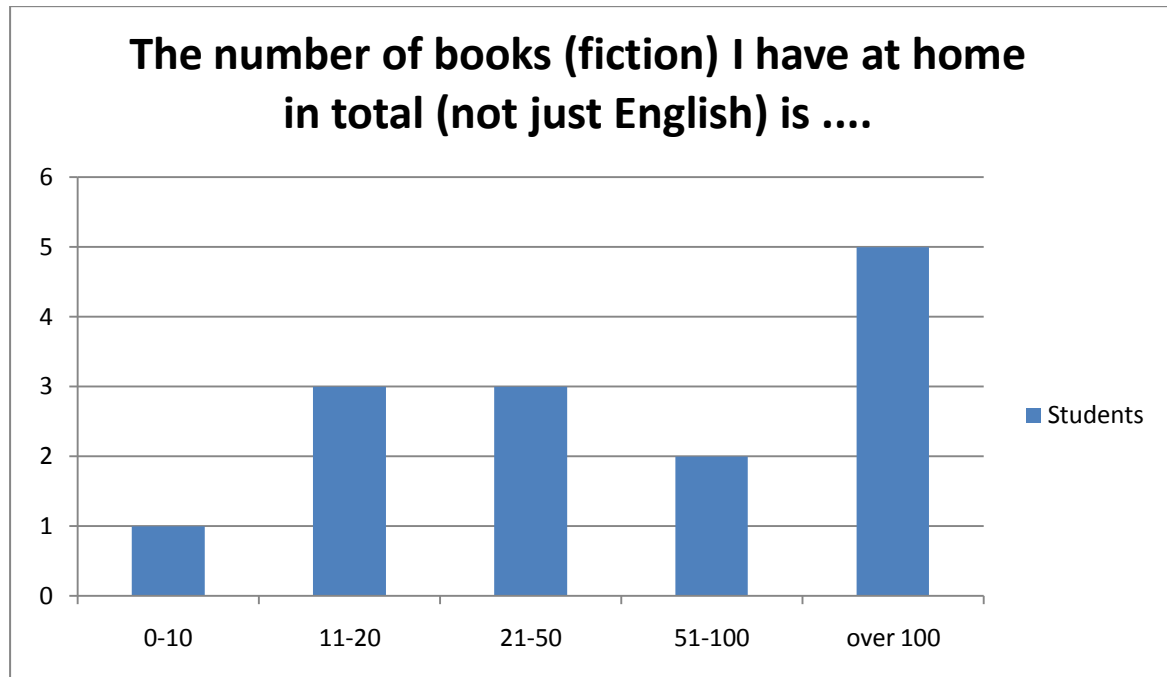


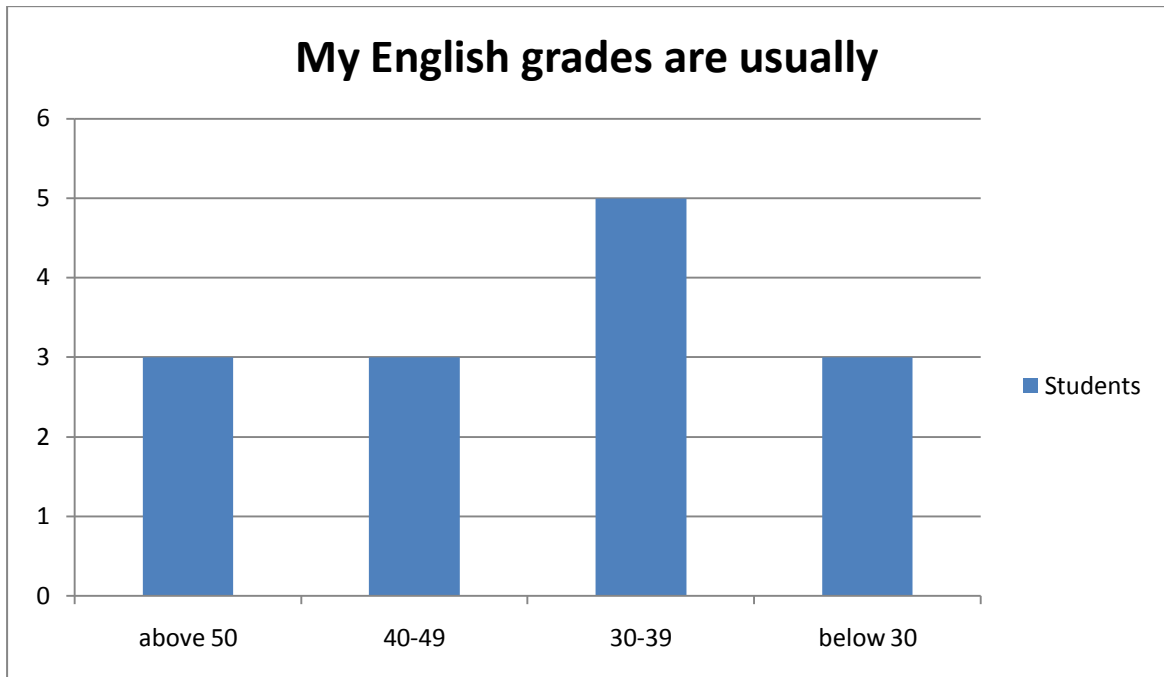
Since January, how many books (fiction) written in other languages have you read in your spare time?



The number of English book (fiction) I have at home is...

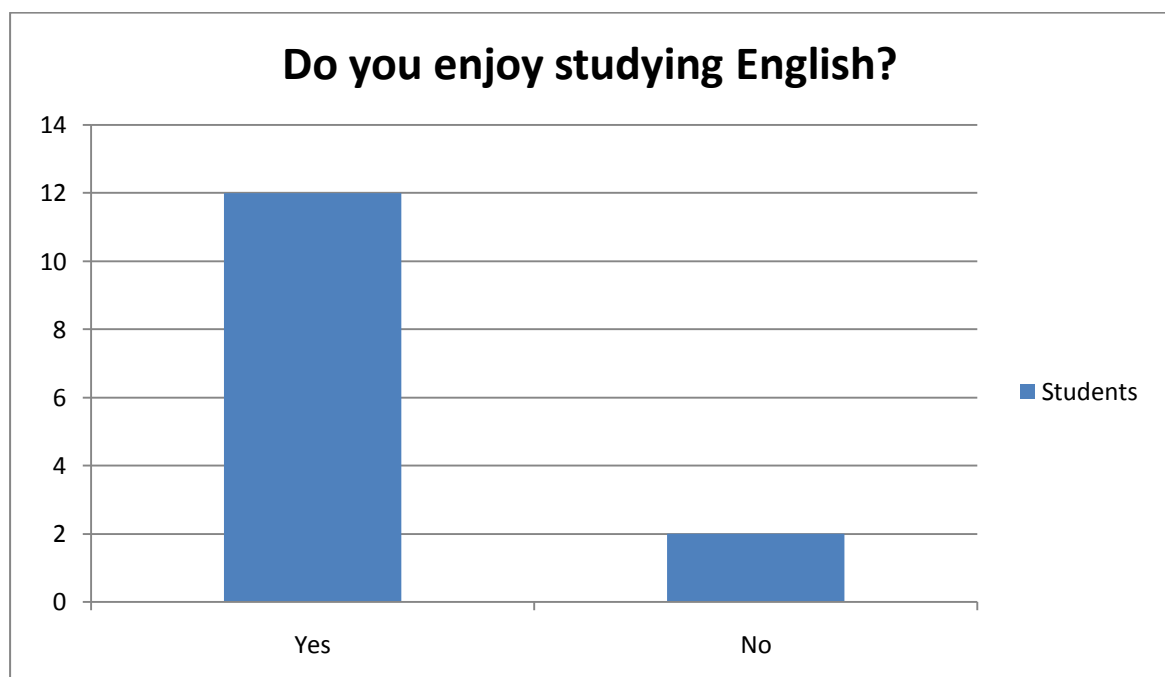
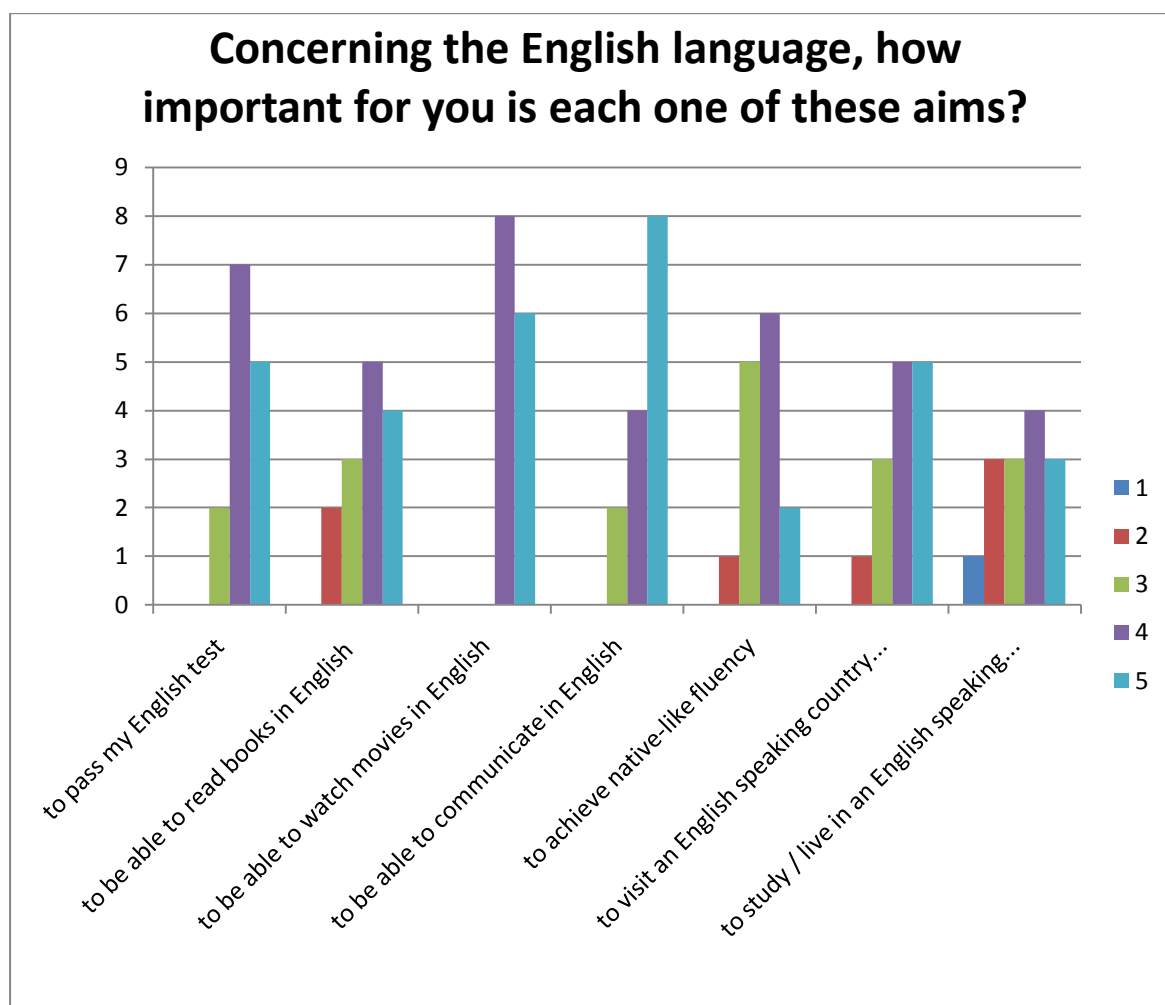


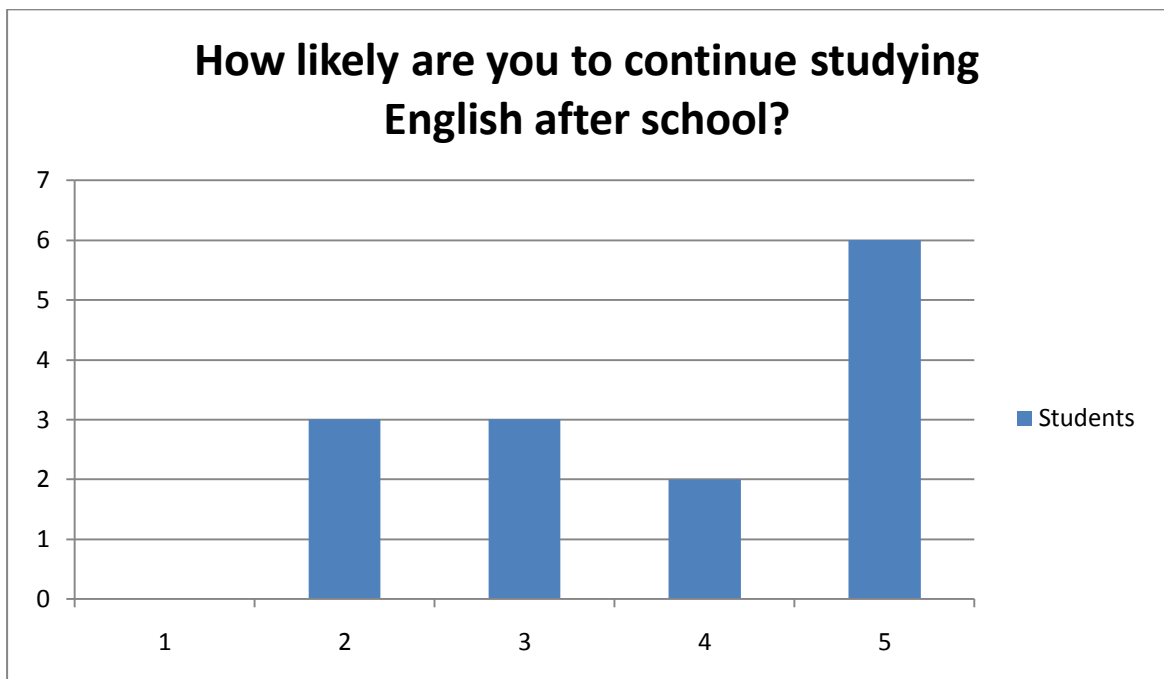
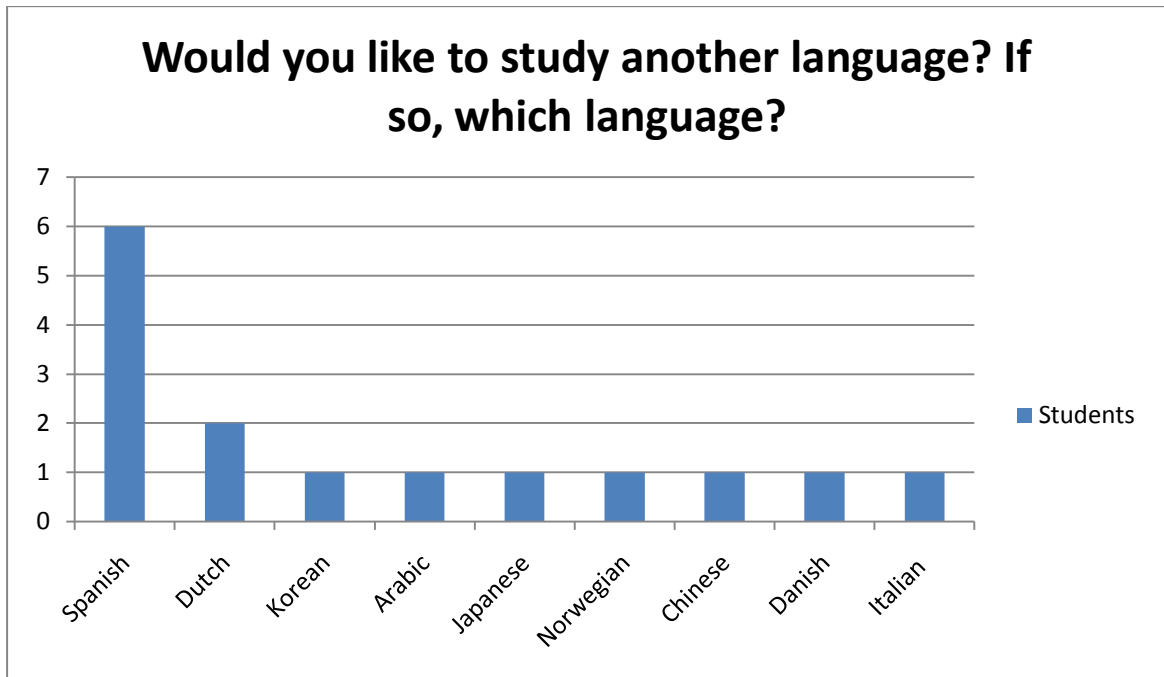


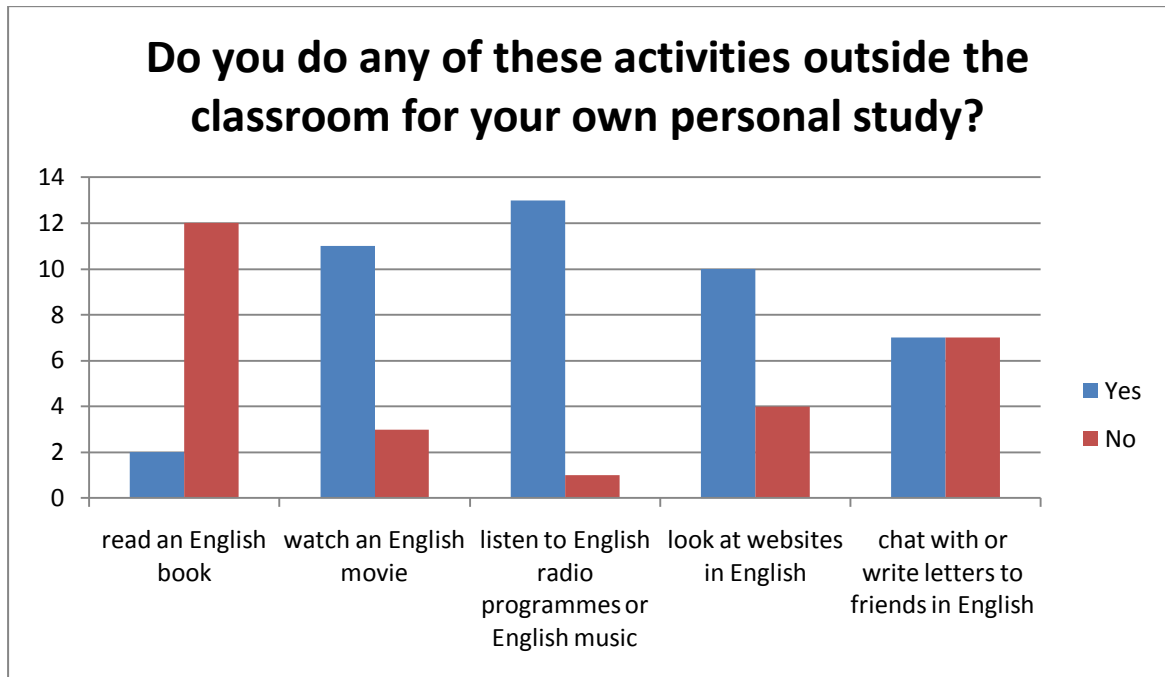


Part2



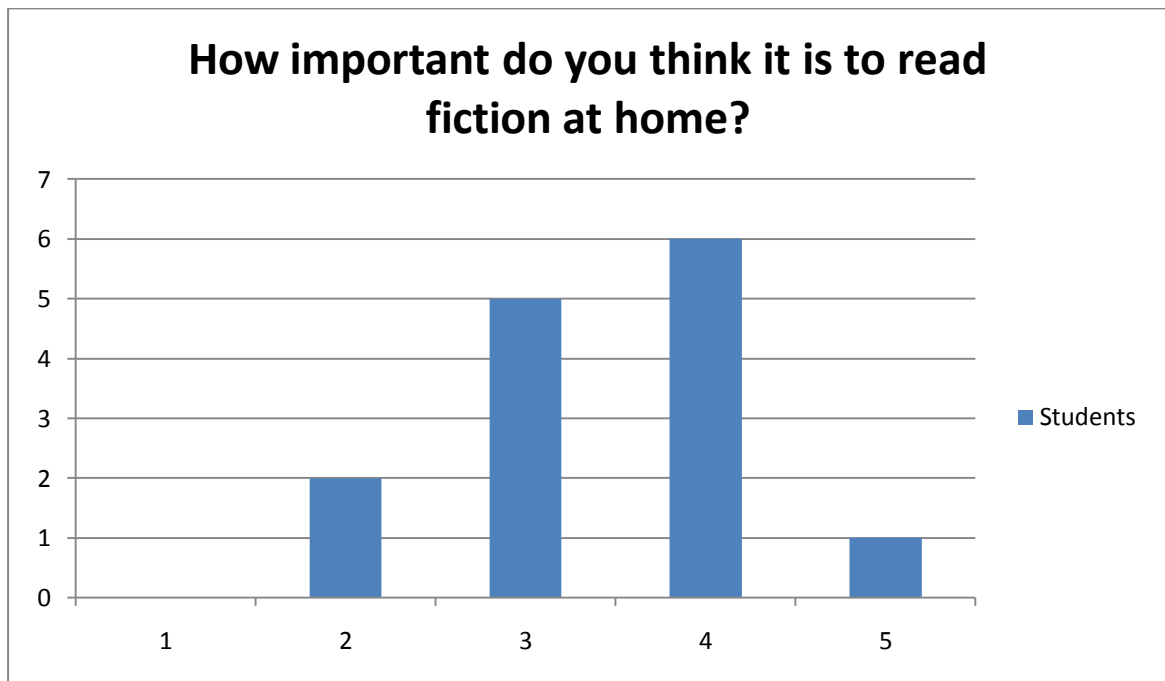






Others: Speak English with my mother (2), go to an English school next summer (1)

Part 3



Why?

Boring / don't like reading (4 students)

Improves my English (3 students)

I don't have enough time (2 students)

Helps my imagination (2 students)

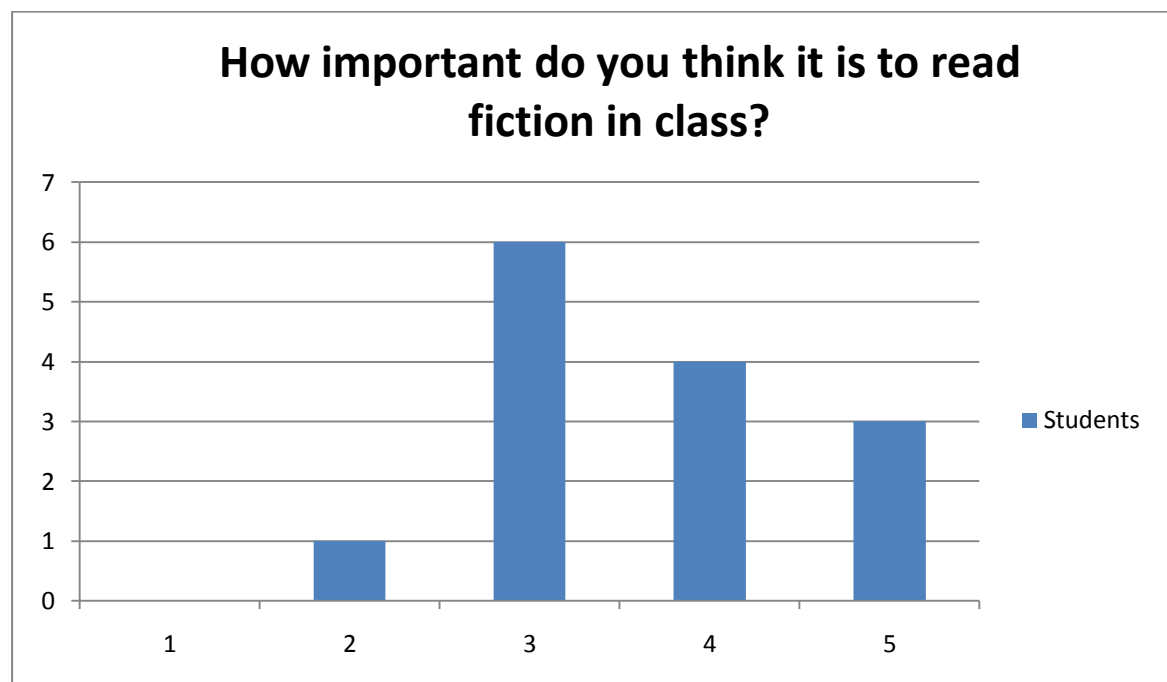
Good break from school / hobby (2 students)

It helps improve my grammar (1 student), spelling (1 student), speaking (3 students), vocabulary (1 student)

'I have not very much time to read, I think the time I have I live my life and do things that are more interesting.'

'Reading is the best thing to learn a language.'

'I think it's quite important, because to read fiction we'll get a lot of imagination and that helps our speaking and vocabulary. If we have nothing to do, we can also spend time with the book.'



Why?

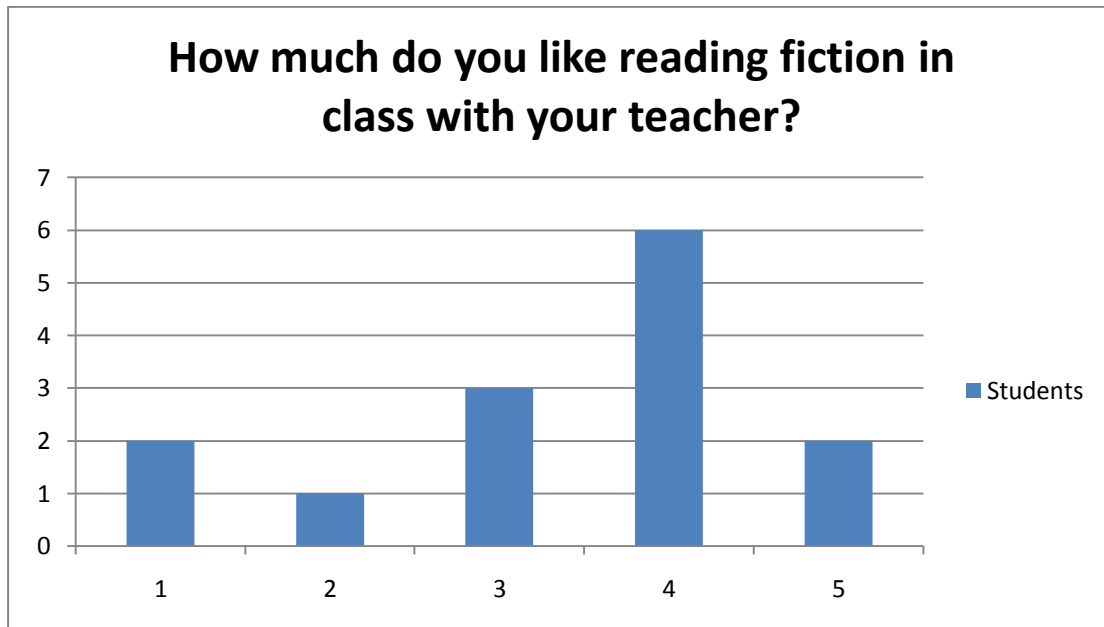
'I think the most people like that, so nobody must read the book at home for himself' (2 students)

Can ask the teacher for clarification (2 students)

Not everyone does it seriously (2 students)

Vocabulary, improves English, boring, important as most students don't read on their own, can't sit in a relaxed way prefer to read at home (1 student)

'In my view there are not much students who like to read [...] For students, it's important to read a book cause they don't often read books.'



Why?

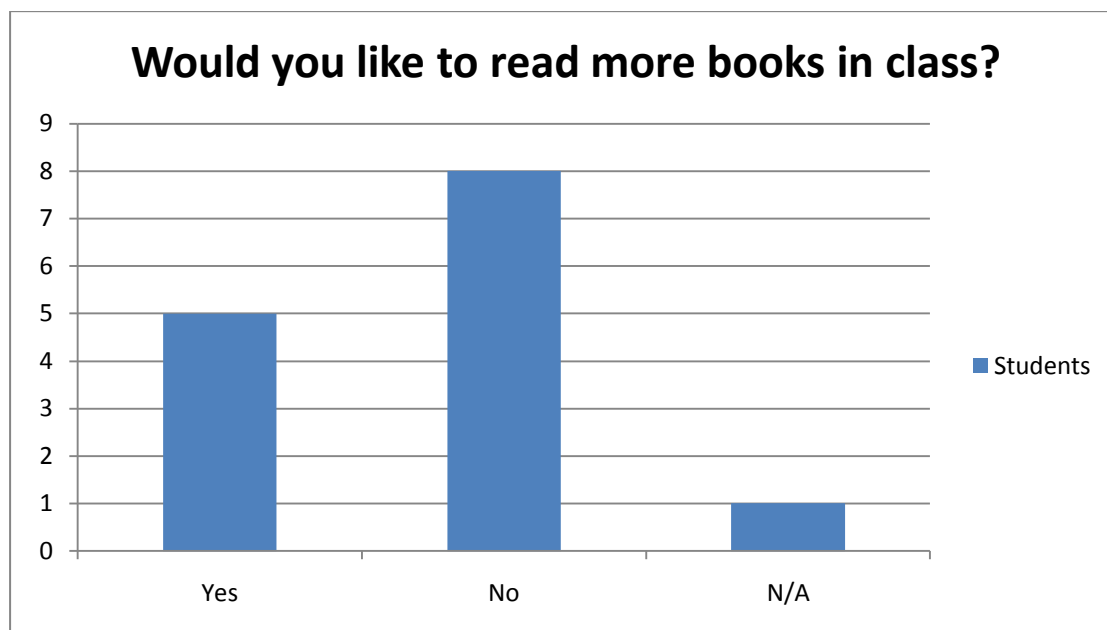
Discussion (4 students)

Boring (2 students)

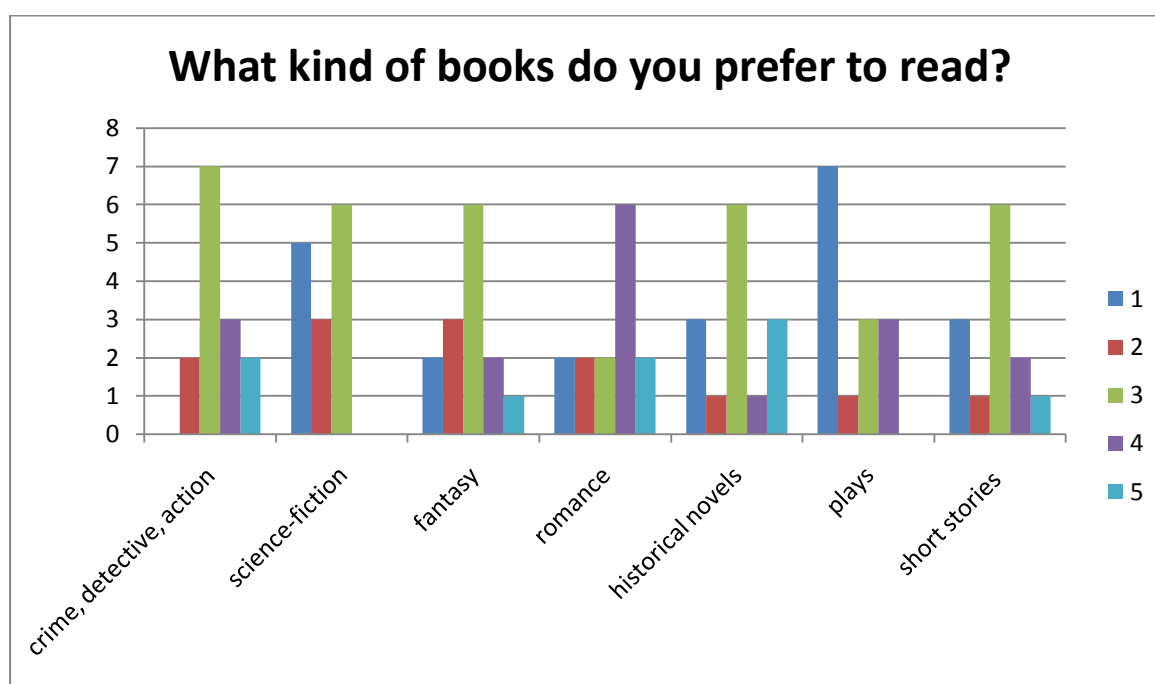
Vocabulary, improves English, prefer to read books alone (1 student)

'The teacher can explain us words that we don't understand.'

'Less boring because we can talk about the book with the teacher.'



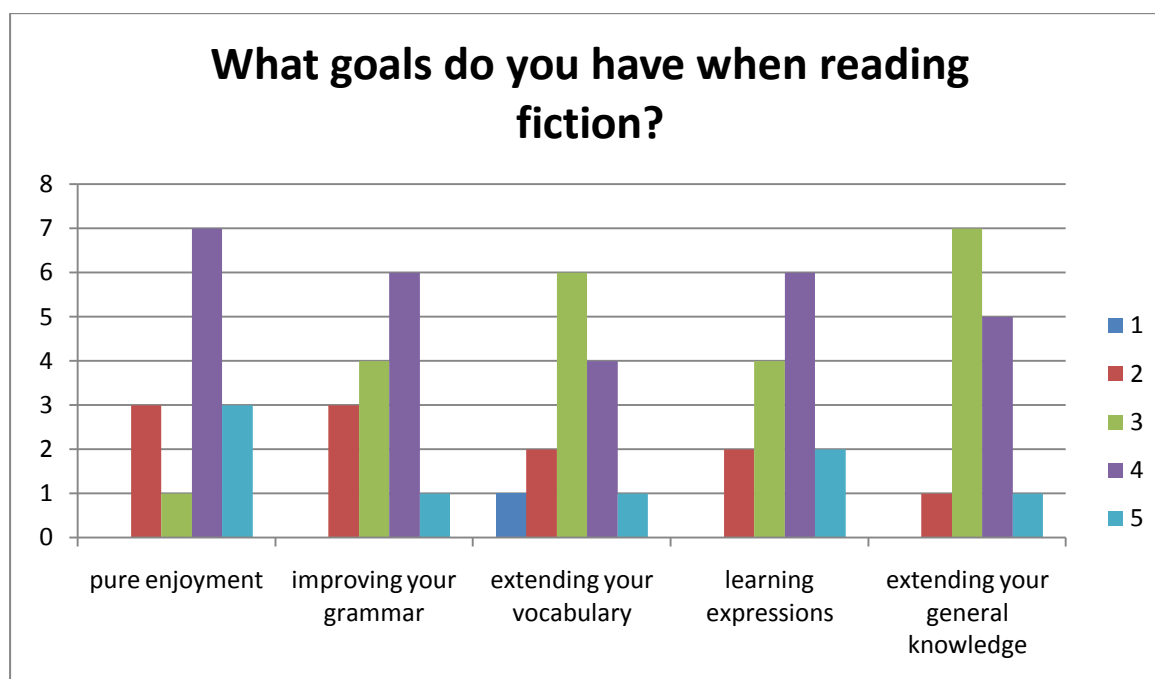
(extra comments: in French: yes, 1 per term)



Other:

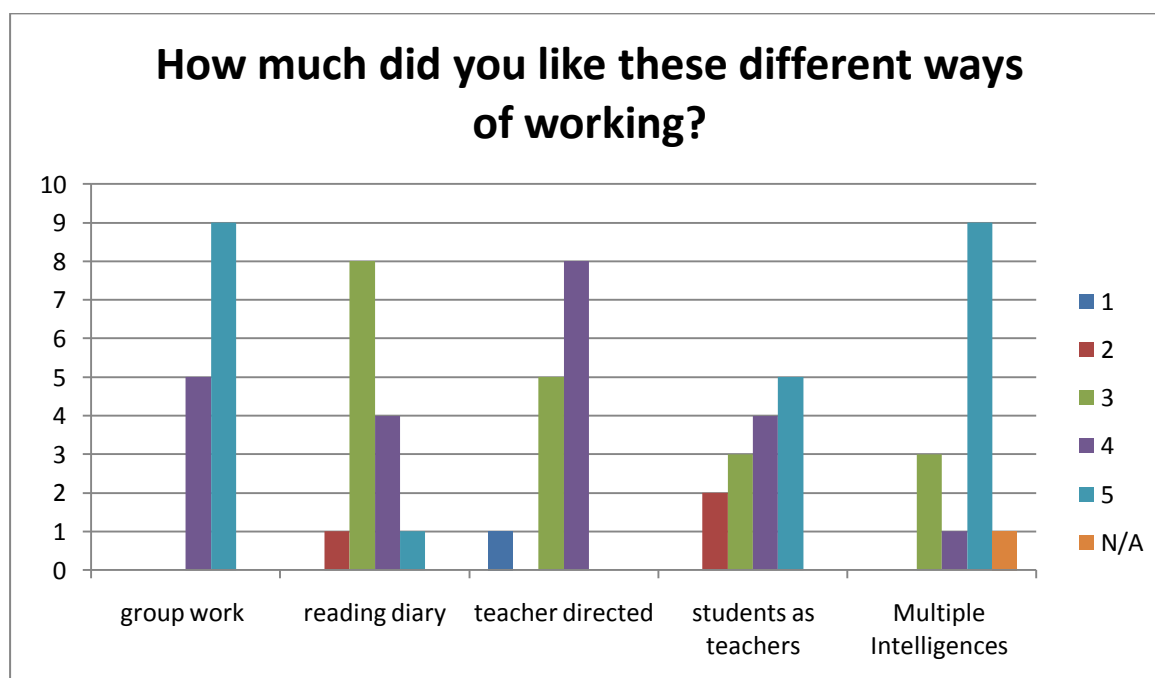
3 students: Horror (5/5/4)

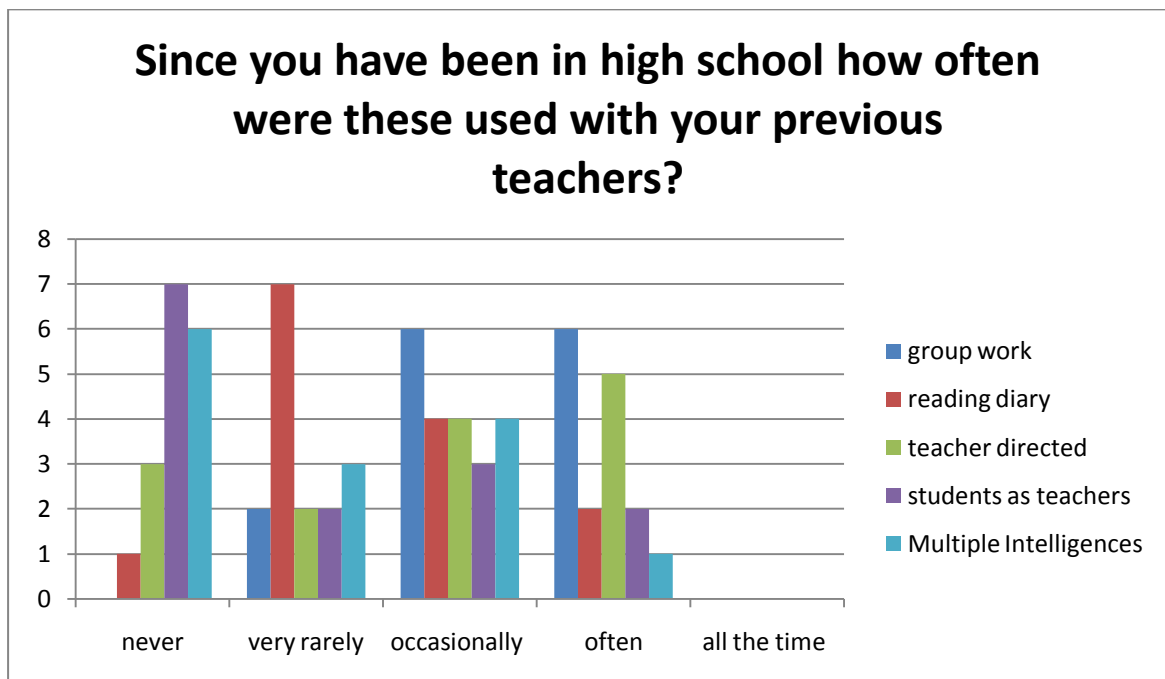
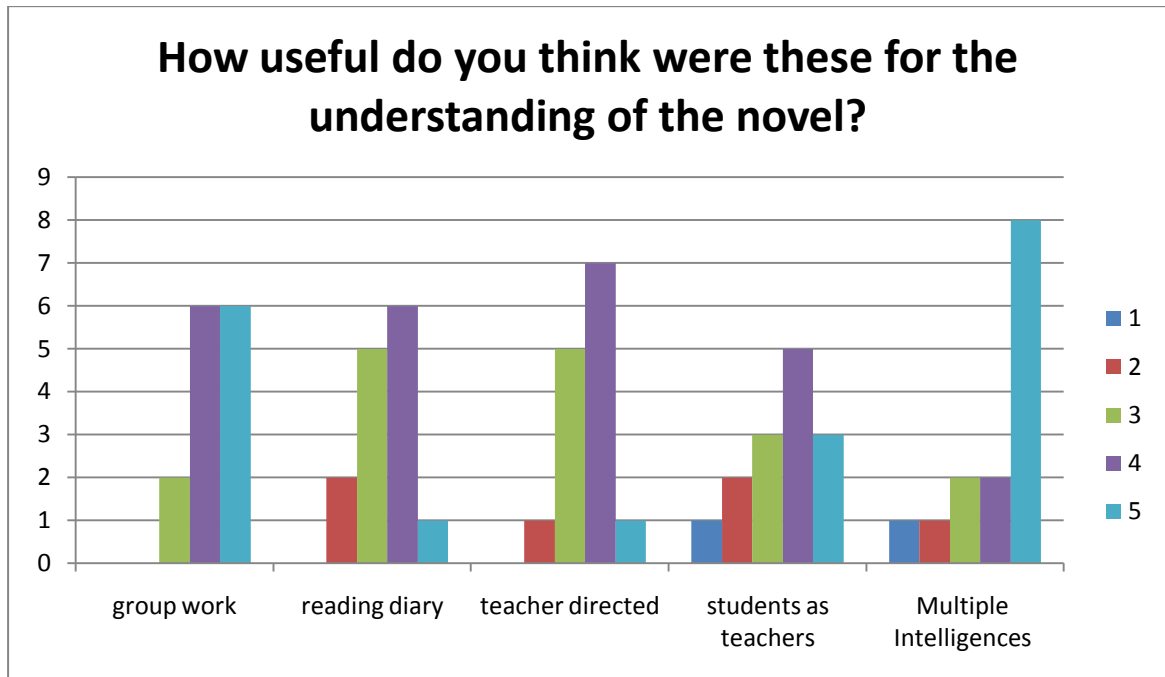
1 student: Manga (5)



Other: Speaking

Part 4





What did you like about each way of working?

Group work:

Interesting / less boring, not alone (3 students)

Funny, good for future jobs (1 student)

‘I liked because so we can speak about the book and when sb. don’t understand a part the other can explain.’

‘That’s very funny and we can use our ideas and that’s very relaxing.’

‘A group work can be funny and when somebody is in the group who can speak English very good he can help us.’

‘I like to work in group because it helps for us in future, when we’ll have a job, we need to work together.’

Reading diary:

‘The teacher can see who has read the book’

‘I like it because we can see what we already know about the book.’

Teacher directed:

Can work at our pace, can ask what we don’t understand, writing skills (1 student)

‘I can better listen and concentrate.’

‘I like it because it’s an exercise for me to write answers.’

Students as teachers:

Funny to be the teacher (4 students)

More interesting (1 student)

‘I like it because it’s funny to be one time a teacher.’

‘That’s easier because we explain easier.’

‘So we learn speaking better and we prepare us for the future.’

Multiple Intelligences:

Funny (4 students)

Imagination, choice, have to think, interesting (1 student)

‘Awesome’

‘I like it because it’s another way to show people what we can do.’

What did you dislike about each way of working?

Group work:

People in groups might fight (1 student)

Reading diary:

Boring (4students)

I made some mistakes (1 students)

Teacher directed:

Boring, not interesting as it is the same as usual (2 students)

Too many questions (1 student)

Students as teachers:

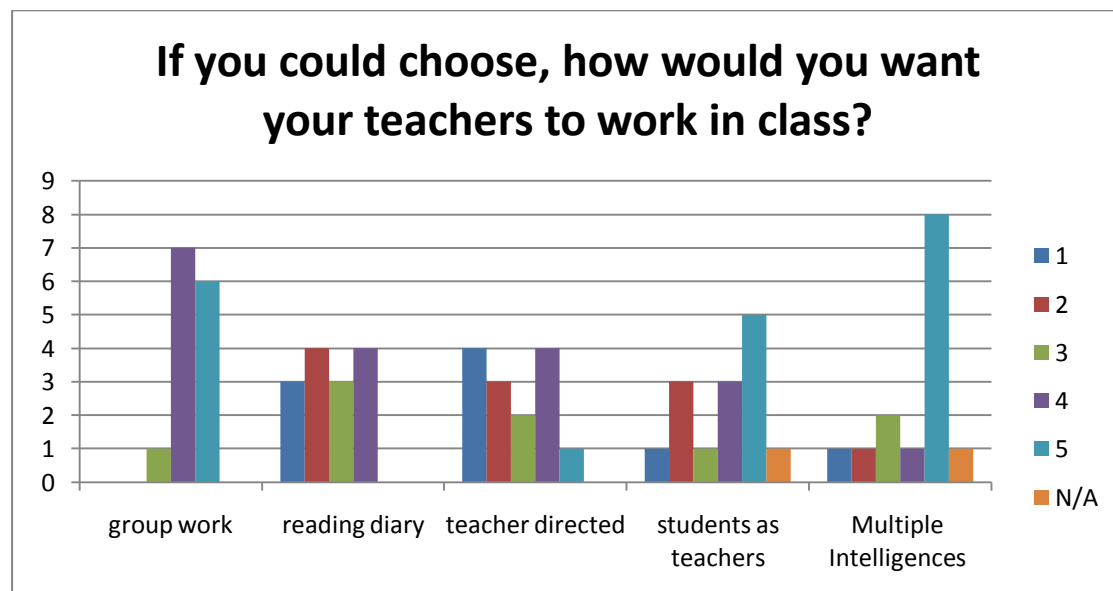
Boring (1 student)

‘Class doesn’t shut up.’

‘Sometimes the students can’t explain things.’

Multiple Intelligences:

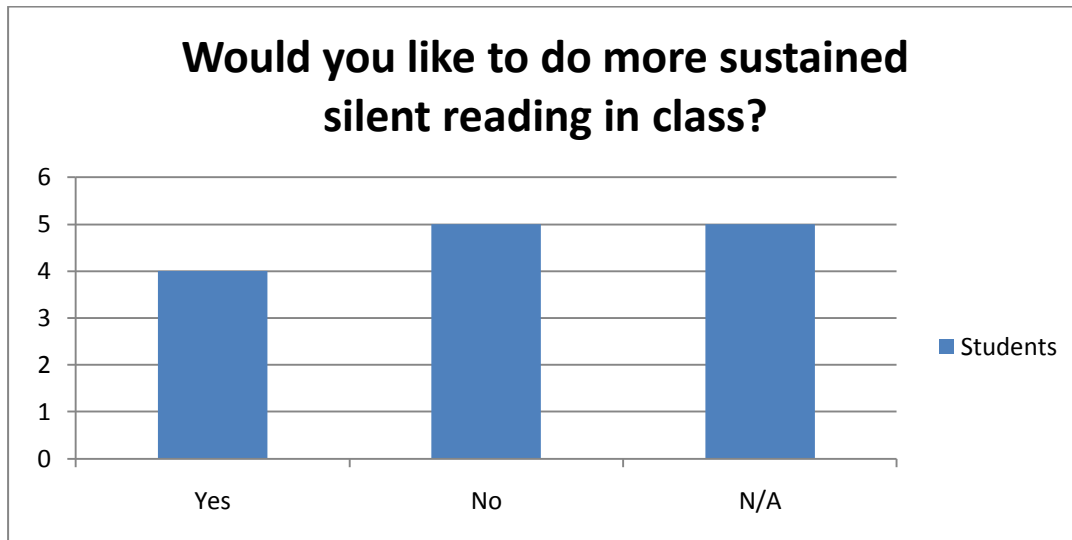
A lot of work (1 student)



Part 5

‘Reading a book is ok, but just when the class understand the important things like verbs etc, just then reading a book is ok.’

Part 6



Why?

Boring (3 students)

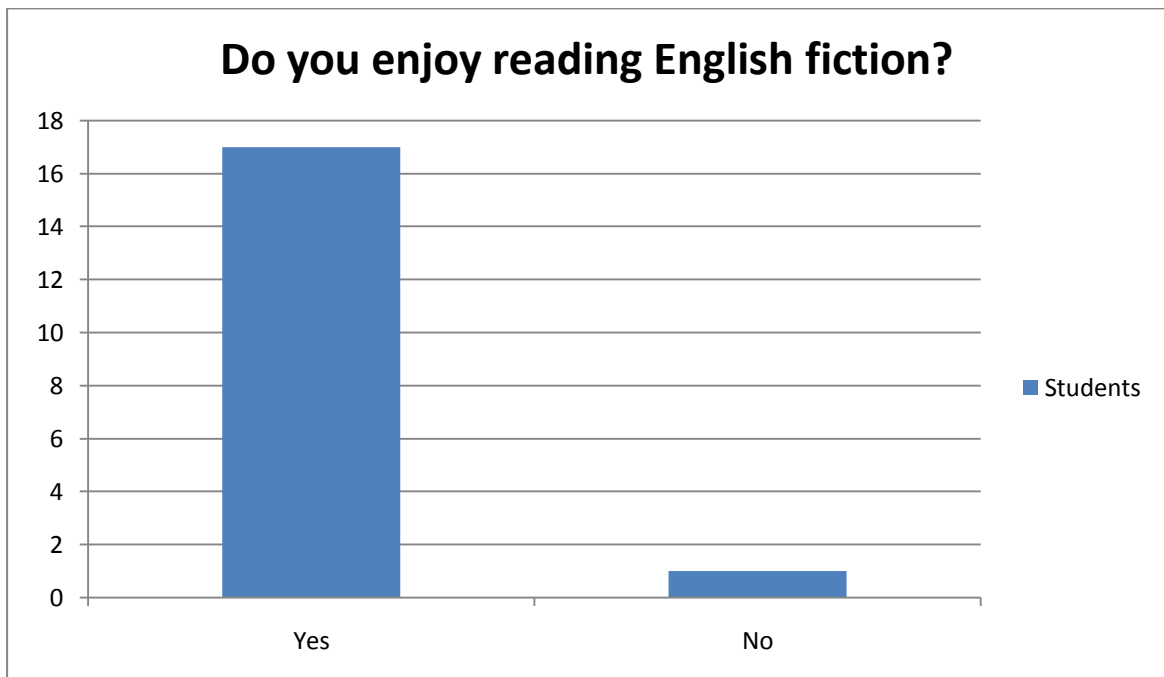
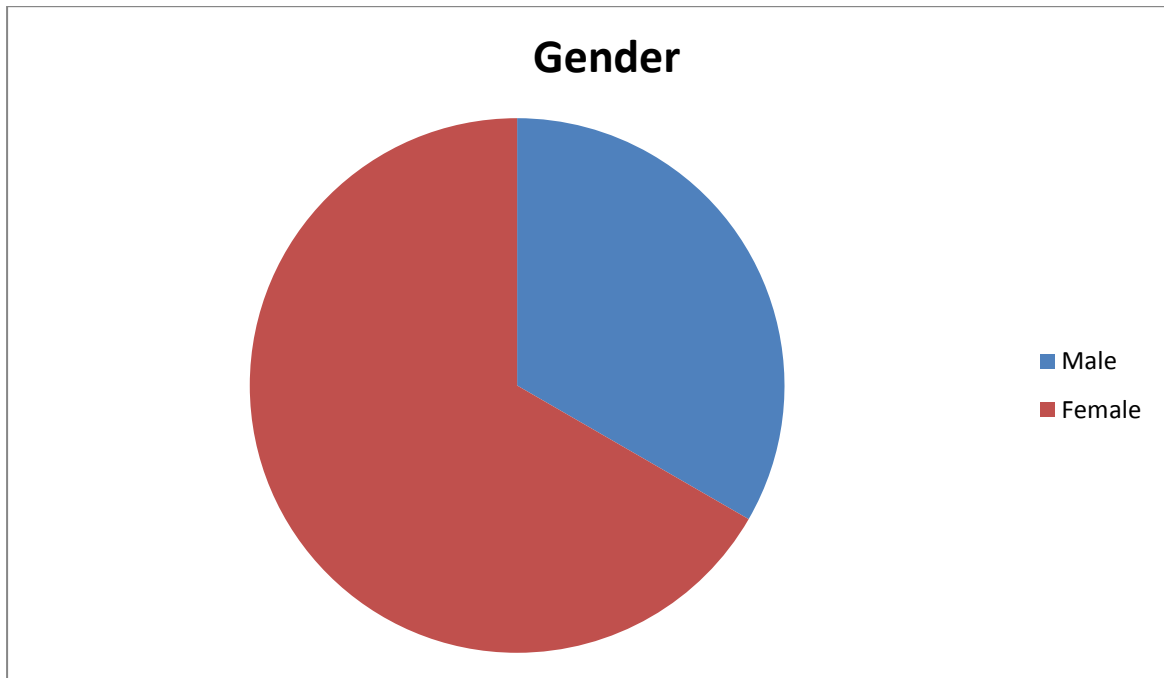
I like reading and writing alone, good so I don't have to do it at home (1 student)

‘It could be fun and it's good for understanding.’

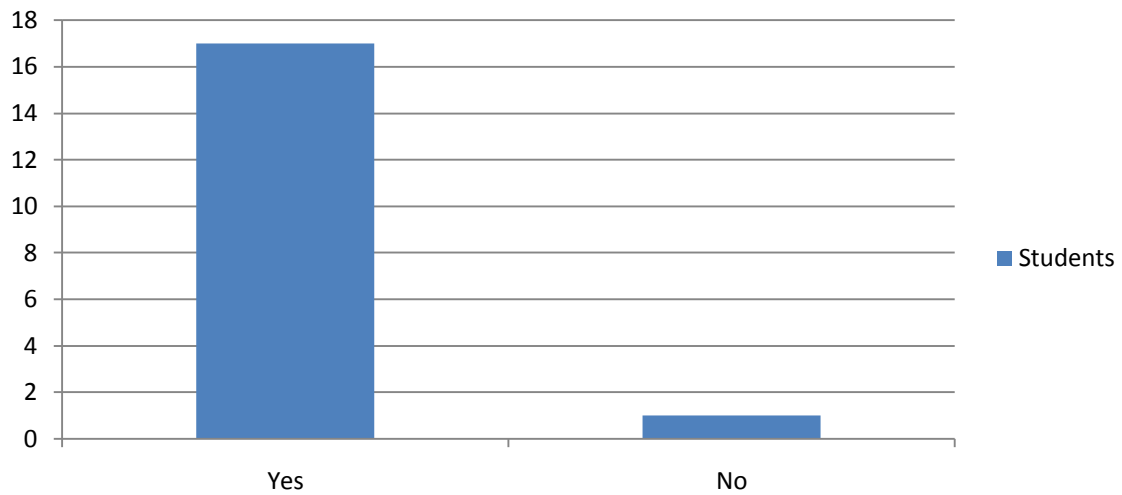
‘Because if we have silence in the class, we'll enjoy and imagine the story of the book.’

Student Statistics 10PS4

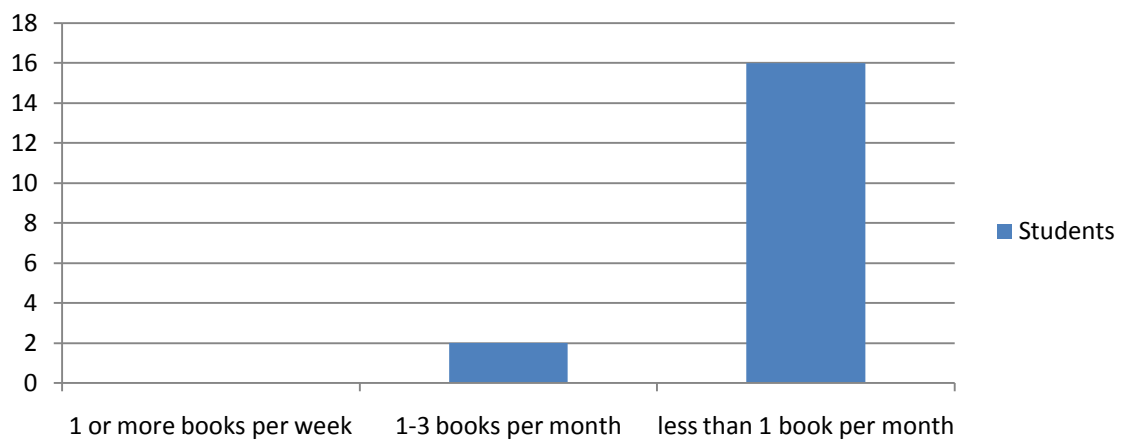
Part 1



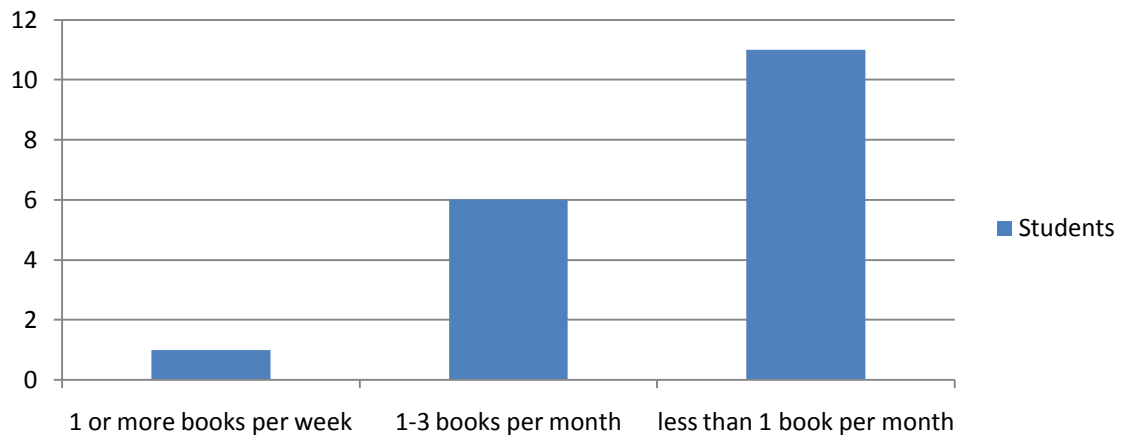
Do you enjoy reading fiction in other languages?



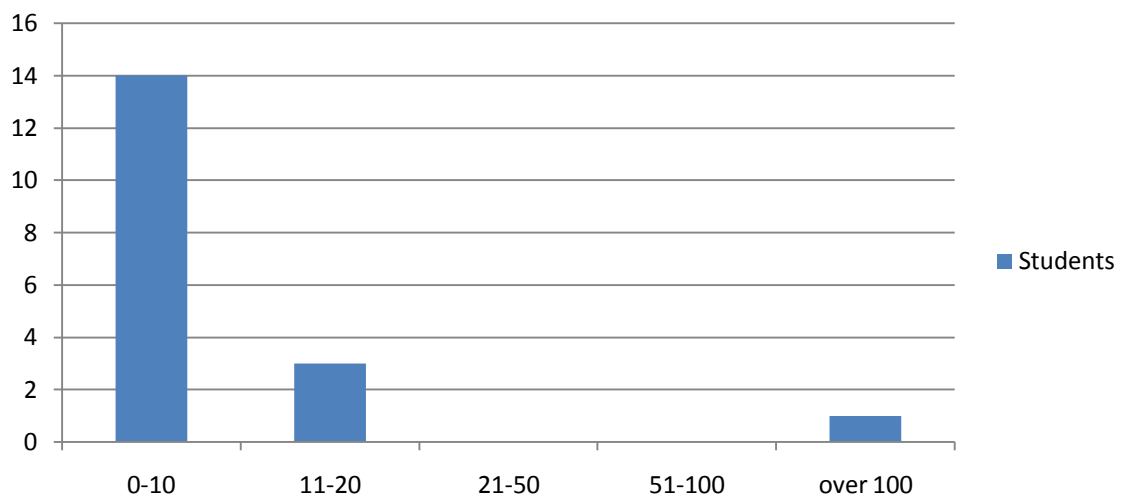
Since January, how many books (fiction) written in English have you read in your spare time?



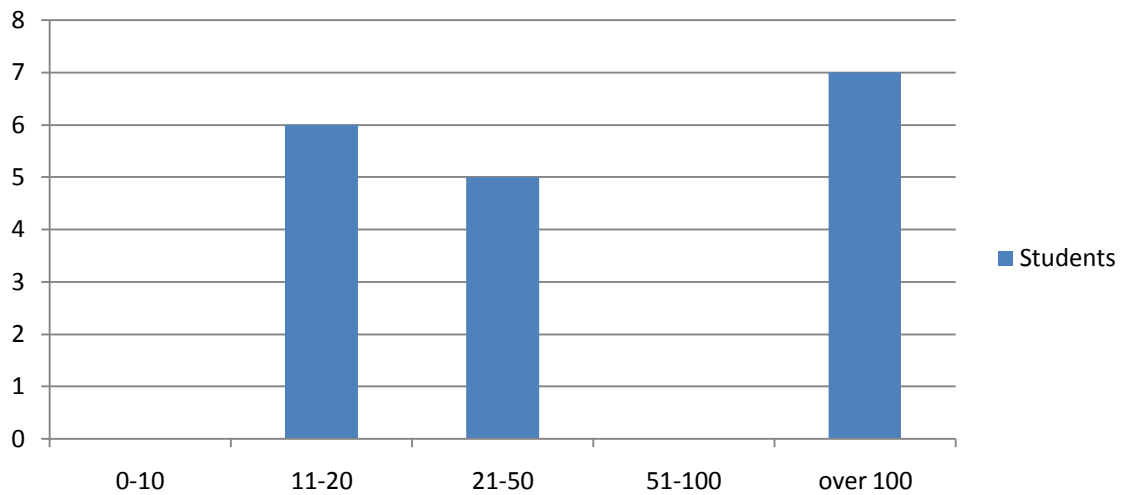
Since January, how many books (fiction) written in other languages have you read in your spare time?



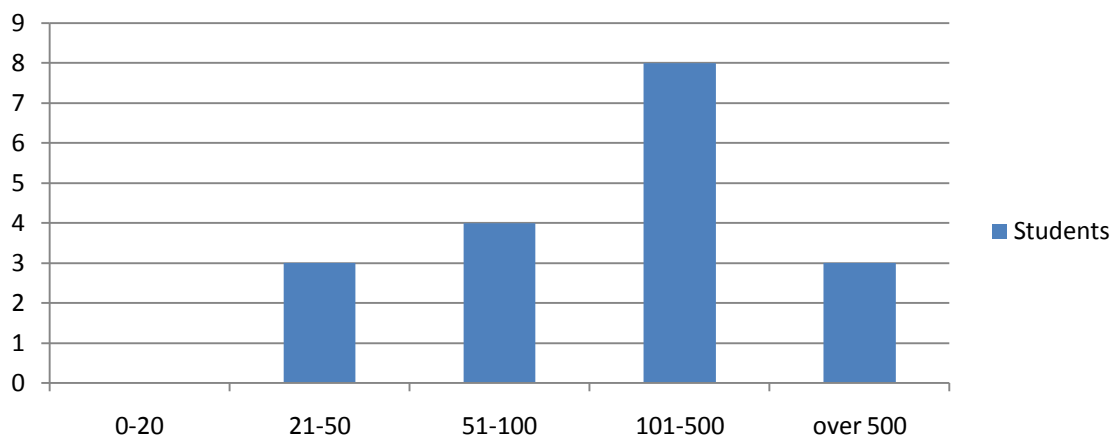
The number of English book (fiction) I have at home is...

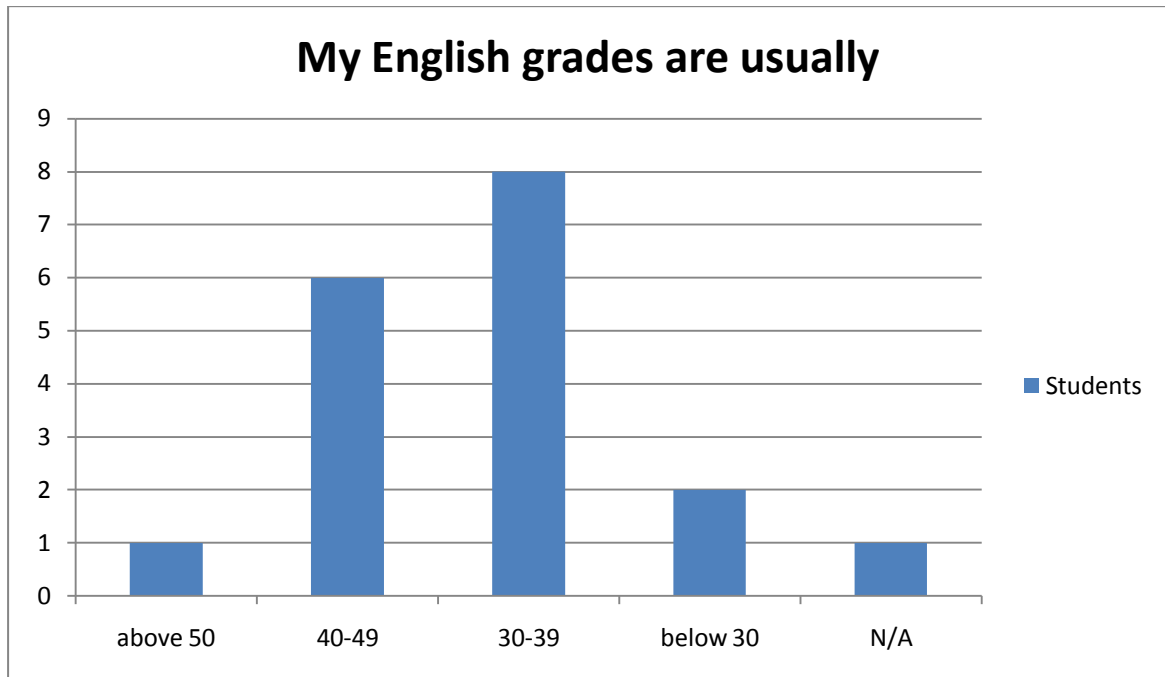


**The number of books (fiction) I have at home
in total (not just English) is**



**The total number of books (fiction) (not just
English) in our house (belonging to my whole
family) is...**

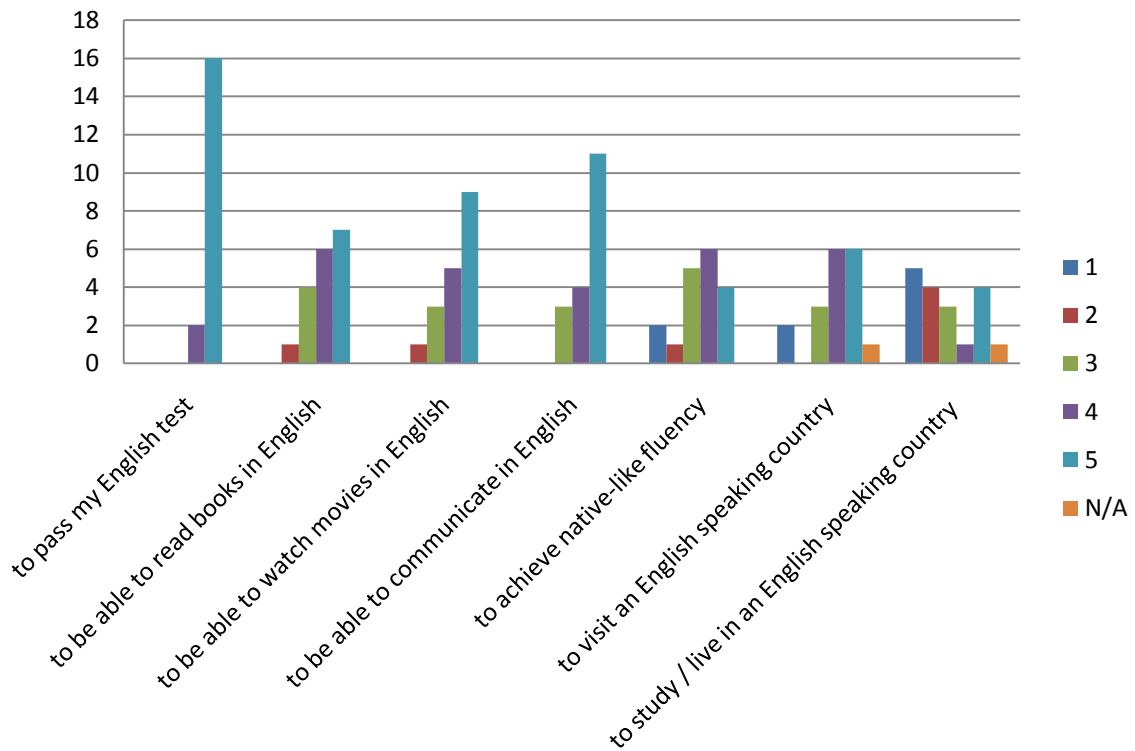




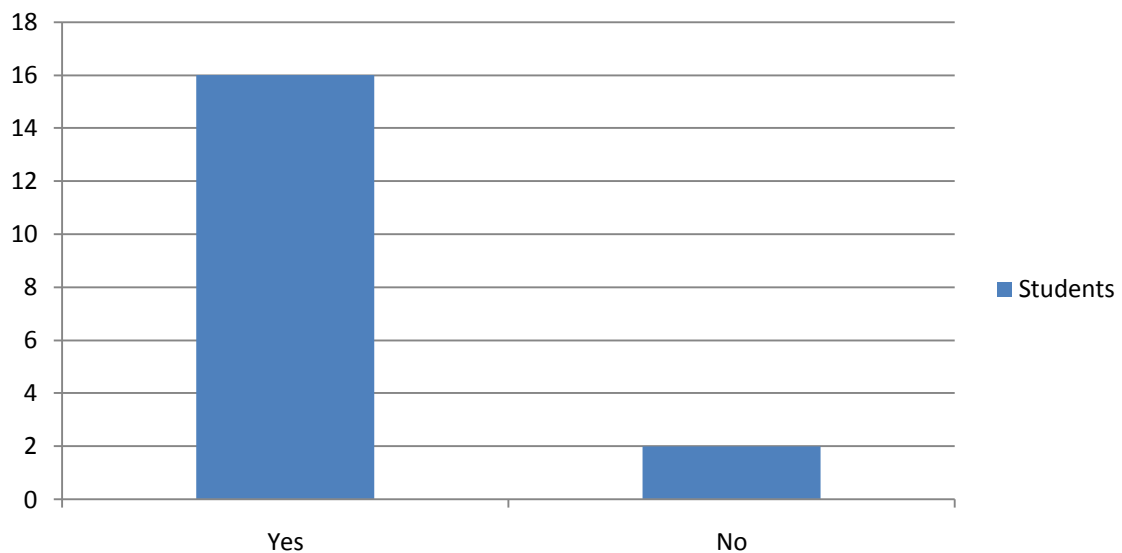
Part 2

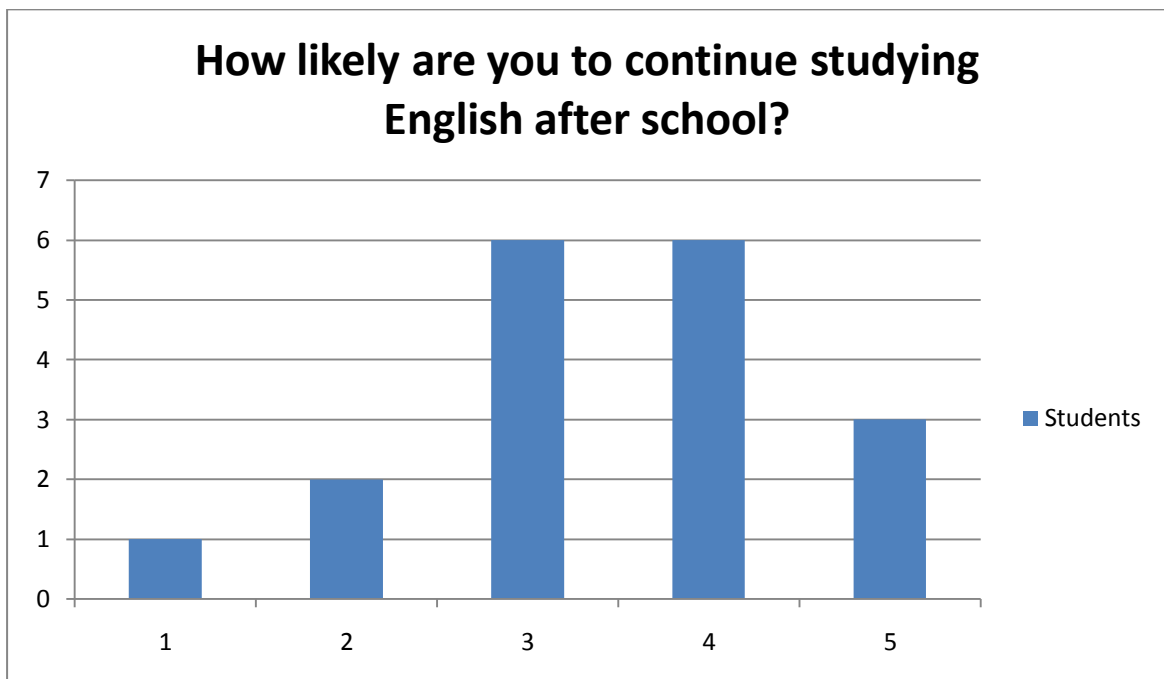
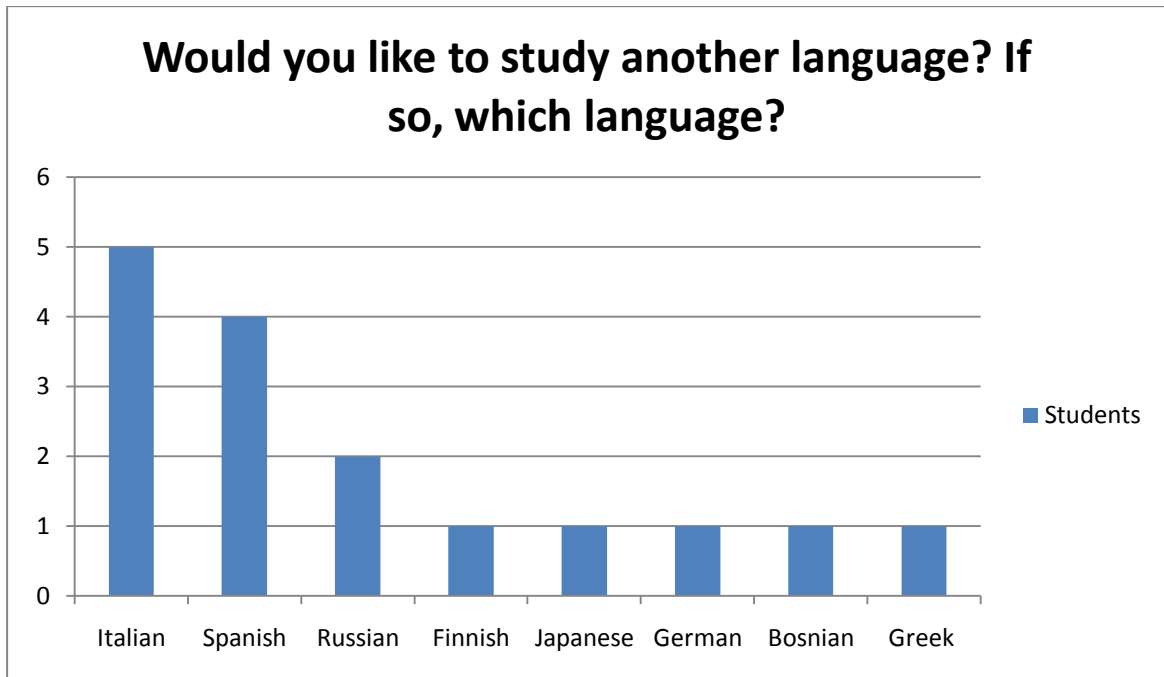


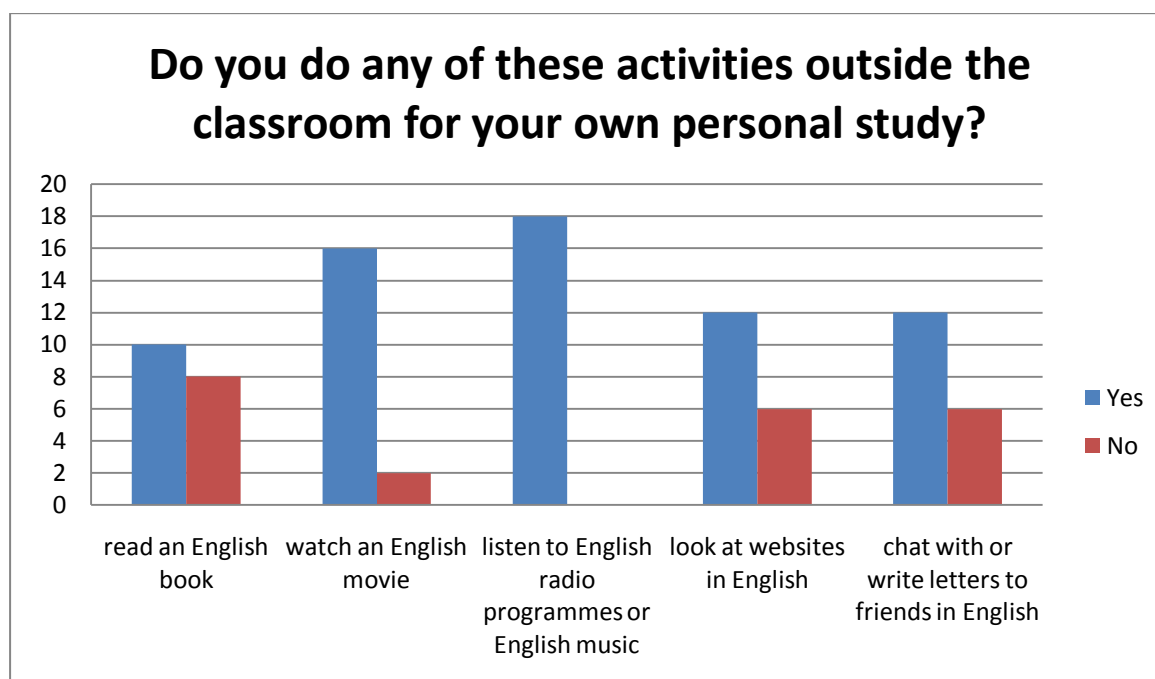
Concerning the English language, how important for you is each one of these aims?



Do you enjoy studying English?

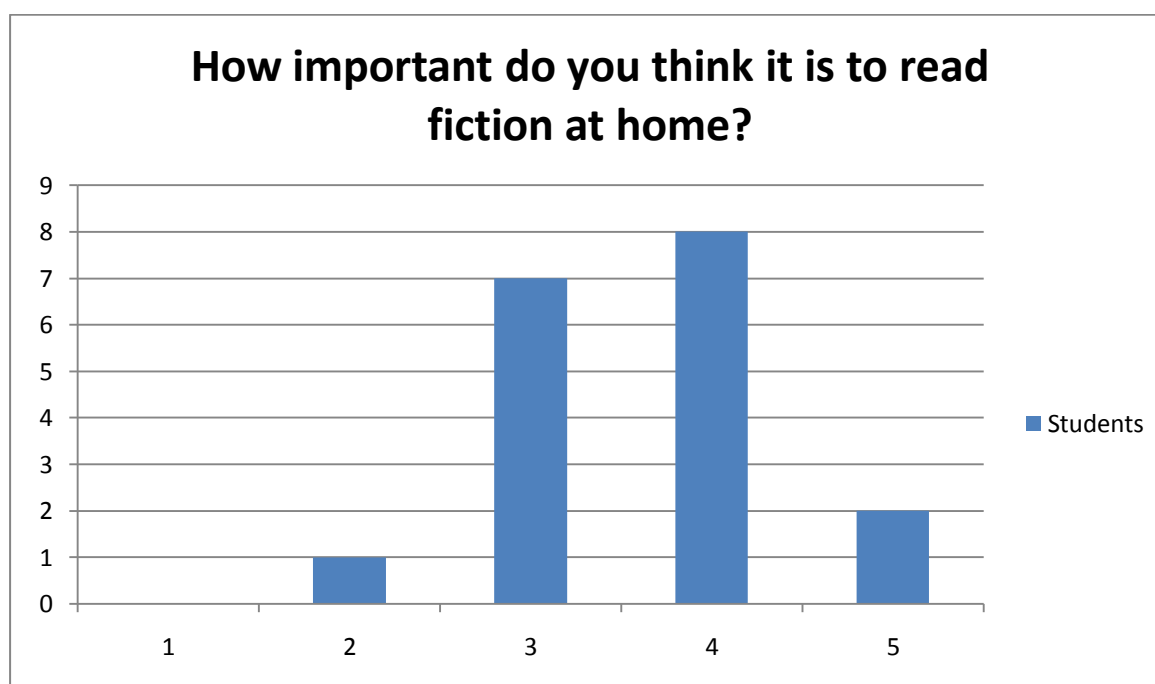






Others: watch BBC/MTV or documentary channels, talk English with friends or family, exchange students, travelling to UK or US

Part 3



Why?

Improves the language (6 students), it's a good hobby, interesting

'I think reading is an important point to learn English or another language. It helps you a lot and you only realize when you have done it.'

'I read books at home for fun and I think it helps to learn a language.'

'It's important for me to read fiction at home, because we can learn things from a book.' (2 students)

'Because everybody who reads at home will learn better the language and it will improve your fantasy.'

'Because we can learn the correct English grammar.'

'At home I have much time to read a book.'

'I can concentrate better on the story of a book.'

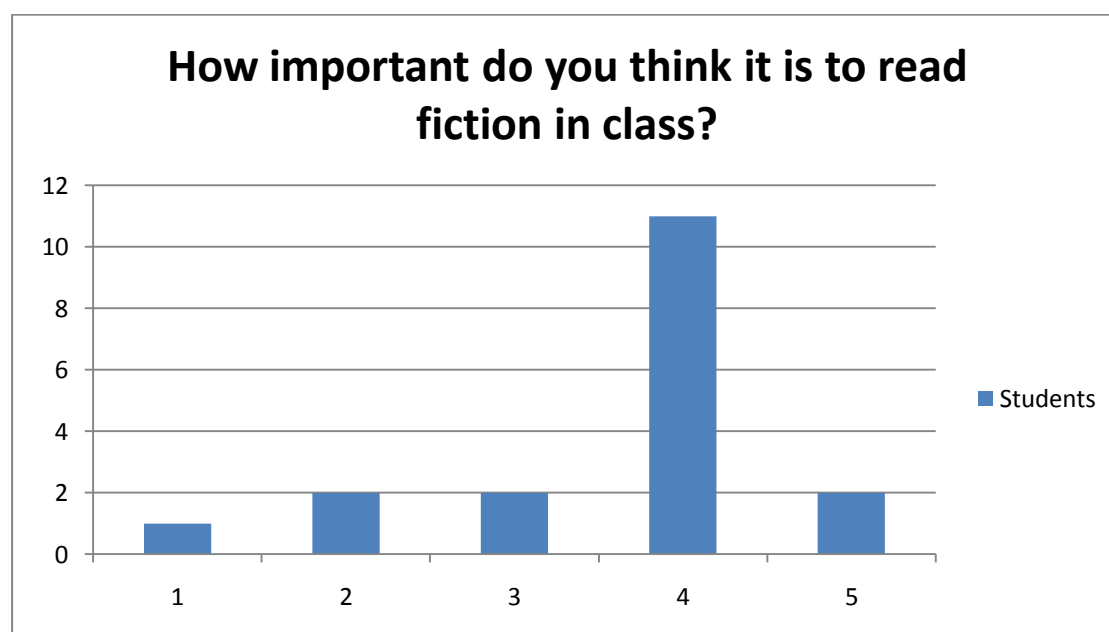
'It's stimulating for the brain and fantasy.'

'I find it's really important to read at home because it's a good hobby. It's more important to read a book than to watch TV.'

'It's good to learn the language, to be better in tests or to speak with other people.'

'We've got a lot of other stuff to do, so the motivation isn't so big.'

'I think it's important, but when I watch TV in English I also learn English.'



Why?

Improves the language (2 students), the teacher can see how well the students understand something

‘It helps to get better in the language and you’re getting corrected if you’re wrong which is a good thing. And to work in pairs is more fun than alone.’

‘It’s important, because we hear also other students, what they think and maybe if they like or dislike it.’

‘It’s good because people can be better in English.’

‘I think it is important then the teacher can watch how good our English is and what other books he/she can choose for the class.’

‘It is important to read fiction in class because we can read with the rest of the class and we see that the other students also don’t understand every word.’

‘First of all we have to read books in class. I think if the book is good and you learn from the book, then it’s important to read.’

‘When we don’t understand words in English then the teacher can tell us.’

‘In the class we have a person (teacher) who answers to your questions when you didn’t understand something.’

‘It’s more relax than writing exercises.’

‘It’s good for speaking and reading fluently.’

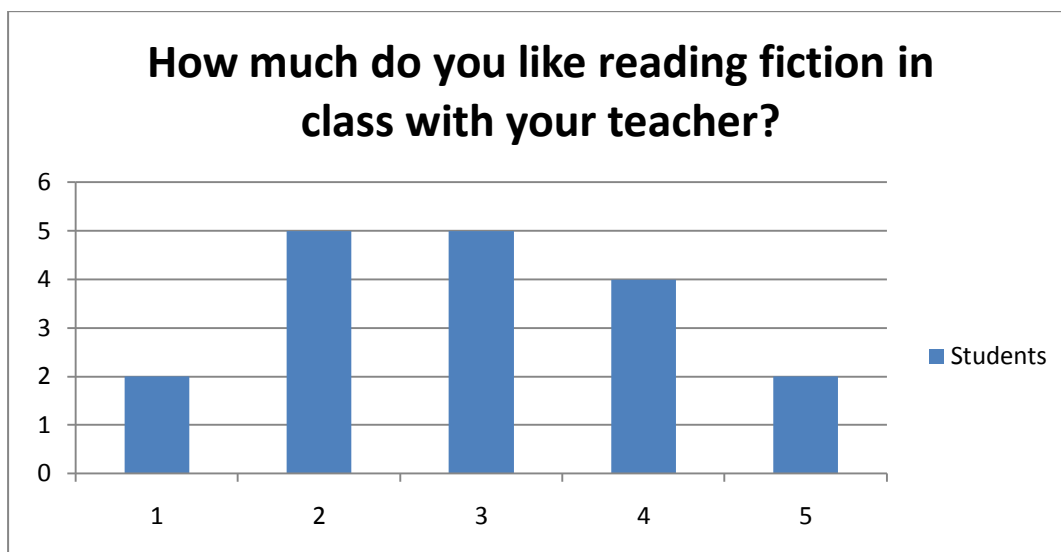
Too stressful

‘The most people who don’t want to read a book, won’t read it in school too.’

‘Nein, Grammair finde ich wichtiger oder 1 Buch pro Jahr.’

‘I think it’s important but not necessary.’

‘It’s funny and helpful, but not the most important thing.’



Why?

Teacher can explain things (5 students)

‘It’s important, because the teacher can say important things about an action or a person that we don’t know.’

‘It’s funny.’

‘I really like to hear the teacher’s pronunciation.’

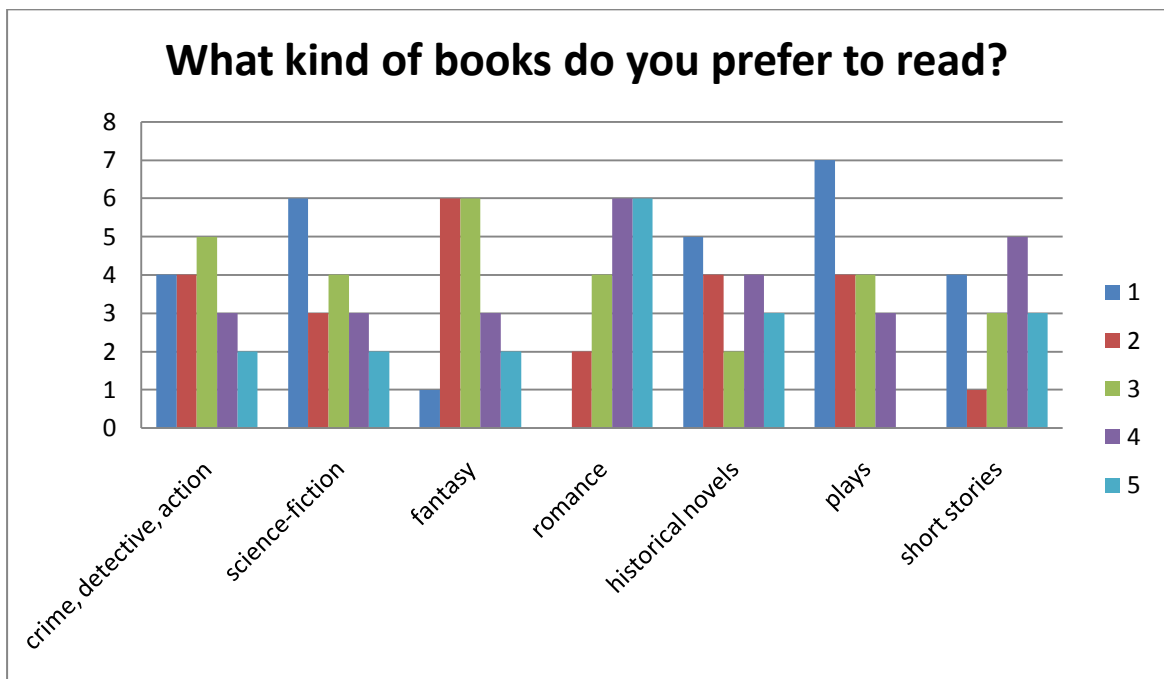
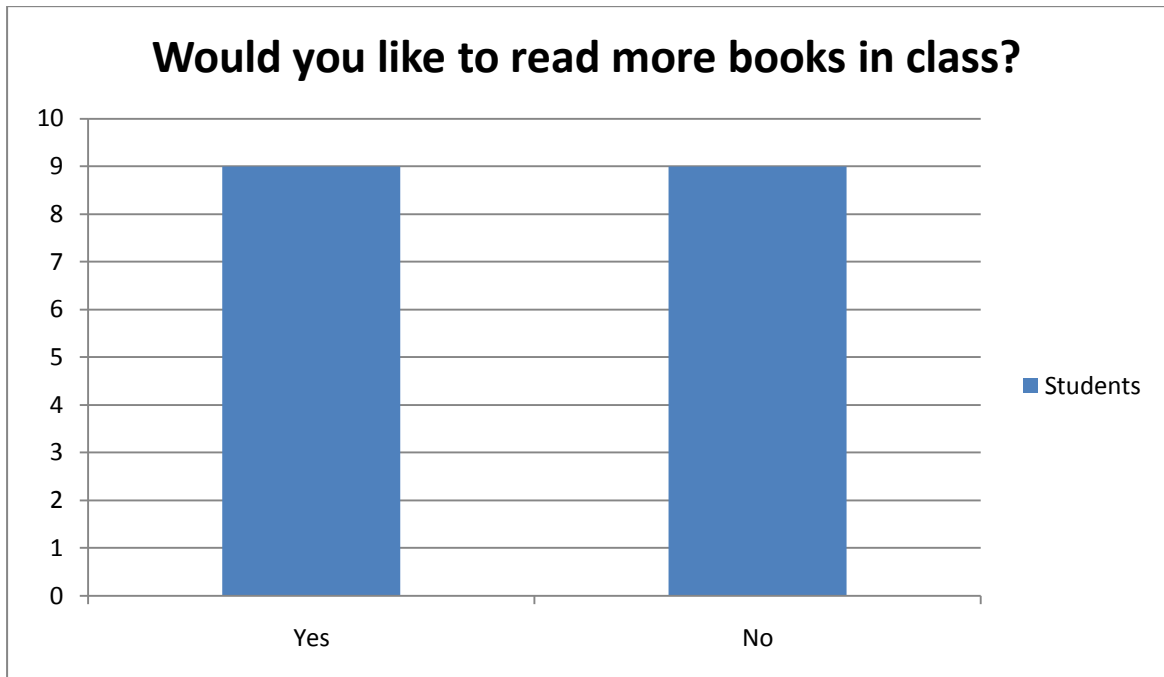
‘I like it not very much but it is important. I prefer to read alone at home, in the class I can’t concentrate.’

‘Because in school we often read uninteresting books, because everybody likes other themes.’

‘I don’t think it’s important to read the book with my teacher and I really don’t enjoy it.’

‘I don’t like reading with my teacher because I read fast and I’m always bored, but sometimes difficult part read in class is good for the comprehension.’

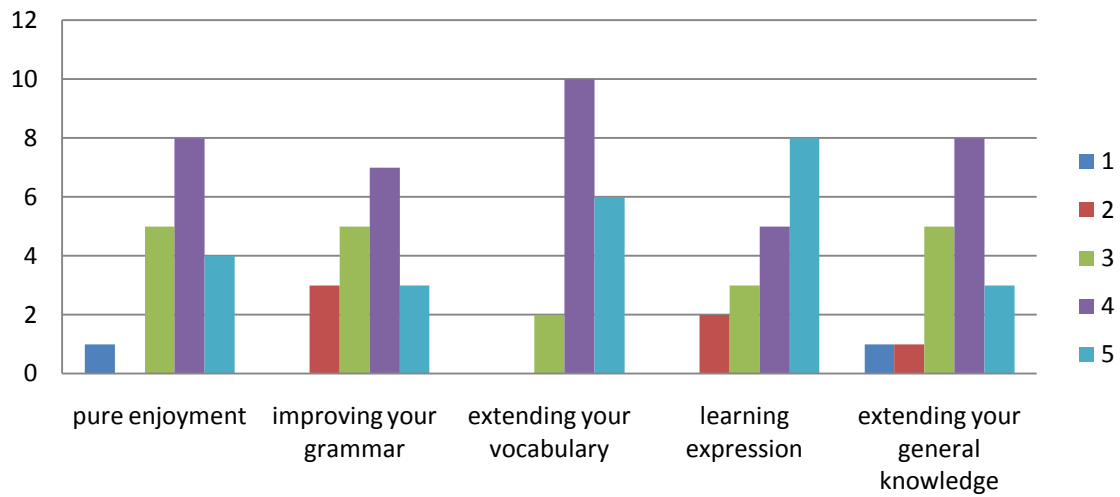
‘It varies from book to book.’



Other:

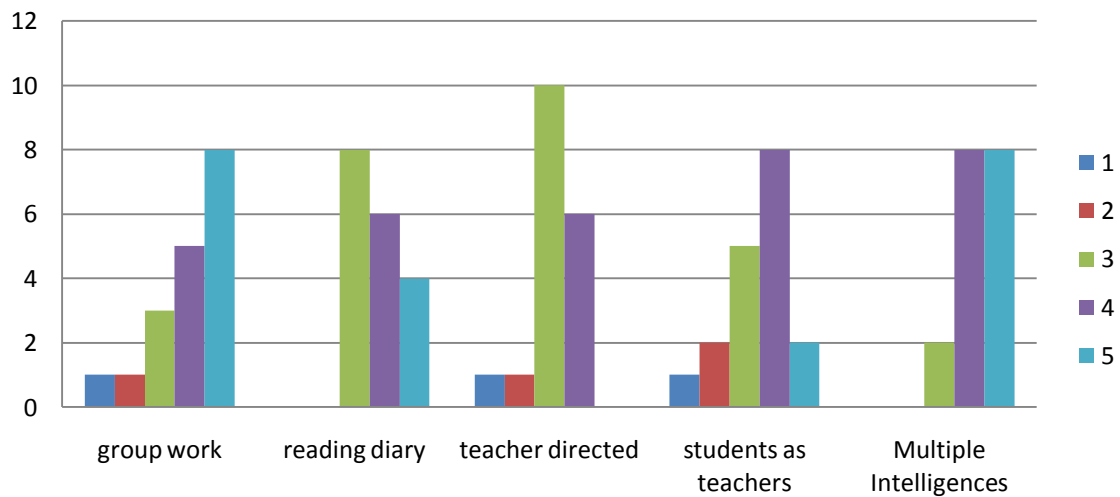
real stories (5), magazines (5), stories about ambulances and fire-fighters (5), erotic (5), comics for adults (5)

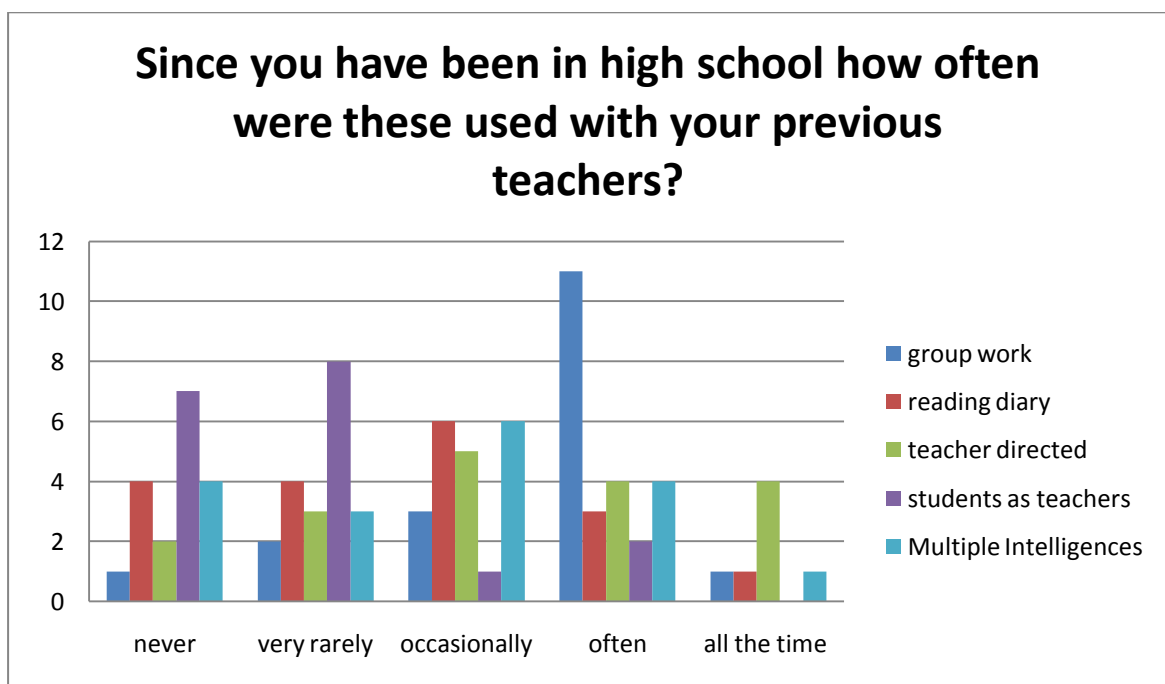
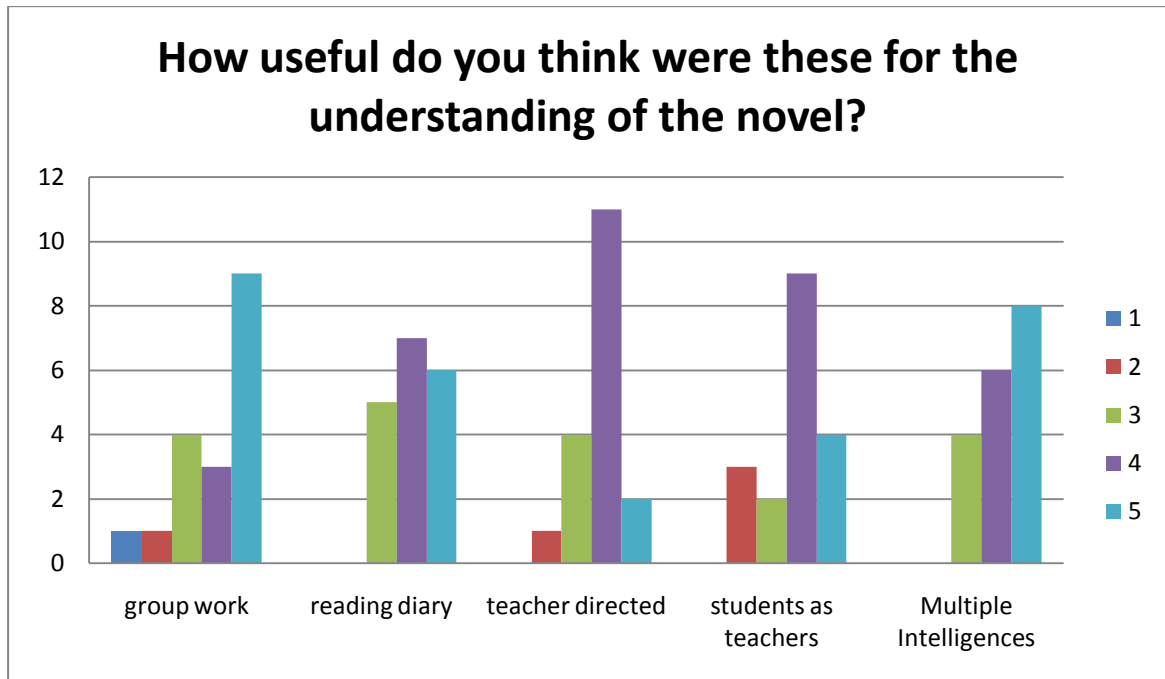
What goals do you have when reading fiction?



Part 4

How much did you like these different ways of working?





What did you like about each way of working?

Group work:

Can work together and help each other (6 students)

Can share work (5 students)

Fun (2 students)

‘Social contacts’

‘It’s funny and it’s more amazing than normally.’

‘This helps to get better with each other.’

‘I like it because it’s easier to work with more ideas than only one.’

Reading diary:

Interesting (2 students), easy, you learn to organise yourself

‘The reading diary was something I enjoyed very much because I had to work intensively with the book.’

‘You can work at home and use the internet.’

‘It’s good that we did the reading diary at home and that we had a lot of time.’

Teacher directed:

Interesting, helps understand the chapter (2 students)

‘The teacher can give an answer to our questions.’

‘Easy for the students.’

‘It’s the normal thing, it can be also very interesting.’

‘It’s a good manner to see if we had read the book and if we had all understood.’

‘Everybody had the same chance.’

‘It’s the habitual, normal lesson, we know it.’

Students as teachers:

Fun (3 students)

Improves English

‘I really enjoy it because I like to stand in front of the class.’ (2 students)

‘We can learn to do something for the other and that it is no problem to make mistakes.’

‘I liked it a lot. This only works if your class participates. In my case it was good I liked it.’

‘The students concentrate more on the stuff about the book and so understand better the story of the book.’

‘I liked that we can be better in English.’

‘It’s funny to be the teacher sometime.’

‘It’s okay for 2-3 times, but not too often.’

‘It’s easier to listen to a student than the teacher.’

Multiple Intelligences:

Interesting, good to have a choice (5 students)

‘It’s interesting to see what kind of answers they’ve chosen.’

‘We can choose a theme that we find interesting.’

‘It’s cool to choose an exercise because the exercises are interesting and new.’

‘I’ve never heard of it before. But I enjoyed it very much, because I could choose what I can do best.’

‘It’s good because there we can see if we had all understood.’

‘We can choose what we want and what we can.’

‘It was funny and I really enjoyed it.’

‘I like it a lot, because it’s fast and if you read the book it’s really easy.’

What did you dislike about each way of working?

Group work:

Only a few students work and the others take advantage of this (7 students)

‘I don’t like working with other people.’

‘I dislike it because andere können Punkte bekommen auch wenn sie nicht mitgemacht haben.’

Reading diary:

Too much work (3 students)

I don’t like reading at home, boring (2 students), it didn’t help my understanding of the book

‘It’s a little annoying to answer all the questions.’

‘It was too much and it didn’t help me much to understand the book.’

Teacher directed:

Same as usual (2 students), boring, annoying

‘Actually I don’t like it because it’s how it’s usually done.’

Students as teachers:

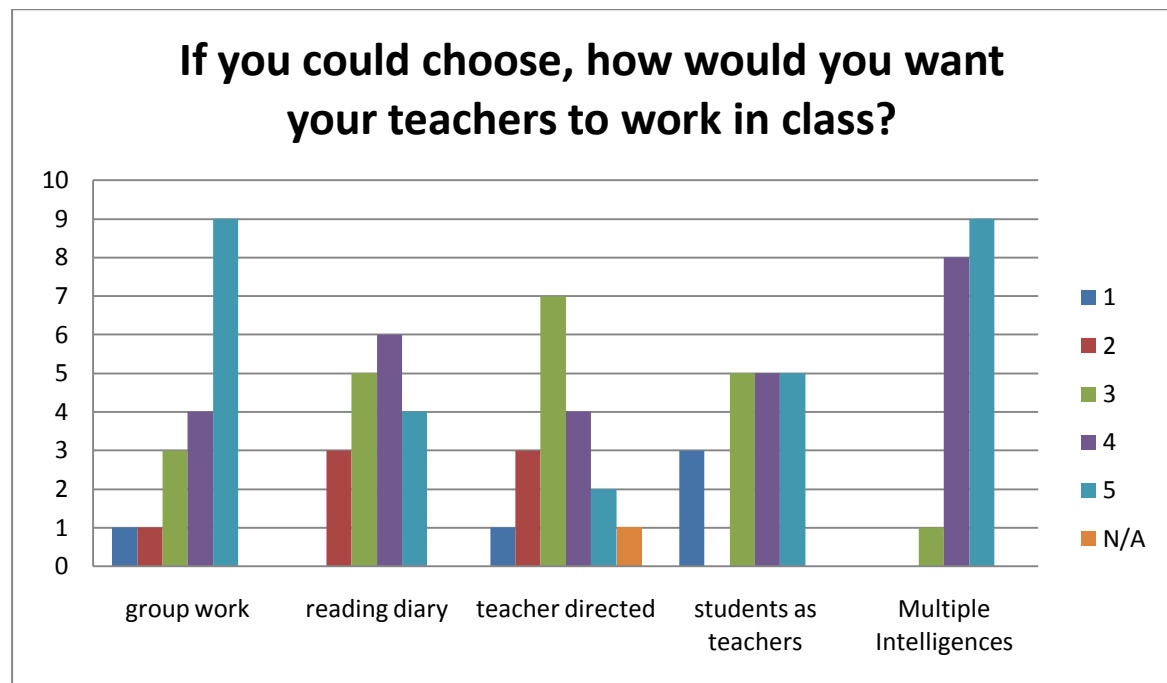
Boring, not interesting, annoying, some students are nervous, too easy

‘I don’t like being the teacher.’

Multiple Intelligences:

‘I couldn’t find anything I liked.’ (2 students)

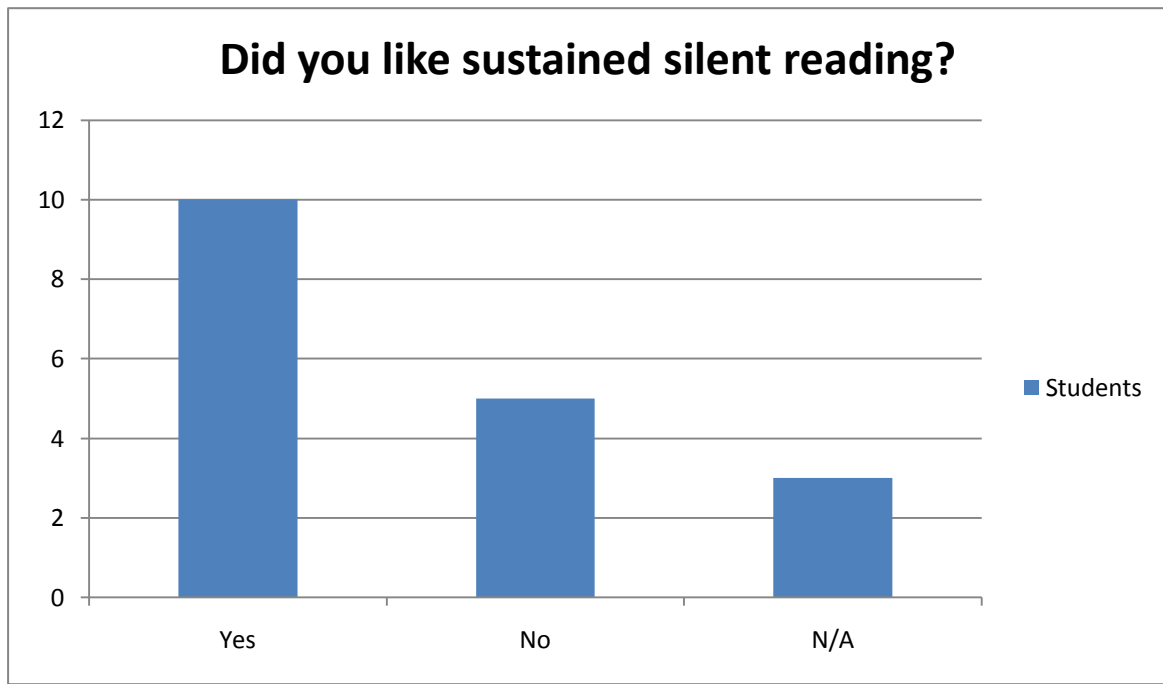
Takes a lot of time



Part 5

‘I must admit that in the beginning the book was very boring and I didn’t like it. But as we did all these works I finally got a click and loved the book. I learned something and I hope that in the future I can read books in that way. I think it was fun, it was something else and it was very positive for me. I can only recommend it.’

Part 6



Why?

‘It’s a good thing. You are concentrated and silent and that’s what’s good about reading.’

‘I can concentrate better and we must not read at home.’

‘It helped very much because you are very silent and nothing is deconcentrating you.’

‘Yes, it’s good, because some people don’t read the book at all, so and so they have a chance to read it. ‘

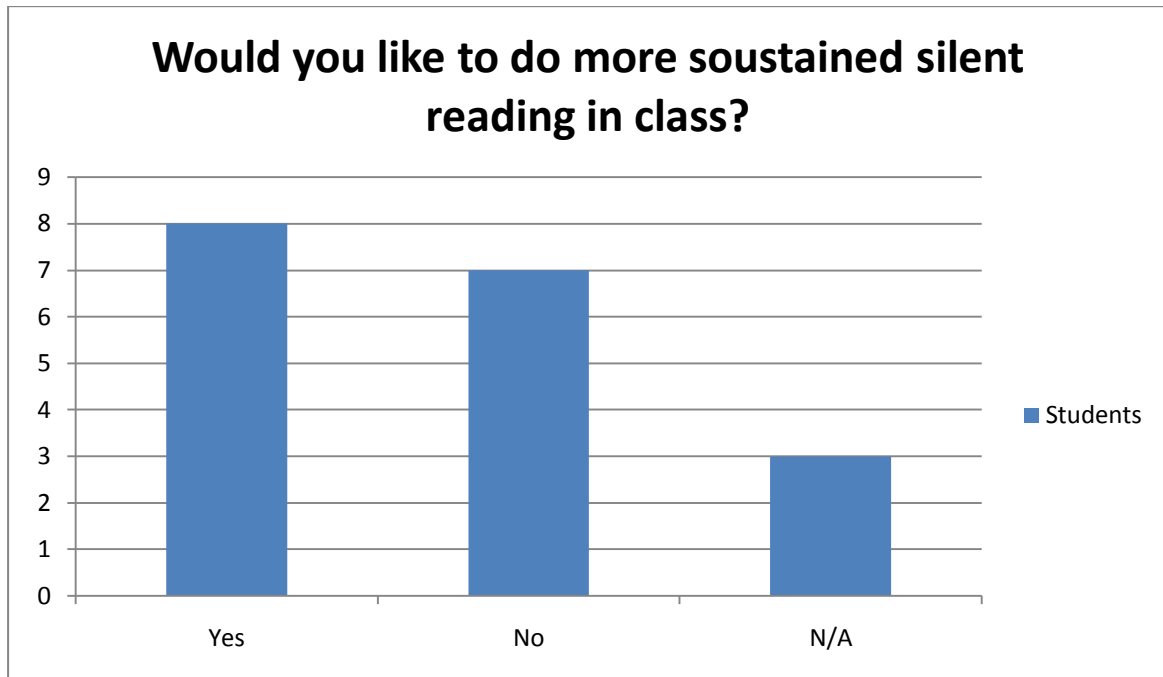
‘You learn a lot and it’s funny.’

‘You can read in your own rhythm.’

‘Because I don’t like when the students are silent. I like when one reads and the others hear.’

‘I like it much to read at home because there is it more quiet and I read it loud and then I understand it better.’

‘I like it more to read at home because I can concentrate better.’

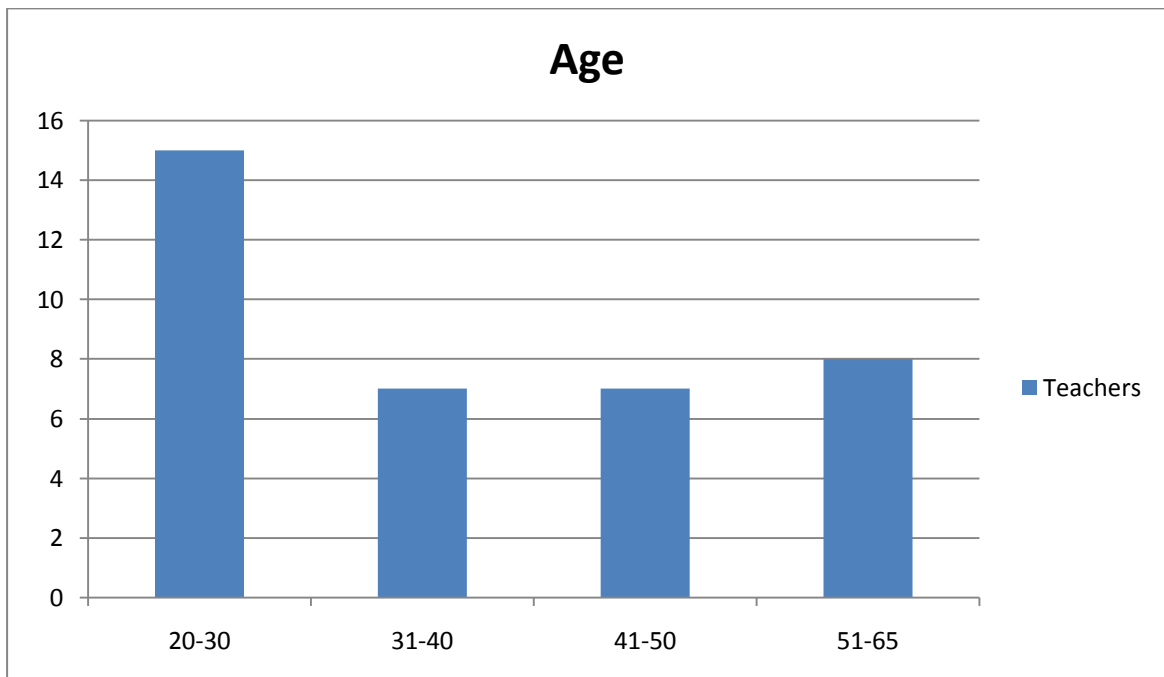
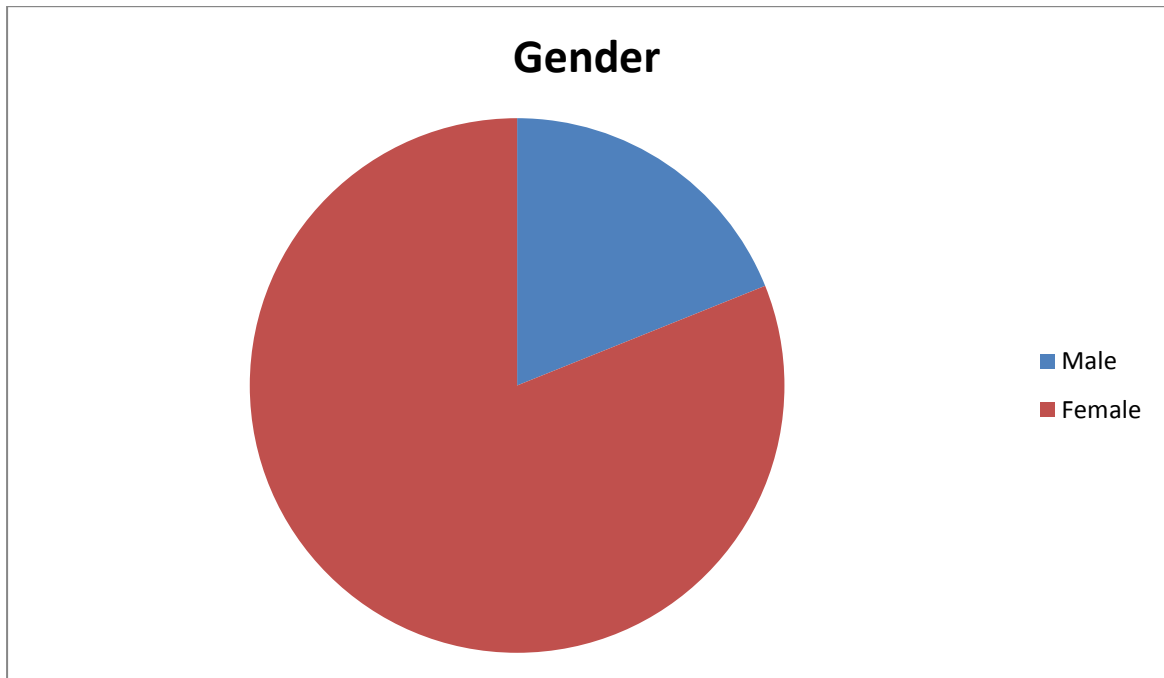


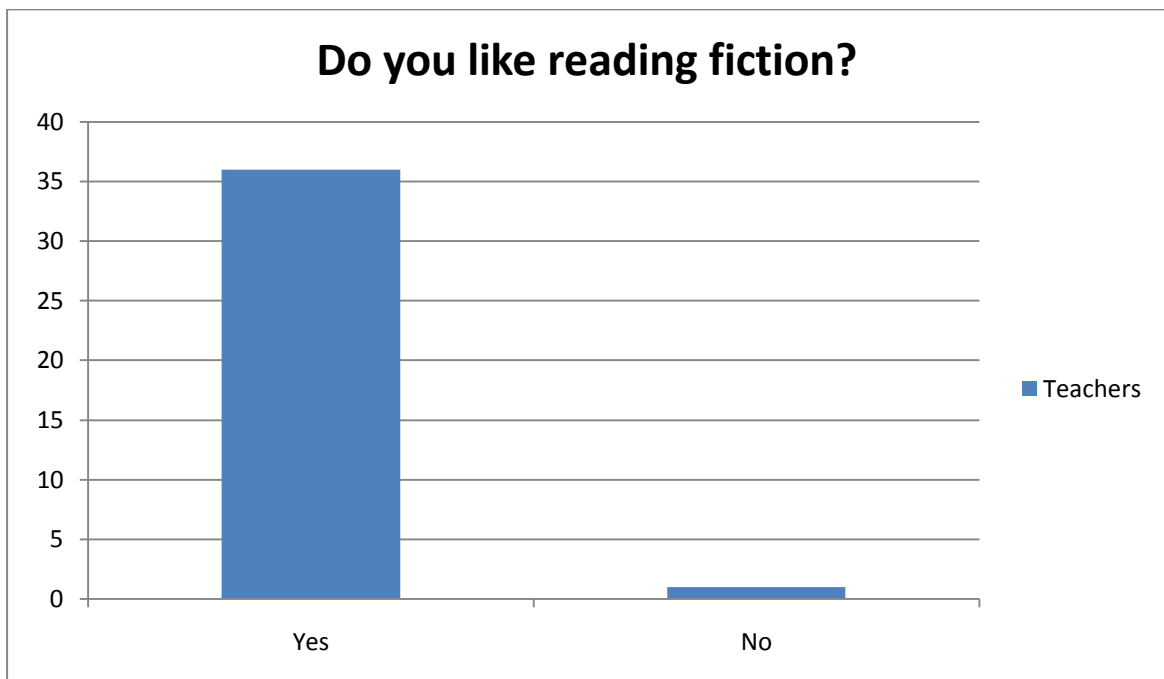
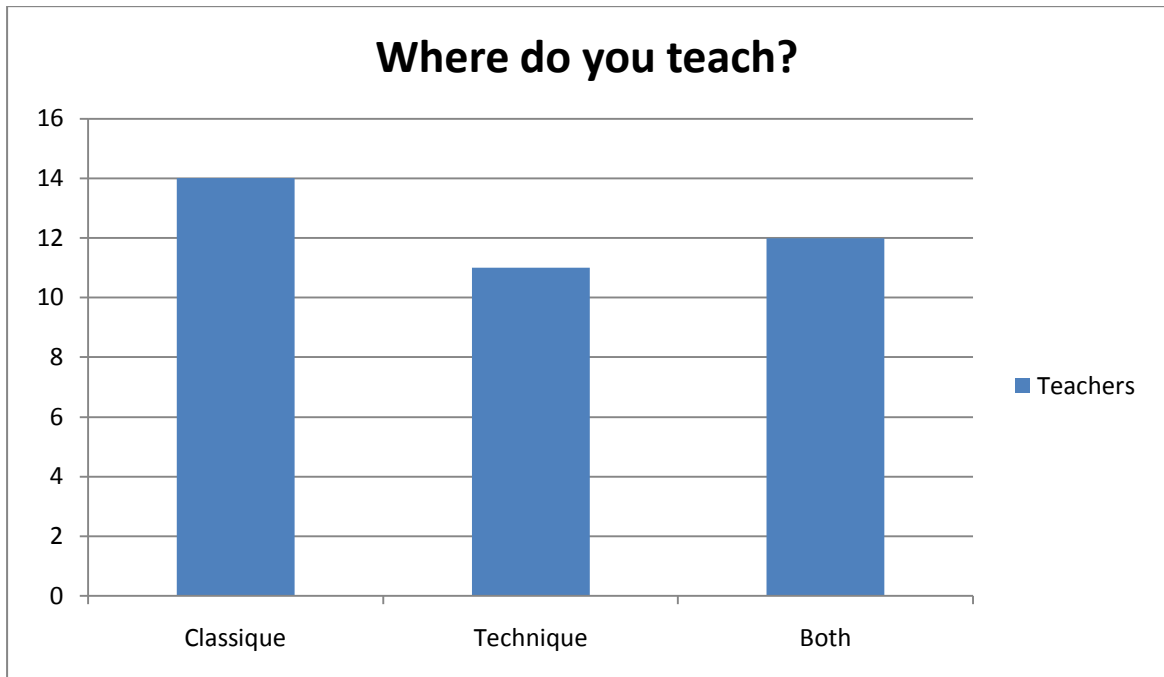
‘Yes, it’s good to have some time for reading without reducing our free time.’

‘I want to do that one day in the week.’

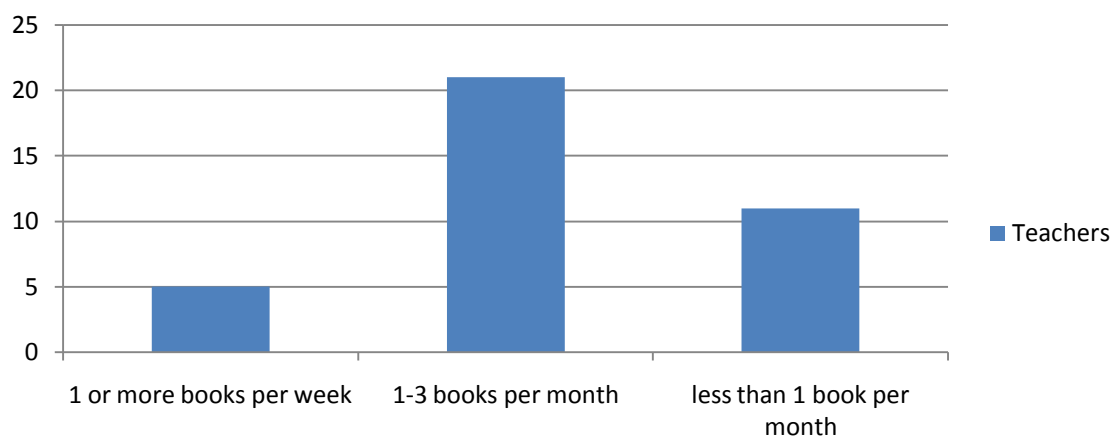
Teacher Statistics

Part 1

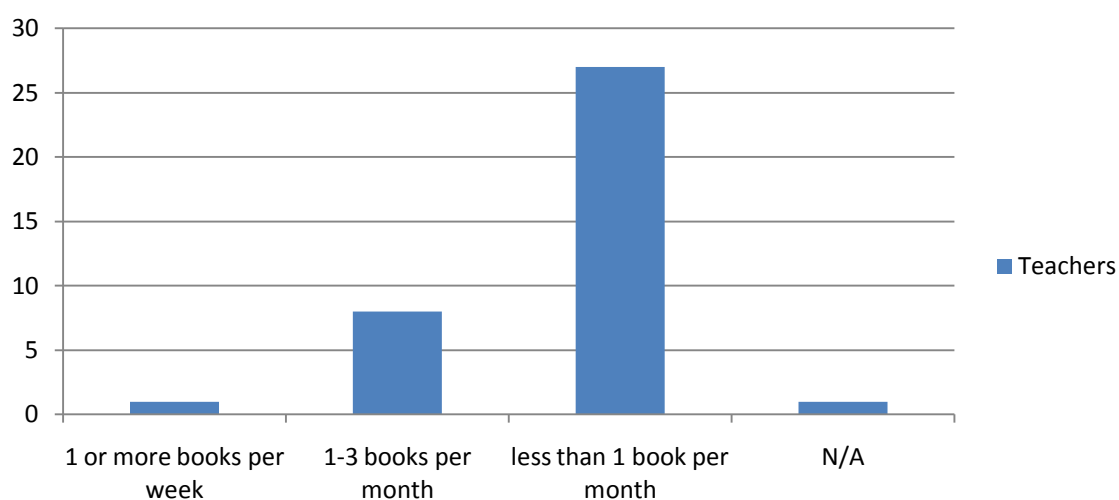




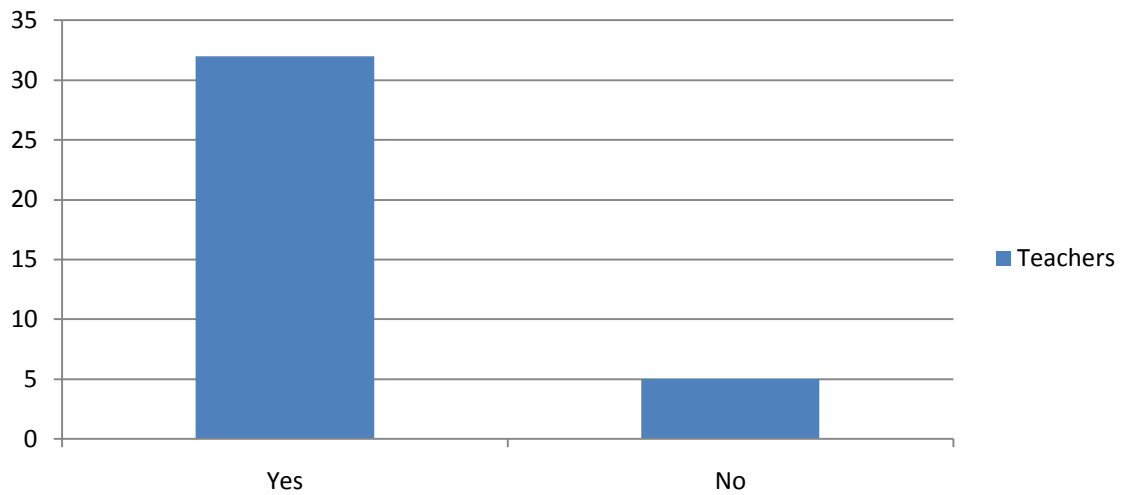
How many books (fiction) written in the language you teach do you read in your spare time?



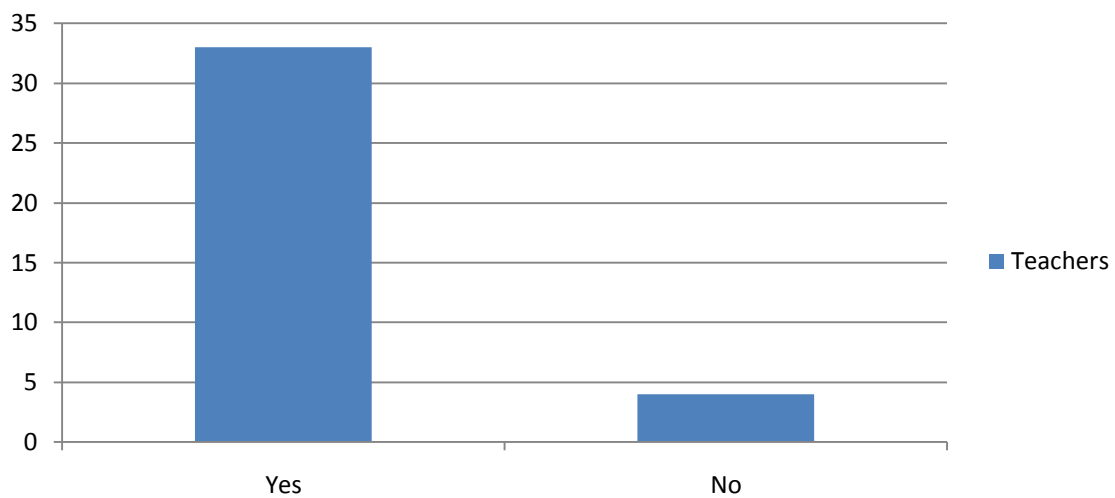
How many books (fiction) written in other languages do you read in your spare time?



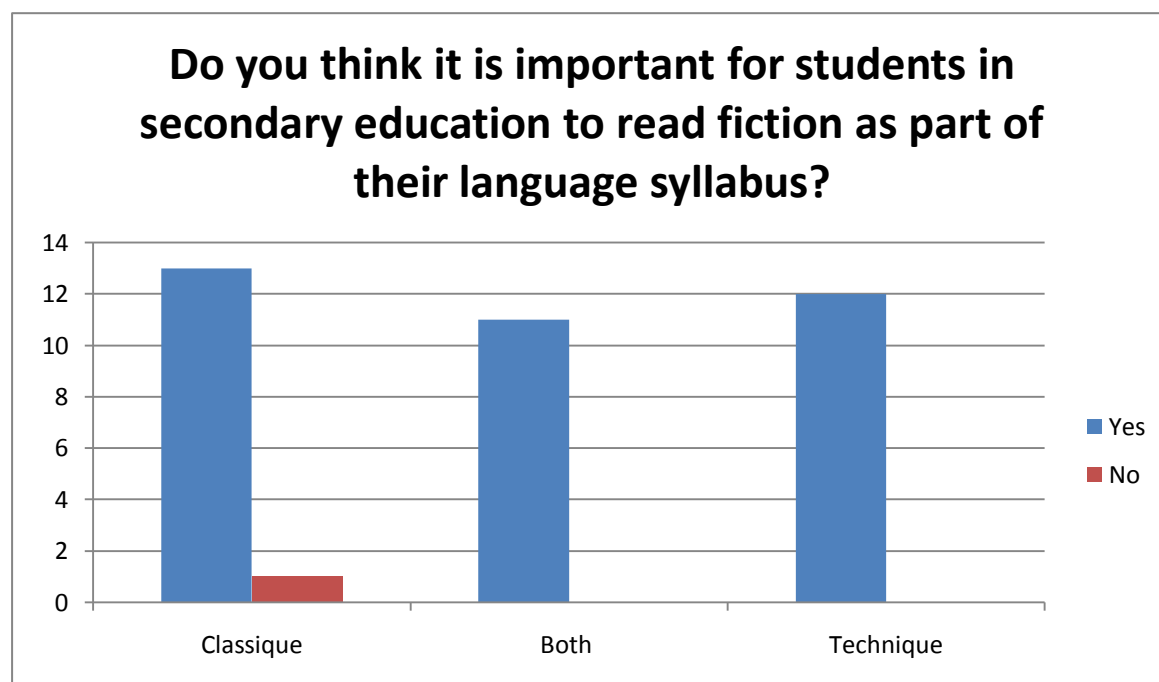
Did you read fiction outside of school when you were a student in primary school?



Did you read fiction outside of school when you were a student in secondary school?



Part 2



Why?

Improve/expand vocabulary (12 teachers)

Generally improve language (9 teachers)

Improve grammar (2 teachers)

Improve style (5 teachers), improve writing (4 teachers)

Get to know / discover new cultures/worlds/broaden the students' horizons (11 teachers)

Improve thinking skills (4 teachers), improve pronunciation

Develop a feeling for the language (5 teachers)

Learn how to interpret whole texts (5 teachers) improve reading skills (2 teachers)

It is possible to mix grammar and reading, variation in the lessons,

Students get to know dialects and idioms (2 teachers), students get confronted with authentic material, students acquire academic lexis, students get to know different authors

students have to read in class because many would not do so otherwise (2 teachers), positive effect on the imagination (2 teachers), students learn to understand other characters (2 teachers), students develop concentration and perseverance, students develop their identity (3 teachers), helps students in their choice of reading as many would not know what to read

‘Show them how their language skills can be useful for other activities’

,Verständnis für die betreffende Kultur entwickeln.’

‘It improves their use of the language; it makes them realize that learning a language can open up a new universe for them.’

, So verbessern die Schüler ihre Sprache, lernen jedoch auch viel über andere Lebensmodelle, über andere Kulturen und über sich selbst. Sie lernen, sich in andere hineinzusetzen und bekommen (hoffentlich) Freude am Lesen.’

‘For many pupils learning a language is boring. Reading fiction in class may wake their interest for foreign languages.’

‘Because it is a good way, or probably the best way, to learn the language. A lot of students would not touch a book, if their teachers didn’t force them.’

, Da viele Schüler nicht in ihrer Freizeit lesen oder sich in dieser Zeit auf ihre Vorlieben beschränken, haben sie durch die Lektüre als Teil des Programms die Möglichkeit, ihren geistigen Horizont zu erweitern. Außerdem ist die Lektüre (fast) die einzige Möglichkeit, in eine Sprache einzutauchen und sich ihren Wortlaut anzueignen. Des Weiteren lernen sie über die reine Lektüre hinauszugehen, indem sie interpretieren.’

« L’objectif de l’enseignement des langues au Luxembourg n’est pas seulement d’enseigner la langue comme moyen de communication. Il s’agit aussi de transmettre des valeurs, une culture, des connaissances générales, le goût à la littérature...ces objectifs peuvent surtout être atteints grâce à la lecture de livres.»

, Es ist wichtig die Schüler dazu zu ermutigen, längere Texte zu lesen und Verbindungen und Zusammenhänge aufzeigen und erläutern zu lassen.’

« Par le biais de l’imitation de leurs lectures, les élèves progressent sur le plan linguistique aussi bien que sur le plan stylistique.»

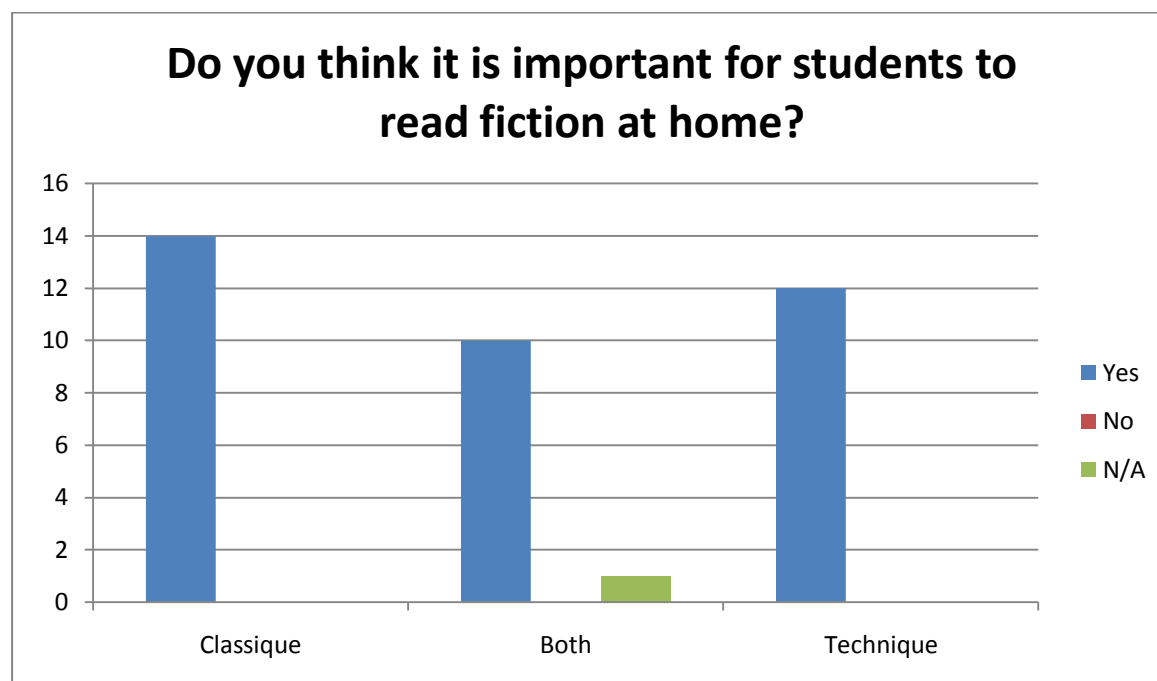
‘To broaden their horizon (history, geography, politics); to understand other characters, personalities; to acquire academic lexis; to develop concentration and perseverance; to ‘communicate’ with other people (here author).’

, Auf diese Weise können Schüler ihren Wortschatz und Stil verbessern. Sie müssen lernen, Texte zu verstehen und zu interpretieren und sollen Freude am Lesen gewinnen. Solche Texte fördern die Entwicklung der Phantasie und eröffnen neue Horizonte. Die angegebenen / vorgeschlagenen Bücher entsprechen weitgehend dem Alter der Schüler.’

« Etude d’une œuvre intégrale avec ses aspects spécifiques (trame narrative, narrateur, suspense...) »

‘I believe that literature and the use of language (grammar, vocabulary etc) cannot be perceived as separate areas of language acquisition. They are highly interlinked and co-dependent as well as quintessential for an accurate understanding and usage of the taught language.’

« C’est un des moyens les plus agréables et efficaces pour apprendre une langue. La lecture est un enrichissement personnel et forme l’esprit.»



Why?

Good for students’ general culture / get to know new cultures, horizons (12 teachers)

Improve vocabulary (7 teachers) improve style (2 teachers)

Generally improve language (10 teachers)

Improve writing, thinking and reading skills (4 teachers)

Students get a feeling for the language (3 teachers), they get to know dialects and discover authentic material

Improve creativity and imagination (9 teachers); shapes students’ identity (2 teachers); relaxation; students might discover the pleasure of reading (6 teachers); useful hobby (3 teachers); develops mental openness (3 teachers)

Students can choose books themselves and read at their pace (6 teachers)

‘Keep brain working.’

‘Become fluent readers.’

‘Immerse in language.’

« La lecture est d’abord une activité très personnelle (rythme, moment ou on lit ; sujets qui intéressent...). »

‘Students should expose themselves as much as possible to the language they want to acquire. Furthermore, by reading at home during their leisure time, students become freer in choosing the book they want to read as opposed to the ones on the syllabus.’

‘Keep distance to everyday routine, stress and media influence.’

, Außerdem ist es eine sinnvolle Freizeitbeschäftigung, die in anderem Maße entspannt als sonstige, oft laute Aktivitäten. Körper und Geist können zur Ruhe kommen. ‘

« Plaisir de lire, découvrir d’autres mondes, faire des expériences qu’ils ne pourraient faire autrement. »

, Hineinversetzen in fremde Welten fördert das Fremdverstehen und so die Identitätsbildung. ‘

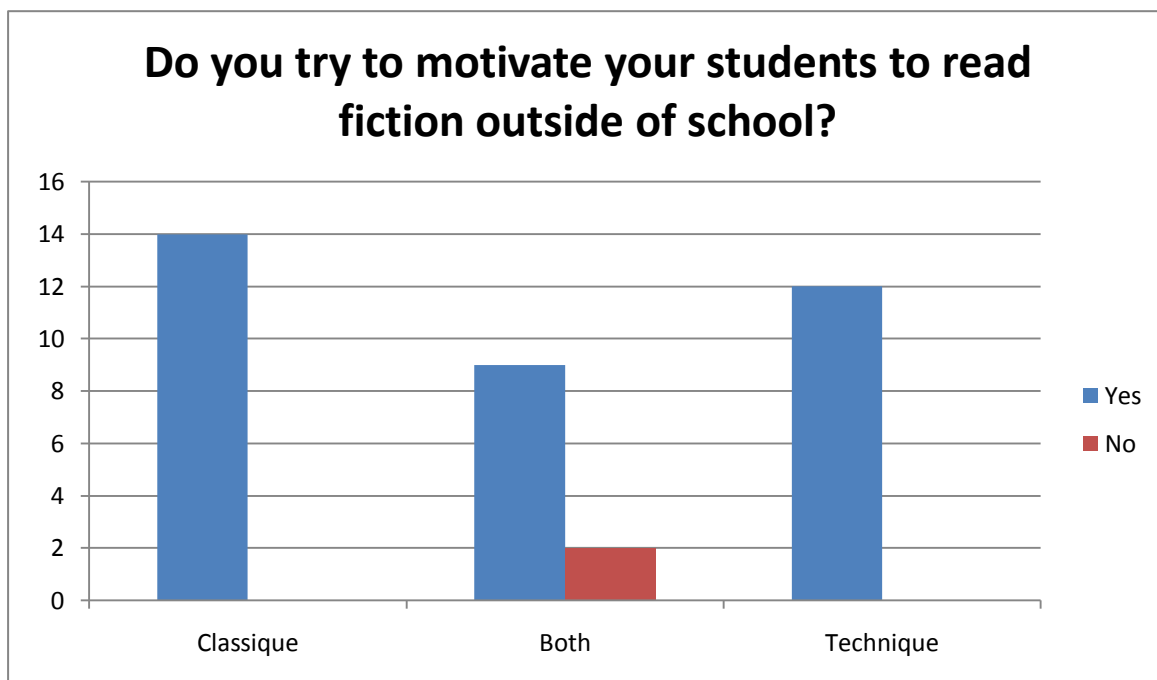
«Le nombre de livres qui peuvent être lus à l’école est forcément restreint. Trois livres lus par année scolaire ne vont pas avoir beaucoup de répercussions sur le niveau de langue de l’élève. Les livres choisis par l’enseignant sont censés intéresser une majorité des élèves de la classe, mais forcément les sujets traités ne vont pas intéresser tous les élèves de la même manière. Il est important que l’élève trouve LE livre qui puisse le motiver à lire d’autres livres. L’école ne peut pas forcément répondre à cette tâche. Les livres lus à l’école sont souvent des livres qui ont une utilité pédagogique. Il est important que l’élève puisse aussi lire des livres qui n’ont peut-être pas d’intérêt littéraire mais qui peuvent l’intéresser à titre personnel. »

, Sie eignen sich den Wortlaut der Sprache an und erweitern ihr Vokabular. Durch die Lektüre fiktionaler Texte wird auch die Phantasie angeregt. Es ist zudem, im Gegensatz zum Fernsehen, eine aktive Beschäftigung, man muss mitdenken. ‘

«Plaisir de plonger dans un autre monde.»

, Sie lernen über den Tellerrand zu blicken, vergrößern ihr Allgemeinwissen, können zu sich selbst finden. So können sie abschalten, sich zurückziehen... ‘

‘In the long run they will be able to express themselves better, to become more familiar with the language, to have a better vocabulary.’



If so, how?

Give students a reading list at the beginning of the year (3 teachers)

Present books in class (20 teachers)

Go to the library with the class, meet authors, read extracts of books to class (2 teachers), lend students books (2 teachers), have a class library

Putting across own enthusiasm for reading (6 teachers), tell students why it is important to read (2 teachers)

Encourage students to write reviews about books they have read (4 teachers), give bonus points

‘Asking them about films or series they enjoy and trying to find books or material that is related to the subject or by indicating the books these films are based on.’

‘Occasionally they might like a book so much that they want to read similar ones or others by the same author. I tell them to browse in bookshops – find something that they really enjoy! I tell them that in the long run it will help improve their English.’

, Indem ich Lektüren aussuche, die die Schüler interessieren könnten (oft lasse ich die Klasse wählen) um so ihre Lesemotivation zu fördern. Auch erzähle ich manchmal von guten Büchern, gebe Titel und Autor an.’

‘I recommend books and stories to them which they might like to read. Sometimes I give them a copy of a passage chosen from these books, relating a gripping episode.’

, Ich schlage zu Themen die sie interessieren, entsprechende Bücher vor. Ich ermuntere sie dazu, Bücher, die von anderen im Unterricht vorgestellt wurden, zu lesen. Ich organisiere Buchvorstellungen, die außerhalb der Schule vorbereitet werden müssen.’

« Essayer de comprendre pourquoi ils ne lisent pas et réagir à ces ‘craintes’ pour les motiver (peut-être un livre trop épais leur déplaît, donc leur montrer des livres avec moins de pages.)»

«- en leur communiquant des titres qui m’ont plu ou qui sont susceptibles de les intéresser

- en partageant avec eux ma propre passion / expérience personnelle

- par des projets promouvant les libertés du lecteur et l’échange entre les élèves»

‘- by choosing novels / books that are both thrilling and universally valid

-by adopting readers that are accessible (thematic area, lexis, length)

- by trying to put across my own enthusiasm for reading’

«- En les incitant à lire des livres pour les tests de lecture (points bonus sur le bulletin)

- à partir de la 6è, mes élèves font des exposés devant la classe en présentant un livre à leurs camarades

- en leur indiquant des livres qui pourraient les intéresser

- en leur parlant (à partir de la 4è) de mes lectures personnelles»

« J’apporte régulièrement des livres en classe et je les présente aux élèves. Normalement, après quelques mois je connais leurs goûts personnels et quand je trouve un livre qui devrait les interpeller je le leur indique. J’encourage les plus jeunes de rédiger des ‘fiches de lecture’ sur les livres lus à la maison et je récompense leurs efforts par une note orale. J’organise aussi des bibliothèques de classe.»

When you followed your teacher training, what methods were you taught about implementing fiction in the language syllabus (reading books in class)?

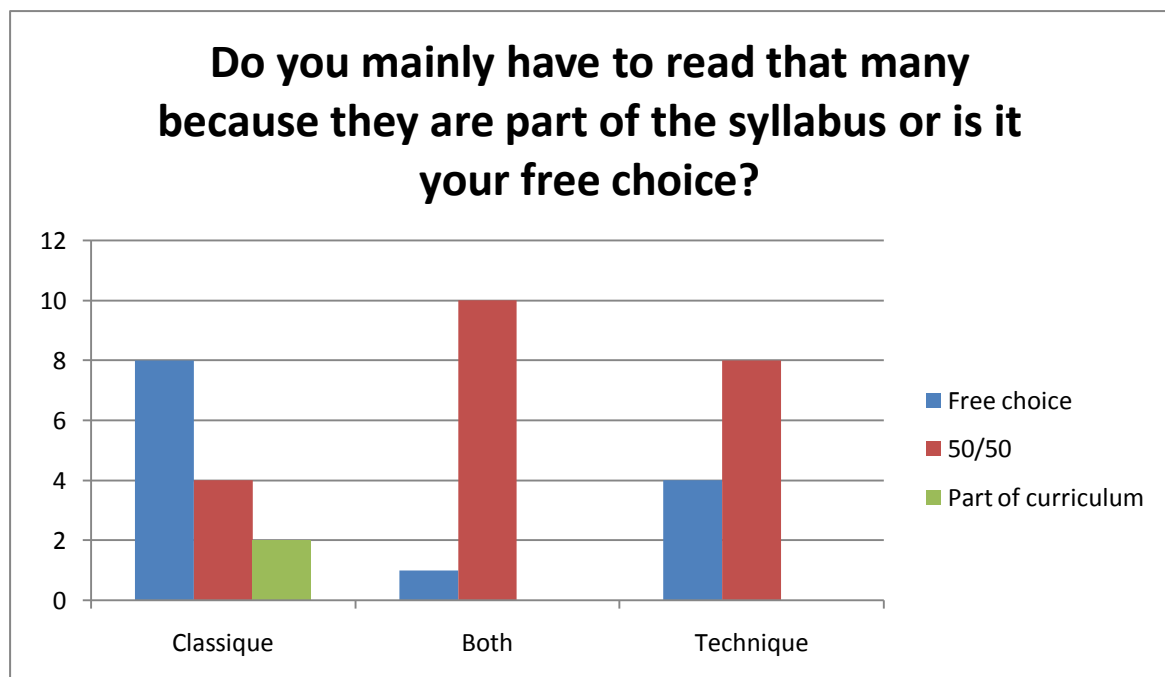
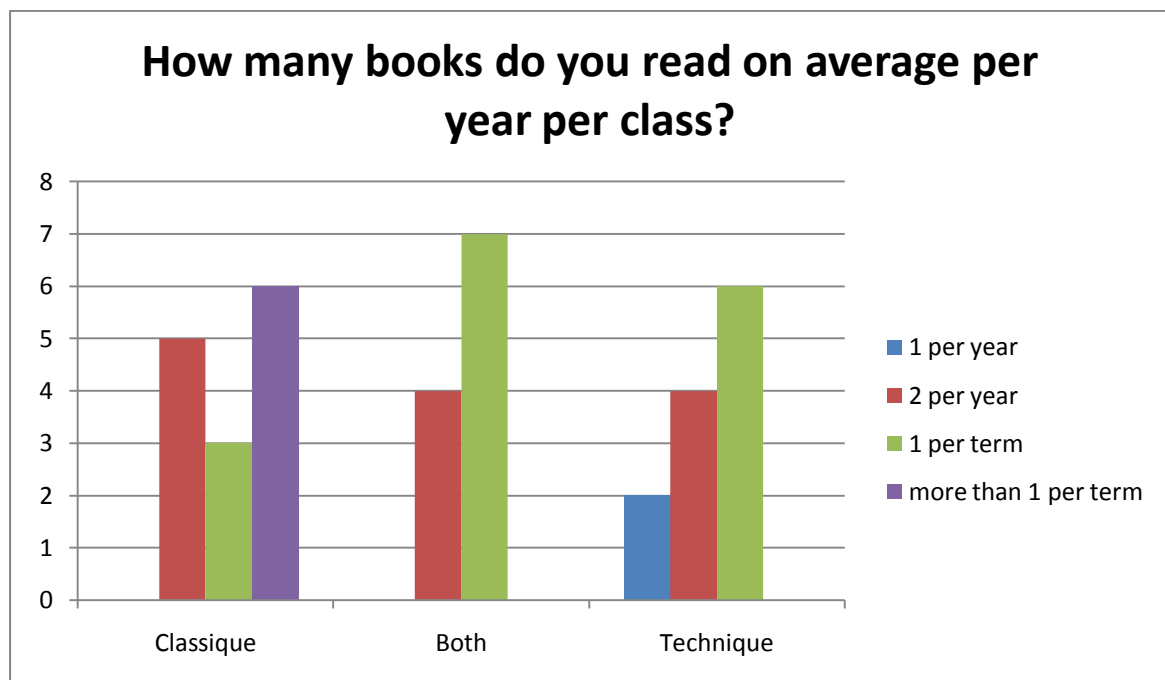
None (13 teachers)

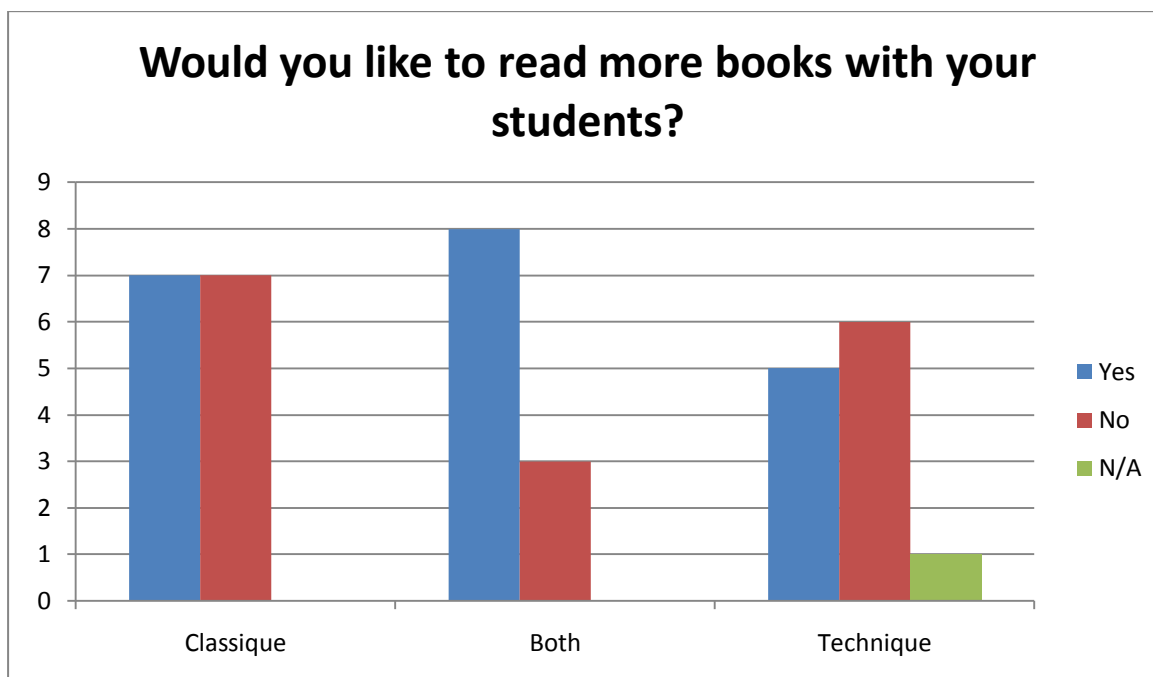
Barely any / 1 class / a lot but nothing useful / not yet

old fashioned methods (q&a, talk about chapters) (4 teachers) / reading diary (7 teachers)/ class library (2 teachers) / book presentation / autonomous reading dossiers / thematically (3 teachers) / chronologically (3 teachers) / MI reading project / TBL approach (2 teachers) / Portfolio / pair group (2 teachers) / multimodality / summaries / reading together

, Blockstudien, Vorbereitende Lektüre zu Hause, Schwerpunkte setzen‘

«Je ne me souviens plus, mais je pense qu’il s’agissait de méthodes plutôt traditionnelles : lecture d’un chapitre / questions-réponses. J’ai toujours essayé de me distancer de ces méthodes traditionnelles qui m’ont déjà ‘dégoutée’ en tant qu’élève.»





Why?

Yes:

Best way to learn/ improve a language (3 teachers), improve vocabulary (4 teachers), students get to know culture of set country, improve student motivation by showing them how much they already know (2 teachers)

More diversity in class (4 teachers), personal enrichment , can show students many different types of books, books are part of the living language

‘I think it should be an enjoyable part of learning a language for both teacher and pupils, it should make them realize what you can do with a language and how much they already understand’

, Das hängt von der Klasse ab. Wenn die Schüler stärker an Romanen interessiert sind als an Kurzgeschichten, Gedichten...würde ich gerne mehr Bücher mit ihnen lesen. Ich denke, dass man aus Büchern genauso viel lernt als bei der Lektüre von anderen Textarten.’

, Weil es zahlreiche interessante Bücher gibt, deren Thematik sich mit anderen Aspekten des Unterrichts verknüpfen lässt (aktuelle Ereignisse, Grammatik) oder auch fächerübergreifende Verbindungen herstellen. (Hierzu müsste das Programm der einzelnen Fächer allerdings besser aufeinander abgestimmt sein.)‘

«Personnellement, j’aime beaucoup la lecture et je trouve qu’il y a énormément ‘d’histoires’ que j’ai envie de partager avec mes élèves. Si je lis un maximum de livres avec eux, la chance qu’ils trouveront LE livre qui les motivera à lire encore d’autres livres est plus élevé.»

, Positive bisherige Erfahrungen für mich und positives feedback der Schüler. Möglichkeit zur integrativen Arbeit.'

« La lecture d'ouvrages entiers est souvent plus enrichissante et plus intéressante que la lecture d'extraits. De plus, elle favorise un comportement de lecture plus ,naturel' »

« Impact positif sur le développement intellectuel, enrichissement du vocabulaire, 'bain linguistique' »

'To give them a sense for detecting the 'universality of human experience', to enrich their lexis and get them away from MTV or Facebook language, to get away from blandness and superficiality of course books at all levels.'

No:

Not enough time as there is so much to cover on the syllabus (12 teachers)

Hard to choose a book, students do not read the book

Students should read at home and the exchange about the book should happen in class

'Most students don't like reading books, so they almost never do their homework, when I ask them to read a chapter.'

« Lire ne doit pas seulement être un exercice scolaire mais ils doivent aussi y prendre plaisir. »

'It takes a lot of time and because it is difficult to find books that the entire class can enjoy. Short stories work very well too.'

'2 books per year = good balance (risk that students might get bored) ; also want to read newspaper articles and short stories ; restraint of syllabus.'

« Il y a encore beaucoup d'autres choses à faire- surtout depuis qu'il y a l'enseignement des compétences. Le travail en trimestre ne favorise pas la lecture. »

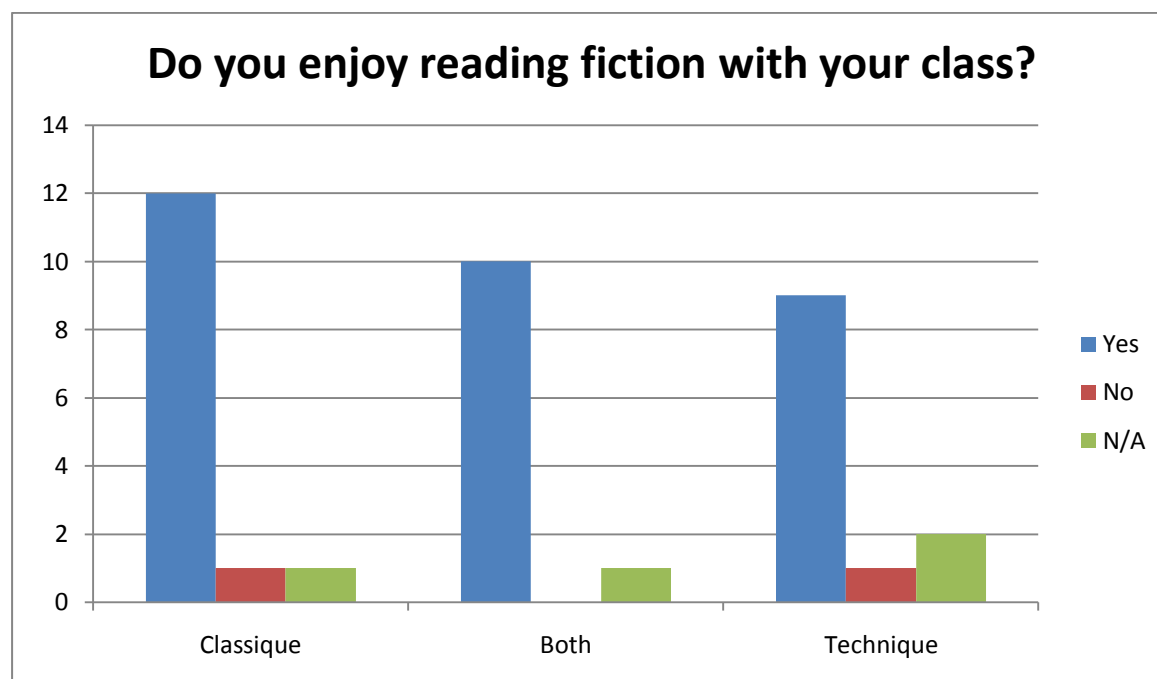
, Das Programm im Deutschunterricht ist so umfangreich und interessant, dass einem die Zeit davonläuft.'

« Il ne faut pas oublier que les élèves ont beaucoup de matières et que chaque titulaire pense que sa matière est la plus importante. Je pense que j'exagère déjà un peu, mais la lecture cursive est un des éléments essentiels de l'apprentissage de la langue. Par an je leur impose :

9 livres en 7^e, 7 livres en 6^e/5^e, 6 livres en 4^e/3^e/2^e et c'est largement suffisant. »

« Je pense qu'il faut choisir le nombre de livres par rapport aux leçons hebdomadaires attribués à la branche. »

‘Reading books means exposing students to those concepts taught during language classes, but in a far more accessible and motivating way. Furthermore, the learning & acquisition process is more unconscious & often more effective. Obviously the books need to be well picked for this to take place. Unfortunately, the syllabus still highly focuses on the use of language (grammar etc). Hence, the lack of time prohibits me a bit from reading more in class.’



Roughly how many percent of your students do you think enjoy reading fiction in class?

<u>Classique:</u>	<u>Both:</u>	<u>Technique</u>
80% (2 teachers)	75% (2 teachers)	80% (3 teachers)
70% (5 teachers)	70% (2 teachers)	60% (3 teachers)
65% (1 teacher)	65% (1 teacher)	40% (3 teachers)
50% (3 teachers)	50% (2 teachers)	30% (1 teacher)
40% (1 teacher)	40% (1 teacher)	20% (1 teacher)
5% (1 teacher)	30% (1 teacher)	15% (1 teacher)
N/A (1 teacher)	Depends on class (1 teacher)	
	80% classique / 50% technique (1 teacher)	

Roughly how many percent of your students do you think would like to read more books in class?

<u>Classique:</u>	<u>Both:</u>	<u>Technique:</u>
75% (1 teacher)	60% (2 teachers)	80% (1 teacher)
65% (1 teacher)	50% (2 teachers)	40% (3 teachers)
60% (1 teacher)	35% (1 teacher)	30% (1 teacher)
50% (2 teachers)	30% (3 teachers)	25% (1 teacher)
40% (1 teacher)	15% (1 teacher)	20% (2 teachers)
30% (3 teachers)	2% (1 teacher)	15% (1 teacher)
10% (2 teachers)		10% (2 teachers)
N/A (3 teachers)		5% (1 teacher)

Part 3

How do you choose the books you read with your class? (syllabus, level, student interest...)

Level (20 teachers)

Student interest (26 teachers)

Syllabus (21 teachers)

Personal interest (11 teachers)

Subject / theme (8 teachers)

Talk to colleagues (5 teachers)

recent publication, age of students (2 teachers), decide together with the students (4 teachers), canon, is there a movie (3 teachers), is there material available about the book (3 teachers), co-operation with colleagues on a project, challenge, books close to students' reality and lives, up to date subjects

‘So far, I talked to colleagues about books their former students enjoyed reading. Afterwards, I choose them according to student interest as a means of motivation, but I also take their level into consideration to avoid frustration on their part and consequently mine.’

« D’abord, je dois faire connaissance avec mes élèves et comprendre quels sont leurs goûts et intérêts. Souvent, nous fonctionnons aussi par thèmes, ou bien des élèves proposent des

ouvrages. Je me renseigne aussi en consultant les prix, comme les ‘Goncourt Lycéens’, les prix des livres de jeunesse. Souvent, mon libraire attire mon attention sur un livre qui pourrait intéresser mes élèves (il est normalement au courant de mes projets de classe). Evidemment, je consulte le programme, je choisis des ouvrages adaptés au niveau des élèves et je me décide pour des livres dont le sujet convient. Le style et l’écriture sont d’autres critères.»

‘I propose several thematic areas and bring examples, I read the blurb / introductory chapter, we mostly decide together.’

« Intérêt des élèves mais aussi intérêt personnel ; je ne peux pas lire avec mes élèves un livre qui me plaît pas personnellement. »

‘I think both the students’ interests and the teachers’ interests are important, because it’s difficult to catch them with a book you don’t like reading either.’

‘Student interest: fiction that might appeal to teenagers, books that have been adapted for movies. Level: simplified, trying to find a balance between ‘not too difficult’ and ‘not too childishly easy’.’

What do you want the students to learn / take away from the experience of reading fiction?

Pleasure of reading / wanting to read more (25 teachers) realise how many different sorts of books there are

Open their minds to new cultures and horizons (16 teachers)

Improve vocabulary (11 teachers), recognize language structures (5 teachers)

Improve reading skill (6 teachers), generally improve language (7 teachers)

Improve imagination (4 teachers), empathy or change of perspective (3 teachers), critical thinking (3 teachers), thinking skills (3 teachers), speaking skills through debates, reading and writing skills,

Realize the beauty of the language, good hobby (3 teachers), feeling for the language, students’ personal development, study of a whole book, students’ interest in a subject, new ideas, discover authentic material, learning how to express one’s opinion, free writing/ writing skills

, Literatur als Unterhaltung’

, Weltbild erweitern’

« Faire des expériences qu’ils ne pourraient faire autrement. »

‘Develop students’ personality, autonomy, and critical mind.’

«Présenter des différents niveaux de langue.»

‘-that books can also be entertaining, not only PC games, TV....

-learn to discuss about / understand characters in novels

-become more open-minded, tolerant.’

‘It should ideally make them want to read more on their own; it should make them realize that there is more to learning a language than just grammar and vocabulary.’

‘Reading is fun- way better than watching movies, especially if the book was out first.’

‘What sort of fiction there exists. That every century or even every decade produces different books, because the background evolves.’

, Sie sollen lernen hinter die Wörter und die eigentliche Erzählung zu sehen (Interpretation) und den Sinn des Schreibens zu erkennen. Sie sollen einen ‚flüssigeren‘ Umgang mit der Sprache bekommen. Sie sollen im besten Fall animiert werden, andere Bücher zum Thema zu lesen.’

,Leselust / Identifikation / Abgrenzung / Positionierung eigenen Schreibens /eigener stilistischen Vorliebe / Informationsentnahme‘

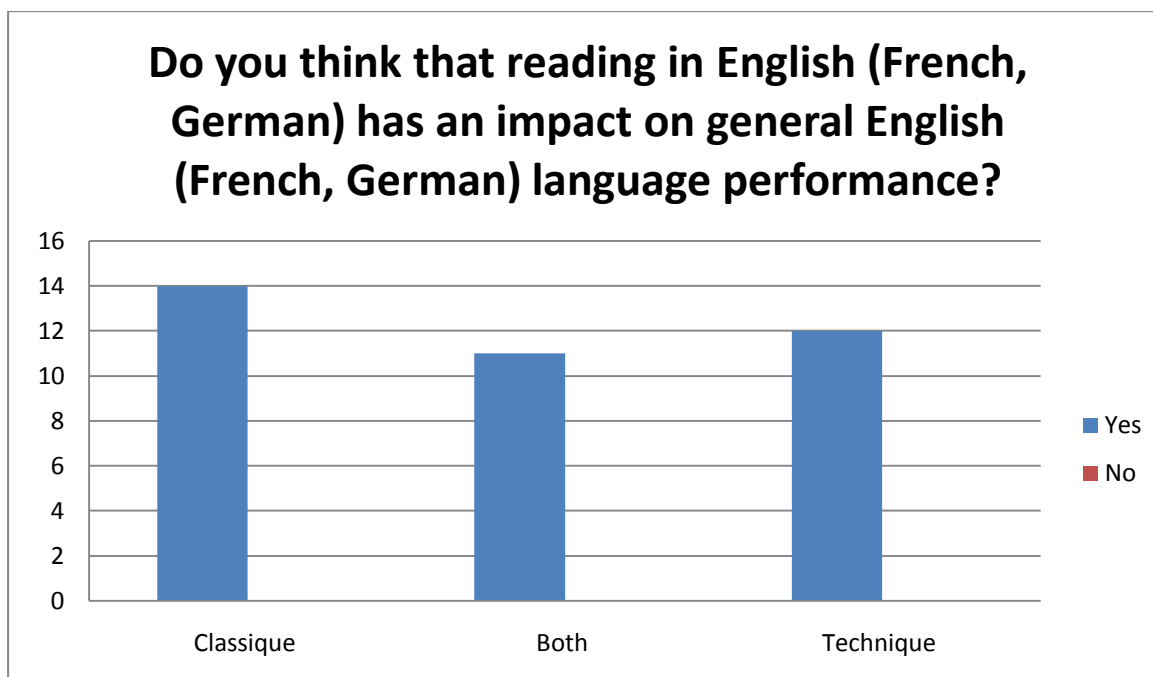
« Cela dépend du livre et de la manière dont nous l’abordons, mais un objectif récurrent est le plaisir / goût de la lecture. En suscitant le goût de la lecture, j’espère inciter les élèves à lire également à titre personnel et à développer un comportement de lecteur autonome.»

, Lesekompetenz, Genuss, Spaß in andere Welten einzutauchen, Empathiefähigkeit, Weltbewältigung und Ich-Finden.’

,Freude am Lesen gewinnen, neue Horizonte eröffnen, interpretieren lernen, Phantasie entwickeln, sich Lebensfragen stellen, weiter denken lernen.’

‘They should realize the beauty of the language, the use of language that is non-exercise based, and the enjoyment of the reading process. I hope to help them open their minds to different ideas and make them contemplate on life, history, society, etc. Moreover, it is a great way to make them perceive the language acquisition, meaning that they realise they are getting better and understand more and more.’

« Du plaisir, un enrichissement du vocabulaire, l’apprentissage de la langue, les amener à réfléchir sur le monde dans lequel ils vivent, comprendre la beauté d’un livre bien écrit...»



In your opinion what is the most important skill students learn from reading? (reading techniques, writing, general knowledge, thinking skills...)

Reading techniques (16 teachers)

Writing (12 teachers), language skills (2 teachers), vocabulary (6 teachers), spelling (2 teachers), language structures (4 teachers), speaking skills (2 teachers)

General knowledge (17 teachers), thinking skills (15 teachers), interpretation skills, open and expand personality (5 teachers)

Fun to discover new worlds (2 teachers), getting to know different viewpoints, pleasure of reading, become fluent readers, become autonomous readers, develop imagination

depends on the book

, Leseverstehen, Auseinandersetzung mit schriftlichen Inhalten’

, Auseinandersetzung mit persönlichen und allgemeinen Lebensfragen.’

« Aborder une œuvre de manière autonome et en tirer un apprentissage personnel qui varie selon le niveau et l’intérêt des élèves.»

‘more than one : -questioning viewpoints of authors

- thinking about ‘experience’ presented to them
- acquiring new lexis through context
- widening their horizon; looking up historical or cultural issues

- thinking about writing techniques, style, register'

« Je pense que cela dépend des élèves. Chacun en tire un autre profit. »

, Sie können sich besser in die Sprache 'einfühlen' bzw. Strukturen erkennen und verinnerlichen. Ihr geistiger Horizont erweitert sich. Sie lernen sich Fragen zu stellen und bestenfalls ihre Gedanken zu einem Thema zu konkretisieren.'

'They become fluent readers. They can express themselves better if they read a lot.'

'Reading techniques; it makes the more advanced pupils learn to read a text and understand it even though some vocabulary is new. Also reading aloud, learning to read a text aloud so that others can actually understand it.'

Which main method do you use to read fiction with a class? (reading diary, questions & answers, group work....)

Different methods (12 teachers)

Q&A (23 teachers)

Group work (19 teachers)

Q&A and group work (6 teachers)

Presentations (6 teachers)

Depends on class (2 teachers), depends on book (2 teachers)

Discussions / debates (4 teachers), character development, creative writing, role-plays, portfolio, individual research, mindmapping, characterization, teacher fronted, reading diary (3 teachers), task based /HOU (handlungsorientierter Unterricht) (3 teachers), reading circle, summaries (3 teachers), rapid learning stations

, Vorgehend nach Themenschwerpunkten (fragend-entwickelnd, Partnerarbeit, Einzelarbeit, Unterrichtsgespräch, Arbeit zu Hause) – die Schüler lesen das ganze Buch zu Hause.'

« Cela dépend de l'objectif que j'ai fixé.

Exemples :

- Avec une classe de 13^e, je fais une lecture et une analyse traditionnelle (lecture d'un chapitre ; questions-réponses) pour les préparer à l'examen de fin d'études.
- Si je veux développer en même temps l'expression écrite des élèves, je fais des arrêts à des moments importants du livre et je demande aux élèves d'écrire la suite ; ou je leur demande d'imaginer des dialogues entre des personnages...

- Si je veux développer en même temps l'expression orale des élèves, je leur demande de transcrire le livre/ou une partie du livre comme pièce de théâtre qu'ils jouent ensuite.
- Si je veux enrichir le vocabulaire des élèves, j'analyse de façon détaillée les parties qui contiennent le vocabulaire qui nous intéresse, par exemple, le champ lexical de la peur.»

'I use several. I have no favourite! I tend to use teacher fronted less and less, especially at upper level.'

« Je varie les approches en fonction du sujet des livres (étude par thèmes / étude chronologique / plus ou moins guidée...)»

Why?

Depends on book and class (2 teachers)

Using different ones helps keeping up the motivation (6 teachers)

« Je trouve que la combinaison de différentes méthodes permet de susciter l'intérêt de plus d'élèves.»

'Alternative methods keep up motivation and foster different student skills.'

, Weil ich je nach Thema die Methode wechseln will. Manches (aber nicht alles) können sie alleine erarbeiten, anderes sollte in der Stunde besprochen werden.'

'I try to vary the technique to avoid repetition and to adapt it to the students.'

'Keep students interested, break down monotony of reading.'

, Im Laufe der Jahre gab es da viele Methoden. Am Anfang stand die detaillierte Besprechung (Frage und Antwortspiel), dann nahm das Besprechen exemplarischer Stellen eine größere Bedeutung an, heute besonders in der Mittelstufe, überwiegt das Portfolio.'

« Je varie les approches afin que tous les élèves puissent en tirer profit. De plus, certains livres se prêtent mieux à une approche que d'autres.»

Q&A: Best way to integrate whole class, easiest to organise, helps check understanding (5 teachers), gives the teacher control, improves communication skills, good for students who need explanations

'Q&A helps me to see rather quickly if pupils have read and understood the plot, the main points.'

'The students should learn how to express themselves freely and state their opinions.'

‘I want them to take part and not just sit there and listen to me talk.’

« La seule méthode, qui en un laps de temps réduit, permette à tous les élèves à faire un maximum de travail et de traiter le livre dans sa globalité.»

, Jeder Schüler soll seine bevorzugte Methode benutzen können. Die Schüler sollen sich aber vor allem in die Figur hineinversetzen und ihre Denkweise verstehen können. Zu rigides Vorgehen kann abschreckend wirken.‘

group work: Interactive

‘I use group work to deepen points, e.g. comparing characters, looking up background information, writing a dialogue.’

« Je pense que le travail en groupe éveille la motivation et suscite davantage de réflexion.»

‘The students should learn to accept their peer’s opinions as well and come to an agreement during a certain task (socio-constructivist approach).’

Q&A and group work: ‘This is how I was taught when I was a student. I don’t know how to do this differently.’

‘To help autonomy and the help they need to find important info in the book.’

« Je préfère les méthodes qui favorisent l’autonomie de l’élève, d’une part pour les amener à devenir des lecteurs autonomes et, d’autre part, pour ne pas empêcher les élèves d’établir un lien affectif / personnel avec leur livre.»

reading diary: Only once a year as it takes up a lot of time to correct

, Kreatives und produktives Verfahren ermöglicht jedem Schüler seine Leseart und seine Interpretation auszudrücken und sich genauer mit dem Gelesenen auseinanderzusetzen.’

characterization: ‘Some pupils are interested on a more psychological level: how does a person react and why?’

Presentations: ‘Good knowledge of content and solid base for personal evaluation.’

Debates: ‘Make students think about a character’s situation.’

, Während der Diskussion haben Schüler die wenigsten Hemmungen sich zu äußern, d.h., kritisch und auch umfangreicher, zum Teil komplexere Ideen auszudrücken (längere Sprechbeiträge der einzelnen Schüler).‘

Reading circle:

« La lecture en classe doit être ‘interrogée’, les lectures et interprétations personnelles se doivent d’être discutées. C’est ainsi qu’apparaît la richesse d’un bon livre et les élèves sont

encouragés à présenter leurs points de vue...Pendant les séances de cercle de lecture, les élèves peuvent choisir entre 5-6 livres et peuvent donc souvent travailler sur un livre qui les intéresse. Ensuite, le groupe organise son travail lui-même (en classe et à la maison) et établit un dossier selon des indications précises. A la fin, le dossier est soit présenté à la classe et / ou remis.»

What problems related to this method have you encountered?

General problems: Students don't do homework / don't read set chapters (13 teachers), students don't like reading, student motivation (3 teachers), lack of reading experience (2 teachers), students get bored (2 teachers), students don't follow working rhythm, problems through insufficient organisation or badly expressed instructions, hard to get shy students speaking (2 teachers), comprehension problems (2 teachers), not all methods work with every book, not all the students have the same level, 'Schwierigkeiten sich die Lektüre einzuteilen', lack of general knowledge

, Verschiedene Niveaus der Schüler – einige arbeiten problemlos mit, während andere den Inhalt nicht einwandfrei verstanden haben.'

'Some students did not read the chapters, which made the teaching all the more complicated.'

'Some pupils just have problems reading longer texts, they are not used to it, problems of concentration. They see the words, but do not grasp the meaning.'

Interactive methods/ group work: Discipline problems, students don't get along, one student does all the work (3 teachers)

, Einige Schüler nehmen diese 'spielerischen' Übungen nicht ernst und haben hinterher das wesentliche nicht verstanden. Insbesondere schwächere Schüler arbeiten nicht effektiv, ohne stark geleitet zu werden.'

'At times I encountered discipline problems when using more interactive methods, or the students perceived them as a game not to be taken seriously.'

Reading diary, MI: A lot of time for preparation and correction (3 teachers), hard to rate creativity

Presentations: Lack of general knowledge

Discussions /debates: 'Difficult to find the right balance when leading discussions.'

'To keep the students talking, they need to be given time to prepare some of their arguments as I noticed that some students got stuck at the beginning.'

Q&A: Some students don't participate, not all the students can be reached, no problems at all

'If they haven't read the chapters, they are unable to answer the questions.'

None: 'None as long as you're flexible and adapt to the class.'

How did the students react to this method?

general reactions: Student reaction vary within the class (2 teachers), students complain about having too much work (3 teachers), students don't work in great detail / seriously , student interest fades if anything is discussed in too much detail

, Manchmal waren sie schockiert, müssen wir ein ganzes Buch (!!!) lesen?!' Ich denke dass sie lieber vorgegeben hätten bis wann sie welchen Teil gelesen haben müssen.'

'It depends on how interested they are in the book.'

'It depends on the fact how willing they are to do their work.'

'It depends on the class and their motivation more than on technique.'

, Je nach Niveau: stärkere Schüler arbeiten gerne autonom und kreativ. Schwächere Schüler sind häufig überfordert, da sie schon beim reinen Textverständnis große Probleme haben.'

« Souvent, ils sont peu enthousiastes face à la lecture en général, mais ils apprécient si on leur laisse une certaine autonomie.»

'It varied from highly engaged and motivated to not interested, depending on numerous external factors (e.g. time of day, composition week, etc.).'

group work: Enjoy working together and are highly motivated, participated in discussing,

'They like group work as they can talk to each other. It's not as boring for them as if I do most of the talking.'

« Globalement bien. Ils se sentent mutuellement soutenus. Ils partagent leurs opinions.»

presentations: Lack of attention from students, private talking, disinterest

Q&A: Generally works well, sometimes bored because they are used to it, depends on time of the day, positive as students participated in discussion

'Some react well- those who like reading; some finish the book a long time before you finish it in class. Doing Q&A helps weaker pupils understand the text better, it makes them go back to the relevant pages.'

« La méthode traditionnelle avec question-réponses les ennue plus, mais avec une classe de 13^{ème} on n'a pas vraiment le choix.»

, Manche gut, manche weniger gut. Sie sind an diese Methode gewöhnt da die meisten Lehrer so verfahren.'

discussions /debates: Students love discussion and ask for more

‘Students generally enjoyed the debate methods: it gives them the possibility to speak more freely and to improve skills such as negotiating ideas or supporting their point of view.’

reading diary: Quite motivated

creative work: « Le fait de jouer une scène ou d’imaginer des dialogues entre personnages motive en général les élèves.»

What other methods have you used ?

Q&A (8 teachers)

Presentations (9 teachers)

Group work (7 teachers)

Reading diary (4 teachers)

creative writing, mind mapping, reading by chapters, reading books in class, role-play, MCQ (3 teachers), project work, vocabulary only, pair work, discussion rounds, debates, rapid learning stations, portfolios (3 teachers), compare book to film, choice of book, many different methods

« 1) Des exposés, mais souvent le résultat est décevant (internet)

2) Donner une série de questions par tranche de page à lire avec discussion et corrigé en classe.

3) Faire lire le livre et confronter l’ouvrage au film.

4) Donner un choix de plusieurs livres à lire à la maison – test de lecture.»

‘Not presenting a novel in a thematic way but summarizing chapters and analyzing the protagonists.’

What problems related to these methods have you encountered?

general problems: Students didn’t read set chapters (2 teachers), student motivation (3 teachers), students lack sufficient lexis to express themselves, if books discussed in detail interest weakens, teacher always has to check work, students passive by nature,

presentations: Subjects only partly dealt with, difference in student knowledge, boredom, plagiarism, students started work too late, students only read the chapter they had to present

, Manchmal zu oberflächlich, müssen dann erneut besprochen werden.’

‘Students need advice otherwise they stop activity and start work at the very last minute.’

Q&A: Students are inhibited, too abstract, not everyone takes part, less interesting, students switch off

group work: Discipline problems, perceived as game, too much noise, students talk about other topics, good students work lazy ones don't

reading diary: Hard to evaluate, varying quality

creative writing: Too much writing

role-play: 'Lots of pupils don't feel at ease or find it difficult to (re)write a dialogue.'

chapter by chapter: 'Man kann nicht nach Themen vorgehen, da verschiedenes erst später gelesen wird.'

Presentation of chapters: 'This method is particularly difficult to work with, because, when the pupils who ought to present the first chapters, didn't do their work, all of the class is blocked.'

'Make sure that the students do not only focus on the chapters they have to present'

How did the students react to these methods?

general problems: Inattentive, passive, unmotivated, bored, inhibited because of shyness or insufficient lexis to be able to express themselves, depends on class and age group, students don't like methods that ask for a lot of work

Q+A: Less interested / bored

« Il y avait un certain laisser-aller de plusieurs élèves bien que d'autres se soient totalement impliqués dans les discussions. »

presentations: Less motivated because it is a lot of work

'Complain about amount of work, they feel overwhelmed and not up to the task'

group work: Students like it because it's more relaxing

project work: Ok

creative writing: Good

MCQ: Ok

chapter by chapter: Positively

, Gut. Sie sind es gewohnt.'

presentation of chapters: ‘The serious students are furious against the lazy ones.’ (because they don’t prepare their chapters (well))

multimodality: ‘Students considered it a break from reading, students could refer to some passages more easily / understand them better.’

reading diary: « Certains profitent de l’occasion pour faire un beau dossier et avoir de bons points; d’autres ne sont pas du tout motivés à faire cet effort.»

reading parts of the book in class : ‘Quite good, because the text wasn’t already gone in their memory.’

Do you have a favourite method?

No / not yet (8 teachers)

Q&A (11 teachers)

A mixture (4 teachers)

Jigsaw, discussion round, depends on class, give students choice of method, personal research, reading diary, class library, creative writing, produktives Verfahren, group work, oral report, thematic

‘Yes: the debate / discussion method since I had some really positive experiences with it’

‘Teacher fronted when I have less motivated classes. Free style (presentations...) when I have a motivated class.’

Why?

Q&A: Easy to find out if the students have accurate comprehension, teacher and students used to it

‘I can track the progress of each pupil’

‘You can check whether students understand the text; you can have discussions developing; you can ask ‘what would you have done....?’’

‘Easy to implement’ (2 teachers)

‘Interesting, you hear the students’ opinion, interactive’

‘Only the lazy students can’t follow the class. The other students have the possibility to make good progress.’

personal research: Creative, motivated, productive

oral reports: 'Because the students need to present parts of the book without me guiding them.'

productive methods: Motivation,

, Produktives Verfahren lässt Freiräume.'

thematic: , Weil es meiner Meinung nach logisch ist, längere Texte hinsichtlich der Themenschwerpunkte zu untersuchen.'

group work: ,If somebody has good ideas, but has problems to express himself / herself in that language, somebody else may be able to help – they learn to work as a team.'

« C'est une méthode de travail en groupe qui sous-tend beaucoup de coopération de chaque élève puisque tout le monde dépend de tout le monde.»

Depends on the class: 'It depends on their level of motivation. Some just want to get it over with and others actively engage with the book.'

reading diary / creative methods: , Die Schüler können die Aspekte behandeln, die sie am meisten interessieren. Es geht nicht nur um die Wiedergabe von Wissen / vorgefertigten Interpretationen, sondern die persönliche Auseinandersetzung mit dem Buch steht im Vordergrund. Die Methode ermöglicht Transfer Leistungen und ein tieferes Gesamtverständnis.'

debates / discussion: 'Gives students the possibility to imagine themselves into a character's situation, allows a change of perspective, improves speaking skills and skills such as arguing / negotiating of ideas.'

Do you think the students have a favourite method? Which?

Students react differently / depends on students (5 teachers)

Mixture of methods (4 teachers), don't know (2 teachers), depends on level,

Discussion rounds/ debates (3 teachers), read at home and discuss in class, reading diary, reading only without discussing, text related discussion, Q&A on specific parts of the text that the teacher can explain (3 teachers)

Group work because they like working with friends and it's more interesting (6 teachers)

'They need a sense of achievement and then they feel good.'

'Perhaps Q&A, although some like group work because they hope to hide in a large group.'

, Jüngere lesen vielleicht lieber kürzere Teile, ältere Schüler haben vielleicht lieber einen Gesamtüberblick.'

'They prefer group work. Most of the class are using the opportunity to discuss private matters and they let the serious pupils do the work alone.(!!)'

'It depends on their level of motivation. Some just want to get it over with and others actively engage with the book.'

« Ma classe préfère l'analyse thématique à l'analyse linéaire parce que c'est moins ennuyeux. »

« J'ai l'impression qu'une large majorité des élèves est indifférente face à la lecture, et par conséquent, également face aux méthodes. »

, Ja, produktives Verfahren im EST, im ES oft analytisches Verfahren da es ,bequemer' ist.'

,Einen Teil zu Hause lesen-Nachbearbeitung in der Klasse/ schwierige, komplexe Texte sind somit leichter zugänglich.'

« Q&A: l'habitude, on peut s'engager si on veut et sinon on laisse le professeur faire – upper classes, 7è-5è – HOU : on peut participer activement. »

, Schüler /innen reagieren da sehr unterschiedlich'

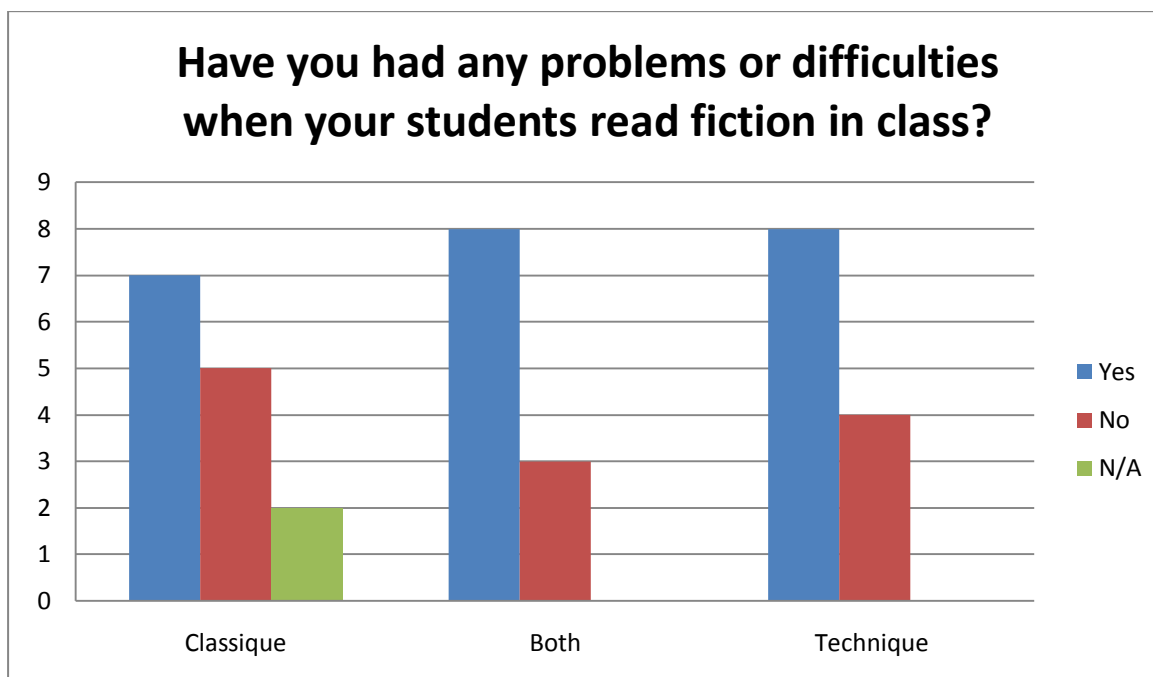
« Il s'agit surtout de ne pas les ennuyer donc, il faut veiller à varier les sujets des livres (science-fiction, historique/scènes de vie....) et à varier les approches. »

« Lecture seule, en classe pour certains, à domicile pour d'autres. »

'It really depends on the class. Interactive students prefer more interactive techniques. Others might feel more comfortable with techniques involving questions & answers session in the plenary. Depending on their moods and the time of day, a variation of methods is advised.'

« S'ils aiment lire, je pense que toutes les méthodes se valent si elles sont variées, adaptées, motivantes, intéressantes. »

'Difficult to say if techniques learnt at school are applied. Reading should (first of all) take part for pleasure and unconscious personality training. Techniques and methodology could be counterproductive.'



If so, what are the most significant problems you have encountered?

Students hadn't read the book (11 teachers)

Problems understanding the book (5 teachers)

Wrong choice of book leading to a lack of motivation (7 teachers)

student motivation, too much information for the students to cope with, plagiarism (2 teachers), some students don't like reading (3 teachers), lack of general knowledge, it's an effort they're not used to make (3 teachers), students don't do homework (2 teachers), students not interested in topic, overwork, students feel demotivated as they concentrate too much on unknown words, disinterest (3 teachers), hard to find a book everyone likes, challenge to motivate students who don't like reading (2 teachers), old texts can be hard to identify with, some books are not made to be discussed much, students find it difficult to express themselves

'Some pupil's general attitude: not taking fiction so seriously; finding it hard to concentrate on longer texts. Other problem: not enough time.'

« Impression de les assommer.»

, Man muss unbedingt darauf achten, dass alle Schüler das Buch gelesen haben. Vor der Diskussion stelle ich während einer Klassenarbeit eine kleine Frage zum Buch für einige Punkte.'

'In the past, the wrong choice sometimes led to: lethargy, overwork and lack of motivation.'

‘That some students in the upper classes think that they don’t have to read the book and that they still can follow.’

« Parfois le livre choisi était trop difficile du point de vue du vocabulaire et alors on perd un temps fou à expliquer des banalités et les élèves sont démotivés.» (2 teachers)

« Le plus gros problème est toujours que certains élèves ne lisent pas les livres et donc ne peuvent pas tirer profit voire participer aux cours consacrés à l’étude de l’œuvre.»

« Amener tout le monde à garder le ‘rythme’ de lecture. – Donc trouver une œuvre qui motive un maximum d’élèves. – Faire prendre goût à des non-littéraires des œuvres plus classiques, mais ceci dépend aussi de ma méthode.»

‘Students not up to the demands and standards of written comprehension – discipline problems – derision – misunderstandings – rebellion / protests.’

Other comments:

‘When pupils have not the required comprehension skills, better stop the sequence and choose another work. (for the sake of a good atmosphere in class).’

‘I think that especially in the ‘cycle inférieur’ the syllabus should provide more possibilities for reading fiction in class. Time pressure to finish the programme as mentioned in the syllabus makes reading fiction regularly rather difficult.’

« En ce qui concerne la lecture à l’école il faut distinguer : cycle inférieur et cycle supérieur !! Les méthodes varient beaucoup et chaque classe réagit différemment.»

‘Most students enjoy a good read. The books should either enrich their experience, be thrilling (to some extent at least), lead to contradictory, dialectic discussions, be within their range of difficulty.’

‘Reading fiction is important as it widens thinking and language.’

« En ce qui concerne le français, le programme de grammaire est malheureusement tellement chargé que je n’ai pas l’occasion de lire plus de 2 livres par an.»

, Meiner Meinung nach sollte die Schullektüre nicht den Spaß am Lesen verderben. Sie muss aber Bestandteil des Programmes bleiben, weil viele Schüler sonst immer weniger lesen. Außerdem besteht hier die Möglichkeit, die Schüler mit Büchern und Themen zu konfrontieren, die sie freiwillig nicht in Erwägung ziehen würden.’

‘Reading fiction in ‘technique’ classes is not easy: you really have to stick to simplified books (at least up to 11è level) and I find that in a lot of cases simplification and shortening a book can almost ruin this book; it just comes across as something rather different from the original, which is a pity.’

PISA Statistics

Q22 How many books are there in your home?

	EST	ES
0-10 books	14.4 %	2.1 %
11-25 books	18%	5.2 %
26-100 books	31.8 %	18.1 %
101-200 books	16.9 %	20.5 %
201-500 books	11.7 %	25.1 %
More than 500 books	7.2 %	29 %

Q23 About how much time do you usually spend reading for enjoyment?

	EST	ES
I do not read for pure enjoyment	58.1 %	35.2 %
30 minutes or less a day	21.4 %	27.7 %
More than 30 minutes to less than 60 minutes each day	10 %	19.7 %
1 to 2 hours a day	6.7 %	11.8 %
More than 2 hours a day	3.7 %	5.5 %

Q24 How much do you disagree or agree with the following statements?

	Strongly disagree EST % / ES %	Disagree EST % / ES%	Agree EST % / ES%	Strongly agree EST % / ES%
a) I read only if I have to	20.6 / 35.8	23.7 / 26.6	28.4 / 22.9	27.3 / 14.7
b) Reading is one of my favourite hobbies	50.2 / 31.8	30 / 34	13.8 / 21.3	6 / 12.9
c) I like talking about books with other people	52.9 / 30.5	28.9 / 34.8	14.4 / 24.5	3.7 / 10.2
d) I find it hard to finish books	32.8 / 48.7	31.6 / 31.1	22 / 13.8	13.6 / 6.4
e) I feel happy if I receive a book as a present	37.6 / 19	33 / 33.5	22.2 / 32.5	7.2 / 14.9
f) For me, reading is a waste of time	29.4 / 47.2	29.8 / 30.2	21.5 / 13.7	19.2 / 8.8
g) I enjoy going to a bookstore or library	49.3 / 31.8	27.8 / 31.2	15.9 / 23.2	7 / 13.8
h) I read only to get information that I need	17.8 / 27.3	24.6 / 36	36.1 / 25.9	21.5 / 10.9
i) I cannot sit still and read for more than a few minutes	41.3 / 59.8	27.3 / 23.8	17.9 / 10.4	13.6 / 6
j) I like to express my opinions about books I have read	23.8 / 11.5	24.1 / 21.4	33.4 / 41	18.7 / 26.1
k) I like to exchange books with my friends	53.2 / 33.5	24.2 / 29.8	14.5/23.9	8.1 / 12.8

Q25 How often do you read these materials because you want to?

	Never or almost never	A few times a year	Once a month	Several times a month	Several times a week
	EST % / ES %	EST % / ES %	EST % / ES %	EST % / ES %	EST % / ES %
Magazines					
Comic books	7.1 / 3.5	8.5 / 6.4	16 / 17.3	33.3 / 36.2	35.2 / 36.7
Fiction	44.8 / 49.1	19.4 / 20.3	14.7 / 13	11.9 / 10.8	9.1 / 6.8
Non-fiction books	40.2 / 14	23.1 / 20.4	17.3 / 22.8	11.8 / 21.9	7.5 / 20.9
Newspapers	41.5 / 28.5	23.3 / 29.2	16.4 / 22.3	13.3 / 13.9	5.5 / 6
	11.9 / 10	6 / 6.8	10.8 / 12.2	22.1 / 25.4	49.2 / 45.7

Q37In your language lessons, how often does the following occur?

	Never or hardly ever	In some lessons	In most lessons	In all lessons
	EST % / ES %	EST % / ES %	EST % / ES %	EST % / ES %
a) The teacher asks students to explain the meaning of a text	8.5 / 3.3	40.2 / 31.1	39.3 / 48.2	12 / 17.4
b) The teacher asks questions that challenge students to get a better understanding of the text	8.5 / 5.9	36 / 29.2	43.6 / 47.2	11.9 / 17.7
c) The teacher gives students enough time to think about their answers	10.8 / 10.3	33.8 / 32.8	40.1 / 41.8	15.3 / 15.1
d) The teacher recommends a book or author to read	23.1 / 21.4	39.3 / 43.9	26.8 / 24.9	10.7 / 9.8
e) The teacher encourages students to express their opinion about a text	13 / 11.1	34 / 29.8	36.8 / 42.3	16.2 / 16.8
f) The teacher helps students relate the stories they read to their lives	31.2 / 37.6	37.7 / 39.1	23.5 / 18.5	7.6 / 4.8
g) The teacher shows students how the information in texts builds on what they already know	15 / 17.7	41.8 / 41.7	32.5 / 32.5	10.7 / 8.2