



**Universidad
Zaragoza**

Trabajo Fin de Máster

The Challenge of Teaching Reading in the EFL Classroom

**An Analysis of Reading Habits, Motivation and Evaluation of Reading at Senior
High Schools in Aragón**

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Table of Contents

Abstract	page 2
Introduction and Thesis Statement	page 3
The Aragonese Curriculum	page 4
The Survey	page 6
The Purpose of Reading	page 13
A Way of Motivating Reluctant Readers	page 15
The Problem of Evaluating Reading	page 25
Conclusion	page 29
Works Cited	page 31
Appendix I	page 34
Appendix II	page 35
Appendix III	page 36
Appendix IV	page 37
Appendix V	page 43
Appendix VI	page 46
Appendix VII	page 50
Appendix VIII	page 52

Abstract

This dissertation deals with the problems teachers face when they have to introduce reading in the Aragonese classrooms. The starting point is a survey that has been carried out in seven high schools in Zaragoza and Alcañiz that intends to investigate the reading habits of senior high school students. The result of the survey hints towards problems connected to reading that might exist in high schools in Aragón and which are probably related to the supposed lack of purpose of reading, the difficulty to motivate students and therefore the teachers, and the way assessment is generally carried out. This dissertation aims to examine possible solutions to these problems, proposing other ways to motivate students to read and introducing different ways of assessing the reading outcome.

Este Trabajo Fin de Máster trata el problema al que los profesores se enfrentan si tienen que introducir la lectura en sus clases en Aragón. El punto de partida es una encuesta sobre los hábitos de lectura entre los alumnos del Bachillerato en siete institutos y colegios en Zaragoza y Alcañiz. El resultado de esta encuesta indica posibles problemas en el ámbito de la lectura que pueden existir en los institutos y los colegios de Aragón. Estos pueden estar relacionados con un escaso entendimiento del propósito de leer, una dificultad en motivar a los alumnos y a los profesores, y con la manera de evaluar la lectura. Este trabajo intenta examinar posibles soluciones a estos problemas y proponer maneras diferentes de motivar alumnos a leer, además de introducir otros modos de evaluación.

Introduction and Thesis Statement

When teaching English in Spanish classrooms, teachers have to take care to guide their students towards all the skills needed to master the language: the four basic skills speaking, listening, writing and reading, and the knowledge of vocabulary and grammar. It is no secret that Spanish learners have great problems when it comes to speaking the language properly. But the problems teachers and learners face when it comes to reading are not taken as seriously, though reading is generally seen as important. It is an essential tool for learning vocabulary and grammar that might lead towards a better understanding of the language and its structures, and it helps to get to know the culture of English speaking countries. I have often heard teachers complain about the ordeal of having to include reading in their classes and I have seen many students frustrated by the perspective of having to read yet another book for school. O'Connell's comment shows this fact in a fairly humorous way: "Literature. Quite a divisive word, that. Throw it through an open window into a room full of language teachers and most will dive behind furniture, fingers in their ears and looks of horror on their faces" (n.p.). This view is maybe exaggerated but it shows the general tendency with teachers of English as a foreign language (EFL). And the problem does not seem to have appeared only recently as we can see when Gajdusek commented in the year 1988: "It has been my personal experience that many ESL teachers either consciously or unconsciously feel that 'literature is too hard for ESL students'" (227). The problem seems to be constant and even after over twenty years the situation appears to be the same, even more so as it is tackled in countless theoretical books, essays and manuals. But hardly any study has been carried out about reading in EFL classrooms at Aragonese high schools and the problems teachers might face in this environment.

The questions posed here are if Aragonese high school students are really reluctant to read or if there is a difference between their normal reading habits and their attitude at school. And, if there is a difference, what triggers their unwillingness to read at school and what can the school and especially the teachers do to counter this fact. In order to answer these questions I will firstly introduce the specifications concerning the skill of reading given by the Aragonese Curriculum for English at senior high schools. Secondly, I will present and analyse a survey about the reading habits of senior high school students. Then, I will discuss the results of this questionnaire and add some reflections about the

purpose of reading, before I introduce some solutions to the problem of motivating reluctant readers, using as example Ransom Riggs' *Miss Peregrine's Home for Peculiar Children* (2013). Finally, I will turn to examine alternative ways of evaluating students' learning which may be an additional motivator for reading at school.

The Aragonese Curriculum

When the Aragonese English teacher has to plan his or her course plan for the next school year, the Aragonese curriculum is the first place to look at. The curriculum gives the guidelines for all specifications, be it the objectives, the key competences or the content that has to be taught. The Aragonese government explains in Article 6 of its Orden ECD/494/2016, from May 26th 2016, the general objectives for the senior high school courses and in particular those connected to the act of reading as for example “consolidate the habits of reading, study and discipline as necessary requirements to profit effectively from the learning, and as a means for personal development”¹ (5; my translation). Furthermore, it explains the necessity “to develop the artistic and literary sensitivity and the aesthetic requirements as sources of education and cultural enrichment”² (4, 5; my translation). In Article 7, the Order specifies the key competences for ongoing learning and mentions among others the linguistic competence, the learning to learn competence and the sense of initiative and entrepreneurship competence (5), which can all be connected to the act of reading at school: Reading not only hones knowledge in grammar and syntax, but also invites students to learn autonomously through the act of reading, and the discussion with the classmates can invite to defend one's own opinion. Furthermore, if the student starts to cherish the act of reading, he or she will do so independently from the demands at school and will start to decide what genre is to his or her liking. The main methodological principles are enumerated in Article 17. Here are mentioned the attention to diversity and differentiation, the development of multiple intelligences in all subjects and for all students, the promotion of the students' commitment with their learning and the fostering of creativity and critical thinking³

¹ d) Afianzar los hábitos de lectura, estudio y disciplina, como condiciones necesarias para el eficaz aprovechamiento del aprendizaje, y como medio del desarrollo personal.

² l) Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.

³ a) La atención a la diversidad de los alumnos como elemento central de las decisiones metodológicas.

b) El desarrollo de las inteligencias múltiples desde todas las materias y para todos los alumnos.

d) La promoción del compromiso del alumnado con su aprendizaje.

f) El fomento de la creatividad y del pensamiento crítico a través de tareas y actividades abiertas que

(14; my translation). In my further explanations I will comment on these methodological principles (see: *A Way of Motivating Reluctant Readers*, 15). The guidelines for English as a second language are specified in Anexo II of the Orden ECD/494/2016, from May 26th 2016. The introduction explains the purposes of senior high school education and intensifies some of the general objectives: “This is also the moment to consolidate the strategies of independent and cooperative learning, reading habits, critical thinking and confidence in the capacity to learn”⁴ (1; my translation). In the following, the Anexo presents the objectives for English as a second language where we can see how far reading is emphasized:

Obj.IN.3. Read and understand autonomously texts of different genres and topics, carrying out a linguistic analysis that stems from a critical reading of the text and that leads the students to experience and recognize the enjoyment of literature⁵ (3; my translation).

Obj.IN.5. Use the knowledge and the norms of the language to understand spoken and written texts, speak and write adequately and reflect about the functionality of the language in complex communicative situations⁶ (4; my translation).

The competences in Anexo II are divided into four blocks, where the content and the evaluation are specified: block 1 - comprehension of spoken texts; block 2 - production of spoken texts; block 3 - comprehension of written texts and block 4 - production of written texts. The content of block 3 explains what the students have to be capable of, which is the “autonomous reading of extensive and diverse texts that are related to

supongan un reto para los alumnos en todas las materias.

⁴ También es el momento de afianzar las estrategias de aprendizaje autónomo y cooperativo, los hábitos de lectura, el sentido crítico y la autoconfianza en la capacidad de aprendizaje.

⁵ Obj.IN.3. Leer y comprender de forma autónoma textos de géneros y temas diversos, realizando un análisis lingüístico que derive en una lectura crítica del texto y que lleve al alumno a reconocer y experimentar el gusto por la lectura.

⁶ Obj.IN.5. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para comprender textos orales y escritos, hablar y escribir de forma adecuada, y reflexionar sobre el funcionamiento de la lengua en situaciones comunicativas complejas

personal, academic and professional interests and adapted to their competence level”⁷ (13; my translation). The evaluation criteria for this block defines among other aspects:

Crit.IN.3.1. Understand the essential information, details and general implications in written texts of a certain length and complexity about concrete and abstract topics from the personal, public, academic or working environment. Apply the adequate strategies for comprehension and identify the communicative purposes and the syntactic discursive structures connected to these. Recognize the common or specialised lexis and the conventions of format, typography, orthography, punctuation, symbols and abbreviations⁸ (14; my translation).

As can be seen, the Aragonese curriculum is very specific in its explanation of what high school teachers have to concentrate on when planning their course year and gives a wide range of reasons why reading is important in the EFL classroom. It lies with the teacher in which way these specifications are implemented in the course plan, how the students can be motivated to take part in the learning and how the teaching and learning of reading are assessed.

The Survey

The specifications provided by the Aragonese curriculum give teachers a clear indication of where the focus lies when teaching reading in the classroom. But why is it, then, that teachers are apparently so reluctant to include a reading in their classes, be it poetry or even a book? And why does barely any author explore the feelings of the students towards reading at school? I have not only read a large amount of statements about the reluctance of the teachers to implement reading, but I have also witnessed this reluctance during my practice placement at the Santa María del Pilar School, where the trimester reading project

⁷ Lectura autónoma de textos extensos y diversos relacionados con sus intereses personales, académicos y profesionales, adaptados a su nivel competencial

⁸ Crit.IN.3.1. Comprender la información esencial, detalles e implicaciones generales en textos escritos de cierta extensión y complejidad, sobre temas concretos y abstractos de ámbito personal, público, académico o laboral, aplicando las estrategias de comprensión adecuadas, identificando las funciones comunicativas y las estructuras sintáctico-discursivas asociadas, reconociendo el léxico común o especializado y las convenciones de formato, tipográficas, ortográficas y de puntuación, así como símbolos y abreviaturas.

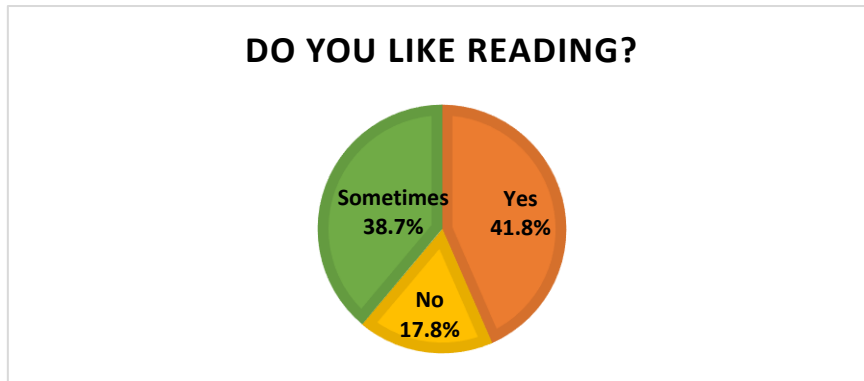
was dreaded by teachers and students alike. The teachers told me that they were not looking forward to the ordeal to make students read and the students told me that they thought the books and the project connected to the reading boring. This made me curious and I wanted to know what Aragonese students really think about reading. My question was if in these times of WhatsApp, Facebook and computer games the students in Aragón are still interested in reading at all or if there is a tendency to neglect reading in all aspects of life. Another reason for my curiosity was the complaint of teachers and parents that young adults would not read, which per se cannot be more than a prejudice when we see that the Ministerio de Educación, Cultura y Deporte, MEC (2015) illustrates in its *Encuesta de Hábitos y Prácticas Culturales 2014-2015* that 214.600 Spanish senior class students claimed to read on a regular basis at least several times throughout the year (137), which is a total of 33 % of all Spanish senior high school students (MEC, *Datos y Cifras. Curso escolar 2014-2015*, 3). The main focus of the criticism may lie on the idea that reading WhatsApp, blogs or messages in the social networks might generally not be considered to be reading. But as Day pointed out, even reading a TV guide can be regarded as reading (11). Therefore, I designed a voluntary and anonymous questionnaire in order to examine the reading habits of high school students (see Appendix I, 33). I concentrated here on the two senior classes of high school taking into account their age, which ranges between 16 and 18 years, and thus their possibly higher maturity when answering a questionnaire. In order to reach the highest number of students, I asked my co-students in the Master course if they could conduct the questionnaire for me during their practice placement. I was even able to motivate some of my own private students that are currently in senior high school courses to present the questionnaire to their classmates. By distributing the questionnaires to several people, I was making use of snowball sampling, though the outcome was limited by the restrictions my enquirers faced: they were only allowed to present the questionnaire to the classes their tutors were teaching. But still, I was able to get answers from seven high schools, though with sometimes limited numbers of answers:

Type of School	Name of School	Return Rate
State Schools	IES El Portillo	55
	IES Miguel Catalán	130
	IES Jerónimo Zurita	81
	IES Pablo Gargallo	76
State-funded Schools	CPEIPS Madre María Rosa Molas	49
	CPEIPS Santa María del Pilar	76
State School outside Zaragoza	IES Bajo Aragón (Alcañiz)	16

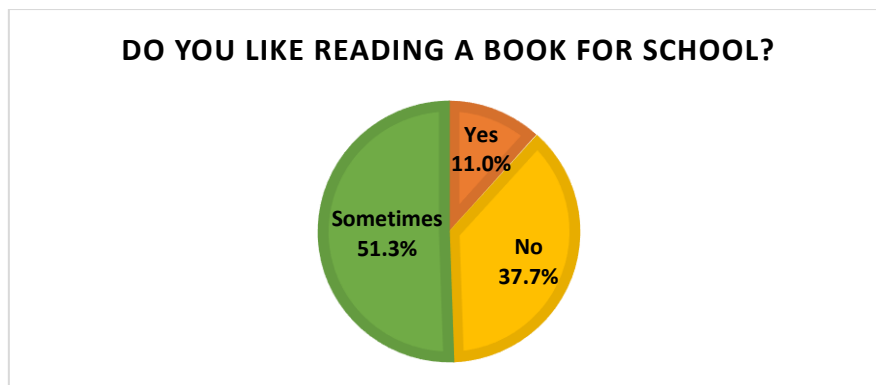
The schools presented here show a large variety of school settings: while the IES El Portillo school is known for its high number of students with migratory background whose families often have financial problems, students in schools like IES Miguel Catalán or CPEIPS Santa María del Pilar allegedly come mainly from families with high social status and nearly no financial problems. There is only one school presented from outside Zaragoza, and that with a rather low return rate, but I still think it interesting to see that the answers I got from all of these school did not deviate significantly from each other though the characteristics of each school might be different. I decided to analyse all the questionnaires together without taking into account the different courses (senior high school first and second class), the settings of the schools or the different return numbers in order to get an overall picture of the reading habits of Aragonese students.

Of the about 900 questionnaires I was able to place with my co-students, a total of 483 questionnaires were answered, which equals a return rate of 53.6 %. Here, I want to mention that some experts think a return rate below 60-70% might not be enough to be representative (Nulty, 2008). Moreover, this number of answers should be seen in the context that 11.852 students visited the senior classes in Zaragoza in the course year 2014-2015 (Consejo Escolar de Aragón), which lowers the return rate even more to a mere 4%. Yet, the questionnaire can give us some idea about what high school students really think, more so as I believe that this questionnaire could be carried out with quite the same results in any given senior high school class throughout Aragón. For a better understanding of the results, I decided to represent them in the form of pie and bar charts, the presentation and analysis of these charts follow below. However, the survey does not only include predetermined questions, but some students even took their time to give a more personal answer to an open question I included in the questionnaire. I listed and counted these answers in a table, taking care to sum up the answers in certain categories as the formulation of each individual answer was not always the same, though the tenor was shared (see Appendix II, 34). As can be seen in the results of the Chi-Square tests analysing the outcome of the multiple-choice part of the questionnaire, the probability lies under 0.05 ($p < .05$) in all cases, which shows that my investigation is statistically significant and my results are not based on random chance (see Appendix III, 35). After having carried out the survey, I noticed that I did not include the social networks as an option. But as some of the students included “Facebook” or “twitter” in the field “others”, this shows clearly the interest of young adults in these media. This mistake is due to the fact that I personally do not like to use social media platforms, though I own a Facebook account myself and thus should have taken these media into account.

In the following, I want to present the results of my questionnaire, which to me are rather surprising. The first question I posed was if senior high school students liked reading in general. As the myth of the non-reading young adult is so widespread, I expected the students to claim that they would not read at all, or at best sometimes.

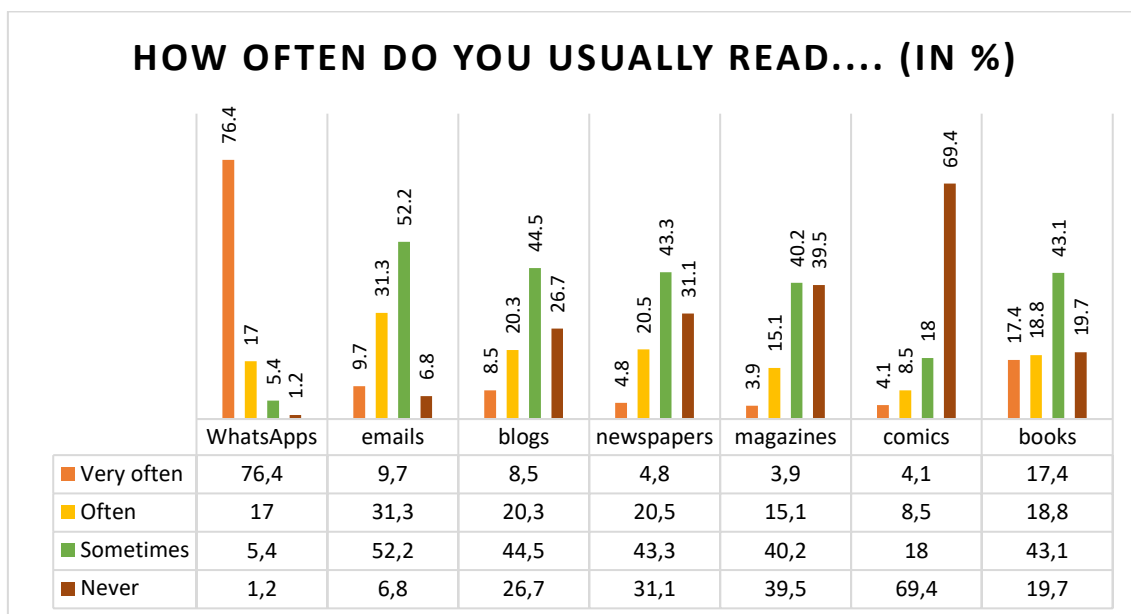


But 41.8 % of the students claimed to like reading, while 38.7 % decided for the nondescript “sometimes”. Only 17.8 % of all interviewees stated not to like reading at all. This shows that the idea that young adults do not like reading in general is not correct. This picture changes when we examine the answers to the question if students liked reading a book for school.



Here, only 11.0 % of the students affirmed that they like reading a book for school. This result stands in stark contrast to the first question, where 41.8 % of the students claimed to like reading. The majority of the respondents (51.3 %) were undecided and chose “sometimes”, while 37.7 % of the interviewees declared a strict “no” to reading for school, which is 19.9 % more than in the first question. As I will comment on later, this is an indicator that something prevents young adults from enjoying the reading at school.

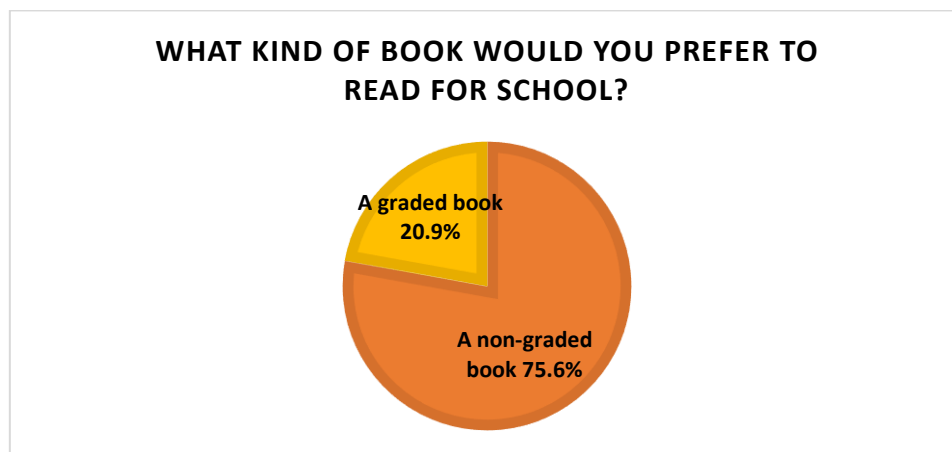
When asking the students for the frequency in which they would read different media, I was equally surprised by the results.



I was not surprised that most students claimed to read WhatsApp “very often”, but I expected the number being nearer to 100 % as the myth exists that especially young people spend most of their time exchanging messages over this medium. However, it is surprising that there were students claiming that they only read WhatsApp “sometimes” or even “never”. This makes me think that some respondents did not answer truthfully. When asking about emails I had the expectation that students would answer in their majority “very often” or “often”, more so as many students have to solve their homework via internet platforms like Google Classroom, Moodle or Edmodo. But surprisingly, the students answered in their majority “sometimes” (52.2 %) and only 31.3 % chose “often”. It stands out that some students (6.8 %) even claimed not to open their email accounts at all, which as such might not be true given the work they have to carry out for school on the platforms. The results for the areas blogs, newspapers and magazines are approximately the same in each case: Most students did not want to commit themselves to a choice and decided on “sometimes”, while around a third of the students declared “no” for these areas. The students stating “often” or “very often” are in a clear minority. I assumed the same results for the section comics, but here the results show that 69.4 % of the students are not interested in comics at all, only 18.0 % decided on “sometimes”, while 12.6 % opted for “often” or “very often”. Here, I expected to see a much higher

number of students liking to read comics as they are easy reading material and were quite fashionable during my school time. When it comes to the question about books, the results are quite remarkable as they stand in contrast to the first question of the questionnaire: in the first question, 41.8 % of the interviewees stated to like reading, but when asked about the frequency, nearly the same number of students answered “sometimes” (43.1 %), while only 17.4 % of the students answered “very often”. All other students are divided fairly equally over the other choices. This result brings me to the conclusion that though the interviewees liked reading in general, the amount of books being read throughout a month might not be very high.

Being asked if they preferred to read a graded or non-graded book for school, the opinions were clear: most of the students (75.6 %) prefer a non-graded book.



In the questionnaire, I included a possibility for the interviewees to answer freely to the question why they want or not want to read a book for school. These free answers were not obligatory but some took the time to write down their ideas (see Appendix II, 34). Most of the students who answered thought that the books they had to read for school were boring (115 answers). Others stated that they did not like to be forced to read a compulsory text and that they themselves wanted to decide on the books they read (42 answers). Another opinion was that the students do not have time to do both: study for school and read for school (11 answers). One student wrote that he or she thought that these obligatory books did not contain topics that might be interesting for young adults. The students that gave an affirmative answer thought that reading would help them to

better understand the grammar, vocabulary and culture they had to study (22 answers). Others stated that this way they were reading books they would never have chosen for themselves, which can be interesting (8 answers). One student chose to answer here: “If you don’t read you are a donkey”, a quite striking way to formulate an opinion. Those students who have chosen “sometimes”, stated that it depended on the books and the story they tell (78 answers) or that they would not mind reading the books if they were interesting (11 answers). It is interesting that some of these free answers stood in contrast to the general question before where I asked “Do you like reading a book for school?” For example, students who answered “no”, would then give an argument why reading at school could be a good idea.

The Purpose of Reading

This questionnaire shows me one fact: Many students do like reading, maybe not every day, but enough to like the act of reading itself. Therefore, if they do not like reading for or at school, the school and its teachers must change the manner literature is presented and have to search for a way to make reading more attractive. Here, my first question is: What is the purpose of reading? First of all, each teacher has to take into account that reading is not only one of the four skills that he or she has to teach to the student, but that the Aragonese curriculum, which is the main basis for all teaching in Aragón, makes the importance of literature quite clear. Apart from these legal outlines, there are other aspects that have to be taken into account: Bell explains that reading can not only “provide comprehensible input”, but may also increase the student’s “language competence” by confronting him or her with the language and thus augmenting the student’s vocabulary and writing, and consequently his or her “general language competence” (in: *The Role of Extensive Reading in Language Learning*). Nearly twenty years later, Dixon distinguishes three purposes language teachers may follow: The language focus where linguistic features like grammar or vocabulary are important, the meaning focus where the discussion about the stories themselves are in the centre of attention, and the literary focus with an analysis of the characters, the plot or literary devices (Introduction, par. 2). The differences between these two approaches do not seem wide, but it is interesting to notice that the main approach apparently has not changed in the last two decades. I have noticed during my placement and in discussions with students of other Aragonese high schools that, in order to follow one or the other purpose, teachers want to offer literature they

deem adequate to be studied in an educational institution, which mainly comes down to the canon they themselves were presented with during their university studies. Here starts a process that I want to call the teacher's vicious circle: Teachers think that in order to educate their students they have to turn to the literature in the canon. The students are bored, cannot identify with the characters and stories and become reluctant to read, the teachers in consequence get frustrated and try out another book, again from the canon, often with the same result. I could see this reaction at the Santa María del Pilar School, when I observed a fourth year ESO class reading *Dr. Jekyll and Mr. Hyde*. The teacher then told me that the book was chosen because the teachers thought it very sad that their students would not even know such a famous book. The result was exasperation with the teachers and boredom with the students. Another aspect I could observe is that the books studied in English classes at school are very often presented in their graded version to make the access easier for the students. I believe that the purpose here is to amplify input and to introduce the young readers to an unknown world of literature and learning while the teacher simultaneously tries to follow the curriculum's specifications about differentiation. The curriculum explains in its Anexo II: "The didactic program has to include different situations in which students are attended who have learning weaknesses as well as students with a higher level of knowledge"⁹ (5,6; my translation). Though they have to take these requirements into account, teachers still struggle with the task to introduce reading in the classroom, so it seems that graded books are not the unique solution when it comes to taking care of differentiation.

Students see the purpose of reading differently. Here, the mark lies in the main focus of attention. During my placement I heard students worry about the mark they would get in their projects and in the exams, and teachers threaten students with bad marks if they did not speak English during the group work. Reading becomes thus an achievement, not a learning, knowledge therefore can be "ranked, graded or certified" and performance is pushed to the foreground (Phye et al., 4). Consequently, the idea of making reading a pleasure is hard to come by. When it comes to reading, students are often used to having to read graded books. It is understandable that teachers turn to this kind of books as there can be great differences in knowledge and abilities in the same classroom and teachers have to take care that all students can benefit from the reading.

⁹ En la programación didáctica, se deberán contemplar situaciones diferentes que atiendan tanto a los alumnos con carencias de aprendizaje como a los que tienen un nivel más avanzado

Unfortunately, the graded books available on the market are those that follow the canon, rewrite movies or are made-up stories by the publishers. Though I was searching the market for graded contemporary young adult books, I was not able to find any graded book that gives a version of books that are in favour with young readers at the moment. I want to refer here again to the survey, where 41.8 % of the senior high school students declared to like reading, but only 11 % of the interviewees stated that they liked reading for school. The fact that so many students thought reading for school boring and would rather not read a graded book (75.6 %), should show us that neither the topic of the books nor the act of having to read a graded book are in favour with the students. Carrell (1983) and Carrell and Connor (1991) explain that “a reader’s background knowledge can influence reading comprehension”. They further state that “background knowledge includes all of the experiences the reader brings to a text” (qtd. in Anderson, 74). Taking this explanation into account, it might be improbable that young readers identify with characters and situations presented in the literature many teachers offer as these are far from the experiences they have lived so far, and thus frustration and demotivation on both sides seem to be inevitable.

A Way of Motivating Reluctant Readers

My second question is a logical result of this divergence between the two points of view on the purpose of reading: What can the school and the teachers do to make reading more interesting for the students? The usual procedure I could observe in the Santa María del Pilar School would be to read a graded book and then work on a group project, writing an essay together and presenting the results with the aid of a PowerPoint presentation. Thus, teachers achieve several aims at the same time with enforcing group work and cooperative learning and, additionally, being able to assess writing and speaking. This same process is used at several other schools in Zaragoza that I know personally. The advantage is that teachers and students are familiar with the procedure: teachers work with rubrics and use exams to evaluate the students’ knowledge and students know exactly how the essays and the PowerPoints should look like in order to get a good mark. But as most of the students in my questionnaire commented, this procedure is not motivating, they see reading as part of the assessment and not as something that could be enjoyed.

I believe the question that has to be asked here is how to define “motivation”. The Advanced Oxford Dictionary defines the word as “1. the reason why somebody does something or behaves in a particular way” or as “2. the feeling of wanting to do something, especially something that involves hard work and effort”. Dörnyei concentrates the definition of motivation on secondary school students and explains that here the motivation lies more on friendship, identification with others, curiosity for other cultures, understanding the English media and acquiring a secret code that parents would not understand (275). When taking up the example of the Santa María del Pilar School, it is clear that neither definition holds true: The students did not want to engage in hard work and effort and they did not see English as a means to identify with others or to communicate with a secret code, and friendship did only extend to the communication in English when the students had to take care of their exchange students for a short period of time. It is hard for a teacher to ask students to use English in an environment where their mother tongue is the main means of communication, and reading in a foreign language is an ordeal adolescent readers would want to avoid when they are maybe not even used to reading in their own language. Here, I want to distinguish between intrinsic and extrinsic motivation: Ryan and Deci define intrinsic motivation as doing something because it is entertaining and gratifying, while extrinsic motivation will be rewarded with an external compensation, which in the case of the Aragonese senior high school students will be the marks they get for their learning. Ryan and Deci further explain that students might be extrinsically motivated to fulfil a task because they fear the consequences of not following the teacher’s orders or because they internally agree that the task is necessary for their learning (55). However, our goal as English teachers should not be to get an internal acceptance of the “inevitable”, thus of extrinsic motivation, but to make our students cherish the act of learning – and in this case the act of reading.

There are several ways to make reading more enjoyable for both, teachers and students. The British Council, for example, proposes the use of short stories or song lyrics, genres that do not involve reading a book of a hundred pages or more. But it has to be said that a short story is not necessarily “short” for students, as it can be several pages long, a challenge for some of the students. These genres belong to the non-graded texts that the students in the survey were asking for and can provide the students with the linguistic and literal content teachers not only want to teach, but have to tackle according to the Aragonese curriculum. Moreover, this material can introduce the young reader to

topics that are normally not dealt with in the textbooks used in the Aragonese classrooms. Dixon advises to involve the students into the search for material that motivates and interests them (Where to find reading material, point 3), developing thus a cooperation between teacher and students, away from the traditional teacher-centred learning. Another advantage of including the students in the choice of the reading is the fact that not one student is the same: Apart from having students with a higher and lower level in the same classroom, each student has his or her own personality or other preferences when it comes to the plot in a story. This can make the search more challenging, but I believe that then the students will be much more motivated and the outcome can be so much richer.

The next step to be considered is the way that the reading should be carried out. Brown comments on the development of reading techniques in the classroom throughout the last decades when he explains that only fifty years ago reading might have been taught with a bottom-up approach, where the reading starts with decoding the written symbols and then turns toward words, phrases and then the whole text. The question here is if this technique facilitates the understanding of the text. Later on, mostly a top-down approach to reading was applied, where the reader has to activate his or her schemata not only of the knowledge of the context, but also of grammar and vocabulary, giving the reader an “eagle’s eye view on the landscape below”. Brown further explains that today often an interactive approach to reading may be applied, where both, the bottom-up and the top-down method, are combined as “both processes are important” for a successful teaching (299). Anderson broadens the scope when he includes intensive and extensive reading to the bottom-up and top-down method. He explains that intensive reading is part of the bottom-up method and consists in reading short texts followed by activities in order to develop and amplify understanding and reading skills. Extensive reading, on the other hand, belongs to the top-down method and is based on the idea that “the reader uses background knowledge, makes predictions and searches the text to confirm or reject the predictions that are made” (71). The aim is to get the students into the habit of reading, and when they enjoy the reading, they would become faster readers and thus crave even more for books. This is what Nuttall calls “The virtuous circle of the good reader” (127).

As I pointed out above, there is a large variety of activities that can be applied in the EFL classroom to motivate students to use their four skills, but especially reading. Here, I want to introduce some of them by means of a book, using Riggs’ *Miss*

Peregrine's Home for Peculiar Children (2013). The book tells the story of Jacob Portman, who searches on an isolated Welsh island for the traces of his grandfather's past and stumbles into fantastic adventures with not so normal children who would soon become his friends. I decided to use this book as an example because it is currently one of the most widely read books with young readers, it has been listed by the New York Times for eighty-nine weeks in a row and was only recently converted into a successful movie (Burton, 2016). As Verner states, movies that are based on the books the teacher wants to read in a classroom can be a great motivator in the EFL classroom as they combine visual input with listening and connect these to the reading of the books. She makes it clear that the movie is not to be used instead of the reading, but it can help to structure the reading and arouse the students' curiosity. To achieve this, she proposes several activities, among which are for example showing some clips without sound and asking the students to make predictions about the book or describe the characters that are about to appear in the reading. The trailer might stir interest in the plot and give some general ideas of what they will be reading about. During the reading, some clips can be used to compare or contrast the reading and the film and, finally, the students might be asked to write their own commentary on the book and the movie alike (The Movie-Novel Connection).

When it comes to the reading itself, the teacher has to decide in which way a book has to be read by the students. The established way in Aragonese classrooms would be that each student has to read the whole book by him- or herself, either in parts at school, where some time would be dedicated to the reading, or at home as homework. But there are other ways to achieve reading in the classroom. Students could form literature circles in which small groups of students choose the text or the chapters they want to read together. Each member of a group is asked to take notes during his or her reading to prepare for the following discussion. Thus, writing and speaking skills are also activated. The reading and the discussion follow a predetermined schedule that is the same for all groups and the chapters are then united as if it were a literary puzzle. This way even whole books like *Miss Peregrine's Home for Peculiar Children* can be read in parts, each part followed by a group discussion (Daniels, 2). If *Miss Peregrine's Home for Peculiar Children* is used in the classroom, the book can be divided in different ways as it consists of eleven chapters and includes forty-four photos. The current classroom in Aragonese high schools can comprise between twenty-five to thirty students. If each group reads two

chapters of the book and connects the photos to the chapters, the teacher could create reading pairs, when the level of English is quite high, for example in a bilingual branch, or groups of four students, when the class presents a mixed level of knowledge. As the number of chapters is uneven, the reading of some groups might overlap, which can be used for an exchange of ideas. When it comes to creating the groups, the Aragonese curriculum is quite explicit when it explains that

The learning rhythm in senior high school will depend on factors like the cognitive capacities of the student or the student's interest. Therefore, the learning should not be planned in exact and rigid terms, as the diversity in senior high school also needs flexibility in its methodology. It is the teacher who best knows the characteristics of his or her students and who therefore can best carry out general and specific strategies to take care of diversity.¹⁰

(Anexo II, 6; my translation)

Kagan advocates for cooperative learning, which means to divide the class into groups of four members, so that they can easily work together and can also be divided into pairs if necessary. Thus, all members can participate actively, which would not be possible with more students added to the group (7.1., 2.). Furthermore, he emphasises the aim to convert these groups into teams as “teams promote strong bonds between students, facilitate interaction over curriculum, and improve learning” (7.1.). The idea is to help weaker students along the way and thus motivate them to take part in the group work, with the final aim to reach the overall goal: read a book and, above all, enjoy the task. Therefore, groups should be heterogeneous and be composed of different abilities, sex and, in most of Aragonese high schools, races and religions (7.4). Here, I want to point out the importance of multiple intelligences that can be found with the students. Gardner distinguishes between eight different intelligences: linguistic, logical mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal and intrapersonal. Each person has more than only one intelligence, but some intelligences are more strongly

¹⁰ El ritmo de aprendizaje en Bachillerato dependerá de factores tales como la capacidad cognitiva o el interés del alumno. Por esta razón, no se deben planificar los aprendizajes en términos exactos y rígidos. [...]La diversidad en Bachillerato también requiere flexibilidad metodológica. El docente es quién mejor conoce las características de sus alumnos y por tanto quien puede establecer estrategias generales y específicas para atender a la diversidad.

developed than others (31 - 40). The teacher has to know his or her students and has to take into account not only each student's character, but also his or her most outstanding intelligences and abilities when creating the groups. But the responsibility of helping weaker students along in the groups should not lie entirely on the stronger team-mates. As a facilitator, the teacher has to be always available with help, new information or just a needed push into the right direction. Nuttall gives some indications of how this pushing can be achieved. She states: "Getting students to answer questions is one way for the teacher to get some access to what is going on in their minds" (181). She further explains that "the best questions make students aware of their difficulties" (184), they may guide the students to a better understanding of the task at hand and towards a solution to their problems. If needed, the teacher has to apply what Bruner called "scaffolding", giving support and guidance to weaker students so that they can achieve a higher level of learning together with their team-mates (Gould Lundy, 20). This idea of scaffolding is taken up by the Aragonese curriculum, when it explains: "As a general strategy, the teacher can use structures, activities and supporting strategies that are normally known as scaffolding in English, using for example tables, images, conceptual maps, etc."¹¹ (Anexo II, 6, my translation).

The next obstacle a teacher might face is the question: How do I teach reading? As Verner explains, before starting to read a teacher should inform the students about "the most common English literature terms" like character, protagonist, setting or plot. Moreover, she advises the teachers to introduce any new vocabulary from the reading the students might need to understand the story (9 New Tips). But students should be made aware that it is not necessary to focus on each word in order to understand the text. Mikulecky states that the goal should be to "master the basic 2,000 words that constitute approximately 80 percent of texts in English" (3). There are different reading techniques that can be taught to make reading easier for the students, like for example skimming, where the text is read quickly in order to understand the main idea: scanning, where the student searches for specific information; or making inferences, where the student learns to understand the meaning of a situation though the text does not indicate the meaning explicitly. The reading itself can be divided into three different stages: The pre-reading

¹¹ Como estrategia general, el profesor puede usar estructuras, actividades o estrategias de apoyo, lo que normalmente se conoce como andamiaje, scaffolding en inglés; por ejemplo tablas, imágenes, mapas conceptuales, etc.

stage, where the student's schemata and curiosity are activated, the while-reading stage, where comprehension is achieved, and the post-reading stage, where discussions about the reading take place and predictions are confirmed (Dixon, How to use this book). In order to organize the planned outcome, a KWL chart can be used, where K stands for "know" (the student's schemata, the pre-reading), W stands for what the student wants to learn in the while-reading stage and L stands for "learned" in the post-reading stage (Grabe and Stoller, 288). The students will be asked to fill out this chart throughout the reading and thus have an evidence of the progress of their reading and maybe an answer to the question about the purpose of the reading.

Another way of making reading special is the introduction of activities in these stages that are unknown to the students. Dixon gives us some ideas when he suggests person prediction or picture prediction where students are asked to interpret the personality of a character or the background of a scene in the short story or book and its possible outcome (Pre-reading activities, point 4/5). He further recommends inviting students to a role play that is connected to the reading, or writing a story about a minor character of the reading (point 7). For the while-reading stage he proposes for example a detail discovery play, where the students are given true/false statements. They have to find the information in the reading and mark the statements accordingly (point 13). Another task is to divide a part of the text in half vertically. Now the students have to guess with the information given in the one half what the text is about. This may show that it is not necessary to know all the vocabulary in order to understand a text (point 15). As a final task, Dixon proposes the writing of a book report in which the students can express all their ideas about the book, their favourite characters, their favourite scene or their own opinion about the book (Extensive-reading activities, point 50). Students could even use the new technologies and write fan fictions about the book using online platforms like Wattpad or FanFiction where they get immediate feedback by other readers, which encourages the students to continue with their writing. It is important that all these activities include a wide range of possibilities so that each student finds an activity he or she can identify with and be an asset to the team. With the correct preparation by the teacher, these activities not only train the reading skills, but all four skills at the same time.

Most of these suggestions can be used with the reading of *Miss Peregrine's Home for Peculiar Children*, especially as the book provides a lot of different topics and photographic material connected to the story. In the following I want to show some examples of how these reading strategies can be applied with the book. The activities are based on the senior high school classes I encountered during my placement at Santa María del Pilar School where each class has between twenty-five and thirty students. In my example, the class will consist of twenty-eight students in order to create groups of four students. If that is not possible, one group will have three or five students respectively. These students will work together and gradually form learning teams. To achieve this, I will combine weaker students with stronger students, making the groups heterogeneous, so that the stronger students might help the weaker ones with the tasks, while the weaker ones may contribute with other talents as for example organization or creativity. The Santa María del Pilar School offers its students two computer rooms and three tablet-trolleys with tablets for 35 students each which can be booked by the teachers. The students are used to doing their homework or to hand in projects on Google Classroom, the platform the school uses for all interaction with teachers, students or parents. Each student has his or her own school-account for this purpose and has direct access to his or her "classroom". Though all students have studied English since the beginning of Pre-School, the level is very varied in the classroom as some students have visited academies to learn English in their spare time or just have an affinity for languages while others do not. The activities I will propose will give the weaker students a possibility to "cheat" and have an easier access to the activities. Some activities will be part of the continuous assessment, which I will further explain in the section about evaluating reading.

The first step is to create the literary puzzle. The book will be divided according to the content of the chapters and the denseness of the story as some chapters are more crucial to the plot than others. As the most difficult chapters will be read by two groups, this gives some groups the opportunity to discuss the chapters between each other and understand the story better. The division will be as follows:

Chapters 1 and 2

Chapters 8 and 9

Chapters 3 and 4

Chapters 9 and 10

Chapters 5 and 6

Chapters 10 and 11

Chapters 7 and 8

As can be seen, mainly the last chapters that are shared, which are also the densest ones as the story goes towards its peak in chapter 10. Here, I want to propose the first task that should arouse the students' curiosity:

1. Pre-reading task, The Learning Corners (see Appendix IV, 36):

The students are already in their groups of four people. In each corner of the classroom there is one learning point which one student of each group has to join: one with tablets to show the trailer of the movie, one with a written teaser, one with photos from the book and one specialist corner where all the students are gathered that have either seen the movie or read the book. If there are several people in one group that already know the book or the movie, just one can go to the specialist corner, the others have to go to the other corners, but should not tell what they know so as not to spoil the reading. The specialists in their corner may give the non-specialists joining them only a brief summary without going into detail. If there are no specialists in the classroom, this group has to think about the title of the book and what they can predict from it and from what they might have heard. Each student gets a See-Think-Wonder chart (see Appendix IV, 41) and has to fill out what he or she sees or hears in his or her corner. When the groups get together again, the four members have to exchange their new knowledge, think together about what they know now and wonder about what the book could be like. This chart will be kept until the end of the project so that the students can then compare their predictions with their knowledge after having read the book.

2. While-reading task 1, True-False Statements (see Appendix V, 42):

After having shared some ideas, the actual reading will take place. In order to animate the students further, the prologue will be read together. Connected to the reading, the students will get access on Google Classroom to a worksheet with true and false statements. During the reading, the students have to find the ten passages from the worksheet, decide if the statements are true or false, and if they are false, correct them according to what the book says. This worksheet will be part of the continuous assessment (worth 5%) and has to be filled out on Google Classroom.

3. While-reading task 2, Web Quests (see Appendix VI, 45):

During the early reading of the book, each group gets access on Google Classroom to a list of Web Quests. There are seven Web Quests, one for each group, with topics related to the book. The tasks in the Web Quests are designed so that weaker students have an easier access to the learning, for example by getting a transcript to a listening exercise or getting access to subtitles for the videos provided in the Web Quests. The first group entering has the first choice, if a group wants to have a Web Quest that is already chosen, it has to bargain for it. Each group has to work through its Web Quest and produce a Mind Map showing what the students learned during their quest. These Mind Maps will be created on two Din A3 cardboards, explained to the classmates and put up on the wall, so that students who have problems with the topics dealt with in the book have an additional help. The Mind Map will be part of the continuous assessment (10%).

4. Post-reading task, Book Review (see Appendix VII, 49):

After having finished the reading, the students are asked to write a Book Review on the worksheet provided on Google Classroom; all the reviews will then be posted on the library platform of the school. This activity will be part of the continuous assessment (10%). Weaker students will be encouraged to work on their reviews together with the stronger students of their groups, while the stronger students can write their review alone.

5. Working on grammar with the book (see Appendix VIII, 51):

Here, I want to propose a way to introduce part of the grammar focus through the book: As I was able to observe, the first year senior classes have to work on the passive voice, which is mainly a revision of knowledge already achieved in the former years. The students will get a worksheet with statements from the book that present some forms of the passive voice. The groups have to think about the grammatical structure of the sentences and deduct from it that this is a representation of the passive voice. This inductive way of showing grammar will be the starting point for a complete revision of the topic.

In implementing these strategies, I hope to create more interest in the matter of reading, as this represents another approach different from the one most students are used to, mainly reading the book alone, designing a PowerPoint, presenting it and writing an essay.

The Problem of Evaluating Reading

The first question a teacher has to pose him- or herself is: “Am I teaching or testing reading?” This question is not as obvious as it seems, because in our current school system assessing students is one of the pillars when it comes to measuring the students’ achievements in reading. As described above, the normal procedure would be to evaluate a project that includes a PowerPoint presentation and an essay. And if the students do not take part in a project, they will have to sit an exam in which they have to demonstrate their comprehension of the text in written form. But traditional exams show only a snapshot of knowledge where students usually just learn for displaying a certain kind of knowledge at a certain moment in time, and if a student cannot show his or her knowledge at this specific moment, his or her mark will be influenced considerably. Moreover, in these exams writing and speaking would be assessed, but not reading. Most Aragonese teachers use rubrics to achieve their goal, even more so as the Aragonese curriculum advocates for the use of rubrics when it states in its Anexo II:

As is the case in the Secondary Obligatory Education (ESO), the teaching-learning process will be evaluated systematically, formatively and integrated, using the evaluation criteria and standards for the learning outcome for each level in senior high school. Rubrics (guidelines and evaluation scales) will be designed, that help with an objective evaluation of oral and written production¹² (5; my translation).

Fountas states that “testing is a controlled task for measuring what students can do without teacher’s help. Teaching is the opportunity to make a difference in the self-regulating capacity of the learner” (Are You Teaching or Testing Comprehension). So, how can a teacher teach and evaluate reading at school without demotivating the students and without assessing speaking or writing? Kagan, for example, criticises the current assessment system by stating that mostly the outcome is evaluated, but hardly the development of the students. For him, assessment should be “formative, authentic, representative and multi-dimensional”, thus evaluating the on-going process and not the outcome (15.2). Kagan explains “multi-dimensional” as applying tools like audio or video recording, interviews, journals or presentations in a cooperative learning environment to achieve a representative assessment (15.4). If the teacher evaluates group work with the help of rubrics, the grade in contemporary classrooms is often awarded to the whole group – a fact that Kagan rejects. He believes that giving a grade to a whole group is undermining motivation as idlers would be rewarded and the hard-working students would not like to see their efforts being exploited. Therefore, he sees group grades as not fair (15.8) and he advocates for individual grading. When assessing single students in a team project, teachers could evaluate the single student’s research for the team project, each student’s responsibility in the team or could carry out evaluation in form of quizzes, portfolios or performances that each student has to accomplish on his or her own (15.11). Plakans dedicates a whole online-tutorial for teachers to the topic of assessment where

¹² Al igual que en la ESO, el proceso de enseñanza-aprendizaje se evaluará de forma sistemática, formativa e integradora, utilizando los criterios de evaluación y estándares de aprendizaje (learning outcomes en inglés) para cada uno de los niveles de Bachillerato. Se elaborarán igualmente rúbricas (pautas y escalas de evaluación) que ayuden a evaluar de manera objetiva tanto las producciones orales como escritas.

she distinguishes between indirect and direct assessment. Indirect assessment means that the teacher measures the competences of the students when choosing an answer, without taking into account the students' real abilities. To show the difficulties teachers face here, Plakans presents in her tutorial the advantages and disadvantages of multiple choice and fill-the-gap exercises, and then points out that the most striking disadvantage is that the students do not have the possibility to express themselves in these exercises in order to show their true knowledge. Direct assessment is described as allowing "teachers to see students using language in context, through tasks that require performance of language" which can be achieved by means of "presentations, interviews, writing summaries, or portfolios" (Lesson 3: Direct Assessment). Though direct assessment has backdrafts like the fact that it can be time-consuming and students might suffer from performance anxiety, the advantages are far more significant: it contributes to students' motivation, gives the possibility of communication and shows a better evidence of the learning outcome. To limit the pressure on the students, Plakans proposes to involve the students in the task by for example letting them participate in the elaboration of a rubric that is later used for the assessment. But here the problem might lie in the fact that students, who are usually more accustomed to teacher-centred classrooms, cannot be expected to take over the accountability for the evaluation of their classmates without preparation and that they might be afraid to be assessed unjustly by their peers. The teacher who wants to use alternative assessment strategies will have to teach his or her students the way this kind of evaluation works and that peer-assessment can lead to a positive learning outcome (The National Capital Language Resource Center, NCLRC, 2003, 2004). In order to make alternative assessment methods attractive, the NCLRC proposes different criteria like taking into account the students' interest, real-world communication situations or real problems that have to be solved with the creative use of the language. This kind of alternative assessment can only be accomplished if the teacher and the students work closely together. The NCLRC explains further that if this form of alternative assessment becomes accepted with all participants, the students will feel more comfortable with self-evaluation and self-correction.

Following the ideas described above, I believe in the importance of including the students in the assessment and grading process. In my opinion, students not only want to know how their mark was achieved, but they need to know how they can evolve and thus achieve a higher mark. But as I have never taught reading to a high school class, I have

to return to the question I posed at the beginning of my reflections on evaluation: “Am I really teaching or still testing reading?” Kagan and Plakans both advocate for portfolios, interviews, writing presentations and summaries as opposed to the rubrics the NCLRC proposes. It is true that this way students are forced to use all their skills: reading the text, speaking about it in a group, listening to comments of others and writing notes or reports. But I am still not sure, how we should assess these skills and how far reading is included in these assessments. If I use for example interviews, I will test comprehension, if I use portfolios, I will test writing – but do I then have an access to the student’s reading? I am convinced that in all these cases the students will still see reading as something that has to be done in order to get a good mark. My goal to make reading as enjoyable to my students as it is to me is then not achieved. If I really want to offer my students a real, non-graded book like *Miss Peregrine’s Home for Peculiar Children*, which is clearly not an easy book to read even for senior high school students, I might have to take the main attention away from achieving marks for having read the book. More so that I cannot take for granted that today’s students at the Aragonese high schools are used to this kind of reading in English. Maybe there is a way to integrate the reading in the Aragonese curriculum and the lesson plans, using it as a basis for the grammar and vocabulary that has to be taught, away from the textbooks normally used in Aragonese classrooms. Another aspect that has to be considered would be the way I as a teacher can integrate the content, the grammar and the vocabulary the book offers into the teaching that “has to be done” in this year. *Miss Peregrine’s Home for Peculiar Children* is a book that offers a large variety of possibilities: from topics such as the problems teenagers face today with themselves and their parents, the Second World War, children with peculiar characteristics and their exhibition in sideshows or life on a lonely island.

I described my attempt to implement challenging and interesting activities in the section of motivation. But here, I want to concentrate on the matter of evaluation. Taking into account that reading is one of the four skills, I decided to dedicate 25 % of the mark for the continuous assessment to the reading of the book *Miss Peregrine’s Home for Peculiar Children*. It is true that I would rather like to create a rubric together with my students or apply other assessment techniques, but the students at Santa María del Pilar School are not used to this kind of assessment. Therefore, I will present rubrics that I designed myself, based on the experiences I had made during my Master studies. The first task to be assessed is the first while-reading exercise where students have to find the

true/false statements in the prologue and which will be worth 5% of the continuous assessment. As there are ten statements and only one correct answer for each statement, the evaluation of this task is fairly easy: each correct answer will get 0.5% of the total mark. The second task will be the creation of a Mind Map, which will be 10% of the continuous assessment. The Mind Map will be assessed with a student's information sheet (see Appendix VI, 46) having an impact of 2% on the mark, a rubric for the group work (see Appendix VI, 47) taking on 6% of the mark and a rubric for the individual presentation (see Appendix VI, 48) which will be worth 2% of the mark. The last activity to be evaluated is the book review with 10% of the mark, which will be assessed with a rubric (see Appendix VII, 50). By at least including the students in one of the assessments during this reading project, I want to get them used to the fact that they can evaluate their peers and have to be fair in the act. Maybe with some time, I will then be able to include the students also in the task of designing a rubric for the next projects.

Conclusion

In conclusion, it can be said that teachers and students alike are generally interested in reading, though maybe from different points of view. While teachers see the necessity to include reading firstly because of the Aragonese curriculum and secondly because reading is part of the four skills they have to teach, a great percentage of the students are opposed to reading the books proposed at school, though they may like reading in their leisure time. Not all students would decline reading literature at school if it was a topic related to their age and interests, so maybe we as teachers should start to think out of the box and take on the challenge – namely present our classes with non-graded books that are currently in favour with the young readers, though they may not be listed in the canon. It is true that teachers have to take care of differentiation in the classroom, but if we are able to make team-work a part of our teaching, weaker students would be much more comfortable with reading a book. To make the access to reading easier, teachers should use a large variety of activities that are different from the usual procedure of reading in a classroom, thus not only answering to the task of making reading interesting, but also in order to take care of the different needs of the students. A most important point here is the motivation teachers have to provide in the classroom, be it through different reading strategies or by implementing cooperative learning. Teachers have to start to recognize that students not only want to be included in the choice of the material to be read, but also

in the procedure of assessing the outcome. We teachers should take this into account when we plan our lessons and our assessment tools. If each one of us looked beyond the daily life at school and tried to change things for us and for the students, the outcome would be more fruitful for the students and more satisfactory for us as teachers.

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Appendix I

Questionnaire about reading habits

1st year senior classes (Bachillerato)

2nd year senior classes

Do you like reading? yes no sometimes

How often do you usually read?

	very often	often	some-times	never
WhatsApp				
Emails				
Blogs on the internet				
Newspapers (paper/internet)				
Magazines (paper/internet)				
Comics				
Books (paper/e-book reader/ internet)				
Others:				

Do you like reading a book for school? yes no sometimes

Why? _____

If you were asked to read a book for English at school, what would you prefer?

a real book

a graduated book with limited words and difficulties

Thank you for your help!

Appendix II

Questionnaire about reading habits – Commentaries

→ Do you like reading a book for school?

Not all students answered this question. But here are the answers students were giving on the questionnaire (one formulation chosen, similar answers counted).

Students' answers	Times mentioned
No – because they are not funny / interesting.	23
No – because the school's books are so boring.	115
No – because I don't like reading, especially the books I did not choose.	9
No – because I am forced to read them and I don't like to be forced.	27
No – because I don't like reading at all.	17
No – because I prefer to read my own/other books (the ones I choose)	42
No – because I don't have time to study AND read for school.	11
No – because I hate to have to sit exams about the books or make a project.	4
No – because I have read lots of books my literature teacher gave me, and not all of them made me fall in love.	
No – because they are boring and their plots are out-dated or talk about things that are not very interesting for teenagers.	
No – because I can do other things instead.	
No – because there are lots of words I don't understand.	2
No – I consider it unnecessary.	
I like adventure books, crime books, etc.	
I like books of romance, history, etc.	
If the book is not boring, I like to read it.	11
It depends on the books and the story they tell.	78
I think, we should choose the books we read at school.	
There are some books that don't wake your interest at first, so you would not enjoy the book.	
Graduated books are often silly.	
If I like the subject, I would like reading a book for it.	
Yes – because a book can help a lot to understand the culture	
Yes – because it helps me to learn the language.	22
Yes – because some of the books are/can be interesting.	16
Yes – because it is funny/I like reading.	10
Yes – because you can discover books you normally would not read.	8
Yes – because if you don't read you'll be a donkey.	
Yes – because it is more entertaining than to study.	3
Yes – because it's the only way that I read a book.	5
Yes – because they are linked with the topic you study at school.	2
Yes – because I think it creates a habit of reading.	

Appendix III

Chi-Square Test Results

<u>Multiple Choice Question</u>	<u>Test Result</u>
Do you like reading?	0,0059
How often do you usually read:	
WhatsApp	$1,68 \times 10^{-31}$
Emails	$1,24 \times 10^{-11}$
Blogs	$5,61 \times 10^{-6}$
Newspapers	$5,19 \times 10^{-7}$
Magazines	$1,44 \times 10^{-8}$
Comics	$1,65 \times 10^{-23}$
Books	0,00042
Do you like reading a book for school?	$3,297 \times 10^{-6}$
Do you prefer a real or graduated book?	$4,22 \times 10^{-8}$

Appendix IV

Activity 1, Pre-Reading

- a. Video corner:

https://www.youtube.com/watch?v=tV_IhWE4LP0



- b. Specialist corner:

You who have seen the film or read the book, give your classmates a brief introduction to the book – without telling too much! It should be only a slight sneak-peak, an idea what it is about. Maybe you can tell, why you liked it.

c. Summary corner:

<http://www.shmoop.com/miss-peregrines-home-for-peculiar-children/summary.html>

When Jacob Portman is young, he idolizes his Grandpa Abe, a man who was raised in an orphanage, fought in wars, and even performed in the circus. Grandpa Abe tells Jacob fantastic stories and shows him photos of peculiar children—invisible boys, strong girls, and people with mouths in the back of their heads. Jacob believes these tall tales until he gets old enough not to. Just as kids stop believing in Santa Claus and the Easter Bunny, Jacob stops believing in Grandpa's peculiar childhood.

When Jacob is fifteen, his grandfather starts ranting and raving about monsters coming to get him. Jacob and his dad write it off as dementia. Big mistake: When Jacob goes to check on his grandfather, he finds him dead... and he comes face to face—well, face to tentacle—with the monster that killed him. Jacob's grandfather dies in Jacob's arms, but not before uttering the most cryptic last words “Emerson – the letter. Tell them what happened, Yakob.”

No one believes that a monster killed Grandpa. (Official cause of death: rabid dogs.) Jacob starts having nightmares and slips into a deep depression. His psychiatrist, Dr. Golan, suggests he go to the island where Grandpa was raised, and maybe find the explanation behind his mysterious dying words.

Jacob and his dad fly to Cairnholm Island, in Wales, and Jacob finds Miss Peregrine's home way out past the island's bogs. Snooping around the decaying estate, Jacob finds a cache of old photos like the ones Grandpa had. Maybe the tales were true?

d. Photo corner:




Take a look at these photos. What can you guess from them? What will the book be about?







See – Think –Wonder chart for learning corners

 I see / hear / read	 We think (what information do we have about the book?)	 We wonder (how will the book be like?)
<u>Video corner</u>		
<u>Specialist corner</u>		
<u>Summary corner</u>		
<u>Photo corner</u>		

Activity 2, While-Reading

Read the prologue (pages 12 – 22) and answer the following true/false questions. If the answer is “false”, give the correct answer.

1. Grandpa Portman had lived on an island, fought in wars, crossed oceans in submarines and deserts with camels.

True / False.

2. When Jacob was six, he wanted to become an explorer.

True / False.

3. Grandpa Portman had to leave Poland because the monsters were after him.

True / False.

4. Grandpa Portman told stories about life in a Welsh children's home which was protected by a tall fence.

True / False.

5. Grandpa Portman showed Jacob a couple of drawings.

True / False.

6. Grandpa Portman tells Jacob that all the pictures were true.

True / False.

7. When Jacob told his Grandpa's stories at school, the others believed him.

True / False.

8. The monsters in Grandpa's stories had human faces, were wearing crisp uniforms and marching in lockstep.

True / False.

9. The children's home was just another horrible place for Grandpa Portman.

True / False.

10. Jacob was feeling ashamed for having been jealous of his Grandpa's life.

True / False.

Activity 3, While-Reading

Web Quests		
<p>Decide, which topic you want to concentrate on. If a topic is already taken, you have to choose another one or bargain with the group that has taken your favourite topic. After having worked through the Web Quest, create a Mind Map with two Din A 3 cardboards connecting the topic to the book. The Mind Maps will then be explained to the whole class and exposed on the walls of the classroom. So, take care, that you have your information and the presentation right.</p>		
Topic	Subject / Web Quest page	Group Number
1	World War II in Wales, September 3 rd , 1940 http://www.webquestcreator2.com/majwq/ver/ver/33909	
2	The Mysteries of Bogs http://www.webquestcreator2.com/majwq/ver/ver/33914	
3	Sideshows http://www.webquestcreator2.com/majwq/ver/ver/33915	
4	The Theory of Time-travelling http://www.webquestcreator2.com/majwq/ver/ver/33916	
5	Ornithology in Wales http://www.webquestcreator2.com/majwq/ver/ver/33917	
6	Jeffrey Dahmer http://www.webquestcreator2.com/majwq/ver/ver/33919	
7	The Significance of Names http://www.webquestcreator2.com/majwq/ver/ver/33928	

Web Quest Information Sheet

Name of the student: _____

Group: _____

Topic: _____

Information Sheet

I have been responsible for: _____

I liked working in this team, because _____

I did not like working in this team, because _____

I would give my classmates these marks:

(Name) _____, mark: _____, because _____

_____.

(Name) _____, mark: _____, because _____

_____.

(Name) _____, mark: _____, because _____

_____.

Rubric for Mind Map

	Excellent	Good	Fair	Poor
Group Coordination	The group worked as a team with everyone introducing his or her abilities to the final product.	The group worked together to achieve a final product.	The group worked together most of the time.	Each member of the group worked alone, the final product was then put together from the pieces.
Distribution of tasks	Each member of the team worked on part of the project according to his or her abilities and knowledge, getting help by others on the way.	The work was divided evenly and carried out according to the guidelines of the task.	Though the work was divided evenly, not all tasks were carried out by the respective members of the group.	The work was not divided evenly and some members did not carry out their tasks.
Communication between group members	The team was constantly exchanging information and ideas, giving each other feedback	The group was usually exchanging information, giving each other feedback.	There was some exchange of ideas and information and some feedback.	The group only talked when it was seen as necessary, there was no feedback.
Listening to other points of view, showing respect	The members of the team listened attentively to other ideas in a courteous way and included these in the own work. The members were always respectful.	The members of the group listened to other ideas in a courteous way and included some in the own work. The members mostly showed respect for each other.	The members of the group sometimes listened to other ideas but these were mostly not included. Sometimes respect was not shown.	The members did not listen to other ideas or did not want to share theirs. There was no respect for the other members.
Individual participation	All members of the team worked hard to get the project done.	All members worked on their part and did what was necessary.	Each member tried to carry out his or her share of the work.	A few members worked hard on the project, while others did not participate at all.
Using the target language during group work	All members of the team spoke English during the work.	The members of the group used English most of the time.	Some members used English most of the time, others dropped back to Spanish frequently.	All members dropped back to Spanish frequently.
Presentation of content	All keywords and concepts necessary to understand the topic are included.	Most of the keywords and concepts necessary to understand the topic are included.	Just enough keywords and concepts are included to make the topic understandable.	There are not enough keywords and concepts to understand the topic.
Use of words/texts	The Mind Map presents short texts on each branch to make understanding easier.	The Mind Map presents short sentences/notes about the topic on each branch.	The Mind Map presents only keywords on the branches.	There are branches without any keywords.
Clarity of presentation	The Mind Map shows logical connections in an organized way, using colours to mark the different topics, the texts are easy to read (size, correct orthography).	The Mind Map mostly shows logical connections in an organized way, using colours to mark the different topics, the texts are easy to read, but with some mistakes.	The Mind Map mostly shows logical connections, the texts are more difficult to read, displaying some mistakes.	The Mind Map shows no logical connections, not using colours to mark the different topics, the texts are very difficult to read, displaying major mistakes.
Neatness/ Creativity	The Mind Map is very well organized, the colours show the different topics, the team used photos and/or drawings to give additional information, the map has a nice, clean look.	The Mind Map has a good organization, the colours show the different topics, the team used photos to give additional information, the map has an orderly look.	The Mind Map is not very well organized, the group has not used colours, but gave some extra information. The map has a rather messy look.	The Mind Map has no organization, the group has not used colours, nor extra information. The map has a very messy look.

Rubric for student's presentation of the Mind Map

Individual Marks

	Excellent	Good	Fair	Poor
Pronunciation	The pronunciation is always correct.	The pronunciation is nearly always correct.	The pronunciation is not always correct, but the discourse is understandable.	The discourse is not understandable.
Use of English	The use of grammar and structure is perfect.	The use of grammar and structure shows only some slight mistakes.	The use of grammar and structure shows mistakes.	The use of grammar and structure shows major mistakes.
Use of key words	All key words are used in a proper way.	Most of the key words are used.	Some key words are used.	Hardly any key words are used.
Fluency	The student speaks fluently without pauses or hesitation.	The student speaks fluently but with some pauses or hesitations.	The student speaks with pauses or hesitations, but the discourse is understandable.	The student speaks with too much pauses or hesitations, the discourse is nearly not understandable.
Presentation style	The student speaks to/interacts with the audience without having to consult his/her notes too much.	The student speaks to/interacts with the audience, but has to consult his/her notes.	The student speaks to the audience, but does not interact. He/She has to consult the notes constantly.	The student reads his/her prepared discourse aloud without any form of interaction with the audience.

Rubric for Book Review

	Excellent	Good	Fair	Poor
Title/Author	Both quoted exactly as on title page.	Both present, but not exactly quoted.	Either author or title missing.	Both missing.
Setting (time & place)	Giving exact information about the setting.	Giving enough information about the setting	Either time or place is missing.	Both missing.
Structure	Clear beginning, middle and end, which shows that the student has read the book.	Beginning, middle and end can be seen, which shows that the student has read the book.	Some key information is missing. The Student has read the book, but has maybe not understood some concepts.	No clear beginning, middle and end, which shows that the students has not read the book.
Own opinion	The student has formed an own opinion and is able to state it in a very clear way.	The student has formed an own opinion and is able to state it understandably.	The student has formed an own opinion, but has problems explaining it.	The student does not have an own opinion.
Grammar, Orthography & Punctuation	The text is written without any mistakes.	The text is written with some minor mistakes.	The text shows some major mistakes.	The text shows many major mistakes.
Attractiveness	The text is very interesting and animates others to read the book.	The text is interesting and animates others to read the book.	The text is not very interesting but animates others to read the book.	The text is not very interesting and does not animate others to read the book.

Activity 5, Grammar focus: Passive voice

Take a look at these quotations from the book. Are there some similar grammatical features that catch your eye? Discuss the significance of the passages **in bold** with your partner.

Page 21. The peculiarity for which **they'd been hunted** was simply their Jewishness.

Page 33. Bookshelves and cabinets **had been emptied**, the knickknacks and large-print *Reader's Digests* that had filled them thrown across the floor.

Page 47. I quickly discovered that Ralph Waldo Emerson had indeed written lots of letters that **had been published**.

Page 93. Its shrunken body bore an uncanny resemblance to the creatures that had haunted my dreams, as did the colour of its flesh, which was like something that **had been spit-roasted** over a flame.

Page 107. I began to feel unusual. I imagined **I was being watched**; that the children were still here, preserved like the bog boy, inside the walls.

Page 218. I got the distinct feeling **I was being set up**.

Page 233. He said he wouldn't be able to live with himself if he sat out the war while his people **were being hunted and killed**.

Think what this might mean:

To be + -ing form + past participle

To be in past perfect + past participle