



THE BRIDGE

BUILDING RESOURCES AND INNOVATION TO DEVELOP GLOBAL EDUCATION



HELPFUL READING LITERACY STRATEGIES



Osnovna šola Pivka, Slovenia

Osnovna škola "Podrute", Croatia

Summary

This publication consists of two parts. The first part, prepared by the teachers of Primary school "Podrute" was designed to display a short theoretical overview of reading strategies, the activities done by the teachers and librarians in school partners with the purpose of encouraging students to read and also to display the results of a reading questionnaire which included 326 students from nine school partners: students from the Polish school Zespół Szkół Budowlanych, Spanish school Leonardo Da Vinci, Italian school I. I. Alfonso Maria De' Liguori, Slovenian school Primary school Pivka, Norwegian school Tranevågen Ungdomsskule, French school Landrecies Duplex High School, English school The Academy at Shotton Hall, the Dutch school Jac. P. Thijsse College and Croatian school Primary school "Podrute", all as a part of an *Erasmus +* project *The Bridge*.

The second part of this publication was prepared by the students of Slovenian partner school, Primary school Pivka, and it depicts Cross – curricular reading strategies within the school library, Reading literacy and "A Night in the Library" workshops for tacking reading perception.

This publication was prepared in cooperation between teachers of Primary school Podrute and Primary school Pivka.

CONTENTS

PART I

1. Introduction	5
2. Reading strategies	6
3. Examples of good practice	10
3.1 An example from Primary school “Podrute”, Croatia	10
3.2 An example from Lycée LGT Duplex, France	12
3.3 An example from I. I. S Alfonso Maria De' Liguori, Italy	13
3.4 An example from Tranevågen Ungdomsskule, Norway.....	15
3.5 An example from Zespół Szkół Budowlanych, Poland	16
3.6 An example from Leonardo Da Vinci, Spain.....	17
3.7 An example from The Academy at Shotton Hall, The United Kingdom	17
4. Research	21
4.1 Instructions for questionnaire about reading and reading strategies.....	21
4.2 Questionnaire about reading.....	22
4.3 Questionnaire results	26

PART II

1. Introduction	34
2. Cross-curricular reading strategies within the school library	37
2.1 A Look at the Diversity of Culture among the Countries of the European Union	37
2.2 Cross-Curricular Integration – Library Education, Slovenian (L1) And/Or Foreign Languages (L2) -.....	43
3. Reading Literacy	51
3.1 Reading activities for the improvement of reading literacy - for pre-school children and learners aged 6 to 12	51
3.2 Activities for children with migrant backgrounds – for learners of all ages from primary to lower secondary school level	58
4. 'A Night in the Library' workshops for tackling reading	65
appreciation – for learners aged 13 to 17	65
4.1 The Matilda workshop – changing the ending of the story.....	65
4.2 The Dictionary workshop – expanding vocabulary.....	71
4.3 The Metaphorical Drawings Workshop – figurative vs literal meaning -	73
4.4 The Telephone Dictation Workshop – group learning and team work -	76

PART I

Written and prepared by Snježana Sedlar, Primary School Podrute

Translated by Silvija Biškup, Primary School Podrute

Formed into an e-format by Mateja Plantak Peček, Primary School Podrute

1. Introduction

The Croatian encyclopaedia of Miroslav Krleža Lexicographic Institute states that reading is a process of text acquisition based on previously known at least language and writing, if not excellent historical and cultural affiliation. It employs readers' ability to notice, identify, connect and interpret the signs with the purpose of final understanding of context, message, idea, meaning or point which are generally held that the text conveys¹.

Lidija Vešligaj considers reading to be the most complex form of human cognitive activity, which means that our brain works intensely while we read. During the reading process, we employ one third of our brain cells, and the brain conducts about 500 000 operations. While reading the text, we form mental images of what we read, and thereby make our own perception of place, time, events and characters. We enjoy reading, we go through different adventures with the characters, we overcome obstacles and problems – and that is how we boost our confidence. Through all these brain activities, we develop our imagination and become more creative. It is known that the people who like reading have a lot of ideas, are better at connecting facts, creating and writing. A common students' problem is not understanding what they have read. And it is usually a consequence of not understanding words and phrases, not being concentrated or interested enough. The act of reading is an individual and personal experience which greatly depends on the previous reading experiences as well as the reader's culture and level of education. To encompass all the reading aspects, we have developed reading strategies².

¹<http://www.enciklopedija.hr/Natuknica.aspx?ID=13429>

²<http://www.profil-klett.hr/skolski-portal/citanje-nezaobilazna-ljudska-aktivnost>

2. Reading strategies

Conscious reading understands a group of strategies which have recently been a frequent topic. It is about skills and ways of getting to understand the reading text. Understanding is the basis for learning, research, analysing, teaching, writing, creating.

Due to the importance of knowing reading strategies, one of the main teacher's jobs is to teach their students these strategies. The best way to teach the strategies is by using the method of gradual responsibility transfer, i.e. the teacher first has to demonstrate the use of a certain strategy and explain why and how he is doing it³.

Paris, Wasik and Turner (1996) categorise the reading strategies based on the chronological component: whether they are used before, during or after reading and some of them can be used in all the stages. The aim of these strategies is to activate existing knowledge, predict the upcoming text, identifying the main idea, making conclusions, scanning the text, contemplating about what was read, making a personal attitude towards the content of the text, be critical whether or not the text is well written, interesting and informative⁴.

Karol Visinko (2014)⁵ says the reading strategies we use while teaching are: applying previous knowledge, reading supervision to check understanding, making visual presentations, answering questions, making conclusions and/or interpretations, identifying main ideas, connecting different parts of the text, summarizing, predicting, scanning the text and cooperative learning.

From our reading experience we know that we are more successful at reading if we use more strategies combined. It is crucial for a teacher, while teaching reading strategies, to clearly point out which strategy is worked on at which point, what is it used for, and what are its benefits.

³<http://www.azoo.hr/images/izdanja/citanje/04.html>

⁴<http://www.azoo.hr/images/izdanja/citanje/04.html>

⁵Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014.

▪ Applying previous knowledge

Applying previous knowledge as a reading strategy can be used before, during or after reading. Applying previous knowledge understands engaging previous personal experience as well as knowing the culture. While teaching, before the reading process, the teacher should try and activate previous knowledge by asking the students certain questions and giving assignments to remind them of certain expressions they are familiar with, but will hear them again during the lesson.

An example: You have already seen a comic book. Let us remind ourselves what a comic book is and what are its main features.

▪ Checking understanding while reading

It is extremely important to learn how to conduct this strategy since the students use is to follow their own understanding of the reading text. Karol Visinko (2014)⁶ says that in order for the students to master this strategy, they first have to set up **a goal** (What do we want to accomplish by reading this text?). This is how students learn how to plan, and while reading they need to be checked (Are we achieving the set goal?). Students learn how to check their reading, identify the distractions and later removing them. The factors which influence the understanding of the text are: external (e.g. noise), not knowing the meaning of certain words and not understanding the entire paragraph as a result of not understanding the context. To deal with these issues, we first have to go back to the previous part of the text to understand it.

▪ Making visual perceptions

During the process of learning reading strategies, one of the teacher's assignments is to teach a student how to make visual perceptions. In order to use this strategy, it is important to take notes on what was read. There are a few ways of taking notes during reading, and Karol Visinko (2014)⁷ says they are: marking the text, or in the case the book is not ours, using post its, making schemes, graphically presenting the text, making mind maps and drawing.

▪ Answering questions

Answering questions is one of the most common strategies used when dealing with the text. The basic questions that need to be answered are: **who, what, where** and **when**, and if we want a more detailed analysis, we also use the questions **why** and **how**. This is how we check the students' understanding.

⁶Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 98.

⁷Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 98.-100.

- **Making conclusions or interpretation/Asking questions**

By answering the teacher's questions, the students will actually embrace the method of asking questions and asking themselves questions during individual reading the same way their teacher is doing it. This strategy is about students asking themselves questions about what they have read in order to make conclusions during the reading process and interpret the essence of what was read⁸.

- **Recognizing the main ideas**

Using this strategy means recognizing not only the main idea, but also several other ideas. Karol Visinko⁹ called them key points which are connected contextually, and by identifying them, the reader shows his understanding of the text.

- **Textual organisation/Combining different parts of the text**

Defining textual organisation is done after the reading process, when the students determine the chronological order of events in the story, its plan or textual composition. There are several ways to do that. According to Karol Visinko¹⁰, determining textual organisation depends on the tasks that the teacher prepares in advance. For example:

- 1 **Determining the order of events** - by using previously prepared sentences and subtitles we should determine the order of events.
- 2 **Filling out the order of events in the story** – blanks should be filled out with sentences or subtitles to complete the order of events
- 3 **Guided determination of order of events in the story** – the students read the story which is divided into parts, and after each part they answer the same question: What have we found out from this part of the story.

After the textual organisation is made, the students are more successful in retelling the story.

- **Summarizing**

Summarizing is one of the most effective reading and learning strategies. It demands the reader to identify the essence of the text, to evaluate the importance of information, to leave out obsolete information, to organise and sum up the important pieces of information. Summarizing enables the students to connect the information from the text to each other as well as to previous knowledge, and it is especially effective when the students use their own expressions.

⁸Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 103.

⁹Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 104.

¹⁰Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 104.-107.

Summarizing also encourages a student to supervise his/her own understanding (Winne and Hadwin, 1998)¹¹.

- **Prediction**

The essence of this strategy is the reader's expectation. While using it, we ask a lot of questions, e.g. What to expect from a book entitled *Awakening*? Or How would this story continue?

- **Scanning the text**

Scanning the text is a simple and useful strategy which helps us familiarize ourselves to a new book. By scanning the pages, we are getting an insight into the content, function and purpose of the book.

- **Cooperative learning**

Cooperative learning is about collaboration which helps to better understand the learning content, reading and working on the text and it also contributes to development of social competence. The readers' interaction results in mutual reading supervision and mutual understanding of the meaning, activating a few systems of previous knowledge and affects the confidence while reading. For successful cooperative learning it is important to divide the students into smaller groups where each member will understand what his responsibility is and why¹².

¹¹<http://www.azoo.hr/images/izdanja/citanje/04.html>

¹²Visinko, K. Čitanje, poučavanje i učenje. Zagreb : Školska knjiga, 2014., str. 116.

3. Examples of good practice

Mother tongue teachers and foreign languages teachers as well as school librarians conduct numerous activities at their schools to promote reading and understanding different reading strategies. Project partners have prepared some of the examples with the aim of exchanging ideas and their future use at their schools.

3.1 An example from Primary school “Podrute”, Croatia

During the school year 2016/2017, Primary school “Podrute” had a contest in reading aloud with the aim of encouraging the students to read. The students’ mentors were Croatian teachers and primary school teachers for younger students. The students were very interested in taking part.

This contest is aimed towards primary school students (grade 3 to 8) in The Republic of Croatia.

The aims of this contest are:

- encouraging and promoting reading as well as reading aloud
- developing affection towards books and reading as a good way to spending free time
- promoting the students’ reading abilities
- pointing out that reading is the basis for lifelong education
- encouraging oral expression
- developing motivational capacities

Organisers:

- Initiators: National library Vlado Gotovac, Sisak
- On school levels: schools and school libraries
- On town levels: cooperation between town and school libraries
- On county levels: county libraries in cooperation with town and school libraries
- On a national level: National library Vlado Gotovac, Sisak in cooperation with towns, counties, media and publishers

Contest categories

1 Younger category: for students grade 3, 4 and 5

2 Older category: for students grade 6, 7 and 8

Contestant present the book of their own choice (with the recommendation and help of their mentors – teachers and librarians). Only prose texts of national and foreign literature are considered. All the texts have to be age appropriate.

The course of some contests: Presenting the chosen piece of literature cannot last longer than five minutes. Within the first two minutes, the contestant should explain his choice (why this particular piece of literature) in a creative and innovative manner, without using technology. The remaining three minutes are reserved for expressive reading aloud. The presentations will not be interrupted unless the contestant exceeds the five minutes time limit. The end of those five minutes will end with a sound signal.

Marking criteria

- Creativity in the introduction part
- Clarity and perspicuity
- Expressiveness
- Whether the text was age appropriate
- General impression

Note: The idea for this contest came from the National library Vlado Gotovac in Sisak and Primary school “The 22nd of June”, Sisak. The contest was based on the Dutch project “National reading contest”¹³.

¹³Text from http://www.nkc-sisak.hr/wp-content/natjecanje_citanje/1_Pravila%20Natjecanja_2017.pdf

3.2 An example from Lycée LGT Dupleix, France

Project Title : Dupleix High School senior student Reading Prize

Initial analysis prior to project implementation. Since the student Goncourt prize, there has been no reading project at the senior student library - the statistics of purchase of non compulsory books are low - the stock of novels doesn't fit "reading for pleasure". It should be developed to increase the purchases.

Description of the pedagogical and educational objective - develop the taste for reading, lead the senior students to discover their literary preferences, promote a different approach to literature, moving out of the usual pedagogical setting (going to the library, reading "non classical" works, activities around "free" writing and speech, valorizing the students and guide them to continue reading, valorizing subsequently the educational literary section.

Content description- The teachers of french in 2nd forms (students aged 15) and the librarian choose 6 "love at first sight" works (detective or science fiction or fantasy novels). This choice will be made in May 2016 for the purchase in number of books (5 copies of each book = 30) - 2 classes will take part in the project. The 2 classes will be drawn, one during first term, the other one during second term (all the teachers of french in 2nd forms are volunteers to take part in the project, that's why there will be a random draw) - distribution of books to the class at the beginning of the project - the students will read the books in turns, they will study them with their teachers, will make information research on the general background of the work (history, civilization, customs,...). They will create alphabet books (letter "A" : the students start a sentence related to book content or topic. Various levels of languages. Letter "B", ...), raise questions or issues for other students to answer, ... - possible trip to the book exhibition in Valenciennes with the two classes in May 2017 - we will try to invite one of the selected writers (May- June) so that he/she could exchange with the students on the books they will have read : a preparation of the interview will have to be done beforehand. End of May – early June : selection of the students' favourite book. Exhibition of the students' works. Assessment.

Stakeholders - Coordinator: Mrs Urli Hélène (librarian teacher), Teaching team : teachers of French in 2nd forms, school librarian teacher, temporary intervention of other teachers (History-geography, fine arts, music, ...) depending on the context in which the book story takes place. Target groups: 2 classes of 2nd (aged 15), one class at a time mainly 30 students per term, partners: multimedia library of Landrecies.

Programme - three months per class, one hour per week at the library (during usual french lessons when the class is divided in groups), visit to the book exhibition in Valenciennes, one day for the interview (May-June) with the writer including all classes of 2nd form (the teachers will work on the book), selection of favourite book and exhibition of works (during the cultural week).

Communication - (students, families, news) - school website - press articles - parent-teacher contact book - school radio.

Evaluation - Expected results: promoting reading for non reading students, promoting the educational literary section, evolution and perpetuation of project (3rd form and 2nd form: link between junior and senior secondary schools). Evaluating process: usual academic evaluation (in french lessons), evaluation grid by the library following specific criteria to be defined, statistics of purchases (evaluation of the progress), increase of students' requests for specific books to be in the library.¹⁴

3.3 An example from I. I. S Alfonso Maria De' Liguori, Italy

Guidelines for the reading competition

The competition involves 4 teams (corresponding to 4 different classes, possibly of the same level).

3 or 4 novels (or short stories) are chosen and read during a term. The novels are the same for all the competing classes.

You can have 4 novels of the same linguistic level, or have different language levels if your classes are mixed-ability classes.

Each class reads the different novels (or short stories), but you divide the class into groups and each group reads one of the novels.

Questions and activities are prepared by teachers, all regarding the plot of the four novels. This material is the material necessary for the competition.

Each team chooses a speaker among all the members. Only answers given by the speaker are considered valid. The students answer either by using a board or by pushing a button.

¹⁴Text prepared by teachers from French school Lycée LGT Duplex

THE GAMES ARE THE FOLLOWING ones:

- **FOR WHOM THE SCHOOL BELL TOOLS:**
some abstracts are read by one teacher and the students have to guess the novel they are taken from. Students push the button to answer and can get 3 points if the answer is correct.
- **JUST ASK THEM :**
students are given a list of 4 questions (on a sheet) from where to choose 2 questions they must ask the other team. 5 second time, a point for each correct answer.
- **I KNOW SO MUCH:**
nearly one minute time is given to this game. Students will receive a list of 5 questions (on a sheet) and they have to answer. They use the whiteboard. 1 point for each correct answer.
- **TRUE OR FALSE:**
Students are given a sentence (read by a teacher) and must say if the sentence is true or false. They have to correct the false sentences. There are 10 T/F sentences. 5 second time. One point for each correct answer.
- **THE MILLION-DOLLAR QUESTION:**
that's a fill-in-the-gap game. Students have nearly one minute time to complete a phrase taken from the novels, with ONE word. One point for each correct word. Students use the whiteboard.
- **WHO IS IT?:**
Students have to guess the characters by listening to their description. 3 points for each character recognized. They push the button to answer.
- **WHERE IS IT?**
Students have to guess the place by listening to its description. 3 points for each spot recognized. They push the button to answer.

THE TEAM WITH THE HIGHEST SCORE WINS.

The quiz is arbitrated by two judges whose decisions are final (irrevocable).

It is important to set a series of instruments for the competition:

1. two small whiteboards (or black boards)
2. quiz buttons
3. question cards for the games 'ask them' 'I know so much' and 'the million-dollar question'.
4. a series of score sheets
5. a stopwatch or an egg timer.

The winner team is rewarded with a trophy and a certain number of books, novels above all. It is possible to reward the other teams too, with a lower number of novels.¹⁵

3.4 An example from Tranevågen Ungdomsskule, Norway

When Norwegian students start in 8th grade they have to go through “learning strategies”.

“Start with a WISH” (important WORDS, ILLUSTRATIONS, SUMMARY and HEADINGS) - learn to do this before start reading.

Two-column form - the students take notes when they read/go through the text and they also learn how to use Mindmaps. They decide to use one of them at a time, f.ex. through two weeks they will meet mindmaps in different subjects, next period they will repeat The WISH.

They work a lot with open questions, wide tasks, also for oral exams.¹⁶

¹⁵Text prepared by teachers from Italian school I. I. S Alfonso Maria De' Liguori

¹⁶Text prepared by teachers from Norwegian school Tranevågen Ungdomsskule

3.5 An example from Zespół Szkół Budowlanych, Poland

To know a book to know the world

1. Aims:

- to increase the number of students having a touch with books
- to develop the need of discovering words
- to shape the skills of listening with attention
- to develop imagination
- to enrich vocabulary
- to exercise accurate and careful approach of text interpretation

2. Tasks:

- to make teachers cooperate
- to listen and read together
- to motivate students to open themselves and be assertive towards their classmates
- to create good reader attitudes

3. Description:

In the first year of secondary education, students are supposed to present a book chosen by themselves and read a part of the book during the lesson. It shouldn't be a school reading but, for example, a fantasy, bibliographic or historical book. Students can use information from the book for different school subjects.

4. Results

- Get interested in books different from school reading
- Get interested in library resources
- Borrowing books from library
- Going out to town libraries

5. Participants:

Students from the first school year in the Vocational Building School in Mielec

6. Duration:

September to June of every school year.¹⁷

¹⁷Text prepared by teachers from Polish school Zespół Szkół Budowlanych

3.6 An example from Leonardo Da Vinci, Spain

Subject: English as a Foreign Language (EFL)

Objective: understanding and appreciating literature.

Duration: 1 lesson a week during the 2nd term of the year. 8 sessions.

Participants: students aged 14-16.

Tasks: Students are given a set of questions about a chapter of a book they have previously read. In pairs or groups they discuss the best possible answer to each of the questions. Meanwhile, the teacher monitors the activity and helps with any problems the students may have. Once they have come to an agreement about the best answer, they write it down on a sheet of paper and hand it in to the teacher, who gives them the corresponding feedback and mark the following week. During the next session the tasks will be done again with the next chapter of the book and so on.

Results: Even though the books are not adapted readers, but original versions (which are always more difficult for non-native students) they get really engaged in the activity and at the end of it they have developed...

- team work
- discussion skills
- critical thinking skills
- reading/ writing/ oral skills.¹⁸

3.7 An example from The Academy at Shotton Hall, The United Kingdom

The learning resource area is also open for teachers and there are shelves for teachers to reference pedagogical text books.

Throughout the school posters of teachers of Physical education, Mathematics, Science describing their favorite books can be seen.

Shotton hall has an extensive library with an eclectic range of books, there is a belief that teachers have a fundamental role to play in creating readers. Of course in the classroom, teachers of English can convey a passion for the books being studied, but teaching students how to read is something which requires the teacher...all teachers to be reading role models and by creating a culture where reading for pleasure is encouraged and supported.

¹⁸Text prepared by teachers from Spanish school Leonardo Da Vinci

Classroom teachers and library staff consistently work together to encourage book discussion and recommend titles to help students become enthusiastic, thoughtful and discriminating readers.

Library staff are expert in helping students find books that match their interests and reading levels. They can help teachers support student reading by:

- offering enticing reading promotions and reading-focused activities
- adding new titles wanted by teachers and students to the library
- using social media to communicate and engage with students and teachers
- writing or gathering book reviews and posting these on a library website, or in the library
- promoting books to students through book talks, book clubs, reading aloud to classes, and providing lists of recommended reading.

Harry Potter Club

The Head of French runs an active and vibrant Harry Potter Club, this not only allows students to indulge in a favorite character but also gives students the opportunity to share their love of books and reading. This help to create a strong reading culture at school..

By setting up a book club for students:

- encourage students to read more and to explore titles they may not find otherwise
- connect passionate readers from different classes and year levels
- give students the chance to swap highly valued peer recommendations and reviews
- give students the opportunity to practice public speaking and respectful discussion
- give book lovers a place to feel safe, valued and knowledgeable.

Keeping reading as a high profile

World book day

On or around March 1stShotton celebrates World book day.



Teachers arrange a wide range of activities in school. Activities have included book sale, bumper book quiz, open mic storytelling and drop everything and read events. The school views World Book Day as a celebration! A celebration of authors, illustrators, books and (most importantly) it's a celebration of reading.

Staff from all departments arrive in school today dressed as characters from an array of different books.

However the celebration is not limited to World Book Day, a whole week is dedicated to reading, the school implements a "Reading Rocks campaign".

Reading Rocks is an extended sequence of events aimed at inspiring staff and students alike to pick up a book.

The activities include:

- **Never Ever Ending story** - students and staff are chosen at random to contribute a paragraph to our ongoing story.
- **Guess who competition** - students had to guess the teachers hidden behind the books.
- **T-shirt treasure trail** - students had to collect the character names of the English department from the back of their t-shirts and name the book the character was from.
- **Where's Wally?** - two clues were released in school everyday - the first student to solve all got a prize.
- **Big fat reading quiz of the year** - Year 7 and 8 put their reading knowledge to the test in this head-to-head quiz.
- **Fancy dress World Book Day** - staff surprised students by coming into school dressed as a multitude of different characters.
- **Author Dan Smith** came into school to work with Year 7 and 8 students, as our grand finale to Reading Rocks week.
- **Reading activities in maths, science and more**- teachers from all departments focused some of their lessons on reading throughout the week.



The Big read

The 'Big Read' is an event to encourage students to develop a love of reading. After selecting a free book from a range of 15 titles, donated by literacy charity Booktrust, pupils assemble in the hall to take part in a game of author bingo, before branching off into small groups to explore their new books.

Staff from all curriculum areas participate in The Big Read, demonstrating that it is not only English teachers who love books. Staff and pupils filled up every little nook and cranny of the school, settling down in unusual places to read and enjoy the pleasure of a new book.

The response to the event by pupils and staff was excellent, with many pupils asking for further reading sessions with staff at break and lunch.

Blind date with a book

Students set up a 'blind date with a book' event. They collect book donations from students and each student who donated a book gets a token which they could redeem on Valentines day. They could choose one of the mystery wrapped books which all had a little clue on the front as to what was inside.

Shakespeare Week



To celebrate Shakespeare activities have included a Bard flashmob, Shakespeare themed assemblies, dressing classroom doors as famous Shakespeare plays, the launch of a poster competition and sept quizzes. Some musical Year 8s have even tuned a passage from The Merchant of Venice into a rap...

Again teachers from all curriculum participate in promoting Shakespeare.¹⁹

¹⁹Text prepared by teachers from The Academy at Shotton Hall

4. Research

A questionnaire about reading and reading strategies was conducted in 2016, on 326 students aged 13 to 15 from school partners.

4.1 Instructions for questionnaire about reading and reading strategies

The aim of the research is to determine students' interest in reading, their reading habits and the frequency in using reading strategies, in their mother tongue.

Research on the reading is carried out in 9 schools from 9 countries: Academy at Shotton Hall, United Kingdom; Zespół Szkół Budowlanych, Poland; Leonardo da Vinci, Spain; Jac. P. Thijssen College, The Netherlands; Lycée LGT Duplex, France; Tranevagen ungdomsskule, Norway; Primary school Pivka, Slovenia; I.I.S. "Alfonso Maria de Liguori," Italy; Primary school "Podrute", Croatia.

The study included at least 30 students per school at the age of 13-15 years.

Filling out the questionnaire takes about 10-15 minutes.

Filling in the form is conducted in English, but is related to reading and use of reading strategies in their mother tongue.

Claims are written in the first person because the aim of the research focuses on the personal strategy of respondents.

Special needs students participate in filling out questionnaires, but their results are not included in the statistical analysis, therefore, teachers are asked to refer to the questionnaires that were filled out by special needs students.

We kindly ask students to submit fully completed questionnaires.

4.2 Questionnaire about reading

Year of birth: _____

Male or female: _____

Success at school (excellent, very good, good or not successful student) _____

Carefully read the question and circle only one answer:

a) Do I like reading?:

- 1 Yes, I like reading.
- 2 No, I do not.

b) Usually, I read because of:

- 1 fun/ own pleasure
- 2 getting information
- 3 solving tasks
- 4 I read only if I have to
- 5 Other possible answer _____

c) For fun and pleasure I usually read:

- 1 magazines
- 2 comics
- 3 books
- 4 newspapers
- 5 Other possible answer _____

d) How much time do I spend reading for pleasure:

- 1 less than 30 minutes
- 2 between 30 minutes and 2 hours
- 3 more than 2 hours

e) I joined the: (you can choose more than one answer)

- 1 school library
- 2 city library
- 3 national library
- 4 I'm not a member of any library
- 5 Other possible answer _____

f) At home I have:

- 1 0 – 10 books
- 2 11 – 25 books
- 3 26 – 100 books
- 4 101 – 200 books
- 5 201 – 500 books
- 6 more than 500 books

g) How many books do I read per year:

- 1 0 – 10
- 2 11 – 25
- 3 26 – 100
- 4 more than 100

h) How do I feel after I read a book:

- 1 satisfied and „fulfilled“
- 2 dissatisfied and „empty“
- 3 depending on the content of the reading

Carefully read the question, select the answer and fill in the table (with X).

i) How often do I read the e-mail, chat, news on the Internet...

	NEVER	RARELY	ONCE A DAY	SEVERAL TIMES A DAY
e-mails				
Chat				
News on the Internet				
Searching for practical information on the Internet				
Other _____				

--	--	--	--	--

Carefully read the question and circle only one answer.

j) I am most frequently encouraged to read by my:

- 1 parent/ guardian
- 2 teacher
- 3 brother/ sister
- 4 friend
- 5 Others _____

Carefully read and answer the question.

k) How does your teacher encourage you to read:

Carefully read the sentence, select an answer and fill in the table (with X).

l) What do I do in order to understand what I'm reading

	ALWAYS	OFTEN	NEVER
Carefully look at the images with a story			
Quickly scan the text and images to figure out what is it about before I start reading from the beginning			
I'm thinking about what will happen next in the story which I read			
I read the story several times			
I stop reading and think about what I read			
Look up the meaning of unfamiliar words in a textbook, dictionary, encyclopedia ...			
I focus my attention on what is important in the story			
If I do not understand something in the story, I continue to read			

I try to guess what is the story I read about			
I ask the friend in class to check if I understand everything			
I ask the teacher to check if I understand everything			
When I read at home and do not understand something, I ask someone (a parent, older brother..)			

If you're doing something else while reading, write here.

m) What can I do to read more?

Literature used for the development of the questionnaire:

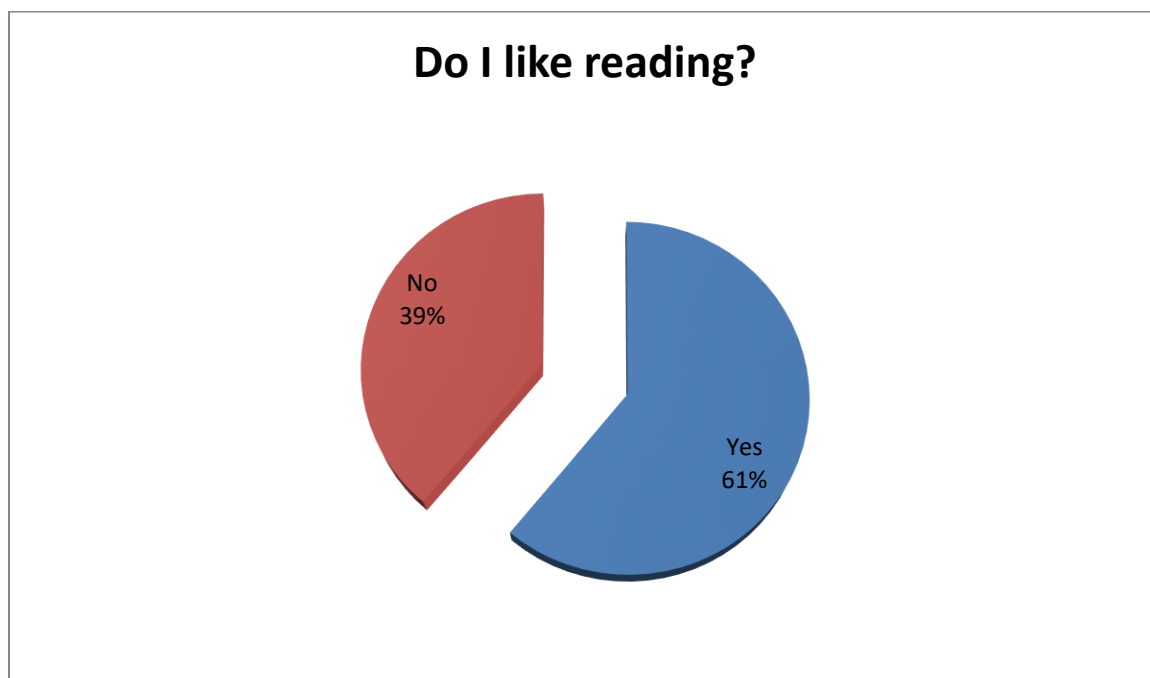
1. Istraživanje strategija čitanja mlađih učenika engleskoga kao stranog jezika: izrada instrumenta/Višnja Pavičić Takač; Mirna Radišić. Život i škola, br. 17 (1/2007.)
2. PISA 2009 : čitalačke kompetencije za život / glavna urednica Michelle Braš Roth. Zagreb : Nacionalni centar za vanjsko vrednovanje obrazovanja - PISA centar, 2010. (Zagreb : ITG)
3. <http://www.azoo.hr/images/izdanja/citanje/04.html>

Questionnaire prepared by Snježana Sedlar, Primary school „Podrute“, Croatia

4.3 Questionnaire results

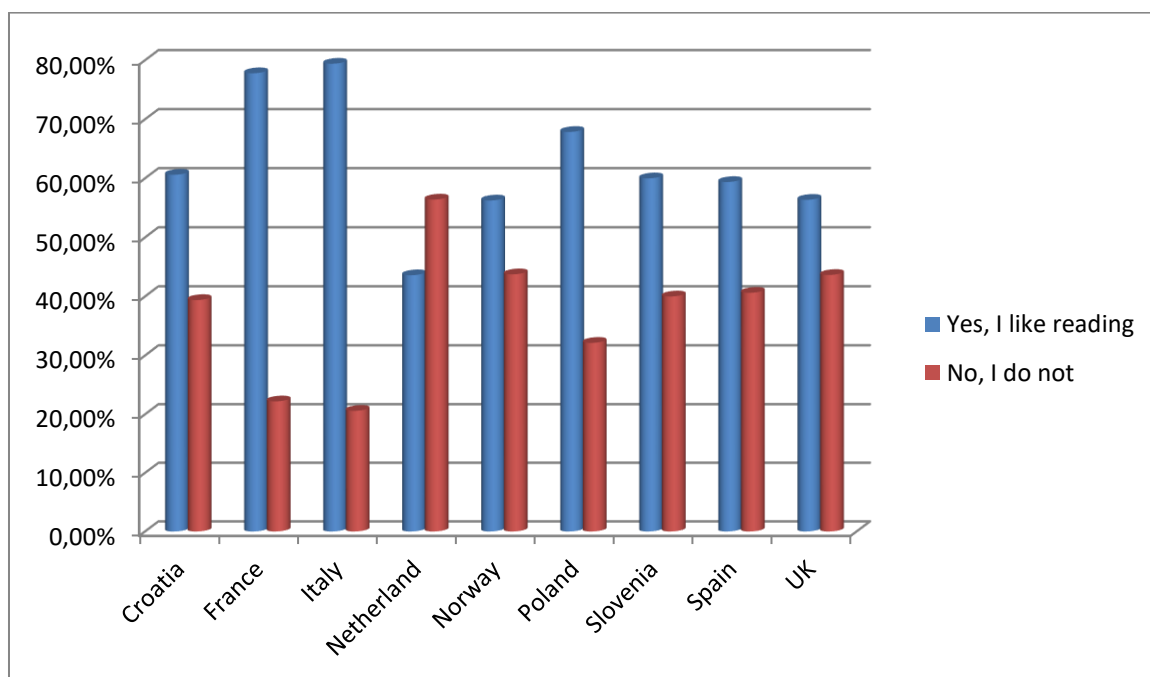
61% of all the students who took part in this questionnaire like reading, and 39% do not (graph 1).

Graph 1 Do I like reading?



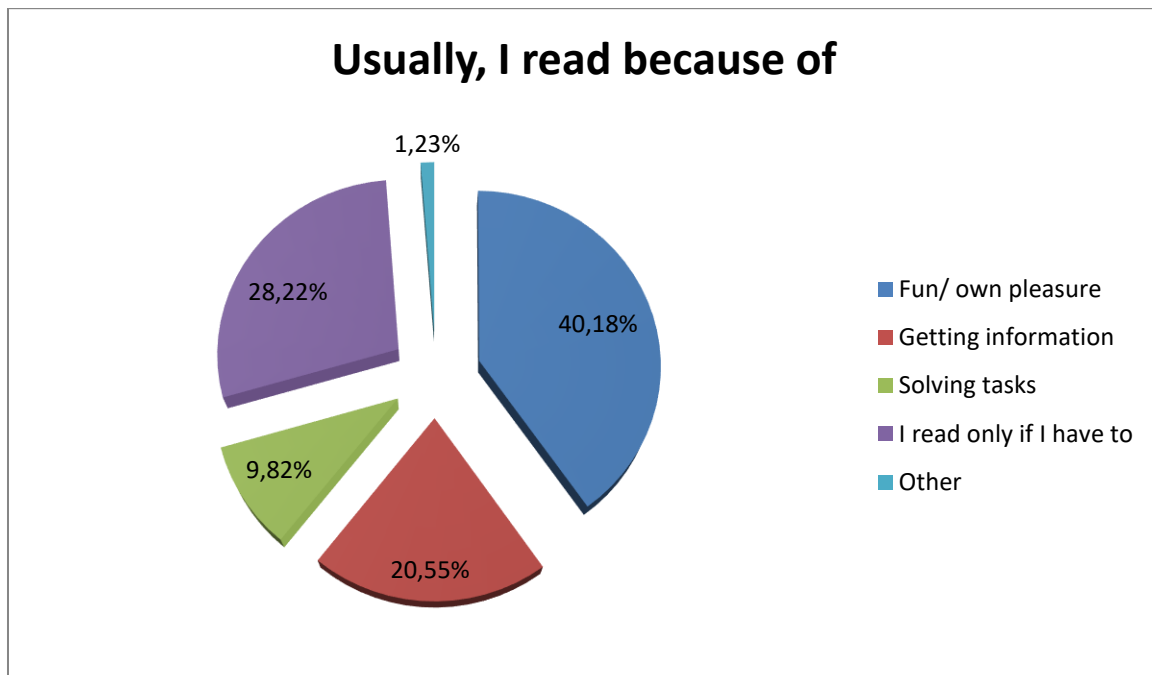
Among school partners, this is what the percentage looks like (graph 2):

Graph 2 Do I like reading?



The next chart shows the percentage of the most common reasons the students read (graph 3).

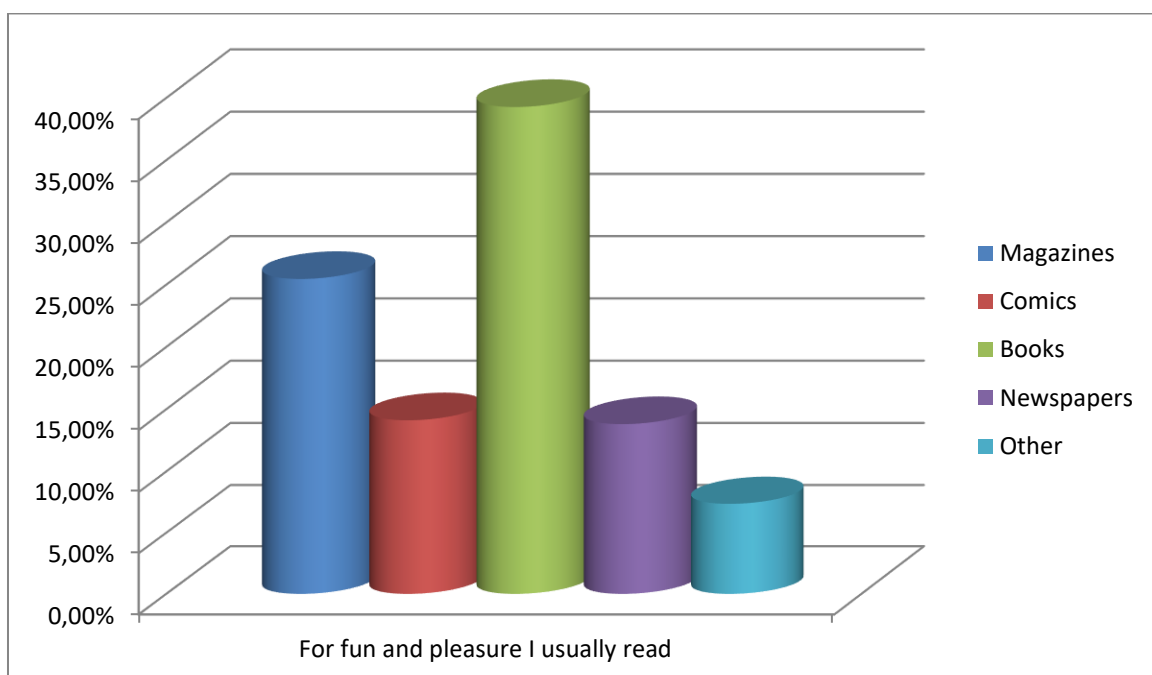
Graph 3 I read because...



The most students, 40,18% of them read for fun and pleasure (graph 3).

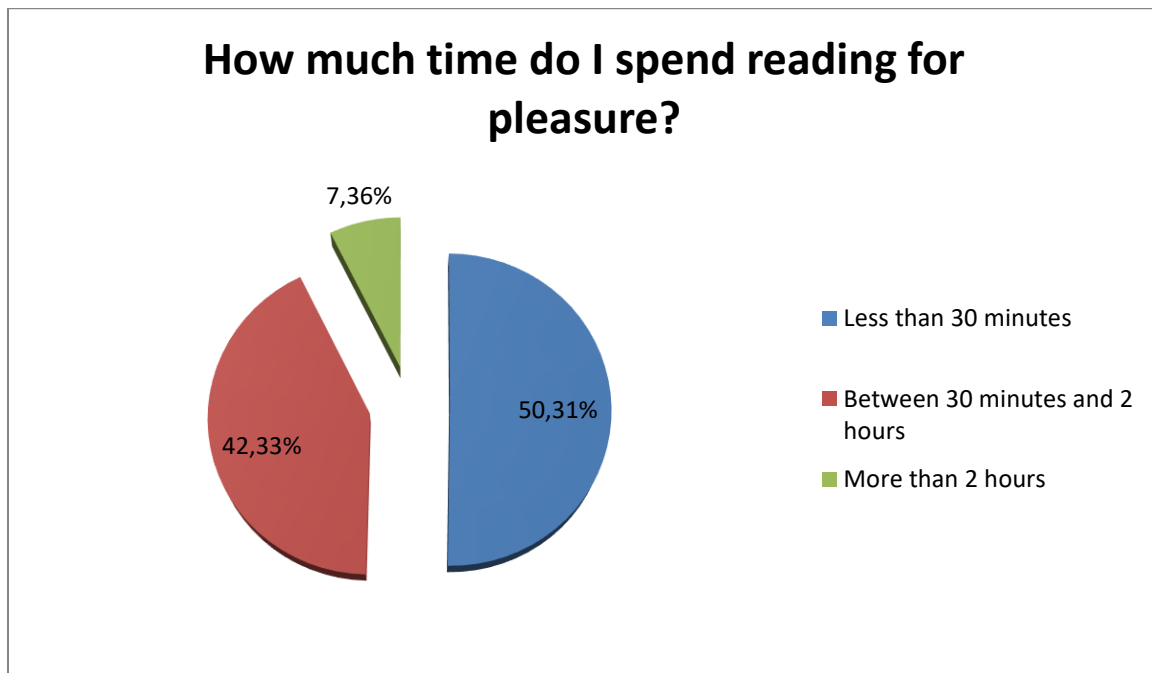
The most students, 39.27% of them read books for pleasure (graph 4).

Graph 4 For pleasure I read...



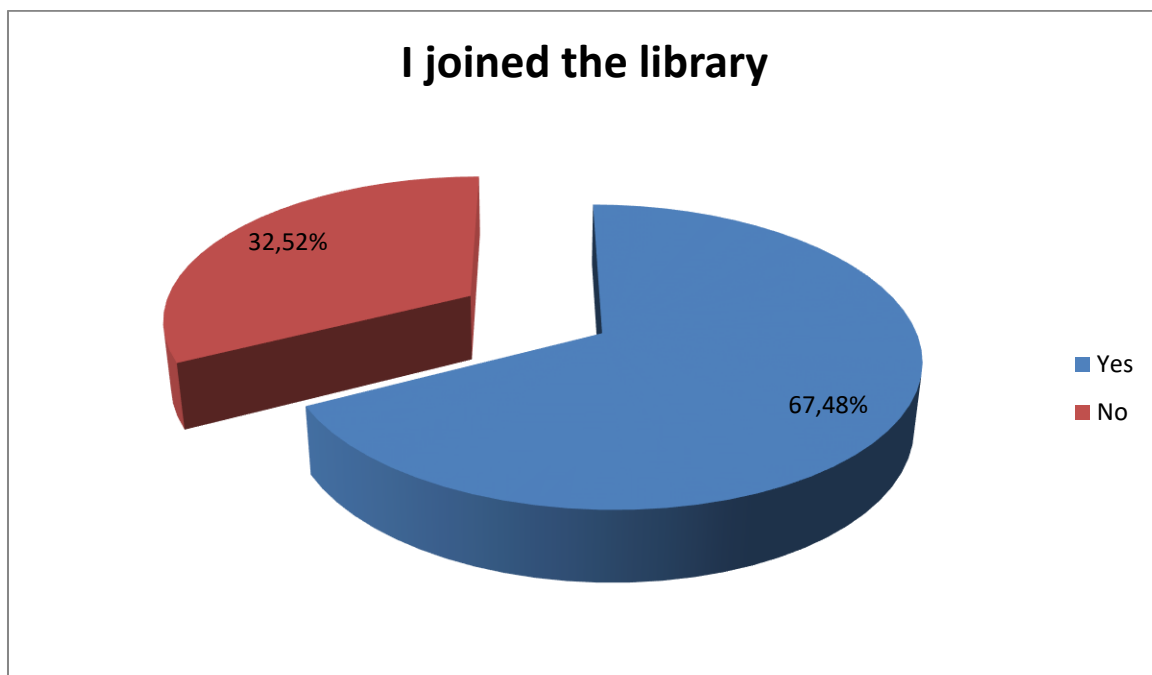
50.31% of the students spend less than 30 minutes a day reading for pleasure (graph 5).

Graph 5 How much time do I spend reading for pleasure?



Books availability and promoting reading is mostly enabled by joining school, town, national and other libraries.

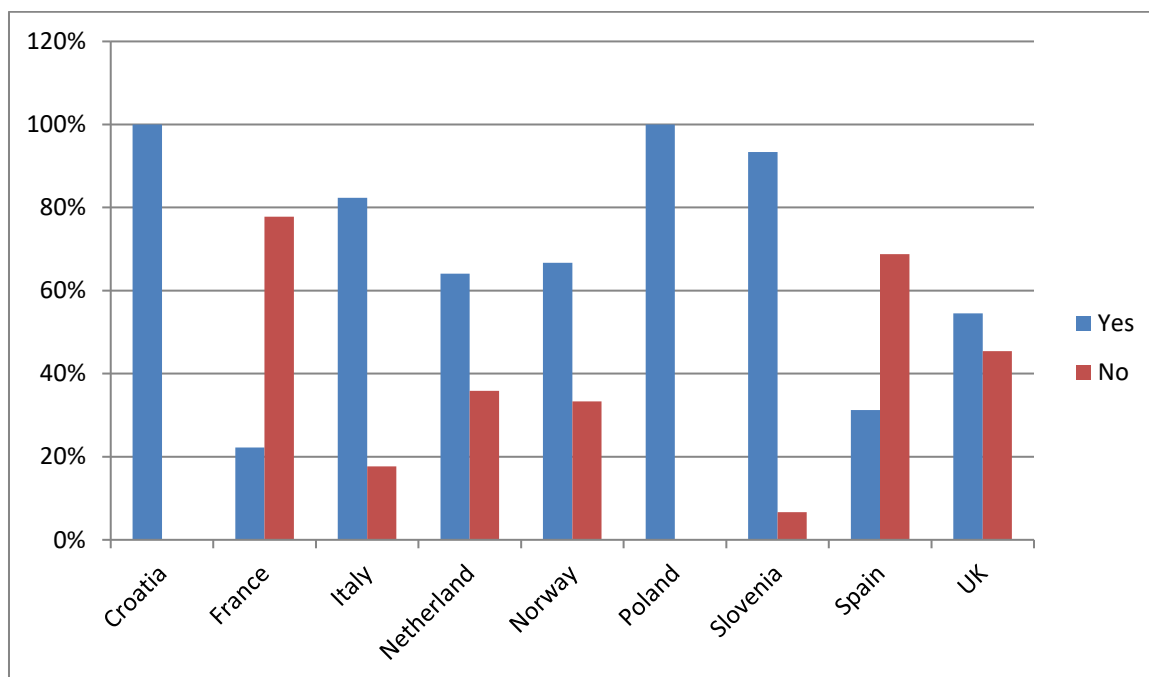
Graph 6 I joined the library...



67.48% of the students are members of some of the libraries, while 32.52 of them are not members of any library (graph 6).

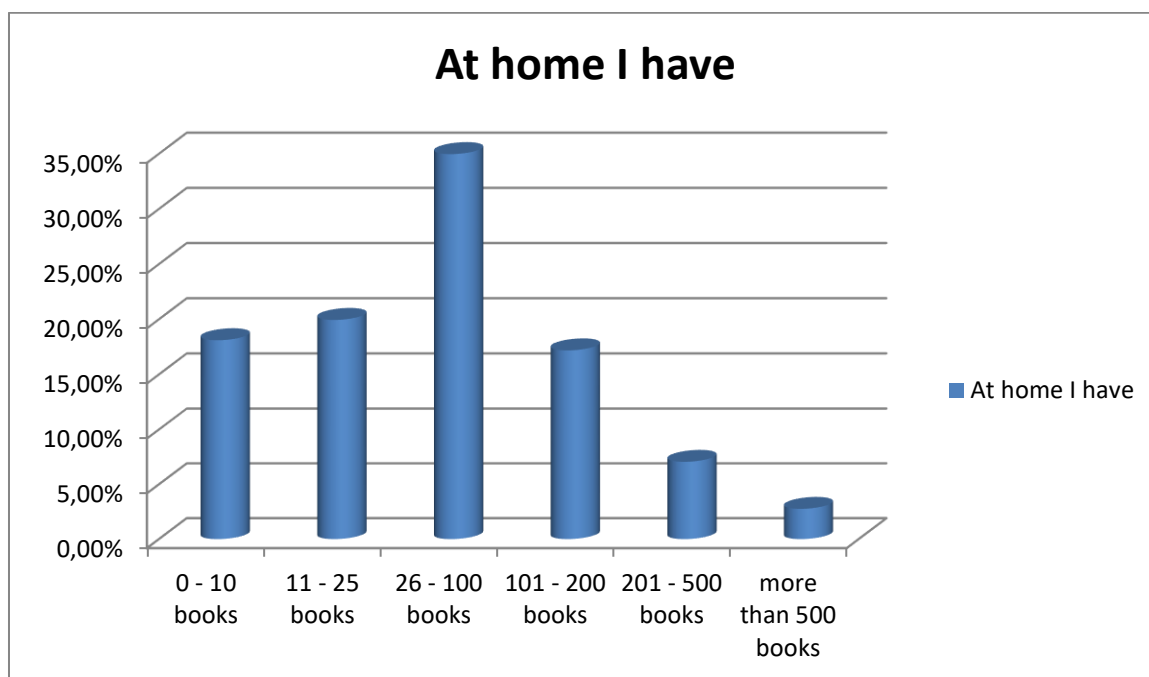
Among school partners this is what library membership looks like (graph 7) :

Graph 7 I joined the library...



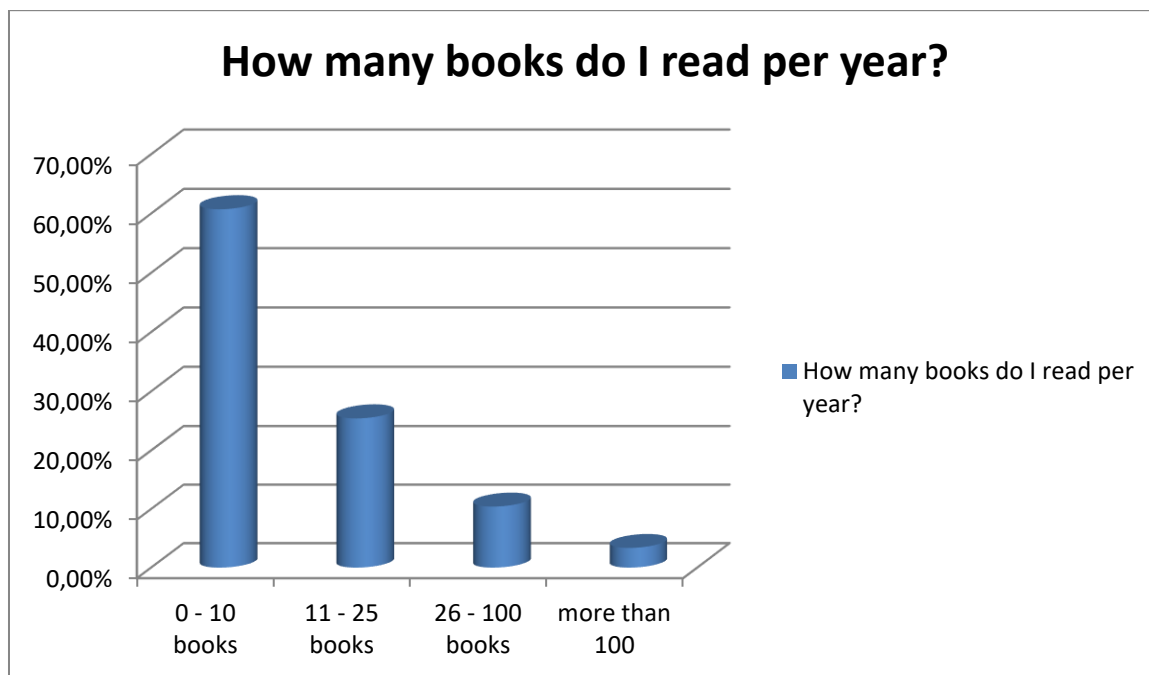
The most students, 34.97% of them possess between 26 and 100 books, and only a few of them, 2.76% more than 500 books (graph 8).

Graph 8 At home I have...



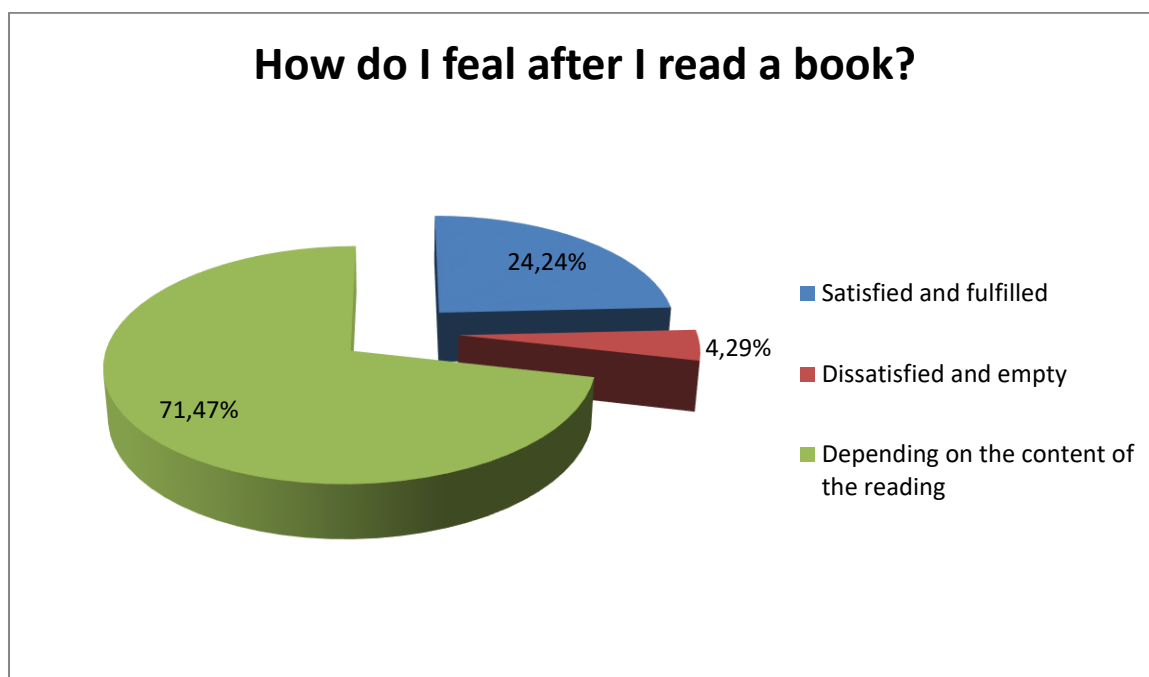
60.74% of the students read 10 books per year, and 3.37% of them read more than 100 books (graph 9).

Graph 9 How many books do I read per year?



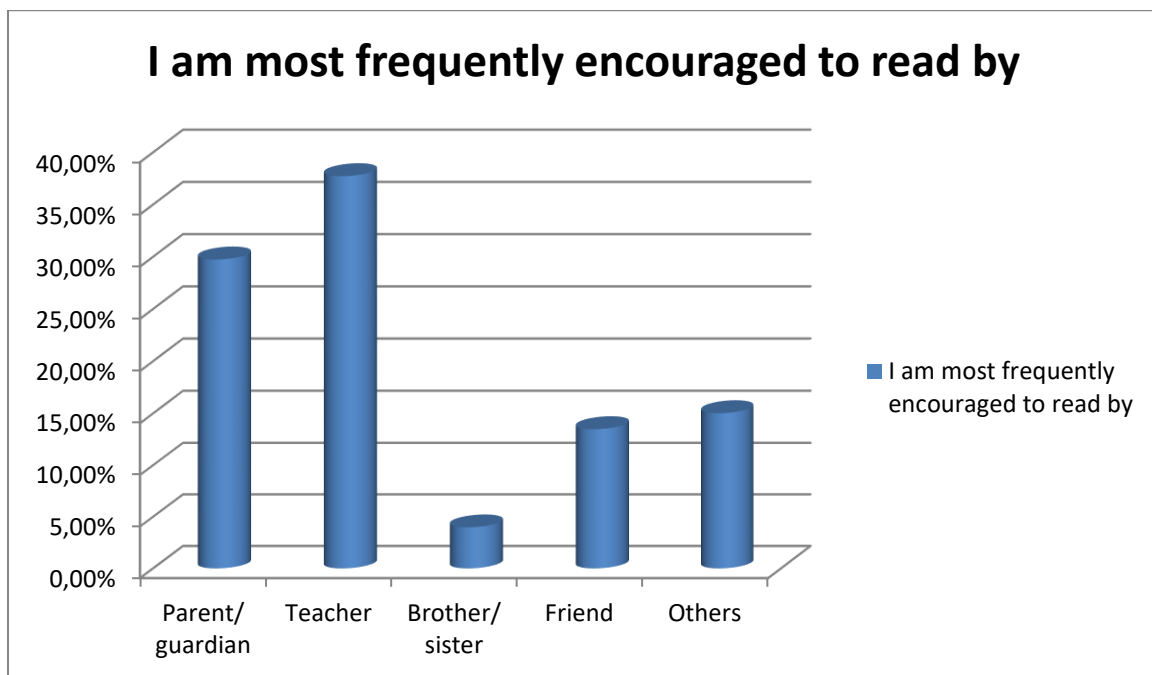
How do students feel after reading a book greatly depends on its content (graph 10).

Graph 10 How do I feel after I read a book?



Students are mostly encouraged to read by their teachers (graph 11).

Graph 11 I am most frequently encouraged to read by...



The students had interesting answers to the following questions.

Question: *How does your teacher encourage you to read?*

The most common answers are...

- Telling me to go to the library
- Giving me tasks about the book
- Organize a reading project
- Giving us an interesting books
- Reading at lesson
- Prepare an exam about some book
- Giving us a homework about some book
- She give to us an advices how to read
- Tell us it is good for the future
- Highlighting the importance of reading to improve linguistic competence and vocabulary

Question: What do I do in order to understand what I am reading?

Always...

- I am thinking about what will happen next in the story

- I try to guess what is the story I read about
- Carefully look at the images with a story
- I focus my attention on what is important in the story
- Look up the meaning of unfamiliar words in a textbook, dictionary, encyclopedia...

Often...

- Quickly scan the text and images to figure out what is it about before I start reading from the beginning
- I stop reading and think about what I read
- I ask the friend in class to check if I understand everything
- I ask the teacher to check if I understand everything
- When I read at home and do not understand something, I ask someone

Never...

- I read the story several times

Question: Write if you do anything else during reading.

The students have mostly stated that they listen to music, eat, use social networks...

Question: What can I do to read more?

- Go to the library more often
- Every night read 5 pages of a book
- Reward myself when I finish a book
- Find comments about a book on the Internet
- Buy more books
- Read more blogs recommending interesting books by writers
- Play less video games

Thanks to all participants in this research!

STATEMENT This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PART II

1. Introduction

Magdalena Bobek, mag.

Helping learners become autonomous in reading is one of the main objectives in education today. Reading has recently become one of the greater challenges mainly due to all the technologies such as mobiles, smart phones, ipods, just to mention a few that enable learners to stay in almost constant contact with social media sites such as Facebook, Instagram, Twitter, Google and others. They have become frivolous diversions and sometimes even obstacles in the learning process deviating learners from successful learning already at a very young age. It seems that young learners and teenagers, have become addicted to these modern technologies and simply do not know how to approach reading or anything connected to it, as it all seems so boring compared to their ipods and mobile phones. Getting learners at this stage in life interested enough for them to do a simple reading task is a challenge in itself. Since learning also requires reading, it is obvious that reading literacy plays an important part in this process.

Before looking at possible ways of improving reading literacy, it is first and foremost important to understand the young learners' perception of the world at this stage in life. At the age between thirteen and seventeen everything teenagers do, how they live, speak and breathe revolves around them. In order to get their attention and improve their interest in the curriculum, it is vital for teachers to find ways of boosting the teenagers' interest in reading material. Perhaps the most important factor influencing a teenager's interest in reading is the reading material itself.

Material that offers little or nothing tangible to teenagers or their life experiences, will not serve as something they will embrace. On the other hand material that deals with common teenage problems and circumstances or a young person's struggle at achieving their goal in life, something with which teenagers can associate, is bound to capture their attention. If the material at hand is not completely connected to their 'schemas' to use Cook's expression (1997:86) referring to the knowledge of the world that the reader brings to the text, the teacher will have to use various teaching styles and methods as well as select and evaluate

texts to which learners can respond 'authentically' (Hockly, 2007:96), and use them to this end.

The second obstacle that sends shivers up learners' spines is reading instructions. Even though instructions may be written in their own L1, they may be either very complicated to understand or so boring that learners may end up with no interest in getting the task done at all. This is especially true when they are left to fend for themselves with no help from others. Learners with a lower concentration capacity are the first to give up when it comes to reading, especially if it deals with books which are part of the curriculum and must be read and/or analysed.

It has been found that working in groups tends to alleviate the feeling of lower competence in students with lower concentration capacities because as members of a group they are given the opportunity to exchange ideas with their peers when confronting a particular task, and by blending in they are no longer the centre of negative attention in the classroom. Stronger learners can use their ability and knowledge to help the weaker ones understand the gist of the task (ELT: no date/pagination). This creates a highly motivated atmosphere allowing all participants to contribute to the task at hand by using their different talents and creativity (Fried-Booth 2002:6). Learners become real language users at this point bringing their schema knowledge to the surface, as Alptekin (1993:136) puts it, incorporating it into the existing course book and expanding it further within the group. This makes learning more relevant to the learner and they become the focal point of the learning process (ibid) on their way to autonomy and independence, with teachers no longer being the only source of information and knowledge, but rather mentors and advisors.

The reading strategies in this collection which have been prepared for young audiences of a particular age by teachers from Osnovna šola Pivka, Slovenia, have all been carried out by the teachers themselves, and have brought about positive results in the target audience with regards to improvements in reading. They deal with reading for pleasure as well as reading for the purpose of understanding instructions. The activities presented are not a one-time attempt at tackling reading problems, but should be practised frequently in various subject areas if they are to have any influence at all on the learner. Even though a long term process, the activities do bring longlasting results, and their content and approach can be adapted to fit any age group.

They are presented in three parts:

1. Cross-curricular reading strategies within the school library

1.1 A Look at the Diversity of Culture among the Countries of The European Union

1.2 CROSS-CURRICULAR INTEGRATION – LIBRARY EDUCATION AND SLOVENIAN AND/OR FOREIGN LANGUAGES

2. Reading Literacy

2.1 Reading activities for the improvement of reading literacy - Workshop for teachers

2.2 Activities for children with migrant backgrounds

3. 'A Night in the Library' workshops for tackling reading appreciation

3.1 The Matilda workshop – changing the ending of the story

3.2 The Dictionary workshop – expanding vocabulary

3.3 The Metaphorical drawings workshop – figurative vs literal meaning

3.4 The Telephone dictation workshop – group learning and team work

2. Cross-curricular reading strategies within the school library

2.1 A Look at the Diversity of Culture among the Countries of the European Union

Reading/Learning Strategies - for learners aged 13

by mag. Mirjam Francetič, school librarian, Slovenia

When the nine-year programme was being introduced in primary schools, the cross-curricular cooperation at the lower secondary level of education seemed very demanding and complicated to the teachers. However, when we started doing team planning and carrying out classes, things began to run smoothly. As a librarian, I am often at their disposal, so the teachers frequently stop by the library to browse through literature and, occasionally, discuss current issues. At the start of the school year, the Civics and Ethics teacher and I began planning a LIS (Library and Information Sciences) lesson for the seventh-graders (aged 13) to be given on April 2, International Children's Book Day. The lesson was a part of the thematic cluster Life in a Community: Nation Country, the title of the unit being *Diversity of Culture among the Countries of the European Union*. We wanted to include a presentation of the European Union (hereafter referred to as the "EU") and Slovenia's entrance into the EU.

The lesson comprised of the pupils first going over the basic concepts and symbols of the EU, getting to know about the diversity of cultures, and their importance in preserving national identity, as well as learning about the necessity of intercultural integration within the EU. They also got acquainted with key concepts, such as culture, intercultural integration, diversity of culture, national identity.

The teaching formats were the teacher-centred approach and group work, where we used the methods of discussion, practical work and that of a quiz. The pupils gathered in the library, which was organised so that they could split into five groups formed during the preceding Civics and Ethics lesson. My task was to explain to them the aim and purpose of their visit to the library. They reiterated the basic concepts and symbols of the EU with their teacher, the knowledge of which they acquired during previous Civics and Ethics lessons, where they talked about Slovenia's entrance into the EU. They did this with the help of the Europass publication and the EU's web page.

The lesson which followed started with the playing of the EU's anthem. The pupils recognized it immediately and named its title – *Ode to Joy*, prelude to Beethoven's Ninth Symphony. We unfolded the Slovenian flag and described its colours and coat of arms. This was followed by the flag of the EU. We talked about the twelve stars on the blue flag and

determined that they do not stand for the number of EU member states, but rather that the number twelve symbolizes perfection.

In the second part of the lesson, the teacher and I handed out worksheets to the pupils containing questions about the cultural landmarks and achievements in the EU. Answering questions such as “What is the Mona Lisa?” posed no problem to the pupils. Our school was involved in the project Comenius for a number of years, therefore, our pupils are acquainted with the culture of other European countries. For certain facts, for example, “Who was born in the Danish city of Odense?”, they turned to lexicons and encyclopaedias. The pupils were very enthusiastic about the work and quickly answered all the questions.

The next task had to do with April 2, International Children’s Book Day, and Hans Christian Andersen. The pupils received worksheets with the instruction “Link up the well-known authors with the titles of their works” – for example, Pippi Longstocking – A. Lindgren, or The Snow Queen – H. C. Andersen. This task was somewhat more difficult, but not too much, as they helped themselves by rummaging through bookshelves for literature or browsing through lexicons. They then took all the relevant books off the bookshelves and prepared two exhibitions in the literary corner. With the first exhibition, they presented European writers and their works. They wrote the names of various European countries and their writers on sheets of paper and put the corresponding books next to them – for example, SPAIN – M. S. CERVANTES – DON QUIXOTE. In this way, they got acquainted with the best-known European authors and commemorated Andersen and the International Children’s Book Day. The second exhibition was dedicated to Andersen’s life and his fairy tales. A pupil from each group presented their selection of books. Most of them were familiar with the stories featured in the exhibition, thus, it was easy to get the conversation flowing.

Lastly, the two of us – the teacher and the librarian – helped the pupils answer the questions: Why is it necessary to know the culture of other countries? Do we know enough about our own culture? Are we able to present our country and its culture to our penfriend? The pupils drew on their experience as penfriends to conclude that they are often embarrassed because they are unable to answer their correspondents’ questions.

In the days that followed, the exhibition prepared by the pupils of the seventh grade served as an introduction to the presentation of the International Children’s Book Day for the pupils of the primary level.

Worksheet: Diversity of Culture in the European Union - A test of knowledge about the diversity of European culture.

THE NAMES OF PUPILS IN THE GROUP:

1. In which Italian city does the story of Romeo and Juliet take place?

2. What was Leonardo da Vinci's occupation?

- a) Bishop
- b) Painter and sculptor
- c) Composer
- d) Writer

3. Which country did Dante live in?

4. The Acropolis is in.....

- a) Italy
- b) Greece
- c) France

5. What is the Mona Lisa?

- a) Card game
- b) Statue in Venice
- c) Painting in Paris
- d) Fashion model

6. Who or what is Big Ben?

- a) English boxer
- b) Clock tower in London
- c) Writer from Scotland
- d) Irish cruiser

7. Which country is the Eiffel Tower in?

8. Who wrote the first Slovenian book?

9. Who printed the first book in Europe?

10. Who was born in the Danish city of Odense?

Link up the well-known authors with the titles of their works:

H. C. ANDERSEN	KO ZORIJO JAGODE (WHEN STRAWBERRIES BLOOM)
A. LINDGREN	PIPPY LONGSTOCKING
KARL MAY	IN DESERT AND WILDERNESS
C. DICKENS	THE SNOW QUEEN
J. VERNE	WINNETOU
H. SIENKIEWICZ	PINOCCHIO
C. COLLDI	OLIVER TWIST
M. S. CERVANTES	THE CHILDREN OF CAPTAIN GRANT
J. SPYRI	DON QUIXOTE
B. JURCA	HEIDI

Search the bookshelves for books with the above-mentioned titles!

Prepare an exhibition in the literary corner!

Link up the well-known authors with the titles of their works:

H. C. ANDERSEN	KO ZORIJO JAGODE (WHEN STRAWBERRIES BLOOM)
A. LINDGREN	PIPPY LONGSTOCKING
KARL MAY	IN DESERT AND WILDERNESS
C. DICKENS	THE SNOW QUEEN
J. VERNE	WINNETOU
H. SIENKIEWICZ	PINOCCHIO
C. COLLDI	OLIVER TWIST
M. S. CERVANTES	THE CHILDREN OF CAPTAIN GRANT
J. SPYRI	DON QUIXOTE
B. JURCA	HEIDI

Search the bookshelves for fairy tales by H. C. Andersen!

Prepare an exhibition about the writer and his works!

The Pupils' Opinion about the Library and Information Sciences Lesson

At the end of the LIS lesson, I wanted to check how much knowledge the pupils had gained, whether they were pleased with the work methods, and whether the teachers and I, the librarian, achieved the goals we had set at the start of the school year. I decided to check the successfulness of the work by asking the pupils for their opinion on it. The Civics and Ethics teacher and I conducted a poll in the two seventh grade classes.

Pupils Comments:

- we enjoyed the time spent searching for books in the library, as it was more fun than sitting in class taking notes.
- in the library, we learn about the subject matter in a different way, which I find more interesting
- I find the lessons conducted in the library to be more relaxed and interesting.

- I was very pleased with the LIS lesson conducted in the library. The lesson was dynamic. We searched for books, used lexicons and encyclopaedias, had great fun, and also a bit of a quarrel over who found the most books and who already knew that Big Ben is not an American boxer. The lesson absolutely flew by.

Conclusion

The LIS is an important part of the educational process at our school. It encourages team work among the educators as well as creativity among the pupils, as the latter often learn through practical examples – however, these must not be too difficult. During the LIS lesson, we took the time to talk, observe and listen, which is often lacking when imparting knowledge in the classroom. We let ourselves be driven by the pupils' interest and enthusiasm for the activities, while guiding them in such a way that they will be equal to similar tasks in future. The pupils, as well as the teachers who took part in it, found the work interesting and varied. That is why, at the start of every school year, the teachers come up with new notions and ideas which they want to implement in their lessons in collaboration with the school library.

Literature

ČEBULAR, A. *Evropopotnica*. Ljubljana: Urad Vlade RS za informiranje, 2000.

DEVJAK, T. *Etična in državljanska vzgoja v osnovni šoli*. Ljubljana: Zavod Republike Slovenije za šolstvo, 2002.

Knjižnična informacijska znanja. Cilji in vsebine za osnovno šolo. Ljubljana: Nacionalna kurikularna komisija, 1998.

KYRIACOU, C. *Vse učiteljeve spretnosti*. Radovljica: Regionalni izobraževalni center, 1997.

UČAKAR, P. *Gesla za vsebinski opis leposlovja v šolskih knjižnicah*. *Šolska knjižnica*, let. 12, 2002, št. 3, str. 98-103.

translated by: Aleksandar Stanković, prof.of English

2.2 Cross-Curricular Integration – Library Education, Slovenian (L1) And/Or Foreign Languages (L2) -

A READING WORKSHOP IN THE SCHOOL LIBRARY

by school librarian, mag. Mirjam Francetič, and teacher, Lucija Škvarča

SAMPLE LESSONS:

THEME: STORIES COME ALIVE IN THE LIBRARY

SCHOOL SUBJECT - SLOVENIAN: getting to know a Slovenian tale .

Work material: Slovenian tale: PETER KLEPEC by France Bevk

Sample lesson prepared for learner audience: learners from 6 to 15

INTRODUCTION

Pedagogical tasks of the school library stem from the need to train its users how to use the library, its material and sources of information independently. They are, therefore, integrated into the school's educational process via the literary and Information proficiencies offered. The goals of the curriculum include cross-curricular integration and cooperation, as well as a team approach to teaching that involves the use of the school library. The following sample lesson features an example of a cross-curricular integration of Library and Information Sciences with the Slovenian language class, which can be used in all three triads or levels that is for learners from 6 to 15 years of age.

As part of the Reading literacy programme, the librarian and the teachers at Osnovna šola Pivka often carry out lessons in the Library and Information Sciences. Their goal is to get the pupils accustomed to the environment and atmosphere of a library, develop a positive attitude towards the library and its material, with emphasis on proper book-handling, and motivate pupils to engage in reading and aesthetic enjoyment. By using the library material and other sources of information, the pupils get to know the problems and learn efficient reading strategies, as well as develop various skills and competences including communicational, informational, investigative competences. For this purpose, a colleague teacher and myself carried out four lessons, in which we combined working with the text, listening, discussing, explaining and collaborative learning to get the pupils better

acquainted with the Slovenian short story genre. The group consisted of students from Osnovna šola Pivka aged 6 to 9, and three female pupils from a school in Italy. *(These sample lessons were carried out in Slovenian, but can also be prepared in English or any other language of communication).*

The lesson plan:

Lessons 1 and 2

a) Pupils read the short story *Peter Klepec* by France Bevk in groups.

The story revolves around a boy who hasn't always been endowed with great strength. At first, he appears as just a weak little shepherd exposed to violence at the hands of stronger peers. One day, he comes across a sleeping mountain fairy and gathers branches to shield her from the scorching heat. To express her gratitude, she bestows upon him supernatural strength, which he uses to knock some sense into his torturers. He gives up shepherding and clears the land around his cottage, which thereafter provides the daily bread for him and his mother.

Literary characters:

Peter Klepec is a weak, tiny boy, who is very attached to his mother. While his mother works on their neighbour's farm, he shepherds their goat and plays. He knows how to make miniature mills, flutes and houses out of pebbles. He is a cheerful, happy and obedient boy, until he goes to work for his neighbour as a shepherd. Once there, he is confronted with malice and hatred, and, thus, wishes above all else to become strong. His wish is fulfilled by a mountain fairy, who grants him miraculous strength. He uses it to take revenge against other shepherds and make life better for his mother, himself, and all the people who need his help.

Mother is a widow, who leads a modest life with her only son and their goat, Rogačka. She is very poor but hard-working, attentive and kind-hearted. She and her son live in a modest cottage, with no land. In order for them to survive, she works on their neighbour's farm every day.

The shepherds are very wicked and boastful. They constantly tease Peter, take advantage of him and beat him. This goes on until Peter Klepec becomes strong. When they realize that they have all of a sudden become weaker than him, they dare not approach him anymore.

The Mountain fairy is a kind little girl, who grants Peter his greatest wish. Peter encounters her while he is searching for his sheep. He finds her lying in a meadow, dressed in white, with a garland of mountain flowers on her head. She is very beautiful; her face is gentle and

white. Peter uses branches to shade her from the sun. When she wakes up, she expresses her gratitude by granting him his wish for strength. The miracle water that she gives him to drink makes him incredibly strong. After that she turns into a little cloud in the sky.

b) The pupils watch an English version of a theatrical performance of the story *Peter Klepec* on Youtube



c) Text analysis

The pupils revise what they have learnt upon reading the book and listening to the theatrical performance of Peter Klepec. They learn to name the author and the illustrator, the story's setting, enumerate and describe the characters, and explain the main idea. They say which medium they prefer – the book or the film (the theatrical performance).

WRITER: France Bevk

ILLUSTRATOR: Marjan Manček

THE SETTING: a small Slovenian village; long ago, when ordinary people were poor

PETER KLEPEC – tiny boy, friendly, kind-hearted, rewarded by the fairy

THE SHEPHERDS – rough, malicious, rude, brawly

MOM – poor widow, who loved her son very much

FAIRY – kind unearthly little girl

MAIN IDEA OF THE STORY: Use your strength to help others, just like Peter Klepec did.

d) A conversation about the content of the play guided with the help of didactic tools

MOTIVATION

For the purposes of reiterating the story's content and carrying out further work the librarian and the teacher come up with an interesting game called '*Don't Get Upset, Peter*'. For this game, a game board, game pieces, a dice, and the book in which to search for answers are needed.

THE PROCEDURE:

THE FORMING OF GROUPS

Pupils divide themselves into groups of four or five. In the literary corner, the pupils are met with game boards, game pieces, dice, and Peter Klepec picture books. The pupils begin playing the game. They place their game pieces at the starting position and use a counting rhyme to determine which pupil will go first. The players take turns in a clockwise direction. When landing on certain circles, they are faced with questions or tasks. A pupil who lands on such a circle has to answer a question or complete a task, only then can their schoolmate proceed with the game. If there are any difficulties in answering the questions, the pupils help one another.

EXPRESSING EMOTIONS THROUGH PLAY

When pupils land on a circle expressing an emotion that Peter Klepec felt at a certain point in the story, they explain it to the rest of the group. They imagine themselves in Peter's shoes when he was still at home, shepherding and playing by the brook, without a care in the world. They describe to each other instances from their own lives when and what they play without a care in the world. They show HAPPINESS by using their voice and facial expressions.

Peter knew how to make miniature wooden mills. Pupils describe their feelings with regard to the toy that was made for them by their parents, grandparents or that they made themselves.

Peter had to leave home. Pupils describe how he felt when he was leaving his mother and their goat, Rogačka. They name situations when they themselves felt that way. They try to draw the emotion of SADNESS with colours.

Peter was afraid of the shepherds. Pupils try to describe the emotion of FEAR and express it using facial expressions. They tell each other what they themselves are afraid of.

Peter was given miraculous strength. He was HAPPY. The children list what he did to the shepherds when they tried to attack him and say how they would react in that kind of situation.

Peter returned home to his mother. The pupils try to explain why his mother was PROUD of her son. By using pantomime, they try to show when they are proud of themselves. They clarify who is MODEST and say when they are like that.

The game is followed by a discussion in which the pupils give their opinions and answer questions like:

Did you enjoy the game? Why? Why not?

Were the rules clear?

Did you like playing in a group?

Which emotion was the easiest or most difficult to recognize or explain?



The game *Peter Klepec* (Figure 1)

Lesson 3

**a) Pupils search the crossword for hidden words pertaining to the story.
(Figure 2)**

Key words of a text are those words that are most information-laden. With the help of these words, a pupil will be able to “reconstruct” the main idea that a particular text expresses.

Key words often provide the answer to the questions: **Who? What? Where? How? When? Why?**

Figure 2

F	S	H	E	P	H	E	R	D	F	M
B	P	S	H	E	E	P	O	J	I	O
I	O	Z	Y	T	P	U	G	C	E	U
R	W	A	T	E	R	F	A	L	L	N
C	E	L	X	R	E	G	C	D	D	T
H	R	T	I	K	C	R	H	I	M	A
W	I	D	O	W	I	A	K	S	S	I
E	O	R	V	A	P	I	A	H	T	N
A	N	Z	U	T	I	N	C	H	R	S
K	L	E	P	E	C	X	Y	E	E	G
M	Y	T	B	R	E	A	D	R	N	F
O	S	H	A	D	O	W	N	D	G	A
R	O	C	K	J	X	C	A	R	T	I
L	N	F	B	I	N	D	L	E	H	R
S	T	O	N	E	S	M	I	L	L	Y

- | | |
|-----------------------|--------------------|
| 1. WIDOW | 14. STONES |
| 2. ONLY SON | 15. SHADOW |
| 3. PETER | 16. HERD |
| 4. KLEPEC | 17. MOUNTAIN FAIRY |
| 5. INCH | 18. WATERFALL |
| 6. ROGACHKA (ROGAČKA) | 19. STRENGTH |
| 7. WEAK | 20. BIRCH |
| 8. SHEPHERD | 21. ROCK |
| 9. BREAD | 22. BUNDLE |
| 10. SHEEP | 23. MILL |
| 11. DISH | 24. FIELD |
| 12. PRECIPICE | 25. GRAIN |
| 13. WATER | 26. CART |

b) Pupils make a Slovenian/English or Slovenian/Italian dictionary from the words found in the crossword

The purpose of making the trilingual dictionary is to clarify the meanings of the words from the text in all three languages of the participating pupils.

Lesson 4

a) Pupils look for less known words or word families from the crossword and try to interpret them by finding synonyms or writing sentences that express meanings similar to those of the given words. Some examples:

Pupils explain the meaning of phrases from the short story *Peter Klepec* that they did not understand:

- Those who possess strength must not use it only for themselves.
- She was so poor that she had not even a foot of land.
- He loved his mother and heeded her every word.
- Although Peter Klepec was weak and tiny, he devoured bread something fierce.
- You will have to earn your daily bread by yourself!
- Peter did not make a peep.
- Every morning, Peter drove the herd high into the mountains.

- This marked the beginning of hard times for Peter.
- He suffered many hours of sorrow at the hands of the shepherds.
- He could not stand up to them.
- The fear caused the hair on the back of his neck to stand up.

b) Pupils name the feelings that are present in the text and talk about their own feelings. They make a poster about their own feelings.

c) Pupils present their posters to the group. Every pupil says what they liked, did not like or would change.

Literature:

- BEVK, F. *Peter Klepec*. Ljubljana: Mladinska knjiga, 1998.
- FEKONJA, R. *Spremembe Zakona o knjižničarstvu in šolske knjižnice*. Ljubljana: Šolska knjižnica, Zavod RS za šolstvo, 2017.
- <http://www.os-vrhovci.si> (Accessed on February 15, 2017, at 10 a.m.)
- MIRNIK, M. and A. KEBER. *Didaktična igra Peter Klepec*. [http://www.zdravjevsoli.si/attachments/article/217/OS%20Voranca%20Ravne %20Peter%20Klepec zdruzeno.pdf](http://www.zdravjevsoli.si/attachments/article/217/OS%20Voranca%20Ravne%20Peter%20Klepec%20zdruzeno.pdf) (Accessed on May 3, 2016, at 8 a.m.)
- PEČJAK, S. *Psihološki vidiki bralne pismenosti: od teorije k praksi*. Ljubljana: Znanstvena založba, Zavod RS za šolstvo, 2009.

translated by: Aleksandar Stanković, prof.of English

3. Reading Literacy

3.1 Reading activities for the improvement of reading literacy - for pre-school children and learners aged 6 to 12

by

Jana Špilar Dodič, teacher of Slovenian at the lower secondary school level, Slovenia

THE OBJECTIVES

There are four main objectives in the project:

- to present a project on »Reading Literacy« and some of the reading activities involved;
- to present a workshop showing how different methods work in practice;
- to get new ideas for reading activities.

Slovenian national project „Reading Literacy“

A few years ago, our school participated in a national project called »Reading Literacy«. The project was led by the Slovenian Institute of Education and the Ministry of Education, and financed by the European Union. Why was the project founded? Slovenian students were achieving average results in various exams at national and international level. Some of them had problems reading and were not motivated enough to read. Of course, we wanted them to be more successful.

There were 35 schools included in the project, and every school had its own team, which organized different activities for students and workshops for teachers.

The main objective of the project was to use different reading strategies to improve reading literacy and also motivate students to read by giving them more opportunities in doing just that. Our expectations were not too extensive. The goals were set on a smaller scale, which would show gradual improvement in reading literacy in the long run.

The project proved to be such a success that even after the project officially ended some of the activities have still remained part of our school life. As teachers we believe that, in order

for learners to become good readers later on in life, it is necessary to encourage them to appreciate reading at a very young age. The simple workshop activities presented here involve pre-school children and pupils at the lower level, from grades 1 to 6, aged six to twelve.

1st Activity: The Reading Fairy:

This activity involves pre-school children. Once a month, a teacher disguised as a reading fairy reads fairy-tales to kindergarten children. After the reading the children play various games, and do all kinds of craftwork connected to the fairy-tale they have listened to.



The reading fairy reads a fairy-tale while princes and princesses listen attentively.



After the reading the pupils make their friends ladybugs for good luck.

2nd Activity: Reading Breakfast

Children at the lower level, from grades 2 to 4 spend fifteen minutes every morning at the beginning of the first lesson quietly reading one of their favorite books. Reading for pleasure motivates children to read as it has proven to be a nice way to start the day.

3rd Activity: Reading Nights

Organizing reading nights at school is a very common activity throughout Slovenia. It can be organized for students of any age group. It involves reading books, and participating in various reading activities such as observing the stars, writing stories and so on.

Sample of a Reading Night: (for pupils aged 6 to 12)

After registering for the Reading Night, pupils are given a task to do at home, which is to read a book with a winter theme. (For the participating pupils in the first grade the chosen book is to be read to them at home). Besides reading, sixth grade pupils have to write their opinion about their chosen book. Third, fourth and fifth graders have to write a short summary of the chosen book's content, and pupils in grades 1 and 2 have to illustrate an event from the chosen book that they like best.

Reading Night begins with pupils and teacher sitting in a circle. Individual pupils present their homework to the rest of the group and express their expectations for Reading Night. The older pupils write them down in the form of a symbolic chain or booklet of their expectations.



The Reading Circle

This is followed by various workshops where pupils can make ornaments, bookmarks and door hangers. The younger pupils can participate in the dancing and singing workshops while the older ones can go for a walk and look at the stars.



Pupils at work in their workshops making bookmarks and door hangers with 'DO NOT DISTURB. READING IN PROGRESS!' written on them.

Workshops are usually followed by a light dinner prepared by the teachers, which makes Reading Night more interesting and then the pupils usually read their favourite books, which they bring from home or borrow from the school library until they dose off for the night.



After breakfast the pupils are asked to share their impressions of Reading Night.

It has been found that Reading Night motivates learners to read because of the friendly and relaxed atmosphere in which all the activities take place. Such an atmosphere helps to strengthen bonds between pupils and create new friendships. If tried at any school, Reading Night will definitely become a regular addition to reading motivation strategies upon the pupils' own demand, as it has become in many schools all over Slovenia.



4th Activity: Reading with the therapy dog, Oja

Animals have always had a special place in children's hearts, and do wonders in helping to motivate them to read. Our 5th grade pupils had the privilege of hosting the school psychologist's therapy dog, Oja. The pupils read to her and played different games with her. Getting animals involved in similar school activities stimulates the children's desire to read more.



5th Activity: Reading under a tree

Reading your favourite book in the shade of a tree on a hot summer's day can be a lot of fun. Young children love it, especially if it is done in a group, where they can share ideas about the books they are reading and do all sorts of activities together.



The Reading Literacy activities can be applied to any age level in any subject area by, of course, appropriating the material to suit the students and the subject being taught.

translated by: Magdalena Bobek, mag.

3.2 Activities for children with migrant backgrounds – for learners of all ages from primary to lower secondary school level

by

Jana Špilar Dodič, teacher of Slovenian at the lower secondary school level, Slovenia

Introduction:

The number of pupils with migrant backgrounds is increasing fast in our society. At Osnovna šola Pivka, approximately 30 percent of our students are of migrant backgrounds. These include children who were born in Slovenia, but whose grandparents moved to Slovenia during the war in Yugoslavia. For most of them Slovenian is not their first language, and many of them still have difficulty expressing themselves in Slovenian. Then there are those children who have moved to Slovenia recently with their families, and have serious difficulties in communication. Every year, approximately three children, usually from the former Yugoslav countries of Bosnia, Serbia and Macedonia, come to our school. In the past, our school also hosted children from China and Russia. In Slovenia, some arrangements have already been made at the national level for these children. Every migrant child receives a special status after moving to Slovenia, which means that for the first two years they can be exempt from being graded, because it is important that they first assimilate into our society. They usually get an extra hour of Slovenian per week, which, unfortunately, is not a lot.

For this reason, our school organizes special workshops for migrant children who have difficulties communicating in Slovenian. The purpose of these workshops is for the teachers to talk Slovenian as much as possible with these children, and use fun activities through which they can learn the new language more quickly, as well as learn about Slovenia, our habits and customs.

All of our workshops usually start with a game, which serves as an ice breaker and helps the migrant children introduce themselves.

How different methods work in practice

Game 1: Getting to know each other

Instructions:

1.

The teacher has a roll of toilet paper, and asks each pupil how many sheets of paper they would like to have (from 1 to 10). At this point, the pupils are not yet told about the purpose of the toilet paper.

2.

The teacher invites the pupils to listen to some Slovenian music ('Golica', one of Slovenia's most famous musical pieces known throughout the world), and to dance and move around the classroom. After the music stops, they also stop and each pupil finds a schoolmate who is closest to them. That person is now their partner.

3.

The teacher instructs each pupil to count the sheets of toilet paper they have in their hands, and to describe themselves to their partner using the same number of sentences as they have sheets of toilet paper. *(For example: I have five sheets, so I will use five sentences to tell my partner something about myself.)*

You can use this type of game for any interesting theme.

The objective of the game is for the pupils to present themselves or their theme to their partner using a defined number of sentences.

Game 2: Finding out something about Slovenia**Instructions:****1.**

The teacher presents two tables. On the first table there are pictures of beautiful places in Slovenia, famous Slovenian people and Slovenian food, and on the second table there are small pieces of paper with the names of titles written on them.

2.

The teacher invites the pupils to choose one photo from the first table, and then move to the second table, where they choose an appropriate title for their photo.

Examples of titles:

Planica – Ski jumping resort

Peter Prevc – Ski jumper

Potica – A famous, delicious Slovenian pastry

Bled – Lake Bled

Piran – A Beautiful Town on the Slovenian coast

Koper – Port of Koper

Postojnska jama –The Postojna Caves

Ljubljana – Our capital city

Bohinj - Lake Bohinj

Triglav – The highest mountain in Slovenia

Prešeren Square

France Prešeren – Famous Slovenian poet

Soča – The River Soča

White Lipizzaner horses (stud farm Lipica)

Predjama Castle

(The teacher checks to see if each chosen title corresponds to the correct picture.)

3.

The teacher invites each pupil to describe their chosen photo to the group.

The objective of this game is for migrant pupils to find out and learn something about Slovenia.

Game 3: Motivation for reading/listening

Instructions:

1.

The teacher shows the pupils a bag containing different objects that are connected to the fairy-tale that will be read to them later on.

2.

The teacher instructs each pupil to try and find out what these objects are, blindfolded. They choose an object from the bag, and are allowed to touch it and smell it, but are not allowed to see it.

(The teacher demonstrates this with a blindfolded volunteer)

(Objects in the bag vary according to story content. The objects used in this sample lesson are: a bear, a pear, a cradle, and a baby.)

The objective of this activity is to motivate children to read by introducing them to objects from the story.

1. Reading/listening

Instructions:

The teacher then reads to the pupils a short folk tale in Slovenian '*Hvaležni medved*' – *The Grateful Bear*. The pupils are asked to listen carefully. The teacher then asks the class if they understood it.

The teacher reads the story again. This time showing pictures as she reads.

The pupils listen and at the same time look at the pictures which have been scanned from the book

The teacher asks the pupils again if they understood the story better upon listening to it

for the second time, and if the pictures helped.

The answer to these questions is, of course, yes.

The teacher gives further instructions as to how to go about narrating the story by paraphrasing:

“Let's now paraphrase. I will start narrating the story and you will help me: This is a story about a young mother and her newborn baby. The father goes to work in the woods while they stay at home alone. Suddenly – a bear comes. The young mother is terrified. But the bear only needs help – a thorn is stuck in his paw. The young mother decides to help him. She pulls the thorn from his paw and saves the bear. To show his gratitude, he takes the cradle and comes back with the cradle full of pears.”

2. Writing

Instructions:

The teacher invites the pupils to write a short message to the bear by asking them what they would like to tell him. The teacher elicits the story's ideas from the pupils through brainstorming, asking questions, discussing the content.

Those pupils who find writing in Slovenian difficult, are invited to write in their first language. The pupils' messages are written on A4 paper and later read out loud to the class.

We can definitely imagine how difficult it is for migrant children to understand a new language. Pictures, however, can really help them. To make the transition from Slovenian (L2) to their first language easier, another activity they can do is translate the Slovenian fairy-tale into their mother tongue. This gives them the opportunity to talk and express their feelings about a Slovenian story in their first language.



Workshop with foreign teachers taking on the role of students with migrant backgrounds, learning Slovenian.



Communicating in a language less known to the students with the help of gestures in place of words.



Telling a story to the group with the help of gestures and other means of communication other than words.

Sources:

Brenkova, K. (2001). *Hvaležni medved, koroška pripovedka*. Mladinska knjiga, Ljubljana.

Photos taken by Jana Špilar Dodič and other members of the school project team on “Reading literacy” at Osnovna šola Pivka, Slovenia (2016).

translated by: Magdalena Bobek, mag

4. 'A Night in the Library' workshops for tackling reading appreciation – for learners aged 13 to 17

prepared by **Magdalena Bobek, mag.** – foreign language teacher, Slovenia

The simple reading strategies presented below are based on practical work carried out with teenagers of eight different nationalities, from 13 to 17 years of age, during an Erasmus+ student exchange.

The world famous book *Matilda* by Roald Dahl was chosen as the source for the activities, because the students from each country all knew something about it, even if not the entire story. They were required to read the book even though they might have seen the film beforehand. The aim of the activities was to show students with different linguistic abilities how reading can be enjoyable as well as educational. It dealt with reading habits, tackling reading content and making notes.

The students were divided into four mixed ability, mixed nationality groups. The language of communication was English. The activities were divided into four workshops with an enjoyable joint activity at the end:

- *The Matilda workshop – changing the ending of the story*
- *The Dictionary workshop – expanding vocabulary*
- *The Metaphorical drawings workshop – figurative vs literal meaning*
- *The Telephone dictation workshop – group learning and team work*
- + *The Treasure Hunt*

4.1 The Matilda workshop – changing the ending of the story

Learner audience: students from 13 to 17 years of age

by **Jana Špilar Dodič**, teacher of Slovenian at lower secondary level, Slovenia and
Lucija Škvarča, teacher at primary level, Slovenia

OBJECTIVES

The three main objectives of the workshop:

- to read the summary of the story, Matilda;
- to put the paragraphs of the summary into the right order;
- to write a new ending to the story (a romantic ending, a sad ending, a horrible ending or an adventurous ending).

WORKSHOP PROCEDURE

Step 1: Forming groups:

- the teacher prepares straws of four different colours representing four separate groups
- each participating student draws one coloured straw from those prepared
- The students with the same-coloured straws form a group.

Step 2: Reading

- each group chooses a group leader
- every group gets an envelope containing the summary of the story Matilda in ten paragraphs. *(The summary of the story can be found below.)*
- the students in each group read the paragraphs, put them in the right order and then glue them on an A4 piece of paper.

Step 3: Writing

- students in each group exchange ideas about the development of events in the story, use their imagination and change the ending of the story. It can be a romantic ending, a sad ending, a horrible ending or an adventurous ending.
- They appoint a member to write down the ideas of the group in four to five

sentences.

Step 4: Reading out loud

- a member from each group reads the group's new ending out loud to the other groups.

EXAMPLES OF STUDENTS' AUTHENTIC WORKS

HORRIBLE ENDINGS:

1. After Matilda moved to Miss Honey's they lived happily until Agatha came back. Agatha broke into their house and started to hunt them through the woods. Agatha fell into a cave and met a bear. The bear ate her.
2. Miss Trunchbull finds out that Matilda has a magic power and accuses her of being a witch. In court, Matilda is found guilty as charged. The judge says that Miss Trunchbull can do whatever she wants with Matilda. So she locks her up in an empty room with no water or food. Nobody ever sees her again.
3. Miss Honey and Matilda get home. But little do they know that Miss Trunchbull is there waiting for them. She runs towards Mathilda. Matilda tries to escape, but hits her head on the table. Miss Trunchbull throws her out the window. Matilda breaks her head and dies.

SAD ENDINGS:

1. Matilda goes to Miss Honey for tea and Mathilda's parents come to pick her up. Matilda wants Miss Honey to adopt her, but Matilda's parents don't let her. Her parents take Matilda to Spain. But in Spain, she has problems making friends and finding somebody who will love her.
2. Miss Honey's house explodes and both Matilda and Miss Honey die. Matilda's

parents don't show up at her funeral because they didn't like Matilda in the first place. On the way to Spain, the family of Matilda also die in a plane crash. Then a virus comes and the entire city dies from it. Eventually the entire population of the world turns into zombies because of the virus.

ADVENTUROUS ENDINGS:

1. After Miss Honey adopts Matilda, they go to Miss Trunchbull's house where Miss Honey's belongings are. They come to an attic where they find photographs of her dad. Then they follow the walkway of the attic and end up in a forest, where they come to a cabin in the middle of the forest and start living there.
2. Matilda decides to stay with her parents and moves to Spain with them. Her parents change and they start to read books with her. They decide to visit the places they read about in the books such as Niagara Falls, New York and Paris. In these places, they meet a lot of people and also a lot of people that have the same power as Matilda.
3. Matilda moves to Spain to find her parents and meets the poet, Cervantes, who helps her in her search. They travel around the country and finally they find them.

ROMANTIC ENDINGS:

1. Miss Trunchbull falls in love with a man in another country. She becomes a good person. She starts to love children.
2. Matilda is chosen to go to Spain with the Erasmus + project and there she meets the love of her life and marries him.
3. Miss Honey is now living in her house. She feels very lonely so she decides to go on a blind date. She meets a handsome man and after three months they get married. Matilda is living with her family, who is taking good care of her.

4. Matilda finds out that Miss Honey's cousin Fabio is a beautiful boy. They meet at a party. It's love at first sight from across the room. So he takes her on a date. The years go by and they finally get married. They have three beautiful children and live next door to Miss Honey.

Students at work





'Matilda' summary based on the summary at:
<http://www.shmoop.com/matilda-dahl/summary.html>

THE SUMMARY:

Matilda lives with her mean parents. They ignore her. She teaches herself to read, and heads to the local library, where Mrs. Phelps sets her up with a *very* advanced reading list.

She's a clever girl, so she decides to play tricks on her parents whenever they behave badly. She plays three pranks, gluing her dad's hat to his head, disguising a neighbor's parrot as a ghost, and dying her dad's hair blonde.

Matilda starts going to school. On day one, her teacher Miss Honey quickly realizes how smart Matilda is. Miss Honey even visits the headmistress, the Trunchbull, to ask for help with Matilda.

Meanwhile, Matilda and her friend Lavender meet Hortensia, who tells them all about how horrible the Trunchbull is.

Lavender decides to prank the Trunchbull on a class visit. She captures a newt and puts it into the Trunchbull's water glass. The Trunchbull blames Matilda for the newt, which makes our girl so mad she pushes the Trunchbull's water glass over with her mind. After class, she

tells Miss Honey what she did, and then she gives her teacher a little magic show, which results in Miss Honey inviting little Matilda to tea.

It turns out Miss Honey is really poor. She tells Matilda about her past. After her mom died, her mean aunt straight up ruined her life. In fact, Miss Honey suspects that the aunt might have killed her father, and stolen all Miss Honey's money.

Matilda decides to use her telekinetic powers to help Miss Honey, so she practices and practices and practices until finally the day comes when she can get some serious revenge.

The Trunchbull visits Miss Honey's class again. The Trunchbull is acting as abusive as ever when she's interrupted by a piece of chalk that's writing on its own. It writes that the Trunchbull has to stop cheating Miss Honey, give the things she stole back, and get rolling.

Soon we find out the Trunchbull obeyed Matilda's instructions. Miss Honey moves home and starts living a decent life again. And Matilda, who visits her every day, gets moved up to the school's highest class.

One day, Matilda finds out that her parents are planning to move to Spain, ASAP. Matilda doesn't want to go with them. She moves in with Miss Honey, where the two live happily (and smartly) ever after.

4.2 The Dictionary workshop – expanding vocabulary

Learner audience: students from 13 to 17 years of age

by **Eva Šuštaršič**, teacher at lower secondary school level, Slovenia, and
Mateja Penko, teacher at primary level, Slovenia

OBJECTIVES

- to learn as many new words from the book, *Matilda*, as possible in at least two languages or more
- to make up short gap fills with the newly-acquired words showing they have truly mastered them
- to review the events of the story

WORKSHOP PROCEDURE

Pre-preparation:

- the teacher finds several new English words from the book, *Matilda*,
- types them on small pieces of paper, and puts them into hats or small boxes for group work. *(The same words are prepared for each group.)*
- a blank piece of paper containing only the names of the L1 languages of the student participants at the top

Step 1: Forming groups:

- students stand in a line and each calls out a number going from one to six in chronological order. *(If there are fewer students, the numbers called out will also be fewer).*
- students make up groups according to the numbers they called out (i.e. those who called out # 1 make up a group, those who called out # 2 make up a group, and so on.
- The students in each group sit together in a circle with their English to L1 dictionaries in hand. (They can also use their mobile phone dictionaries.)

Step 2: Dictionary work

- Each student is given a piece of blank A4 paper with only the L1 languages of the student participants written at the top *(pre-prepared by the teacher)*,
- Each student in the group picks an English word from the hat or box which has been placed in the middle of the table.
- Each student writes his/her English word down on the left side of the paper, finds its meaning in their L1 and writes it down in the column under his/her L1.

Step 3: Rotating

- Each student gives their piece of paper to the neighbour on their left *(in a clockwise direction)*, and gets a new piece of paper from the neighbour on their right, on which the first English word has already been written and an L1 meaning already found
- The student must now find the meaning of that same English word in his/her L1. If the word has already been translated into their L1, the student picks another word from the hat to translate into his/her L1

- The procedure of rotating the pieces of paper continues until every word that is picked by the students from the hat or box has been translated into the languages of all the students in the group and each student in the group gets their original paper back. *(A time limit should be given for this activity).*

Step 4: Pair work / Preparing a gap fill activity

- Members of the group work in pairs, choose three words from the ones on their A4 papers and prepare a gap fill activity for their chosen words pertaining to the events in the story.
- All the examples of the gap fill activity are collected in each group and exchanged with examples from the other groups.

Step 5: Doing a gap fill activity

- The students in each group try to do the gap fill examples given to them by one of the other groups
- The first group to complete the gap fill examples correctly, wins.

4.3 The Metaphorical Drawings Workshop – figurative vs literal meaning -

Learner audience: students from 13 to 17 years of age

by **Meta Kirn**, ICT teacher, Slovenia

OBJECTIVES

- To study the meanings of the names of the main characters in the book, Matilda
- To write down characteristics of the main characters through their names
- To find symbolic objects that personify their names / characteristics
- to make the literal object help students, who rely on visual learning, recall the characteristics of the characters in the book

WORKSHOP PROCEDURE

Step 1: Forming groups:

- the names of the main characters in *Matilda* are written on four strips of paper each
 - = MISS HONEY
 - = TRUNCHBULL
 - = MR. WORMWOOD / MRS. WORMWOOD
 - = LAVENDER
 - = HOSTENSIA
 - = BRUCE BOGTROTTER
- the students each draw one strip from the bunch
- six groups of four students holding the same character name are formed

Step 2: Character analysis:

- each group studies their character making reference to the events in the story

Step 3: Finding objects that personify the chosen character:

- = MISS HONEY – honey, sweets, chocolate
- = TRUNCHBULL – a beating stick; a truncheon (a rubber stick); a bull with stick
- = MR. WORMWOOD / MRS. WORMWOOD – two worms in a piece of wood
- = LAVENDER – the plant lavender; very soothing
- = HOSTENSIA – beautiful flower with big blossoms in white, pink or purple
- = BRUCE BOGTROTTER – a marsh, a swamp; a leg of pork, a horse

Step 4: Drawing

- Students in each group draw their chosen object on an A4 paper
- They write down the characteristics of the object and how it personifies the character in question and why

Step 5: Students present their work to the other groups



EXAMPLE OF STUDENT'S WORK

A jar of honey as a symbol of the teacher, Miss Honey

4.4 The Telephone Dictation Workshop – group learning and team work -

Learner audience: students from 13 to 17 years of age

by **Magdalena Bobek, mag** – foreign language teacher at lower secondary school level,
Slovenia

OBJECTIVES

The main objectives of the workshop:

- to make students aware that group/team work can be less stressful for all involved
- To make less able students aware that they, too, can contribute something to the task at hand without them having to feel less worth than their peers
- To make all participants aware of the different ways a book can become interesting and its contents easy to remember

WORKSHOP PROCEDURE

Step 1: Forming groups

- Students are put into 4 rows of 5 students of mixed ability and mixed nationality, forming a team. The number per row should not exceed 6.

Step 2: Pre-activity

- The teacher prepares:
 - = strips of paper each containing one of the titles of the chapters from the book, Matilda
 - = copies of nine pictures of scenes taken from the book for each team

- Each team has the same nine pictures pinned on the board.
- All members of each team come to the board and have a closer look at the pictures.

Step 3: Reading / whispering / writing / pinning

- The team members then sit in rows
- The last student in each row is given nine strips of paper, each containing an English sentence about an event from the book MATILDA
- This student has to whisper each sentence, either whole or in parts, to the student in front, who in turn whispers what he/she has heard to the student in front of him/her, and so on until the sentence comes to the first student in the row, who has to write the sentence on a blank strip of paper, go to the board and pin it to one of the nine pictures he/she believes it corresponds to. *(It is highly recommended that the first student has no difficulty writing in L2).*
- This continues until all nine sentences have been whispered, written and pinned to the corresponding pictures on the board

Step 4: Checking

- A second member from each team is chosen by the other members to go to the board, check how well the sentences correspond to their pictures and change anything they deem necessary.

Step 5: Adding titles

- The teacher holds the pre-prepared strips of paper each containing one of the titles of the chapters from the book MATILDA
- A third member from each team comes to the front of the class and on the count of three they each draw a strip of paper from the ones prepared, read the title silently and stick it to the picture on the board they think it corresponds to.
- The team member who finds the corresponding picture the fastest and whose answer is correct, wins.

EXAMPLES OF THE NINE SENTENCES DICTATED

By the time she was three, Matilda could read.

Matilda did this because her father told her she was ignorant and stupid.

Don't butt in. Your brother and I are doing high finance.

Matilda punished her father for calling her a liar and a cheat.

Matilda goes to school at the age of seven.

She had a bull-neck, big shoulders and powerful legs.

She had the habit of throwing children out the window.

Tip it over! The chalk is writing something!

I only want to live with you!

THE NINE TITLES FROM THE BOOK 'MATILDA'

1. The Reader of Books
2. The Hat and the Superglue
3. Arithmetic
4. The Platinum- Blond Man
5. Crunchem Hall Primary School
6. The Trunchbull
7. Punishment
8. The Miracles
9. A New Home



Students looking for corresponding pictures

The Treasure Hunt

To keep the students' interest going until the end, four objects from the MATILDA story - [GLUE](#), [HAIR DYE](#), [CHALK](#), [Miss HONEY'S DOLL](#) are hidden in the nearby stadium. (*The hiding place can also be a classroom, a corridor...*) The students have 20 to 30 minutes to find the objects. The student who finds one of the objects must tell the rest where in the story it is mentioned and why it is important for the development of the story.

Teenagers enjoy learning about new things in groups or pairs, especially those who have a short concentration span or have no idea as to how to go about reading and analysing texts. Putting students into mixed ability groups often eases the fear that these students experience in their minds as to whether they will be able to get the required tasks done at all.

Bibliography:

Alptekin, C.(1993). *Target-language culture in EFL materials*. ELT Journal:

47/2:136-143

Cook, G. (1997). *Key concepts in ELT*. ELT Journal: 51/1: 86.

ELT Notebook. *Teaching Mixed-ability Groups: A Solution*.

Available at: <http://eltnotebook.blogspot.com/2007/05/teaching-mixed-ability-groups-solution.html>

[Accessed on: 20th February,2017]

Fried-Booth, D.L. (2002). *Project Work*. Oxford: OUP.

Hockly, N. (2007). *Language Systems and Language Skills*. London: University of East London.

The summary of 'Matilda'by Roald Dahl was taken from:

<http://www.shmoop.com/matilda-dahl/summary.html>

- Photos are the property of the teachers from Osnovna šola Pivka and as such are to be used for educational purposes only.
- The article was proofread by Aleksandar Stanković, prof. of English.

STATEMENT

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.