

# **MOTIVATING AND ENGAGING STUDENTS IN READING AT SECONDARY**

**CEP Santander 2019**

# Two essential challenges at Secondary

- How can we foster reading comprehension in such a way that we develop positive attitudes towards reading?

- How can we engage students into reading different types of texts and talking about them?



# Some classroom proposals

- Jigsaw reading
- Literature circles
- Reading and viewing

# Jigsaw reading technique

- This is a cooperative strategy that involves the students in reading, speaking and summarising skills.
- You can see the description of this strategy [here](#).



# What are Literature Circles?

Literature Circles are small, temporary discussion groups of students who are reading the same piece of literature.



# How are Literature circles organized?

- *Students prepare the reading assignment independently before joining their group*
- *Then, they participate in group discussions*
- *Each group member will have a specific responsibility (role) during discussion sessions*
- *The circles will meet on a regular basis to discuss their reading*

# Essential ingredients of Literature circles (I)

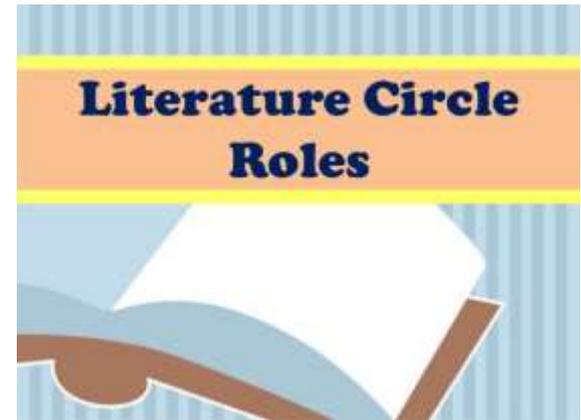
- *Students in the same group read the same text*
- *Teacher is a facilitator, not a group member or instructor*
- *Each student reads the story from a given perspective so each member is responsible for one aspect of what a mature reader does naturally*

# Essential ingredients of Literature circles (II)

- A spirit of playfulness, sharing and collaboration pervades the classroom
- It reaches the broad spectrum of students in a natural way (multiple intelligences and diverse learning styles)
- Assessment includes teacher's observation and students' self-assessment.
- When books/stories are finished, groups may prepare a final project / booktrailer/digital poster, etc.

# Discussion roles

- *Group discussion leader*
- *Passage performer*
- *Connector*
- *Vocabulary builder*
- *Illustrator*



# Group discussion leader

- *This student must have a solid grasp of the possible themes and the basic plot of the story*
- *Opens the discussion with a few open-ended questions concerning the story*
- *Keeps the conversation moving but is not “the boss”. All students are responsible to speak and to ask follow-up questions*



# Passage performer



- *This student is asked to make a very close reading of the text and to look for well-written or key passages in the story*
- *He/she will read the passages he /she has chosen to the group members*

# Connector

- Tries to find connections between the text and the real world in which he/she lives. For example, the Connector may make connections between the thoughts, feelings or actions of the characters and his/her family, friends or classmates.



# Vocabulary builder / Word master



- *This student chooses some words that he/she believes are very important in the story.*
- *The Word Master is **not** confined to defining new words, but should be encouraged to look for special uses of common words or analyze why the writer repeats some words.*

# Illustrator

- *This student responds to the events and themes in the story in a creative way by drawing a picture (diagram, sketch, cartoon...) about it.*
- *He/she will have to ask others what they think it means and after hearing them he will tell them what it represents to him/her.*

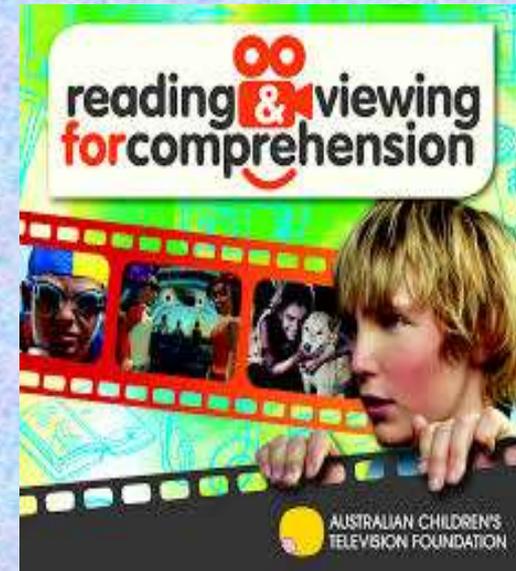


# Reading and viewing: how?

Through Graphic novels



Through combining reading the novel, short story or poem with viewing a film, video adaptation or dramatic performance.



# Reading and viewing: why?

- *Learning literature in English as a second language (ESL) class always poses many language and cultural obstacles.*
- *In order to cope with this learning problem, visual aids such as graphics, illustrations, pictures, audio, and video can be used to serve as a helpful tool in facilitating students' understanding of both the language and cultural elements.*

# Graphic novels

- They are multimodal, which facilitates and supports students' ability to visualize and understand complicated ideas.
- They capture students' interest in this increasingly visual world, which then also increases students' motivation and desire to keep reading because they can be successful at it.
- [Teaching strategies for Graphic novels](#)

# Reading and watching film/video adaptations

- Regardless of how strong our passion for printed texts is, students are much more interested in multimedia-film, TV, cell phones, music, the Internet-than “traditional” texts.



- The degree to which students will be able to read critically these “multimedia texts” depends on the teacher's ability to foster textual analysis/critical skills using different media.

# Blending reading and viewing to enhance comprehension



- What can you do with the students who fail a quiz on the reading assignment or whose reading logs show that they are missing crucial *understanding*? Try showing 5-10 minutes of the film after every few chapters and you will catch up the students who are falling behind.
- The students who have strong comprehension skills will enjoy seeing how the film compares to their mental picture of what they have read.

## Blending reading and viewing to encourage unmotivated readers

- Show the film versions of one or several of the most exciting, funny, or interesting moments in the novel as an activating strategy before you begin reading. You can also use [book trailers](#) to get students excited about their upcoming reads.



- Ask your students to write down their predictions about the novel based on what they saw. By doing so, you're asking each student to become interested in the novel before they have even begun to read it

# Blending reading and viewing to develop thinking skills

- Ask them to compare some film extracts and some chapters of the novel. They will analyze the differences between the two versions by citing specific adaptations in the film version, indicating the effect of each adaptation on the story.
- The following graphic organizer can be used to foster critical thinking among students.

## Thinking Critically about the Movie Adaptation: Effects and Preferences

	<i>Compare the film and the novel/story</i>	<i>Did this difference increase your understanding and enjoyment of the story? Why? /Why not?</i>
Characters, relationships		
Setting		
Something that was added in the movie		
Something that was deleted in the movie		
Themes		

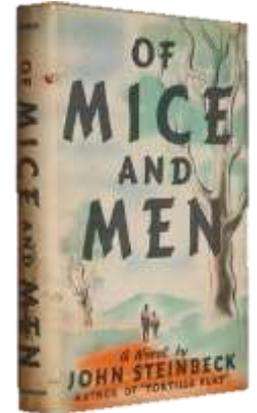
All in all, I/we prefer ..... because .....

# Some proposals

John Steinbeck's :

“Of mice and men”

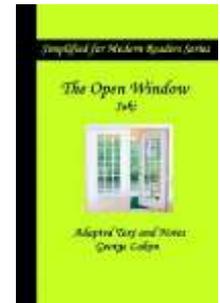
<https://www.youtube.com/watch?v=fAGV1WxFkos>



H.H.Munro's (Saki) :

“ The open window”

<https://www.youtube.com/watch?v=jU9NmM-1sAQ>



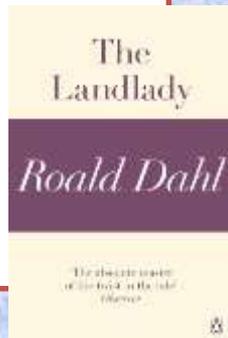
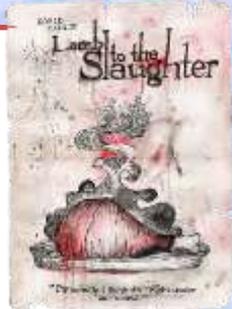
# Some more proposals

- Roald Dahl's:  
“Lamb to the slaughter”

<https://www.youtube.com/watch?v=K1sBQZfDh0I>

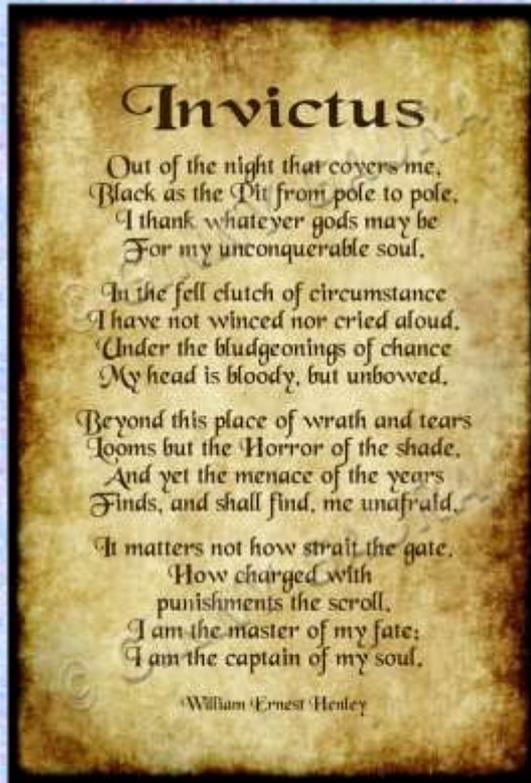
“The landlady”

<https://www.youtube.com/watch?v=sWhBej5r07o>

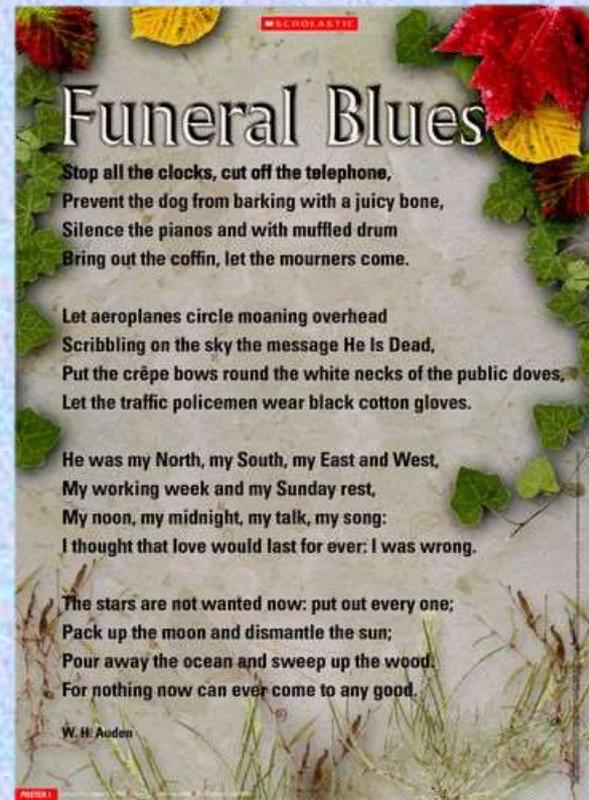


# Why not some poems?

## Invictus, by W.E. Henley



## Funeral Blues, by W.H. Auden





**Thank You  
very much  
for  
Your Attention**



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