Motivated reading in English with Finnish lower secondary school pupils

Satu Hyrsky, 18372
Pro gradu-avhandling i engelska språket och litteraturen
Handledare: Lena Englund
Fakulteten för humaniora, psykologi och teologi
Åbo Akademi
2018

Satu Hyrsky

ÅBO AKADEMI – FAKULTETEN FÖR HUMANIORA, PSYKOLOGI OCH TEOLOGI
Abstrakt för avhandling pro gradu

Ämne: Engelska språket och litteraturen	
Författare: Satu Hyrsky	
Arbetets titel: Motivated Reading in English with Finnish Lower Secondary School Pupils	
Handledare: Lena Englund	Handledare:

Abstrakt:

The pro gradu thesis *Motivated reading in English with Finnish lower secondary school pupils* provides a study on reading English literature extracts with focus on pupils' motivation for reading. In the longitudinal study 42 Finnish lower secondary pupils in two study groups made seven literary tasks during a period of 18 months in grades 8 and 9. The youngsters were at the age of 14-15 and the purpose of the study was to find out how much spark of interest they have for reading literature and if tasks like this can improve motivation for reading in a foreign language.

Research shows that reading literature in the target language is profitable for second language acquisition. As the regular study books contain a little literature it is up to the teacher how much and in which way to use literature in English studies. In addition there are current challenges with young people's low reading motivation.

The pupils completed seven reading tasks with different literary genres including narrative texts and poems in 8th and 9th grades. Information regarding their liking, how easy versus difficult they estimated the reading and opinions on the reading experiences was gathered with the help of a questionnaire after every reading task. The answers showed that a clear majority of the pupils liked to read the literary texts. On average about 60% of the pupils liked the reading tasks a lot and roughly 30% like the reading to some extent whereas 10% of them did not like reading the texts. The programme did not affect the English grades.

When the results of liking were compared to the pupils' English grades they correlated only partly with how the reading was liked. About 36% of the pupils with a weak proficiency clearly liked the reading tasks and 28% of the pupils with a high grade showed only mediocre or quite low motivation for reading the literary tasks.

The gender related findings showed that on average girls liked the reading tasks significantly more than boys in both study groups. However in one of the groups the four boys with the highest liking results beat the four girls with the top results.

Based on the study it is very likely that reading tasks like these improve pupils' motivation for reading English literature though there may be a tenth of the pupils whose liking and motivation remains low and about 30% who show only moderate liking. The study clearly indicates that reading literature in the foreign language classroom can have positive effects on motivation.

Nyckelord: reading, motivation, lower secondary school pupils, literary texts, foreign language education, enjoyment, literary texts, poems

Datum: 16.11.2018	Sidoantal: 67
Abstraktet godkänt som mognadsprov:	

Table of Contents

Satu Hyrsky

Satu Hyrsky

1. Introduction

The topic of this pro gradu thesis is to study the reading of literature in English in foreign language lessons with focus on pupils' motivation. The study consists of a plan of how to apply more reading of literary texts for lower secondary school English groups in their everyday language lessons in a way that keeps up their motivation and perhaps improves it, too.

1.1 The purpose of the study

The purpose of the work is to find out how motivated two groups of Finnish lower secondary school pupils are with regard to reading literature extracts in English and how motivation can or could be encouraged and developed. The purpose of the work is also to see if it is possible to awake and inspire pupils' personal interest for reading in foreign language English. Is it possible to lead them towards what they personally are interested in reading so that they are able to experience enjoyment in reading? The aim of this work is also to find out if it is possible to present literature for teenage pupils in the course of the 7th, 8th and 9th grade so that they learn to value literature. The study materials often do not contain many literary extracts nowadays so it is up to the teacher to introduce literature as extra material for the pupils. Evaluation and exams often determine the rhythm and the amount of time that can be used for literature is scarce. It easily happens that the pupils are only occasionally given literary texts to read, often without any clear plan and goal. A goal of this project is also to find out if there is a practical way of integrating more literature into the foreign language lessons; a way that would be possible to carry out with any study group in lower secondary school. This would take place without occupying too much time from the basic curriculum and the practising for the exams.

My hypothesis in this study is that reading English literature extracts in the lessons has a positive effect on pupils' motivation with regard to reading in English.

1.2 Background and motivation for the study

The present work is a qualitative study based on a series of reading tasks given to lower secondary school pupils to read and comment on their reading experience. The work is

also a longitudinal study since it was carried out during a period of 18 months when the pupils were in the 8th and 9th grade in a Finnish lower secondary school. The term motivated reading was established during this study due to the need to describe the type of reading instruction given to the pupils in the present study and will be discussed more in section 3.3.

Though the teaching and learning of English in Finnish secondary schools is doing well according to the Finnish education evaluation centre (Härmälä, Huhtanen & Puukko, 2013), there is still a need to profit more from reading various literary texts. The study of Härmälä, Huhtanen & Puukko on English learning results shows that the average level of pupils' English proficiency is good compared to the aims of the curriculum. In addition many of the pupils use a lot of English on the Internet for example when playing games and chatting which has positive effects on their English proficiency. However, during the three busy years from the 7th to the 9th grade it may easily happen that the reading of literature in English is either left aside or given just a little time and attention since there is no obligation to teach literature according to the curriculum. For the teacher the English lessons, courses and terms go quickly while working with young learners in groups where the pupils' language skills vary a great deal. It seems a waste not to use valuable resources such as literature that can have a positive effect on the development of second language acquisition at this tender age when the pupils are 13-15 years old. The words of scholars in seminars supported by the British Council as early as in 1982 and 1983 encourage teachers to focus on sensitizing pupils or "developing in them the necessary literary competence to be sensitive to the kinds of styles, forms, conventions, symbolisation" in literary tradition (Brumfit & Carter 1986:18). Both Langer, Sarland and Rosenblatt have studied young people's reading and they agree that teenagers want to learn about life, the society they are living in and about the future. They want to read texts in which they can find themselves (Molloy 2002:65-66).

The question as to why reading literature was particularly important arose in my mind during the fifteen years I had been working as a teacher of English and Swedish for the 7th, 8th and 9th grades. My experience was that the lack of literature was evident in my lessons, added to which a plethora of parallel classes, the obligation to follow the same timetable with several other teachers and a standardization of exams had increased the

tempo of the courses. Hence, there seemed to be very little time for literature, which had become my own conclusion because of these pressing circumstances. My attitude towards literature was positive but it seemed too great a task to apply in practice. The English text- and workbooks we were using mainly contained various informative texts and discourse concerning everyday situations. Using literature with the study groups did not appear as a topic in the discussions with the colleagues either as everybody else was also occupied with the quick pace of the courses. It is easy for the teacher to think that there is not much time for literature in school lessons as the majority of time is needed for the basic study program training vocabulary, grammar and pronunciation or engaging in listening, speaking, writing exercises and reading the texts in the study book. Many pupils were quick to do their tasks and exercises and needed extra material. They were given some literary texts and many of them read the texts and made various kinds of exercises based on the texts. However, if literature is read in the end of the lesson as an extra material after the exercises have been done first, it may give a picture of literature as something of secondary importance. For the teacher the literary extracts seemed so valuable that all the pupils in the study group needed to benefit from them.

During the busy years questions kept coming into mind every now and then. Could the lower secondary study groups be given enough time for reading various kinds of literary texts in the first part of the lessons? The texts could be fairy-tales, stories, poems, short stories, parts of novels or parts of plays. How meaningful and interesting would they find the reading in their own opinion? How would those pupils who are not yet very strong in terms of vocabulary and all the basic grammatical structures find the reading? Would many of them lose their interest? Would it be difficult to find texts that are suitable and motivating for the pupils? These were some of the questions that form a background for this work. Motivation for this work rose from the interest of seeing early teenage pupils working and growing in their attitudes and motivation for reading literature in English. Hence, the main research questions for my study are as follows:

How interesting and enjoyable do the pupils find the reading of literary texts in English?
Will the pupils with less strong proficiency lose their interest?
Do reading tasks like this improve pupils' motivation for reading in English?

1.2.1 Reading in Finnish schools: Current challenges

The Finnish school system now faces a great challenge concerning the pupils' reading skills in Finnish. Despite the majority of pupils doing very well with reading it is undeniable that a considerable number of school pupils have problems with reading a text according to teachers of Finnish in Helsingin Sanomat on October 1, 2017. This leads to the situation that a notable percentage of young adults have difficulties with reading and writing a text so that for example an essential skill such as writing a job application seems to be an impossible task for them to do without help. In a lengthy article in Finland's biggest newspaper Helsingin Sanomat teachers of Finnish were asked about their opinions on reading and writing skills among their pupils today. Their answers reveal that as many as 11% of pupils graduating from elementary school have difficulties with understanding a longer text. This percentage means that every year about 6000 Finnish youngsters at the age of 16 have problems with reading in such a way that makes it hard for them to manage in everyday situations. Only 1-2% of these youngsters have immigrant background and other first language which might be an explanation for their weak reading skills in Finnish.

According to the newest Pisa-studies from 2015, Finland takes the fourth place immediately after Singapore, Hong Kong and Canada. The differences between the four countries are very small. Hence Finland was one of the top countries in the world in reading and writing. Though Finnish school pupils performed this well in 2015 the group of pupils with poor reading and writing skills can not be ignored. The Pisa results show that there is a great number of pupils who read very well and differences in reading and writing skills are big compared to those who struggle severely.

Helsingin Sanomat asked teachers of Finnish in the lower secondary, upper secondary and vocational school to give their views about what kind of changes they have seen in pupils' reading and writing during the past years. Some thirty teachers answered from different parts of the country. Though these answers are not valid as statistical data, there are several strikingly similar observations giving reasons to discern tendencies that seem to cause problems. Firstly, the teachers report that the group with mediocre skills has diminished or in some places nearly disappeared. Instead there is a big group of top pupils with very good skills. Then there is a group of weak readers and writers and their

number has just grown. In the weak group, knowledge of written language is poor and pupils use short and speech-like language of social media instead. Secondly, every teacher mentions pupils' narrow vocabulary which makes reading slow and unpleasant for them. This leads to the third fact that for pupils in this growing group reading a book is very difficult and many of them say that they do not read books at all. According to many studies vocabulary grows with reading (Lukimat, Web-based service for learning difficulties in reading) and this means that without reading weak pupils also lack tools for becoming better readers.

Pisa results show that during the first decade of the 21st century the number of pupils reading for enjoyment decreased in Finland more than in any other Pisa-country. This concerns all kinds of texts. The pupils say that there is no more time for reading. Social media requires so much time nowadays. This can be seen particularly in impoverished vocabulary. According to the text reporting the Pisa results too many pupils suffer from lack of motivation.

Turun Sanomat, the biggest newspaper in western Finland, published another article on reading in families and the significance of reading for a young adult on September 8, 2017. In the article reading is considered a factor that needs to be taken seriously in the life of a child and youngster. It says that it is recently that we have understood how reading just a little together with weak writing skills may lead to social exclusion. The article is based on a source book called *Lue lapselle! Opas kirjallisuuskasvatukseen* written by Päivi Heikkilä-Halttunen (2015).

These Pisa results and the experiences of teachers as reported by Helsingin Sanomat and Turun Sanomat underline the fact that good reading skills are absolutely essential and that motivation plays a significant part. My project aims, for its part, to address these issues and provide information on how pupils in lower secondary school experience reading in a foreign language.

1.2.2 The significance of reading in second language acquisition

Learning a second language can mean at least learning to understand, speak, read and write the new language. It does not have to encompass all these skills since not all

learners can read even their first language, L1, but they are still able to acquire an oral proficiency of a second language, L2. However in the contemporary world reading skills are more important than ever before because of the flood of information in society, in every-day life with media and the Internet among other things. Good reading skills help people to integrate into society and function as its active members while also helping others to do likewise.

As early as in the beginning of the 20th century there was a study of foreign language methodology in the United States with the purpose of unifying language methodology. The report, Coleman's *The Teaching of Modern Foreign Languages in the United States*, found out that of the generally recognized four skills – listening comprehension, speaking, reading, and writing – only the reading skill was acceptable as the primary goal to all of the members of the profession (Krashen 1983:11). When the Committee was to determine the methods that would lead the pupils towards reading skills, the report stated on the basis of experiments that increasing the amount of reading brings rapid progress in rate and comprehension of the studied foreign language. About the way of how the reading would be done the report highlighted extensive reading explaining it as reading silently, both in and out of class, reading for content rather than intensive reading which means detailed grammatical analysis of smaller passages (Krashen 1983:12).

The role and place of literature in English in foreign language education has shifted over time. The status of literary study had been self-evident before and during the first half of the 20th century but by the 1980s its status had changed. For example in 1986, William T. Littlewood expressed his concern about the uncertainty regarding the role of literature in a foreign language course. In his article "Literature in the School Foreign-Language Course" he wrote*:* "Changes in educational and social conditions have shaken the once unquestioned status of literary study amongst our educational goals, and it also plays an ever more problematic role in a new pattern of language teaching which aims primarily to impart practical communicative skills" (Littlewood 1986:177). He referred to the Schools Council Working Paper 28 by pointing out how advanced courses in schools had generally put less emphasis on literature in favour of language and the selection of texts had taken much greater consideration of pupils' actual ability, experience, and interests. Littlewood continues by defending the use of literature not

only at advanced stages of learning but also at earlier levels so that there would be a continuity between different stages of foreign language learning. He argues for literature providing pupils with different language structures in use; different language varieties and how they open up a foreign world for the reader, making literature a means of getting acquainted with the unfamiliar culture. Appreciation for literature follows as a result (1986:178-180).

The position of literature in foreign language teaching strengthened and ten years after Littlewood's article Professor Ronald Carter wrote that the past ten years had brought forth a large number of publications, materials, conferences and seminars for the teaching of literature in English as a foreign language (Carter 1996:1-2). It was now important to discern the study of literature and the use of literature in the teaching - the latter referring to resources for learning a new language since literature is language in use (Carter & McRae 1996:xx). Further, during the 21st century, literature in language learning has grown to become a very active field. Geoff Hall emphasizes how the use of literature in L2 classrooms has the potential to engage the readers' feelings and minds in communication and carefully formed uses of language. He also describes how literature and culture have been issued important by the Council of Europe in the Common European Framework (2001) and in the USA by the American Council on Teaching of Foreign Languages (Hall 2015:14-15).

1.2.3 The Finnish curriculum and literature in foreign language education

The Finnish curriculum (2014) for lower secondary school gives the teacher of English great freedom concerning how to use literature with 7th, 8th and 9th graders. The curriculum gives the goals for the following topics concerning reading, quoted from the curriculum:

> - **Reading and text skills** (Free translation of the curriculum for the Elementary school in Finland):
> "To offer the pupils opportunities to hear and read a range of different standard language texts that are significant and comprehensible for the pupil and taken from different sources. The texts are interpreted by using different strategies."
> - **The skills for interpreting texts** are described as follows:

>"The pupil understands the main points and some details of an intelligible speech in a nearly normal pace or a popular written text and understands written text based on common experience or general knowledge. The pupil finds the main ideas, keywords and important details in a text also without preparation."

- Developing language skills, the ability to interact:

>"To help the pupil to identify cultural features in communication and to support the pupil's constructive intercultural communication." (Perusopetuksen opetussuunnitelman perusteet. 2014.) See footnote.[1]

If one wants to interpret it in that way, there seems to be no obligation to use literature in the teaching of English in lower secondary school. This can result in neglecting literature in teaching. Obviously this is not the way the curriculum is meant to be applied into practice. In this study it is seen as an advantage that the curriculum gives the teachers the freedom to use literature in a variety of ways and does not bind the teaching of English for example to include literature in teaching with obligatory materials and programmes. This freedom must be seen as a privilege in teaching. Even the curriculum for upper secondary school in Finland leaves much room for the teacher in how to introduce literature in English during the courses.

2. Previous studies on literature in foreign language education

The earlier studies that have given both knowledge, understanding and inspiration for this work include studies concerning children and teenagers as foreign language learners reading literature in English, a study of pupils' perspective on reading, studies on children's reading motivation, studies on reception and also extensive reading programmes carried out with pupils studying English as the second language. Studies of extensive reading are taken up here because they give useful perspectives and

---

1 A footnote, the curriculum in Finnish:
Perusopetuksen opetussuunnitelman perusteet 2014
Kehittyvä kielitaito, taito tulkita tekstejä
Taitotaso B1.1 vastaa arvosanaa 8
Tarjota oppilaalle mahdollisuuksia kuulla ja lukea monenlaisia itselleen merkityksellisiä yleiskielisiä ja yleistajuisia tekstejä erilaisista lähteistä sekä tulkita niitä käyttäen erilaisia strategioita.

Tekstien tulkintataidot
Oppilas ymmärtää pääasiat ja joitakin yksityiskohtia selkeästä ja lähes normaalitempoisesta yleiskielisestä puheesta tai yleistajuisesta kirjoitetusta tekstistä ja ymmärtää yhteiseen kokemukseen tai yleistietoon perustuvaa puhetta tai kirjoitettua tekstiä. Oppilas löytää pääajatukset, avainsanat ja tärkeitä yksityiskohtia myös valmistautumatta.

interesting results on the benefits of reading in foreign language, even though the present study is not about extensive reading.

2.1 The benefits of studying literature at all ages

The use of literature in English in foreign language education has been studied at the University of Åbo Akademi in Turku, Finland. Professor Roger Sell has emphasized the role of literature and literature-based activities integrated into foreign language education in all age groups since the 1990s for example in the work he edited, *Literature Throughout Foreign Language Education* (1995). This publication of the Åbo Akademi English Department contains studies of literature used in English teaching in all levels from English nursery school, primary school, lower secondary school, intermediate and advanced levels to the university language department. The studies made by different teachers and scholars working with pupils of different ages give a clear picture of literature as a central tool in all language education. For language teachers who feel that there is seldom enough time for literature in the curriculum, the studies give new views and grounded reasons for the use of literature with practical examples of how to do it in the teaching. In the leading article "Why is literature central?" Sell stresses how the two main goals of foreign language teaching are proficiency and motivation and how literature and literature-based activities are central for both of these goals (1995:4). He shows how it is important to move away from barely teacher centered methods in language education towards giving learners more chances to try their own wings. This may be done for example by reading a novel where the focus is on the learner (1995:6). Reading literature can also strengthen other areas of language proficiency, for example oral skills. One of the main aims of foreign language education according to Sell is the formation of good habits to acquire the target language especially the habit of reading target-language literature (1995:15).

2.2 Learning culture through literature

Literary texts have been used in foreign language teaching in order to teach culture (Brumfit & Carter 1986:25) but since the 1990s reading and getting to know literature in the target language has been shown to be a useful way of learning to identify cultural features in the target language (Häggblom 2006) and (Rönnqvist 1995). The aim of this kind of approach to literature can be described as developing an active curiosity and

interest to understand the peoples and culture in the target language culture (Sihui 1996:167). The learning of cultural features is also one of the goals for learning English written in the Finnish curriculum for lower secondary school (2014). Since the 1990s the acquisition of cultural aspects in reading foreign language literature has been an interest area of several studies of which two are referred to in the following sections.

2.2.1 Teenagers reading teenage books

Lilian Rönnqvist made a special short-term English programme with lower secondary pupils studying English as a foreign language in Turku, Finland. The article *Teenage Books in Foreign-Language Education For the Middle School* tells about the programme including both extensive and intensive reading of a range of teenage books. The purpose of the programme was to enhance the pupils' cultural awareness and there was the hope that the programme could ignite an interest for literature in the pupils and encourage them to develop their own taste for it (1995:49). Pupils read books about life experiences, emotions, thoughts and dreams of young people. In the study there was among other methods a test on pupils' cultural knowledge and their literary sensitivity. On the basis of the programme it could be seen that cultural awareness can be developed in pupils when they read texts and books written for teenagers and it can be a source of pleasure motivating pupils in their English studies (1995:70-71). The study took up the idea of the enjoyment of literature being an end in itself and how this enjoyment can also strengthen the pupils' integrative motivation for language learning (1995:41). Integrative motivation will be discussed more in section 3.1.2.

2.2.2 Young EFL-pupils reading multicultural children's fiction

In the doctoral thesis *Young EFL-students reading multicultural children's fiction* (2006) Charlotta Häggblom studied the reading of novels and short stories in English in foreign language classes (EFL = English as the foreign language). The project aimed to integrate a multicultural dimension as a part of the language studies. One of the goals was to find out how primary school pupils managed and how they experienced the reading of longer fictive stories in the foreign language English. The 12-year-old pupils in the 6th grade in Turku, Finland, had studied English for three years and most of them had Swedish as their mother tongue. The pupils were reading longer texts in foreign language English for the first time and Häggblom made a thorough research carrying

out the work in a careful way by following each pupil during the reading process. Support and teacher attention were given to the weaker readers and motivation to read was high despite the effort needed in the process (2006:228).

It is very interesting how Häggblom is able to study the process of reading in detail. She pays attention to pupils' understanding of the text and metacognitive awareness (2006:57, 67) as the pupils were encouraged to be aware of their reading and reflect which strategies they used while reading in class and independently (2006:68). Reader response was a way to emphasise the role of the reader who creates meaning of the text in the personal way in a process where one's background and beliefs are involved (2006:100). The pupils expressed their thoughts about their own reading and understanding in interviews, reading conferences, group work and by writing. Häggblom had the resources to do the study with time and concentration on reading as the school gave her permission to use English lessons for the reading project for a period of time.

The study shows among others that the pupils "were able to engage in and enjoy longer authentic texts in the target language" (2006:51). Through reading and processing literature the pupils familiarized themselves with multicultural aspects of British culture. Through the texts and characters they were able to show engagement and familiarity with diversity, for example with ethnic minority groups that they had not had much contact with. While reading the pupils could relate to the stories and issues such as bullying, discrimination and racism with emotions, even with empathy and understanding in their personal ways (2006:240-242). In the project an important part was also the work with EFL-literacy from vocabulary work to finding strategies in solving problems when something was not understood. The pupils took their tasks seriously, they were helping each other and English was used as much as possible in the activity of expressing the thoughts they wanted (2006:228-233).

2.3 A study on pupils' perspective on literature education

Pupils' perspective on studying literature in the foreign language has not been studied very much. Bloemert, Paran, Jansen and van de Grift investigated how a relatively large group of Dutch pupils saw the benefits of literature education in English. The

study was reported in the article *"Students' perspective on the benefits of literature education"* (2017). In the Netherlands literature is a compulsory part of the English language courses in upper secondary school. Altogether 635 pupils at the age of 15 to 17 from 15 different schools in the Netherlands were asked the single open question: "What do you think are the benefits of EFL literature lessons?". The pupils were to answer with bullet points by writing their answers in Dutch. The data given in the pupils' answers was analysed by using a so called Comprehensive Approach to Foreign Language Literature Learning, a comprehensive model designed by Bloemert et al. (2016). The model has four different approaches to foreign language literature learning namely the text approach (literary terminology, genre, setting, story, plot, characters), the context approach (biographical information, historical, cultural and social context and literary history), the reader approach (reading experience, literary taste and personal development) and the language approach (grammar and syntax, vocabulary and idioms, language skills and language development and variety). Comprehensive Approach to FL literature would be a classroom where the teacher is able to include all these four approaches or areas focusing on the text itself and the context so that he or she encourages the learners to connect with the text making sure that language learning is supported (Bloemert, Paran, Jansen & van de Grift 2017:5).

The results of the study on the benefits of English literature lessons show that only 1% of the pupils answered mentioning all four approaches, the text, context, reader and language approach. Three approaches were mentioned by 17% of the pupils and 44% wrote about two approaches. A majority of the pupils 74% saw that the benefits of English literature lessons were elements of language approach, for example vocabulary and idioms. Context approach was mentioned by 56% of the pupils, most of them giving 'historical, cultural and social context' (2017:15-16).

In the study it can be seen that the pupils view the literary component as a way to improve their language skills and to some degree they see the benefits connected with the context, reader and text approach (2017:23). It is interesting that not one of 635 pupils responded that the benefits of literature education would result in personal reading experiences with literary texts (2017:16).

Satu Hyrsky

2.4 A study on children's reading motivation

An example of studying children's reading motivation was the research made in the U.K. with the title *Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors* (2015). The study was made with 791 pupils at the age of 9 from 11 different schools in England. It concerned reading in the first language and examined how much child characteristics such as sex, age, socio-economic status and reading motivation predicted time spent with reading (McGeown, Osborne, Warhurst, Norgate, Duncan 2015:1). About young children's motivation this study showed for example that intrinsic motivation, in other words reading for enjoyment, was a notable positive predictor of fiction book and comic book reading. Involvement and the desire to master more complex texts were the main predictors of reading fiction books of traditional kind. Curiosity meaning the desire to learn from books did not predict the choice of reading fiction books but they are usually read because of the narrative (2015:12)

2.5 Studies on reception

Gunilla Molloy´s doctoral thesis *Läraren, Litteraturen, Eleven* (2002) is a large study about teenagers reading literature in the mother tongue Swedish in four different lower secondary schools in Sweden. The views on reading that she presents can be applied also in reading in a foreign language. When pupils start and keep on reading a literary text the moment may be seen as a meeting between the reader and the text. In modern reception research there is the same point of view. When a reader reads a text he or she is the real reader with a background and life experiences that affect his or her interpretation of the text (Molloy 2002:53). In reception research the focus is on the reader and the text and not on the author and the text asking what did the author mean with this in the text (Molloy 2002:56). After her empirical study Molloy speaks about a changed role of the teacher meaning that the teacher does not have to be able to present answers to demanding questions and issues when discussing for example a difficult theme in literature. Instead the teacher's part is to ask the questions that the text has inspired and addressed. Together with the pupils the teacher interprets and discusses the texts and issues in life as a member of the group. The teacher's task is to create a safe atmosphere so that the timid pupils can take part in the group discussion (2002:323-235).

2.6 Extensive reading in foreign language teaching

Extensive reading is by no means a new phenomenon in foreign language studies but probably English teachers in Finnish lower secondary schools have not benefited from it much in second language learning and teaching. Extensive reading as an approach means reading rapidly, book after book, when the reader is concentrating on the meaning of the text and not the language (Day & Bamford 1998:6). It is however important to study its purpose, nature and the benefits as well as challenges of it in order to be able to decide where, when and how to use this instruction of reading.

Paul Nation from New Zealand emphasizes that extensive reading is a source of learning and enjoyment and it has the potential to help the pupils to learn and to establish previously learned vocabulary and grammar (Nation 2009:49). To carry out extensive reading programmes requires time. It is easier to regularly find enough time for extensive reading in an environment where the L2 is studied many hours a week or daily compared to two or three hours weekly which is how English is studied in Finnish elementary school. Still it is not impossible to profit from reading extensively even when having only two-three lessons weekly. Reading in and out of the classroom can be an opportunity for this.

The cost is evidently a factor that plays a part when planning to do extensive L2 reading. Stephen Krashen appealed to the public in his online presentation "The power of reading" with the appealing: "Let us fight for libraries!" He says that the presence of school libraries and libraries in general means that there is access to books. Even one positive reading experience for somebody can make one a reader. The investment in books is profitable for a long time since books can be used for several years when the library is well organized. (Krashen 2012).

3. Methods and central areas in this study

The present work is an empirical study in which I conduct a qualitative analysis based on the replies of my pupils concerning their reading of English literature extracts. The 14-15-year-old pupils from two study groups were asked to give their ratings and opinions on their reading experiences of seven different reading tasks that they made in their English lessons during a time period of 18 months. The collecting of the answers

from the pupils was made with the help of a questionnaire that the pupils filled in after reading the task. Three important concepts in the study form the basis for the work. Firstly motivation in foreign language learning and what it is, secondly the age of early teenage years as a stage in human growth and cognitive development and thirdly the term motivated reading that was established during this study to be able to describe the reading instruction in this project. These three concepts will be discussed in the following sections before the presentation of the study material.

3.1 Motivation in learning foreign language literature

Motivation makes a human being do things that may be laborious and time-consuming. In language learning motivation and the understanding of why things are done are the central motor for the work to be done. But there is more to motivation than the bare understanding of why something is useful for the learning. Rod Ellis describes motivation as a complex phenomenon involving the attitudes and affective states influencing the amount of effort that learners activate in order to learn a foreign language (Ellis 1997:75-76). An interest area is if these affective areas are involved in a positive way while reading literary extracts. The neural mechanisms are operating in the brain and they are researched within neurobiology. Emotion-related research within psycho- and neurolinguistics is studying the influence of emotion and personal experience on learning outcomes (Gabrys-Parker 2010:45, 47). Learning is influenced by emotions and feelings through the whole learning process. A theory of the stimulus appraisal system that works as the affective basis for motivation in SLA and it seems that all successful learning depends on emotionally driven factors (2010:47).

3.1.1 Motivation for reading literature in school

Motivation plays a central part when it comes to reading literature in school lessons. It has to do with how enjoyable doing something is considered and it can be thought of consisting of goals and attitudes that a human being has. Attitudes of a person are something that change, they have been formed earlier and they are constantly being formed due to different factors (Day & Bamford 1998:22). Aidan Chambers, who teaches reading for school children in Great Britain, describes the forming of attitudes with the terms 'the set' and 'the setting' (Chambers 1991:16). The terms are borrowed from psychologists and by 'the set' he refers to the mixture of attitudes people bring to

the things they do, both mental and emotional attitudes. There are expectations for something that will come, experience and knowledge from the past, even such factors as the present mood, the time of the day and weather. All these are factors that condition how people behave while doing something. By 'the setting' Chambers describes the surroundings in the physical sense and the appropriateness of the surroundings to the activity that is being done. These two, 'the set' and 'the setting', influence whether the human activity, for example reading, is enjoyable or not. When a person is reading willingly, expecting to find pleasure, there is most probably enjoyment. The set that the teacher and the pupil have towards reading will influence on what will take place, the reading as an outcome (1991:17). According to Chambers there are ways to influence the reading in school environment to become an activity that can increase the sense of pleasure. On the other hand if reading literature is an activity that just must be done, if a pupil is made to read as a duty, it is likely that there is little expectation to find delight and the result may be boredom.

In everyday school work we can treat literature in various ways. It has been described how literature can be met as a welcome guest in the school lessons or sometimes it may be seen as an unwelcome ghost (Bloemert, Paran, Jansen & van de Grift 2017:3). The latter metaphor can be seen as a picture describing the affective states when motivation is not present for one reason or another. Day & Bamford state that teachers deeply respect the role that attitude and motivation play in learning a new language and they stress that we need a deeper understanding of both attitude and motivation and how teachers can use them make to their advantage and see immediate benefits in practice (1998:22). When speaking about motivation Sell mentions Aristotle saying that people learn best when they are driven by curiosity. The main hope with young learners is that they will read, and do it with enjoyment (Sell 1995:16, 17).

During the recent two decades the area of pupils' motivation has been studied increasingly. In this work I try to measure to what degree pupils like the reading tasks – here termed *liking* which is used as a noun - on a scale from 1 to 10, where 1 means the lowest level of liking and 10 the highest possible level of liking. This number may not report purely their motivation as such but it can tell some tendencies about their motivation for reading the literary tasks. The main information from the pupils however came from their written comments in the questionnaires. The term *liking* has been used

as a noun in earlier studies referring to for example how much a person likes to do something (Härmälä, Leontjev & Kangasvieri 2017).

3.1.2 Intrinsic, extrinsic and integrative motivation

Due to the need to be able to discern various aspects in motivation in connection with second language acquisition various terms have been used to describe the way how people are motivated. When a person is for example reading for the sake of enjoyment then he or she is intrinsically motivated. The person is then reading for pure satisfaction, because it is considered a pleasure. The quality of this kind of motivation is optimal and the achievement is likewise on a high level. Lourdes Ortega tells how the learning outcomes of two L2 learners' differed considerably though their amount of effort was quite similar. The only thing that made the difference was enjoyment in studies because the one learner with a high amount of enjoyment was successful but the other learner with a low enjoyment struggled with learning (Ortega 2009:170). The second type of motivation is called extrinsic motivation when the cause of doing something comes from the outside, a person wants to get for example a better grade, a higher income or even because it is expected of him or her. The quality of extrinsic motivation is not as high as with intrinsic motivation (Ortega 2009:176). The highest form of motivation is called integrative motivation when one has a high desire to integrate in the L2 community and has a positive attitude towards the learning situation (Ortega 2009:171) and (Larsen-Freeman & Long 1991:155).

3.1.3 The teacher's attitude

When reading literature in the foreign language class the role of the teacher is crucial for the activity to be successful. This was seen in the EFL-reading programmes designed and carried out by Charlotta Häggblom and Lilian Rönnqvist referred to in sections 2.2.1 and 2.2.2. The teacher is the one who decides whether and in which way to integrate literature in language education in the EFL-lessons and the teacher's attitude towards both literature and the pupils as readers and learners is especially significant. Häggblom emphasizes the importance of encouraging the weaker pupils and helping them to find strategies for solving problems when they do not comprehend the text (Häggblom 2006:228). Also Molloy speaks about the role of the teacher who is to listen to and handle with the pupils' ideas and opinions as respectfully as he or she listens to

those of the colleagues (Molloy 2002:65-66). In this way the teacher is able to help even the timid pupils.

3.2 The receptive age

When the pupils are young teenagers many things are taking place in their lives both mentally and physically and many pupils' attitudes vary daily. The early teenage years seem to be a fruitful stage for learning a foreign language or languages. In lower secondary school the pupils' age between 13 and 15 years is the time when young people become more independent, their likes and tastes are developing fast as well as their habits. If there is no opportunity or encouragement to read and enjoy literature and get into the habit of reading also in a foreign language they are left to their own devices. Some of them have motivation to read English texts and books in their free time but we can only wonder how many of them will actually do it. Though online texts are likely to be read more easily nowadays. The three years time in the lower secondary school passes quickly but we as teachers can help the pupils to target their activity and curiosity into finding pleasure also in reading in English. Professor Louise M. Rosenblatt who studied the teaching and learning through literature from the 1930's wrote that "Teachers at all levels should have the opportunity to observe the child's entrance into the world of the printed page" (Rosenblatt 1938:25,26). Her idea is that the entrance to literature is to take place in childhood already and continue at all levels of education.

The opinions about when it would be best to start learning a foreign language have varied to a great extent since the 60s and 70s. In the 90s David Singleton says that generally speaking the earlier the learner is exposed to the target language the better (Singleton 1995:2). Also Larsen-Freeman and Long refer to input theory where younger learners are seen to receive input better than adults (Larsen-Freeman & Long 1991:163-164). The scholars have had various ways of seeing the existence of the Critical Period Hypothesis meaning a developmental period when it is possible to acquire a language to a native like level (Birdsong 1999:1). There is said to be evidence for children being more successful in mastering a second language that adults as the brains of children are specially organized to learn language (Bialystok & Hakuta 1999:176). Additionally what needs to be noted is that age is not only physiological but also mental age and age

may be social development (Cook 1995:56). On the whole it is evident that the age of 14-15 years is the stage when it is high time to implement reading in a foreign language.

3.3 The term motivated reading

The term motivated reading was introduced during this study to describe the kind of reading instruction in the present work when the pupils were encouraged just to read a literary text and comment on their reading without engaging in analysis or other kinds of longer exercises about the text. The intention of the study was to get the pupils to concentrate on reading the literary text, relating to the text with the help of a few questions and then look at their own reading experience thinking and answering the questions: How did I like reading this text? How easy versus difficult was the reading for me? What kind of opinions do I have about reading the text? Which words were difficult for me? Which lines or places were nice and interesting in my opinion? There was also space to comment on the text by writing own opinions on the text, either in English or in the mother tongue which reduced pressure, too.

The idea of reading literary texts without grading and without laborious exercises was to present reading in English as something positive and fun, as a privilege and a pastime for everyone in the study group. The amount of text was meant to be suitable for the pupils at this point in their studies, the amount that everyone could read without skipping the task. The intention was to give the pupils not too long texts but long enough to give them some taste of literature. The length of the reading tasks varied beginning with shorter and easier ones and getting longer and more demanding.

The reading of literature extracts consisted of six different tasks that were spread across the 8th year study programme and the seventh task took place during the winter of the 9th grade. The reading tasks were always intentionally placed in the beginning of the lesson after the lesson had started peacefully and the pupils had been given the instructions and the material to read. The peaceful concentration was important, but that was not difficult to achieve, since the pupils were expecting something different as we were not using our regular study books. The simple instruction was to concentrate on reading silently and after the reading fill in a questionnaire designed to catch a personal response of how each pupil found the reading of the text. The pupils were told that the

interest was in their reading and opinions. Everyone had the freedom to take the time he or she needed as there was no hurry to complete the reading task even though everyone continued the lesson with other exercises after they had finished the reading task.

4. The material in the study

This longitudinal study is aimed at finding out how two 8th grade study groups experienced the reading of six different literature extracts in their English lessons. When the same pupils were in the 9th grade they made the seventh task that consisted of reading twelve poems. The focus was on how much they liked reading the literary extracts, how motivated they were for the reading, what kind of opinions they gave of the reading and how easy versus difficult they found the texts. The reading programme for the pupils during their 8th and 9th grade was planned to find out how much spark of interest the teenagers have for reading literature in English during their lower secondary school lessons. The underlying idea is also to see if there is any development in the attitudes and motivation of the pupils during the 8th and 9th grades, even though the programme is in a small scale and can be considered taking little time of the pupils' English lessons.

The material in the present study came from 42 pupils at the age of 14-15 in two study groups in a Finnish lower secondary school. Their reading of literature extracts and answers in the questionnaires given to them after the reading form the material that was studied. The literature extracts and the questionnaire were used to trigger the pupils' reading process and the evaluation.

4.1 The study groups

Because of practical reasons the two study groups are given the names 8X and 8Y so as not to identify the classes and the pupils in the school as we agreed about with the headmaster. The two cohorts were nearly equal in size in the beginning of the study in the autumn of the 8th grade, 8X had 21 pupils and 8Y had 22 pupils. However one pupil in 8X moved to another school after the second reading task and one studied in the special education teacher's group most of the lessons after the first reading task. Still the pupil took part in tasks 1, 5 and 6. The ideal situation would have been that everyone had participated in all of the tasks in order to get into the process of reading different kinds of texts. In the end group 9X had 20 pupils but 19 of them participated in most of

the tasks and 9Y still had 22 pupils. Sometimes there was somebody absent in some of the tasks but it did not harm the study.

In the 8th grade the pupils are 14-15 years old and they have studied English since the age of nine. Having five years of English studies behind them the 8th graders have already learned a lot of structures and their vocabulary of English has grown. Many of them use English a lot in their free time with computer games, chatting on the Internet, listening to music and watching all kinds of video clips on the Internet. In their mother tongue all of the pupils have read at least some literature and they already have some kind of a picture of themselves as readers. There are notable differences in how well-acquainted they are with English literature depending on their familiarity with libraries, the attitude towards reading at home and of course how much they have heard or read literary texts in their spare time or in the English lessons in primary school. Some of them are eager readers even in their free time but many of them have not read any literary texts in English by the time they start the 7th or 8th grade. Some of the pupils have read just the amount of literature that is taken up at school and they struggle with basic English structures, since not all of the pupils use that much English on their own.

4.1.1 Heterogeneous groups

In Finnish lower secondary school the study groups are much more heterogeneous than in the following level of education. In the lower secondary school there is a whole range of pupils, those who will apply to upper secondary school being prepared to read and study a lot, and those who plan to continue with practical education in different kinds of vocational schools after the 9th grade. This often causes that in the lower secondary study groups there can be great variation both in the pupils' motivation for studying and their level of proficiency which is also shown in a study on Finnish 9th graders' opinions of learning English (Härmälä, Leontjev, Kangasvieri 2017:677). In the present study my interest was also in how the pupils' liking the reading tasks and their proficiency correlated.

The two 8th grade cohorts in this study were normal study groups when it comes to their English grades. The scale of the grades in Finland is from 4 to 10 with 5 as the lowest grade and 4 as failed. In the two groups X and Y the pupils' English grades were

between 6 and 10. There were no pupils with grade 5, but even the ones who had 6 struggled with formulating basic English constructions and sentence building. Some of them may have slight dyslexia or other undiagnosed minor learning problems with reading and writing but they are still able to keep up with the group. Sometimes a pupil with problems studies mostly with a special education's teacher in another classroom as one pupil did in one of these study groups. This pupil took part in some of the reading tasks and the results are then reported with a star *. It would have been ideal if the pupil had participated in all the tasks but because of the schedules this was not possible.

The proficiency level was not tested in this study because the emphasis was not on the grades but on how the pupils experience reading literature extracts in English and how much motivation they have for reading different kinds of literary texts. In this work there is still an interest in seeing how the pupils' normal English grades and their motivation for reading correlate and this can be done since their English grades are known.

4.1.2 The effect of the group

At the age of 14-15 the effect of the group on the individual learner is strong which can be either a negative or a positive factor when doing the reading tasks. It is possible that some of the pupils may not report their real, own opinions but instead give either too low or too high estimation of their liking of the reading. Some of them may give a too low estimation for example because of not wanting to appear interested but they want to "stay cool" and write "I'm not interested". It is not impossible that some amount of negative peer pressure can be involved for example trying to influence the opinions of a classmate during the task though I did not notice that kind of activity or if there was something about to start it was stopped quite easily and quickly. Also positive peer pressure is possible for example when some of the pupils made a positive comment about a task or showed enthusiasm with words or face which happened a few times. On the whole the pupils concentrated on the tasks well as a group. The fact that studying takes place in a group has many advantages. The pupils that are already eager and motivated for reading can engage the other not so strong pupils to concentrate on the reading tasks. On the other hand some of them may want to give a higher estimation of their motivation than they really have because I was their teacher asking about their

reading. They still may think that their estimations would affect their English grades. Most of the pupils can be considered to estimate their level of interest quite honestly as they concentrated on the tasks and did the reading and answering the questionnaire in the lesson without chatting with each other. Hence the pupils' answers can be assumed to give relevant information about how much they liked reading the literary texts.

4.2 The seven reading tasks and different genres

The reading of literature extracts consisted of six different tasks during the 8th year study programme taking from 10-20 to 35-40 minutes of the lesson and the last reading task that took one whole lesson. The seventh task was carried out during the winter of the 9th grade in three parts in three different lessons. Most of the reading tasks were texts on paper, black and white copies from books, but two of the tasks had colour prints with a lot of pictures. The sixth task in the end of the 8th grade included books for everyone. The reading tasks in the 8th grade represented various types of literature. The purpose was to introduce the pupils to different literary genres and in this short reading programme they read an extract of a fairy tale, a fable, a piece of a film representing drama together with a piece of the corresponding novel and two very different kinds of poems. After these tasks the pupils were free to choose a novel and start reading it without being required to finish the book. All these text genres are rare in the 8th graders' English school books that contain mostly informative texts, discussion texts and just a few literature extracts from youth books as extra texts in their textbook. Still narratives and fiction are said to have an important place in FL learning because narratives are able to express experiences (Lundahl 1998:325).

The first reading task was done in November in the 8th grade presenting a traditional fairy tale *The Elves and the Shoemaker* with about 560 words. It was possible to make colour copies which made the pictures look nice. Reading the text and answering the questionnaire took about 10-20 minutes depending on the pupils' varying reading speed. Everybody was given as much time as they needed for the task which was important in the programme.

As their second reading task in January the pupils read the legend *The Drawing of the Sword,* with three pages of text with tight lines, approximately 1000 words. Most of the

pupils needed on average 15-25 minutes for the task, some of them needed 25-30 minutes.

The third task in March was a combination of first watching a film clip and then reading the corresponding part of the novel *The Lion, the Witch and the Wardrobe* by C. S. Lewis (1950). The film was produced by Mark Johnson and directed by Andrew Adamson in 2005. The film clip took about 12 minutes including scenes 5-7 partly and the pupils watched it with both the sound and the subtitles in English. The corresponding events in the novel included 12 pages of the novel, pages 32-43. The whole task took about 35-40 minutes of the lesson. The text was about two times longer than the former reading task but the film helped the pupils to understand the text more quickly even though the contents of the film clip and the novel's text were not identical which is something many of the pupils also noted and commented on. There were lines and events in the film that could not be found in the novel and vice versa.

Both the fourth and the fifth task in the course of April involved giving the pupils a poem to read. The fourth task was a modern poem for children and youngsters on the topic of football called *The Commentator* by Gareth Owen (2000). There were about 600 words in the poem on six pages, three pages with only text and three pages with series of colourful pictures. The papers given to the pupils were partly colour copies and the task took 15-20 minutes for the pupils. The book *Fantastic Football Poems* (2001) where the poem was copied from was found among the few poetry books there were in the department of English books for children and teenagers in the city library of Turku.

The fifth task in the beginning of May was an older poem called *The Island* from the book *When We Were Very Young* (1924) by A.A. Milne. The poem had 205 words and a black and white picture and this task took about 10-15 minutes for the pupils to complete.

The sixth task in the 8th grade was done towards the end of May. The pupils were to pick a novel of their own choice and start reading it for one lesson. They had the freedom to find a novel by themselves in a library, at home or somewhere else and bring it to the lesson. It was also possible to choose the novel in a collection of about 35 novels in the classroom, a collection of both classics and modern novels for young

people. More than half of the novels were borrowed from a library and the rest were the teacher's own books. The whole lesson was reserved for the task.

The seventh task in the 9th grade consisted of twelve poems that were not from the children's or youth shelves in the library but famous, classical pieces of English poetry from the 19th and 20th centuries. Albers points out that the potential of poetry has often been neglected in the EFL classroom though the use of poems can pave the way for literary appreciation. He says that this may be due to the way poetry was taught in schools earlier with an approach that was too analytical and cognition-based (2015:103). The poems were *Macavity, the Mystery Cat* by T. S. Eliot, *Rain* by Robert Louis Stevenson, two *Limericks* and *The Owl and the Pussy-Cat* by Edward Lear, *Remember* by Christina G. Rossetti, *Had I the Heavens' Embroidered Cloths by* W. B. Yeats, *This is Just to Say* by William Carlos Williams, *Stanzas* by Emily Bronte, *Stopping by Woods on a Snowy Evening* by Robert Frost, a poem from *The Fellowship of the Ring* by (1954) J. R. R. Tolkien and a poem from *The House at Pooh Corner* (1928) by A. A. Milne. The poems varied in style and length. The shortest of the poems, *Rain*, had 24 words and the longest *Macavity, the Mystery Cat*, had 472 words. In poems the pupils meet phenomena in language such as sound, meaning, rhyme, rhythm and metre, meaning the rhythmic structure and these provide the pupils with a special style in English, different from that in other genres. Short says that musicality revolves around the rhythmic effects of poetry (Short 1996:129). Poetry has the ability to provoke affective effects on young readers (Albers 2015:103). The purpose of task seven was to give the 9th graders a taste of the language of the poems and an opportunity to respond to their experience.

4.3 The questionnaire

All of the reading tasks were followed by the responding to a questionnaire about the reading. The questionnaires for different tasks were not similar but all of them had the following questions in common with pupils' own evaluation:

How did you like reading the text? (1-10)   :(1   >   10 :) _____

Was it easy or difficult? (1-10) 1 = very easy   >   10 = very difficult _____

Satu Hyrsky

Write your own comments of the text you read. _____

_____

In addition to the former tasks every questionnaire had diverse additional questions or small tasks connected with the contents of the text, commenting on certain expressions or words, sometimes translating a little and always reporting their own views and opinions of the text. There were more lines for the own comments than in the example above.

5. The answers of the questionnaires on motivation for reading

The two 8th grade study groups showed slight differences on average in their answers to the six reading tasks. The results of the questionnaires are reported as tasks in numerical order. The average liking numbers of the reading tasks were counted for the two study groups as 1 meant dislike and 10 liking the reading as well as the averages for how easy (1) versus difficult (10) the pupils experienced the reading tasks for themselves.

The pupils' own comments of the texts written in the questionnaires are seen as important feedback of their reading and they are first reported inside the text. The comments are categorized as positive, neutral or negative based on my own judgement. At the end of every task there is a table where the comments from both study groups are combined showing how all the 41 pupils commented on the reading tasks. The comments are written as they were in the questionnaires including mistakes and Finnish words and sentences followed by a translation in English in brackets.

5.1 Results of task 1 *The Elves and the Shoemaker*

In task 1, the fairy tale *The Elves and the Shoemaker*, the average for how the pupils liked the reading was 7,2 in group 8X and 7,0 in 8Y. The lowest figure meaning dislike was 1 and the highest figure meaning enjoyment of reading was 10. The average for how the pupils experienced the reading in the continuum of easy (1) and difficult (10) was 3,6 in 8X and 3,9 in 8Y.

Comments in group 8X

The comments reveal more of the pupils' opinions and attitudes of reading the fairy tale. In 8X with 20 pupils participating in the task there were 15 comments in English of which 9 were positive, 1 neutral, 5 negative and 5 pupils had not written any comment at all.

The nine positive comments were "good story" twice, "I liked it, it was nice", "Very nice" two times, "elves, yeppee", "storys idea is clever and 'cute'", "wasn't very long but ok story" and "often heard story so I knew it before but still it was very Chrismasy story".

The neutral but funny comment was "I've read that same story before but there was no wife in it". The five negative comments directly from the questionnaires were "A bit weird but old and I've heard it many times", "it was wierd", "I think this is bording", "I don't like" and "Sometimes it's difficult to read that". Even if these pupils have written comments that are now placed under the topic negative, their estimation of liking the reading is 5, 6 and even 7 (1 for dislike > 10 for like). One pupil had written 2 for dislike experiencing the text as quite difficult with 7 as the estimation (1 meaning easy and 10 meaning difficult).

Comments in group 8Y

In group 8Y with 20 pupils present there were totally 17 comments, 15 of them in English, of which 12 were positive, two neutral and three negative. Additionally three pupils had read and filled in the questionnaire but not written any comment of their own.

Of the 13 positive comments three wrote "nice story", "good story" and "pretty easy to read" in addition to "weird but good" and "I liked it but it could have been longer". The most delighted comments were "Story was great. I have heard the story before but I liked it as much as last time" and "I remember loving this fairy tale as a child". Two comments were in Finnish "Mukava tarina" (Nice story), "Se oli hyvä" (It was good). The neutral comments were "iwe heard it before so I vasent amased" and "story was nice, but I don't like read english text". The three negative comments said "worse story ever", "very boring" and "its not my type".

Satu Hyrsky

Table 1 Comments on *The Elves and the Shoemaker* from groups 8X and 8Y combined.

Positive comments 22 (9 + 13) 55%		
"good story" twice	"I liked it, it was nice"	"Very nice" two times
"nice story" x3	"good story"	"pretty easy to read"
"elves, yeppee"	"storys idea is clever and 'cute'"	
"wasn't very long but ok story"	"weird but good"	
"Mukava tarina" (Nice story)	"Se oli hyvä" (It was good)	
"I liked it but it could have been longer"		
"often heard story so I knew it before but still it was very Chrismasy story"		
"Story was great. I have heard the story before but I liked it as much as last time"		
"I remember loving this fairy tale as a child"		
Neutral comments 3 (1 + 2) 8%		
"iwe heard it before so I vasent amased"	"story was nice, but I don't like read english text"	
"I've read that same story before but there was no wife in it"		
Negative comments 8 (5 + 3) 20%		
"A bit weird but old and I've heard it many times"	"it was wierd"	"I think this is bording"
"worse story ever"	"very boring"	"its not my type"
"Sometimes it's difficult to read that"	"I don't like"	

The percentages were 55% positive, 8% neutral, 20% negative comments and 17% no comments which means that the reading of the fairy tale was liked by the majority of the pupils.

5.2 Results of task 2 *The Drawing of the Sword*

The legend *The Drawing of the Sword* as task 2 got the average of 7,2 in group 8X and 6,6 in group 8Y with the scale of 1 for dislike and 10 for liking the reading. Both groups estimated task 2 as clearly more difficult to read than task 1 since task 2 had the average of 4,3 in group 8X and 4,6 in group 8Y (1 for easy and 10 for difficult).

Satu Hyrsky

Comments in 8X

In group 8X there were 18 pupils participating in the task. The written comments were 17, all in English and 11 of them were positive, one neutral and five negative.

The positive comments were "I like this", "nice to read" twice, "a good story" three times and "it was okay". Several pupils commented that they were familiar with the story already but they still liked to read it with commenting "an often heard story but still awesome", "it was nice but I knew how it would end", "the text was really small so it was hard to read. But it's a nice story" and "I have heard that story before, but it just made more easy about reading. Story is good".

A comment categorized as neutral was "It is, and it must be an old story because I understand the nowadays english wery well, but this was hard". Though finding it hard this same pupil gave 9 for enjoying the reading.

The negative comments were "It was weird and awful", "It was some of boring :/" and "boring". One pupil felt so familiar with the story that it had become boring: "It was ok but I knew the thrill already so it was boring. Well its so said 'good story' buuut I have seen the movie and the cartoon many times". One pupil with a comment "I don't understand this story" had still given 8 for liking the reading.

Comments in 8Y

Group 8Y had 22 pupils participating in task 2 with as many as 21 written comments. There were 14 positive comments with the more passionate ones first such as "I love it", "very nice story", "Nice, I liked the end of the story", "interesting and nice", "good and exciting", "Too fantastic", "it was good", "Nice story" twice and "The story was okay", "It was a good story, but it was a little hard to read it" and "Nice. But I like more if it's more pictures with". The pupil with a comment "It's okay. Boring but good" had given 7 showing still some enjoyment of the reading. One comment was in Finnish "Pidin tarinan lukemisesta vaikken ollutkaan lukenut sitä ennen. (I liked reading the story even though I hadn't read it earlier).

The pupil with a comment categorized as neutral wrote "I know it already" but still gave 9 for liking the reading. Of the six negative comments some gave explanations such as "I don't like to read anything so I can't say" and "Boring story, if I could read it at home, it could be better and more interesting", "boring and old", "wierd", "It was boring" and "I don't like that. That all".

Table 2 Comments on *The Drawing of the Sword* from groups 8X and 8Y combined.

Positive comments 25 (11 + 14) 63%		
"I like this"	"nice to read" twice	"Nice story" twice
"very nice story"	"a good story" three times	"it was good"
"it was okay"	"I love it"	"good and exciting"
"Nice, I liked the end of the story"	"interesting and nice"	"Too fantastic"
"an often heard story but still awesome"	"The story was okay"	
"it was nice but I knew how it would end"		
"It was a good story, but it was a little hard to read it"		
"the text was really small so it was hard to read. But it's a nice story"		
"I have heard that story before, but it just made more easy about reading. Story is good"		
"Nice. <u>But I like more if it's more pictures with</u>"		
"It's okay. Boring but good"		
"Pidin tarinan lukemisesta vaikken ollutkaan lukenut sitä ennen." (I liked reading the story even though I hadn't read it earlier).		

Neutral comments 2 (1 + 1) 5%
"I know it already"
"It is, and it must be an old story because I understand the nowadays english wery well, but this was hard"

Negative comments 11 (5 + 6) 28%		
"It was weird and awful"	"It was some of boring :/"	"boring"
"boring and old"	"wierd"	"It was boring"
"I don't like that. That all"	"I don't understand this story"	
"I don't like to read anything so I can't say"		
"Boring story, <u>if I could read it at home, it could be better and more interesting</u>"		
"It was ok but I knew the thrill already so it was boring. Well its so said 'good story' buuut I have seen the movie and the cartoon many times"		

The percentage of the positive comments was 63%, the neutral comments 5%, the negative comments 28% and no comments 4%. Understanding the text was a challenge for several of the pupils since as many as 16 pupils meaning 40% (7 + 9) had given 7-9 that means a difficult or quite difficult text for them. But the whole of 20 pupils meaning 50% (10+10) had given 1-3 meaning that they had understood the text very well or quite well. Task 2 without pictures was nearly twice as long as task 1 that had a lot of pictures. One of the pupils commented that pictures would have increased the pleasure of reading in task 2. Another pupil wrote "boring" about the story but with changing the reading environment to home the reading could have been more interesting. Still the liking averages of task 2 (7,2 and 6,6) were nearly as high as the

averages of task 1 (7,2 and 7,0). This shows that the pupils were still able to enjoy the reading of the clearly more demanding task 2.

5.3 Results of task 3 *The Lion, the Witch and the Wardrobe*

The combination of a twelve-minute film clip and the same extract from the novel *"The Lion, the Witch and the Wardrobe"* as task 3 contained separate evaluations for watching the film clip in English and reading the text. Watching the clip was done first in order to help the pupils get into reading the text that was a 13-page-part in the middle of the narrative.

8X

The pupils watched the film clip with subtitles in English and group 8X liked the 12-minute clip a great deal with a high average of 9,1 as 9 pupils gave 10 for enjoying it. The lowest figure was 7 given by two pupils while the rest of the pupils gave either 8 or 9. They found watching the film quite easy with 2,2 as the average which may depend on that everyone in the group had seen it earlier. Still the question "Would you like to see the whole film some time?" received a positive response of 8,2 as the average (1 meaning no and 10 meaning yes).

Reading the corresponding text extract from the book was liked with the average of 6,6 and only three pupils had read the novel earlier. The text was estimated as relatively easy with the average of 2,7 and all the estimations were between 1 and 5 though majority of the pupils gave 1, 2 and 3 meaning easy reading for them. The response to the question "Would you like to read the whole book some time?" gave 3,7 as the average with only four pupils giving an estimation between 8 and 10.

8X Comments on reading task 3

About the reading the 18 pupils present in 8X wrote comments with nine positive, four neutral and five negative. Six of the comments were in Finnish but translated here. One of the positive comments was different than the others since it clearly preferred the text to the film "It was a bit harder, but it seemed more interesting than the film. It had many other stuff in the text than in the film". Many considered the text as easy and fun "Text was great. I like it", "fine and easy", "It was easy, almost too easy to read the text". This

pupil even compared the book and the film writing that "in the film the queen was much more polite and calmer. almost total opposite of the book. And of course it was much more described things in the book than in the film". More of the positive comments were "it was nice. The text was pretty small and there were lots of it", "pretty fun but saw the film earlier so it took away the excitement", "pretty fun" twice and "the text was okay and reading it was quite an easy thing. But there was also couple of words I didn't understand".

Even two of the neutral comments mentioned the new words "a simple text. Some words were weird", "it was easy. It was a little long, and had words that i didn't know. Infact some of what i have never heard. 'Make it Pax'? And 'inquisitive'", "aika outo teksti" (quite a weird text) and "nothing special".

Two pupils had written short negative comments such as "difficult" and "En tykkää lukea kirjoja" (I don't like to read books) though they gave 7 and 8 for liking to read this text. The remaining negative comments were "boring" two times and "Tekstin lukeminen oli helppoa mutta tylsää" (Reading the text was easy but boring).

8Y

Group 8Y with 22 pupils liked watching the film clip with the average of 8,7 and considered that they understood the film quite easily with 2,7 as the average which means that they found understanding the film somewhat more challenging than group 8X. Of the 22 pupils in 8Y 15 had seen the film earlier and 7 had not seen it but they would really like to see the whole film with 8,9 as the average.

Reading the corresponding text was liked with 6,5 as the average and there were as many as 15 pupils who gave an estimation between 7 and 10 for liking the reading. Reading the text was considered a little difficult as the average was 5,2 but that may be due to that no-one except one pupil had read the novel earlier and only seven of them had never seen the whole film earlier. The question if they would like to read the whole book some time was answered with the average of 4,6 in group 8Y which was a significantly higher average than 3,7 in group 8X (1 meaning no and 10 yes).

Satu Hyrsky

8Y Comments on reading task 3

The 22 pupils commented reading the text extract with 13 positive, three neutral and four negative comments and there were two papers with no written comment. Four of the comments were in Finnish but translated here. Several of the pupils with positive comments seem to be surprised at how much they were able to understand: "It was nice to read text and watch film, it was seriously easier than I thought before we started watching the Narnia", "It was nice, the text was rather easy. Only a few words were new to me", "Pidin lukemisesta ja ymmärsin melkein kaiken" (I liked the reading and I understood nearly everything), "it was quite easy to read, but couple of words I needed to guess", "the story is very interesting and nice", "it's easy to read and funny", "It is interesting and it is easy to read" and "relaxed". "Tekstiä oli hauska lukea koska ymmärsin aika paljon. Ja kun en tajunnut niin mieleen tulivat jotkut kohdat elokuvasta. Olisi kiva jatkaa katsoa elokuvaa." (The text was fun to read because I understood quite a lot. And when I didn't grasp something some scenes in the film came to mind. It would be fun to continue watching the film.) Several of the positive comments took up the opinion that the pupils preferred watching the film "I think it was very easy to read and understand, and it was a good story I would love to watch the full film", "it was nice to read the text but I liked more watch a film. It's very interesting and amazing", "I'd like to watch the film more than read the text. But the text was really nice to read too", "it was nice, but the text was a little difficult".

The three comments categorized as neutral said "It was more detailed than the film but harder to understand", "helppo" (easy) and "some words and lauseet (sentences) were difficult but I like to read stories, not so much in English". Still this pupil had given 9 for liking the reading at least this time.

The four negative comments were "I didn't understand much", "Ei kovin hyvä, aika vaikea" (not very good, quite difficult), "En tykännyt tarinasta eikä se ollut kiinnostava" (I didn't like the story and it didn't interest me) and "i didint like". All the four pupils had given 8 or 10 meaning that the text was difficult or very difficult to understand.

Satu Hyrsky

Table 3 Comments on reading a part of *"The Lion, the Witch and the Wardrobe"* 8X
and 8Y combined.

Positive comments 22 (9 + 13) 55%	
"Text was great. I like it"	"fine and easy"
"the story is very interesting and nice"	"relaxed"
"it's easy to read and funny"	"it is interesting and it is easy to read"
"pretty fun" two times	"it was nice, but the text was a little difficult"
"it was nice. The text was pretty small and there were lots of it"	
"pretty fun but saw the movie earlier so it took away the exitement"	
"it was quite easy to read, but couple of words I needed to guess"	
"It was nice, the text was rather easy. Only a few words were new to me"	
"It was easy, almost too easy to read the text. In the movie the queen was much more polite and calmer. almost total opposite of the book. And of course it was much more described things in the book than in the movie"	
"The text was okay and reading it was quite an easy thing. But there was also couple of words I didn't understand"	
"It was nice to read text and watch film, it was seriously easier than I thought before we started watching the Narnia"	
"Pidin lukemisesta ja ymmärsin melkein kaiken" (I liked the reading and I understood nearly everything)	
"It was a bit harder, but it seemed more interesting than the movie. It had many other stuff in the text than in the movie"	
"I think it was very easy to read and understand, and it was a good story I would love to watch the full film"	
"it was nice to read the text but I liked more watch a film. It's very interesting and amazing"	
"I'd like to watch the film more than read the text. But the text was really nice to read too"	
"Tekstiä oli hauska lukea koska ymmärsin aika paljon. Ja kun en tajunnut niin mieleen tulivat jotkut kohdat elokuvasta. Olisi kiva jatkaa katsoa elokuvaa." (The text was fun to read because I understood quite a lot. And when I didn't get something some scenes in the film came to mind. It would be fun to continue watching the film.)	
Neutral comments 7 (4 +3) 18%	
"a simple text. Some words were weird"	"helppo" (easy)
"aika outo teksti" (quite a weird text)	"nothing special"
"It was more detailed than the film but harder to understand"	
"some words and lauseet (sentences) were difficult but I like to read stories, not so much in English"	
"it was easy. It was a little long, and had words that i didn't know. Infact some of what i have never heard. 'Make it Pax'? And 'inquisitive'"	
Negative comments 9 (5 + 4) 23%	
"difficult"	"boring" two times
"I didn't understand much"	"i didint like"
"En tykkää lukea kirjoja" (I don't like to read books)	
"Ei kovin hyvä, aika vaikea" (not very good, quite difficult)	
"Tekstin lukeminen oli helppoa mutta tylsää" (Reading the text was easy but boring)	
"En tykännyt tarinasta eikä se ollut kiinnostava" (I didn't like the story and it didn't interest me)	

The percentages of the positive comments were 55%, the neutral 18%, the negative
comments 23% and 4% no comments. The text in task 3 was twice as long as that in

task 2 but still 55% of the pupils wrote a positive comment on the reading. Most of the pupils experienced the reading of task 3 easy as only three of the 41 pupils wrote a comment about task 3 being difficult to understand. Many comments contained the surprise that the pupil understood the text so well.

5.4 Results of task 4 *The Commentator*

Comments in 8X

Reading the poem *The Commentator* was liked with 6,8 as the average in 8X with 16 pupils taking part this time because four pupils were absent. The group considered the reading not very difficult with 2,8 as the average. Everybody in 8X wrote a comment and of them 10 were positive, two neutral and four negative. ”It was nice” three times, ”Nice to read! :)”, ”It was fun to read”, ”it was very interesting”, ”It's simply but clever story”, ”It was good little story”, ”I think that the pictures were fun” and ”It was okay”. The two neutral comments were ”It was quite a simple and i don't see it is a poem” and ”That was easy for me because I have done a lot of stuff in football using english as my language, but words like kick off, chip and keeper might sound wierd for some other guy, you know.” The four negative comments were ”Nothing, little boring and not catchy at all”, ”Stupid poem” and ”boring” twice. Those who gave negative comments had given 6, 5, 4 and 1 for liking the reading with the scale of 1 for dislike and 10 for liking the reading.

Comments in 8Y

The reading experience of the poem *The Commentator* was liked with 6,4 as the average in group 8Y with 21 pupils participating the task. The pupils experienced the poem as a little difficult with 4,5 as the average with the scale of 1 for easy and 10 for difficult. Written comments were 20 altogether with 13 positive, two neutral and five negative comments. One questionnaire did not have any written comment but the pupil had liked reading the poem with 10. The positive comments were ”Amazing” twice, ”It's nice to read this poem” three times, ”I liked it”, ”I liked it. Poem was funny”, ”It is a interesting and funny”, ”It was okay” three times, ”it is funny but too long”, ”If you read first and then look at pictures its bedder”.

Satu Hyrsky

The two neutral comments were "it was normal poem" and "poem was quite easy to read". The five negative comments were "I doun't like football", "To be honest, I found the poem quite boring", "I have read lot of better poems than this, I didn't like it at all", "It was very boring, long and pretty bad" and "I didin like it". The question if the poem was funny the pupils answered with the average of 5,1 when 1 stands for no and 10 for yes.

Table 4 Comments on the poem *The Commentator* from groups 8X and 8Y combined.

Positive comments 23 (10+13) 62%		
"It was nice" three times,	"Nice to read! :)"	"It was fun to read"
"it was very interesting"	"It's simply but clever story"	"It was good little story"
"I think that the pictures were fun"	"It was okay" three times	
"Amazing" two times	"It's nice to read this poem" three times	
"I liked it"	"I liked it. Poem was funny"	
"It is a interesting and funny"	"It was nice. The poem didn't really rhyme."	
"it is funny but too long"	"If you read first and then look at pictures its bedder"	
Neutral comments 4 (2 + 2) 11%		
"It was quite a simple and i don't see it is a poem"		
"That was easy for me because I have done a lot of stuff in football using english as my language, but words like kick off, chip and keeper might sound wierd for some other guy, you know."		
"it was normal poem"	"poem was quite easy to read"	
Negative comments 9 (4 + 5) 24%		
"Nothing, little boring and not catchy at all"	"Stupid poem"	"boring" twice
"I doun't like football"	"I didin like it"	
"It was very boring, long and pretty bad"	"To be honest, I found the poem quite boring"	
"I have read lot of better poems than this, I didn't like it at all"		

This poem had several comments where the pupils expressed a little of their own taste for poems as in some of the negative comments there were explanations of why the poem was not good and one pupil reported reading a lot of better poems than this. Among the positive comments one pupil noticed that the poem did not really rhyme. These comments express the pupils' own opinions and even a wish for better poems which is an important result. There was a notable difference between how difficult the two groups experienced reading the poem as the average in 8X was 2,8 as not very difficult but the average in 8Y was 4,5 which can be considered quite difficult. It is possible that the pupils in 8Y have considered the football terms and words difficult to

understand. Of all the comments as much as 62% were positive, 11% neutral, 24% negative comments and one pupil with no comment meaning 3%.

5.5 Results of task 5 *The Island*

Comments in 8X

The poem *The Island* from the book *Winnie the Pooh* was much shorter than the previous poem. The 19 pupils in group 8X liked reading the poem with 6,4 as the average (1 for dislike and 10 for pleasure). The written comments were 18 with 13 positive, two neutral, three negative ones and one paper without a comment.

The positive comments were "Great to read! :)", "It was relaxing and nice", "That was very nice", "Nice! :)" two times, "It's lovely and the last acentess (lause translated sentence) was interesting. 'There's nobody else in the world and the world was made for me'.", "it was nice but there was a part i didn't understand. I know what it means but (my chin in my hands) is just wierd", "It was ok" twice, "quite good" (translated) two times and "I like this poem, but I don't like reading to poem :(". "This one had rhymes" is categorized as a positive comment because the pupil had liked reading the poem with 10. The neutral comments were "Well, I think it's not bad, but I'm not very much into poems 'n stuff" and "Nothing". The last comment is categorized as neutral since the pupil has liked reading it with 8. The three negative comments said "boring" twice and "stupid poem".

Comments in 8Y

The 18 pupils present in group 8Y liked reading the poem *"The Island"* with 6,3 as the average. They considered the poem as quite easy with 3,0 as the average (with 1 as easy and 10 as difficult).
The comments were 16 and three pupils had not written a comment though one of them had liked reading the poem with 10. There were 12 positive comments, two neutral comments and two negative comments.

The positive comments were "I liked the poem very much. I like to write poems myself (in Finnish). Poems are very great and the most I like about 'riimeistä' (rhymes)", "interesting", "nice story on sailing", "nice poem" three times, "It's a short and nice

poem" three times, "It was nice to read this poem and it was short and easy to read" and "it was okay" twice. The neutral comments were "didnt know the word 'steep' in Finnish" and "The poem was sorth. It will be longer" which is unclear. The pupil may mean that the poem could be longer. The negative comments were "It was boring, but quite easy to read" and "it was boring poems are usually boring". The last comment is categorized as negative even though the pupil has liked reading the poem with 8.

Table 5 Comments of the poem *"The Island"* from group X and Y combined.

Positive – 25 comments (13 + 12) 68%	
"Great to read! :)"	"It was relaxing and nice"
"That was very nice"	"Nice! :)" two times
"It was ok" twice	"aika hyvä" (quite good) two times
"interesting"	"nice story on sailing"
"it was okay" twice	"nice poem" (three times)
"This one had rhymes"	"It's a short and nice poem" (three times)
"I like this poem, but I don't like reading to poem :(	
"It was nice to read this poem and it was short and easy to read"	
"It's lovely and the last acentess (probably meaning sentence) was interesting. 'There's nobody else in the world and the world was made for me'."	
"it was nice but there was a part i didn't understand. I know what it means but (my chin in my hands) is just wierd"	
"I liked the poem very much. I like to write poems myself (in Finnish). Poems are very great and the most I like about 'riimeistä' (rhymes)"	

Neutral – 4 comments (2 + 2) 11%	
"didnt know the word 'steep' in Finnish"	"Nothing"
"The poem was sorth. It will be longer"	
"Well, I think it's not bad, but I'm not very much into poems 'n stuff"	

Negative – 5 comments (3 + 2) 14%	
"boring" twice	"stupid poem"
"It was boring, but quite easy to read"	"it was boring poems are usually boring"

The two study groups evaluated this poem very similarly since 8X liked the reading with the average of 6,4 and 8Y with 6,3 and the difficulty to read with the average of 2,7 in 8X and 3,0 in 8Y. There were several comments that stand out. This time there was a pupil who commented the feeling as relaxing meaning probably the feeling in the poem or the feeling while reading, Two comments mention rhymes, the first saying that this time there were rhymes in the poem. The other comment shows a high enjoyment telling that the pupil likes poems, most of all rhymes, a traditional element in poetry

(Albers 2015:106), and is into writing poems. There is a very interesting comment from a pupil who writes about not liking the reading of poems but this time it was nice. This comment may tell about that this pupil had a pleasant experience of reading and this time a poem made a positive impact on the pupil. Most of the comments are quite short though, as some pupils comment on words and lines that they found interesting or that they did not understand wholly. There were as much as 68% positive comments, 11% neutral, 14% negative and 7% with no comments.

5.6 Results of task 6 Starting to read a novel

The purpose of task 6 was to choose a novel in English and start reading it for one lesson. The pupils were free to bring a novel they had chosen and borrowed somewhere. If they did not have a novel with them they could choose a novel in the collection of some 35 novels in the classroom in the beginning of the lesson.

8X

In group 8X there were 19 pupils participating in task 6 and none of them brought a novel they had chosen by themselves in advance but all of them were content with choosing a novel in the classroom book collection. Two pupils asked if they could read the book together with a friend because they felt the reading was slightly difficult for them. Their inquiry was accepted and their reading was successful as they were able to concentrate on reading the book helping each other to understand the text. The reading of a novel as task 6 was liked with 6,7 as the average. This is quite a high average since everyone in the group chose the novel first in the beginning of the lesson using the collection in the classroom.

Comments in 8X

There is a written comment from all the pupils in 8X with 13 positive, one neutral and five negative responses. The positive comments were "Very deep and good book :)", "Interesting. There happens a lot and it's well known book that I should read", "It was interesting" twice, "Very nice :)" four times, "It's nice. I like it. It was easy to read it", "agatha christie usually has great detective books with interesting plot", "Pretty good looking front cover" and "it was ok" two times. One neutral comment was "none" however the pupil had liked reading the novel with 8. The five negative comments were

"it was wierd", "bad", "its very bad read", "boring" and "this book is so boring and boring. I don't like Ready this Book".

The question if the pupils would like to read the whole book if they had time was answered with yes by 42% and no by 53% of the pupils. Only one pupil had not answered to this question at all. The result is not bad as 8 out of 19 pupils answered yes when we think that they had chosen the novel from a relatively small collection in the beginning of the lesson. The collection of novels in the class should have been bigger because they did not bring books by themselves.

8Y

The 20 pupils in group 8Y liked reading the novels they chose with 6,4 as the average. This is not a low average either since only four of them had chosen their novels in advance and 16 picked a novel they chose in the same collection in the beginning of the lesson. The written comments were 11 positive, four neutral and one negative comment. Four questionnaires did not have any written comment.

Comments in 8Y

The 11 positive comments were "I have read that book at finnish already and it was good and interesting", "I think it was pretty good and easy to read", "i liked it", "It was little messy (the word translated) I didn't understand everything. But still I liked about it very much", "It's nice book. It's not too long" twice, "It was nice" twice, "very nice" and "it was ok". The last comment is categorized as positive because the pupil liked reading the novel with 10 and would even like to read the whole novel: "Sometimes was little hard because some words were at weird places. I got at page 40". The four neutral comments were "nothing", "I read 11 pages", "Text was a little bit too difficult. But I managed to understand", "maybe it's ok but i don't unrestand the book". One negative comment said "Book was very boring. This story is sad. I manage to understand". Four questionnaires came without any written comment however these pupils liked reading the novel with three high estimations 9, 8 and 7 and one quite low 3.

The reason why the reading of novels was only started and not finished was the lack of time because of exams in the end of the term and the lack of resources meaning novels. The task was done quite in the end of the school year when the pupils still had time and concentration to work during the lesson but to give the reading of the novel as a

homework would hardly have been successful and motivating for a number of them. The school term was about to end, the pupils studied for their exams and not much homework was given in the other school subjects any more. However the task was worth doing as the pupils were introduced to reading novels and a clear majority of them wrote positive comments about the reading experience. They had time to read about 20 pages of the novel on average, some of them read more and some less than that. Of the pupils' comments 62% were categorized as positive, 13% as neutral, 15% as negative and 10% no comments.

5.7 Results of task 7 A collection of twelve poems

The final task 7 was done during the 9th grade and it differed from the other tasks in several ways. The task was done in four parts since it consisted of reading twelve poems that were different in style and length. The poems were well-known and appreciated poems in English literature and they are listed below. They were read in the beginning of two different lessons in order not to give the pupils too much reading in one lesson. The first group had four poems in different length and the second group had eight poems. These two reading tasks and the answering of the questionnaires took about 20-35 minutes for the pupils to do. In the third lesson the pupils were given the poems once again and now they were to put them in order according to which poems they liked the most and the least. In addition they had to choose four lines from one of the twelve poems, learn the four lines by heart for the next lesson and recite the lines for the other pupils in the class.

The first part of the 12 poems included four poems:
1. *Macavity, the Mystery Cat*   by T. S. Eliot
2. *Rain*   by Robert Louis Stevenson
3. *Limerick*   by Edward Lear
4. *Limerick*   by Edward Lear
The second part had eight poems:
5. *The Owl and the Pussy-Cat*   by Edward Lear
6. *Remember*   by Christina G. Rossetti
7. *Had I the Heavens' Embroidered Cloths*   by W. B. Yeats
8. *This is Just to Say*   by William Carlos Williams

9. *Stanzas*   by Emily Bronte

10. *Stopping by Woods on a Snowy Evening*   by Robert Frost

11. A poem from *The Fellowship of the Ring*   by J. R. R. Tolkien

12. A poem from *The House at Pooh Corner*   by A. A. Milne

The reading of the first four poems were evaluated in the first questionnaire with even some open questions. The questionnaire about the eight following poems did not have any open questions but it concentrated only on estimations of the enjoyment of reading and how easy versus difficult the reading was experienced by the pupils. This had to be done due to the scarce amount of time in the 9th grade. A notable difference from all the other tasks was that in task 7 the pupils in group Y could use a mobile dictionary. Group X did not use a dictionary in order to show how much the possibility to use a dictionary would affect the liking of reading the poems.

5.7.1 Poem 1. *Macavity, the Mystery Cat*

9X

The first poem *Macavity, the Mystery Cat* was the longest of the 12 poems with its 472 words. Reading poem 1 was liked with the average of 6,0 by 19 pupils in group 9X. As many as 10 pupils liked reading the poem with 8-10 and five pupils gave 1-3 for dislike. The remaining four pupils gave 5-7, so the majority of them enjoyed reading the poem about the Mystery Cat.

The pupils estimated the difficulty of understanding the poem of the Mystery Cat with 4,1 on average meaning that the poem was not easy for them to understand but not very difficult either. Ten pupils gave 1-3, five estimated the difficulty between 5-6 and four gave 8-10. The comments were interesting and they varied a lot. A list of various adjectives in English was given to the pupils to help them describing their opinions of the reading.

Comments in 9X

Of the 19 pupils in 9X eight wrote positive, one neutral and eight negative comments. The eight of positive comments were: "It's ok", "The verses are very clever and creative. I liked the poem. It was writed very creative way", "It's a nice poem. It's very inventive poem. I liked the poem. It was easy to read it", "It's clever and inventive. I

like it. It's a little bit hard reading, but when you focus enough you understand", "Nice", "It was good. Told very definely about cats", "It's nice, I like it, you know, because stuff", "Poem likes active and inventive. Nice change for school things, a bit difficult" (the last part translated from Finnish).

The one neutral comment said "It's okey but just poetry isn't anything I like" and in two questionnaires the comment spaces were empty. Eight pupils gave negative opinions about reading the poem: "It was quite long. I didn't like it", "Boring", "I don't like", "Wierd", "Silly. The poem is stupid. A criminal cat makes no sense. Cats should be nice and good", "I didn't like it. It was boring", "don't like becouse I don't understant" and "It was boring and too long".

Comments in 9Y

Group 9Y with 21 pupils present experienced the reading of the poem *Macavity, the Mystery Cat* quite enjoyable as the average of their estimations was as much as 6,8. Eight pupils liked the reading with 8-10, only three pupils gave the lowest estimations between 2-3 and the majority with nine pupils gave the estimations between 5-7. The poem about the Mystery Cat was not considered very easy to understand by the pupils in group 9Y as their average estimation was 4,6 when 1 means very easy and 10 very difficult. All the 21 pupils present in group 9Y wrote comments and opinions about the reading of the poem. Nine pupils wrote positive comments: "It's kind of hard to read but it was very good, I liked about cat mystery", "I think it was pretty nice and funny", "it's nice", "the poem is creative and witty, adventurous and peculiar", "It's easy to read and exciting to imagine. It was a good poem, i really enjoyed reading it", " It's very mystical and exciting. It was nice to read that poem", "In the poem was an infectious rhythm. I liked it a lot. I learned much about that poem and I can use it to my own poems" and "I like this poem and this poem was very long. Poem was funny when nobody doesn't find the cat." "It's kinda fun and I liked that how they subrice Macavity" (by subrice the pupil may mean describe).

The neutral comments came from four pupils in 9Y and the first of them expresses clearly that the difficulty to understand the words made the reading hard: "I understood hardly anything. The text was understandable but there were a lot of words that I didn't know", "weird, telling about mysterious hidden cat. Poem was little bit hard to understand, but text was easy to read". "I don't know it's little bit confused, it's ok but inventive", "it seems to repeat itself a lot, it's not bad but it's pretty boring".

Quite negative and quite short comments were given by seven pupils: "Not good, pretty shit", "lazy, its so long", "I don't like", "long and wierd", "poem is confusing", "confusing poem, pretty shit", "too many new words!". Still four of these seven pupils have given quite a high estimation of their enjoyment of reading the poem as one of them gave as much as 8, three of them gave 7 and two gave 5.

Table 7 Comments on the poem *Macavity, the Mystery Cat* from 9X and 9Y combined.

Positive – 17 comments (8 + 9) 43%		
"It's ok"	"Nice"	"it's nice"
"I think it was pretty nice and funny"		
"It's nice, I like it, you know, because stuff"		
"It was good. Told very definely about cats"		
"It's very mystical and exciting. It was nice to read that poem"		
"It's kind of hard to read but it was very good, I liked about cat mystery"		
"the poem is creative and witty, adventurous and peculiar"		
"It's a nice poem. It's very inventive poem. I liked the poem. It was easy to read it"		
"The verses are very clever and creative. I liked the poem. It was writed very creative way"		
"It's easy to read and exciting to imagine. It was a good poem, i really enjoyed reading it"		
"It's clever and inventive. I like it. It's a little bit hard reading, but when you focus enough you understand"		
"Poem likes active and inventive. Nice change for school things, a bit difficult" (the last part was Finnish)		
"In the poem was an infectious rhythm. I liked it a lot. I learned much about that poem and I can use it to my own poems"		
"I like this poem and this poem was very long. Poem was funny when nobody doesn't find the cat."		
"It's kinda fun and I liked that how they subrice Macavity" (the pupil may mean describe)		
Neutral - 5 comments (1 + 4) 13%		
"It's okey but just poetry isn't anything I like"		
"I understood hardly anything. The text was understandable but there were a lot of words that I didn't know"		
"weird, telling about mysterious hidden cat. Poem was little bit hard to understand, but text was easy to read"		
"I don't know it's little bit confused, it's ok but inventive"		
"it seems to repeat itself a lot, it's not bad but it's pretty boring"		
Negative – 15 comments (8 + 7) 38%		
"It was quite long. I didn't like it"	"I don't like" twice	"Boring"
"I didn't like it. It was boring"	"lazy, its so long"	"Wierd"
"It was boring and too long"	"long and wierd"	"too many new words!"
"Not good, pretty shit"	"poem is confusing"	
"confusing poem, pretty shit"	"don't like becouse I don't understant"	
"Silly. The poem is stupid. A criminal cat makes no sense. Cats should be nice and good"		

Satu Hyrsky

The poem *Macavity, the Mystery Cat* divided the opinions of the pupils as the number of positive comments (17) was just two more than the negative comments (15). Of the comments 43% were positive, 13% neutral and 38% negative comments. It seemed to be a demanding poem to read and understand as several pupils had commented that there were many, even too many difficult words. There were even other kind of terms that the reader needed to understand in order grasp the contents of the poem such as Scotland Yard, Flying Squad, Foreign Office. However several of the pupils managed to understand a lot which is shown in a short translation task of the first part of the poem in the questionnaire. Poems are riddles (Benton & Fox 1985:19) and the poem of the Mystery Cat can be seen as somewhat challenging to read and the solving of the riddle required knowledge and patience. It seems however that the pupils have developed cognitively by the time they are in the 9th grade and more than half of them are able to concentrate on, understand and probably enjoy in different ways when reading a poem like this. The polarisation in the attitudes may be due to several reasons. Some of the pupils with negative comments wrote that there were too many new words and some wrote that the poem was confusing. However the pupils who used the words "long, weird, boring, pretty shit" show attitudes that can hide frustration and boredom over the task that required time and concentration.

5.7.2 Poems 2. - 12.

In the group of 12 poems the pupils estimated their liking and how easy versus difficult they experienced the reading of the poems. Comments of the reading experience were asked only on the first poem *Macavity, the Mystery Cat* and they were shown in the previous section already. In the questionnaire there was a task to shortly describe the feeling in the poems 2. *Rain* and the *Limericks* 3. and 4. The pupils were not asked to comment their own reading experience as such although some of them did that too. Most of the comments were very short and because of that they are not reported here. Before the results the 12 poems are listed below.

1. *Macavity, the Mystery Cat*	by T. S. Eliot
2. *Rain*	by Robert Louis Stevenson
3. *Limerick*	by Edward Lear
4. *Limerick*	by Edward Lear
5. *The Owl and the Pussy-Cat*	by Edward Lear

49

6. *Remember*   by Christina G. Rossetti

7. *Had I the Heavens' Embroidered Cloths*   by W. B. Yeats

8. *This is Just to Say*   by William Carlos Williams

9. *Stanzas*   by Emily Bronte

10. *Stopping by Woods on a Snowy Evening*   by Robert Frost

11. A poem from *The Fellowship of the Ring*   by J. R. R. Tolkien

12. A poem from *The House at Pooh Corner*   by A. A. Milne

Table 8 The averages of liking the reading of the 12 poems in task 7 and the averages of how easy versus difficult the reading of the poems was experienced in groups X and Y.

Poem	1	2	3	4	5	6	7	8	9	10	11	12
X												
Liking	6,0	5,4	4,9	4,6	5,6	5,3	4,8	5,5	5,2	5,4	5,7	5,1
Difficulty	4,1	2,7			2,9	3,3	3,6	2,7	3,9	3,3	3,8	4,0
Y												
Liking	6,8	7,2	7,1	7,0	7,1	7,6	6,9	7,3	6,1	7,9	7,1	7,5
Difficulty	4,6	2,1			2,8	3,7	3,3	1,5	3,4	2,6	3,2	2,7

There are clear differences between the two study groups when it comes to liking the reading of the 12 poems in English. The liking averages in group Y are strikingly higher than those in group X. It is most likely that the possibility to use a dictionary helped the pupils in 9Y to understand better the text of the poems and consequently enjoy the reading of the poems more than the pupils in 9X.

The four most favoured poems to read in group X were poems 1, 11, 5 and 8, firstly *Macavity, the Mystery Cat,* secondly a poem from *The Fellowship of the Ring,* thirdly *The Owl and the Pussy-Cat* and fourthly *This is Just to Say.* It is notable that the poem about the Mystery Cat was liked the most despite the fact that the poem was experienced as the most difficult of the 12 poems to read.

The most favoured poems in group Y were poems 10, 6, 12 and 8, firstly *Stopping by Woods on a Snowy Evening,* secondly *Remember,* thirdly A poem from *The House at Pooh Corner This is Just to Say* and fourthly a poem from *The Fellowship of the Ring.*

The two study groups showed different favourites and that is why the combined favourites have been counted also. There were not very big differences between the liking averages of all the twelve poems as the averages were between 5,7 and 6,7. The six favourites in order for the groups X and Y combined were poems 10, 6, 1, 5, 8 and 11 meaning firstly *Stopping by Woods on a Snowy Evening,* secondly *Remember,* thirdly *Macavity, the Mystery* Cat, fourthly *The Owl and the Pussy-Cat,* fifthly *This is Just to Say* and sixthly a poem from *The Fellowship of the Ring.*

Table 9 The averages of how the reading of the 12 poems was liked in task 7. Groups X and Y combined.

Poem	1	2	3	4	5	6	7	8	9	10	11	12
X + Y	6,4	6,3	6,0	5,8	6,4	6,5	5,9	6,4	5,7	6,7	6,4	6,3

As the last part of task 7 the pupils were to choose four lines in one of the poems of their own choice, learn it by heart for the following lesson and recite the lines for the other pupils in the class. The task was made with some smiles and the choices of the lines were somewhat similar. In this case the effect of peer pressure is evident as the most popular four lines came from the shortest poem. There were nine pupils absent and four pupils did not choose the lines at all. Altogether 28 pupils from the two groups participated and their choices are written in the Appendix.

5.8 The summary of the evaluative numbers in the questionnaires

The questionnaires with the pupils' opinions give results that have been analysed in different aspects. In this section the following questions will be answered: Which reading tasks were liked the most and which were liked the least by the pupils? What kind of gender-related phenomena can been found in the results? What kind of English grades did the pupils with different average results have and do they correlate with the pupils' liking averages?

5.8.1 The averages of liking all the seven reading tasks

The reading tasks were made during a time period of 18 months in the 8th and the 9th grade. The pupils evaluated their liking of the reading tasks with the scale from 1 to 10 when 1 indicated not liking and 10 indicated liking the reading experience. They

evaluated also the level of difficulty of reading the text with scale from 1 to 10, how easy (1) versus difficult (10) they experienced the understanding of the text.

In group X the reading of the seven different tasks with different genres was liked from 5,4 to 7,2 on average and in group Y from 6,3 to 7,2 on average. Though the results of these two groups do not differ very much there are still differences in the tendencies of the results between the groups in the course of the reading programme. Group X has higher or similar liking averages compared to group Y all the way from task 1 to task 6, but in task 7 made in the 9th grade it is group Y that shows clearly higher average results for liking the reading than group X.

There are also differences between the groups when comparing the average numbers for the difficulty of understanding the text. Group X considered the reading of the tasks from 1 to 7 clearly easier than group Y. The last reading task, the second poem in task 7, was an exception to this tendency as the pupils in group Y with 2,1 on average experienced the reading of the poem *Rain* clearly easier than the pupils in group X with 2,7.

Table 10 Average results of the liking and the difficulty of the reading tasks 1-7 in groups X and Y.

	Fairy-tale *Elves* 1	Fable *Sword* 2	Part of a novel *Lion* 3	Poem *Commentator* 4	Poem *Island* 5	Starting a novel 6	Poem *Macavity* 7	Poem *Rain*
X	Liking							
	7,2	7,2	6,6	6,8	6,4	6,7	6,0	5,4
	Difficulty							
	3,6	4,3	2,7	2,8	2,7	Yes 42% No 53% Empty 1	4,1	2,7
Y	Liking							
	7,0	6,6	6,6	6,3	6,3	6,4	6,8	7,2
	Difficulty							
	3,9	4,6	5,2	4,5	3,0	Yes 30% No 70%	4,6	2,1

Group X has a high average of liking results in the beginning of the reading programme as both tasks 1 and 2 (a fairy-tale and a fable) the reading is liked with 7,2 on average. The following tasks 3, 4, 5 and 6 show falling and rising results with 6,6 > 6,8 > 6,4 > 6,7 but the last task 7 (12 poems) shows a distinctive falling of the average liking results with 6,0 and 5,4 which are much lower results than the averages in group Y. As a group

X seems to lose some of the spark of enjoyment when they come to the reading of the last poems in the 9th grade.

It is interesting that the average liking results in group Y show an increasing tendency. Though task 1, a fairy-tale, shows a high average of liking with 7,0 and in tasks 2 (a fable), 3 (a part of a novel) and 4 (a poem) the average result first comes down to 6,6 twice and then to 6,3 twice the tendency is rising after that in task 6 (starting to read a novel) and 7 (the collection of 12 poems) with averages 6,4 > 6,8 > 7,2. The rising of average results may show that group Y managed to get into the enjoyment of reading as a group during the project. This happened despite the fact that the reading tasks did not become easier but for example the poem *Macavity, the Mystery Cat* was experienced as quite difficult for the pupils to understand with the average of 4,1 in group X and 4,6 in group Y, the second most difficult task for both groups and there were also quite many pupils with negative comments in both groups.

The averages contain the results of 19 individuals in group X and 22 individuals in group Y and the individual development is also a matter of interest in the study and will be discussed in the following section 5.8.2.

5.8.2 Individual results and the personal motivation figure

The longitudinal study made it possible to follow how the pupils' liking estimations were given in all the seven reading tasks during the time span of 1,5 years. It is interesting to follow the motivation figures of each pupil from the first task to the last one because the figures of one pupil are seldom similar in all the tasks. After all the seven reading tasks an average figure of motivation was counted for each pupil on the basis of the following liking numbers:

1) The fairy tale *The Elves and the Shoemaker (Task 1)*

2) The legend *The Drawing of the Sword (Task 2)*

3) Reading of the extract from the novel *The Lion, the Witch and the Wardrobe (Task 3 reading)*

4) Either poem *The Commentator (task 4)* or *The Island (Task 5)*, the higher figure for liking that the pupil had given.

5) The poem *Macavity, the Mystery Cat (Task 7)*

6) The poem *The Rain (Task 7)*

The liking of reading in tasks 1 and 2 gave the first two figures. In task 3 the figure for liking the reading was counted but not the liking figure for the watching of the film. The watching was done only to help the pupils with the reading of twelve pages in the corresponding part of the novel. Tasks 4 and 5 were both poems for young people and the higher figure for liking the reading of one of these two poems was counted. The last two figures came from task 7, the reading of the poems *Macavity, the Mystery Cat* and *The Rain*, the two first poems in task 7.

Task 6 called "Starting to read a novel" was not counted in the average motivation figure since there were so many pupils who chose the novel from quite a small collection in the classroom and did not have enough alternatives to find a suitable novel to read. They had not taken the time to find a novel of their own choice in the library or somewhere else. Despite that they did the task without complaining but as a duty. The task was done in the end of the eighth grade in May.

5.8.3 Individual liking results in groups X and Y

In group X (Table 11) there were 19 pupils participating in most of the tasks. The majority of the pupils in the group show mediocre or high liking of the reading tasks. There are ten pupils (53%) with a high average from 7,0 to 8,7 and six pupils (32%) with a mediocre average from 5,3 to 6,6 of liking the reading tasks. Three pupils (16%) do not like the reading tasks. The individual liking results below give the average of 6,5 in group X.

Table 11 The individual liking averages in group X with 19 pupils.

2,0	3,5		5,3	6,0	7,0	8,0
2,5			5,8	6,2	7,3	8,2
				6,3	7,3	8,3
				6,6	7,3	8,7
						8,7
						8,7

In group Y (Table 12) the individual liking averages below give the average of 6,8 which is higher than in group X. There are 14 pupils with an average that is 7,0 or higher. The highest averages are 9,0 and 9,9. There is only one low average with 2,4 and 7 mediocre averages between 4,5 and 6,0. In group Y there are 14 motivated readers

(67%). There is one pupil (5%) who does not like the reading tasks and seven that like them a little (32%).

Table 12 The individual average results in group Y with 22 pupils.

2,4		4,5	5,0	6,0	7,0	8,8	9,0
		4,7	5,0		7,3		9,9
			5,5		7,3		
			5,7		7,4		
					7,5		
					7,7		
					7,8		
					7,8		
					7,8		
					7,9		
					7,9		

When the results of the two groups are combined the results from the tables above show that 24 pupils (59%) of the pupils like reading the literary tasks a lot and 13 of them (32%) show mediocre liking whereas 4 pupils (10%) do not like the reading tasks (Table 13).

5.9 Features that are gender-related

The average liking results show that in both groups X and Y girls like the reading of the literature extracts more than boys. But when we look at four boys and girls with the highest and the lowest averages there are differences between the two groups.

Group X

The individual averages of liking the reading in group X gave 6,5 on average and in this figure there are 11 boys whose results give the average of 6,2 and 8 girls whose results give the average of 6,9 (* one girl took part in 3 of the tasks).

4 boys with the highest averages > 8,3

4 girls with the highest averages > 8,1

4 boys with the lowest averages > 4,2

4 girls with the lowest averages > 5,8

Satu Hyrsky

It is notable that in group X the four boys who like the reading tasks the most have a higher average than the four girls with the highest averages. On the other hand the four boys who like the reading tasks the least have a much lower average than the four girls with the lowest averages.

Group Y

The individual averages of liking the reading in group Y gave 6,8 on average and this consists of 11 boys whose results give the average of 6,0 and 11 girls whose results give the average of 7,5. When we count four boys and four girls with the highest and the lowest averages we get the following averages:

4 boys with the highest average > 7,7
4 girls with the highest average > 8,6

4 boys with the lowest average > 4,3
4 girls with the lowest average > 6,3

In group Y the difference between boys and girls was evident since girls have a significantly higher average in total and among the pupils with both the four highest and the lowest liking average results. Researchers have found that females' attitudes to reading were significantly more positive than the males' and even the reading achievement of the females was higher. Similar kind of findings have come from several studies in several countries (Piasecka 2010).

5.10 The liking of reading compared to the pupils' English proficiency

In the following the tables 13 and 14 present the two study groups' individual results of liking the reading of seven reading tasks together with the English grades that the pupils had when the last reading task was done.

Satu Hyrsky

Table 13 The pupils' liking results with their English grades in group X with19 pupils.

The individual liking results below give an average of 6,5 in group X.

2,0 *8*	3,5 *8*		5,3 *6*	6,0 *7*	7,0 *6*	8,0 *6*
2,5 *7*			5,8 *10*	6,2 *8*	7,3 *8*	8,2 *8*
				6,3 *10*	7,3 *10*	8,3 *10*
				6,6 *16*	7,3 *10*	8,7 *9*
						8,7 *9*
						8,7 *9*
						8,7 *9*

Table 14 The pupils' liking results with their English grades in group Y with 22 pupils.

They give an average of 6,8 in group Y.

2,4 *7*		4,5 *9*	5,0 *8*	6,0 *7*	7,0 *7*	8,8 *8*	9,0 *10*
		4,7 *9*	5,0 *8*		7,3 *8*		9,5 *9*
			5,5 *10*		7,3 *8*		
			5,7 *7*		7,4 *10*		
					7,5 *8*		
					7,7 *9*		
					7,8 *7*		
					7,8 *8*		
					7,8 *10*		
					7,9 *9*		
					7,9 *10*		

Table 15 The individual liking averages and English grades of the pupils, groups X and Y combined.

2,0 *8*	3,5 *8*	4,5 *9*	5,0 *8*	6,0 *7*	7,0 *7*	8,8 *8*	9,0 *10*
2,4 *7*		4,7 *9*	5,0 *8*	6,0 *7*	7,0 *6*	8,0 *6*	9,5 *9*
2,5 *7*			5,3 *6*	6,2 *8*	7,3 *8*	8,2 *8*	
			5,5 *10*	6,3 *10*	7,3 *8*	8,3 *10*	
			5,7 *7*	6,6 *6*	7,3 *8*	8,7 *9*	
			5,8 *10*		7,3 *10*	8,7 *9*	
					7,3 *10*	8,7 *9*	
					7,4 *10*		
					7,5 *8*		
					7,7 *9*		
					7,8 *7*		
					7,8 *8*		
					7,8 *10*		
					7,9 *9*		
					7,9 *10*		

The individual averages together with the pupils' English grades above show that it is not self-evident that a pupil with a high grade in English has a high motivation for reading the literature tasks and that a low English grade means that the pupil has low motivation for reading the literary texts. Four pupils with a grade 6 or 7 in English have got the individual averages between 7,0 and 8,0 showing that they liked the reading tasks. This means that 36 % of the pupils with a so called low grade had a high liking average. On the other hand there were five pupils meaning 28% of the pupils with a high grade 9 or 10 whose liking averages were between 4,5 and 6,3 meaning low or moderate. They seemed to like the reading to some extent or just a little. It is possible that despite their good proficiency these pupils did not like to read these literature extracts or it may be that reading in English in general is not their favourite activity or that they simply did not want or like to do tasks that were not graded for them. Extra tasks are not popular among all the pupils and some pupils want to do the minimum amount of work in the lessons. The majority of the pupils however seemed to enjoy the reading of the literature tasks which is shown in the facts that 24 of the 41 pupils (59%) had a high liking average between 7,0 and 9,9. Moderate liking was shown by 13 pupils (32%) with the averages between 4,5 and 6,9. Four pupils (10%) had low averages between 2,0 and 3,5 meaning that they did not have motivation for the reading tasks.

6. Discussion and conclusion

The reading project of seven literary tasks was conducted with the secondary school pupils during their English lessons in grades 8 and 9. The answers in the questionnaires gave results that are discussed under the topics the results of the pupils' motivation for reading, different genres in the tasks, gender related differences and motivation for reading tasks compared to pupils' proficiency. Additionally there were parts that did not function very well in the study and they will get some critical comments towards the end of this discussion. Some suggestions for further studies will be added, too.

A summary of all the pupils' answers shows that a clear majority (59 %) of the pupils liked the reading of the literary tasks which means 24 out of 41 pupils. Moderate liking was shown by 13 pupils (32 %) but four pupils' motivation (10%) for reading the literary tasks remained low. The pupils' comments on their reading in the questionnaires give important information about their reading experiences. In all the reading tasks there were significantly more positive than negative comments from the pupils and in all of the tasks the amount of positive comments was the majority of all the comments. In the last task the positive comments were just two comments more than the negative ones which shows that the task was considered somewhat difficult. However in tasks 1-6 the percentages of the positive comments were between 55% and 68%. The average of all positive comments in the seven reading tasks was 58%. Positive comments describe positive feelings; hence, it is likely that they contain pupils' enjoyment of reading pieces of English literature.

The results of reading different genres showed that reading the fairy tale and the fable had the highest liking averages. Reading a novel was somewhat more demanding but the averages were just a little lower than those with the former genres. Reading poetry in English was a new experience for many of the pupils, something that some pupils mentioned in the comments, but they managed well and liked the reading of most of the poems. The poem in task 7 *Macavity, the Mystery Cat* divided the opinions in that nearly half of the pupils liked reading it a lot and a slightly smaller number of the pupils did not like reading the challenging poem. Poems seemed to divide the opinions. Some pupils wrote happy, positively surprised and even delighted comments on reading the poems and the negative comments showed frustration and boredom. Often it was the

difficulty to understand the words that made the reading hard. The possibility to use a mobile dictionary in the last task with 12 poems was of help for one of the groups because their results of liking showed a rising tendency during the last half of the project. The other group that did not use the dictionary results of liking that were lower but only in the last task with 12 poems.

The proficiencies of the pupils were shown in their English grades at the time when the last task was made. Comparing the grade with the pupil's liking average showed that it was not self-evident that a pupil with a high grade had a high motivation for reading the literature tasks or that a low English grade would mean low motivation for reading the texts. Of the pupils 36% with a lower grade 6 or 7 had a high liking average. On the other hand there were five pupils meaning 28% of the pupils with a grade 9 or 10 whose liking averages were between 4,5 and 6,3 meaning low or moderate and they seemed to like the reading to some extent or just a little.

The comments were discussed after every reading task in section 5 but there were some features that need to be mentioned. Several times a pupil who wrote a negative comment had still liked the reading with a relatively high liking number. It may tell for example that the pupil liked the reading to some extent or that the pupil is between a positive and a negative opinion or has difficulties to decide.

There were gender related findings in the results. Girls on average liked reading the literary tasks significantly more than boys in both study groups. But in one of the study groups the four boys with the highest liking averages beat the four girls with the highest average.

It is possible that many of the pupils made the reading tasks out of duty and not with any greater delight, with extrinsic motivation. But it is evident that as many as 59% of the pupils liked to read the literary tasks and it is possible that many these pupil experienced enjoyment of reading the and perhaps showed intrinsic motivation that has the highest benefit for the pupil.

There were parts in the study that could have been carried out in a more suitable way than was done here. For the first the reading tasks could have been made with a better

timing than they were done. Tasks 4, 5 and 6 should have been made earlier during the spring term so that there would have been time to read the whole novel in task 6. Also the size of the novel collection in the class room should have been bigger and the pupils should have been prepared to choose the novels they wanted in time. In addition the questionnaires had weaknesses in that they could have asked more about the pupils' reading experience.

It can be said that motivation may increase simply because the pupils did something out of the ordinary in the lesson. Reading literature with everybody in the class at the same time and silently was something different for them since the instruction for the reading was different than normally when most parts of the studying are graded.

Suggestions for further studies are for example to study school pupils' experiences of reading poems more extensively. This could be started in the beginning of the English studies and continued for a chosen time period. In the lower secondary school the use of poems would be good to study also together with discussion in the English class. In the era of electronic materials studying the use of e-books in connection with English literature in school studies is a topic that needs more research. The language in online games is an area where research is needed more for example on the topic if the language of the games functions like narratives?

It is most likely that the reading of literary tasks like those in the present work improve the pupils' motivation for reading literature in English. The results of the study showing that about 60% of the lower secondary school pupil like the reading of literature in English and some 30% of them show moderate liking speak to English teachers that literature is worth applying into practise in teenagers' English lessons. Literature can be used in various ways and it does not always require very long time of the lessons. It would be ideal to give the pupils literature extracts to read as early as possible in their English lessons during their years of study.

Satu Hyrsky

References

Albers, Carsten. 2015. "Poetry in the Intermediate EFL Classroom". In Delanoy, Werner & Eisenmann, Maria & Matz, Frauke (eds.) *Learning with literature in the EFL classroom.* Frankfurt am Main: Internationaler Verlag der Wissenschaften.

Benton, Michael & Fox, Geoff. 1985. *Teaching Literature Nine to Fourteen.* Oxford: Oxford University Press.

Bialystok, Ellen & Hakuta, Kenji. 1999. "Confounded Age: Linguistic and Cognitive Factors in Age Differences for Second Language Acquisition". In Birdsong, David (ed.). *Second Language Acquisition and the Critical Period Hypothesis.* Mahwah NJ: Lawrence Erlbaum Associates.

Birdsong, David. 1999. "Introduction: Whys and Why Nots of the Critical Period Hypothesis for Second Language Acquisition". In Birdsong, David (ed.). *Second Language Acquisition and the Critical Period Hypothesis.* Mahwah NJ: Lawrence Erlbaum Associates.

Bloemert, Jasmin & Paran, Amos & Jansen, Ellen & van de Grift, Wim. 2017. *Students' perspective on the benefits of literature education.* https://www.tandfonline.com/doi/full/10.1080/09571736.2017.1298149

Brontë, Emily. 1846. "Stanzas". https://www.poetryfoundation.org/poems/47645/stanzas-56d2283e287a7

Brumfit, C. J. & Carter, Ronald. 1986. "English Literature and English Language". In Brumfit, C. J. & Carter, Ronald (eds.). *Literature and Language Teaching.* Oxford: Oxford University Press.

Carter, Ronald. 1996. "Look both ways before crossing: developments in the language and literature classroom". In Carter, Ronald & McRae, John (eds.). *Language, Literature & the Learner.* London: Longman.

Chambers, Aidan. 1991. *The Reading Environment.* Lockwood: The Thimble Press Glos.

Cook, Vivian. 1995. "Multicompetence and Effects of Age". In Singleton, David & Lengyel, Zsolt (eds.) *The Age Factor in Second Language Acquisition.* Great Britain: Cromwell Press.

Day, Richard R. & Bamford, Julian. 1998. *Extensive reading in the second language classroom.* Great Britain: Cambridge University Press.

Eliot, T. S. 1939. "Macavity, the Mystery Cat". http://www.english-for-students.com/macavity-the-mystery-cat.html

Ellis, Rod. 1997. *Second Language Acquisition.* Oxford: Oxford University Press.

Satu Hyrsky

Foster, John & Korky, Paul. 2001. *Fantastic Football Poems.*Oxford: Oxford University Press.

Frost, Robert. 1923. "Stopping by the Woods on a Snowy Evening". *https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening*

Gabrys-Barker, Danuta. 2010. "Emotion versus Cognition, or What Psycho- and Neurolinguistics Tell us about Affectivity in Second Language Acquisition". In Arabski, J. & Wojtaszek, A. (eds.) *Neurolinguistic and Psycholinguistic Perspectives on SLA.* Great Britain: Short Run Press Ltd.

Hall, Geoff. 2005. *Literature in Language Education.* Basingstoke: Palgrave / Macmillan.

Hall, Geoff. 2015. "Recent Developments in Uses of Literature in Language Teaching". In Teranishi, Masayuki & Saito, Yoshifumi & Wales, Katie (eds.). *Literature and Language Learning in the EFL Classroom.* Hampshire, UK: Palgrave Macmillan.

Heikkilä-Halttunen, Päivi, 2015. *Lue lapselle! Opas lapsen kirjallisuuskasvatukseen.* Keuruu: Otava.

Helsingin Sanomat. 01.10.2017. "Ihan liian pitkä juttu".

Häggblom, Charlotta. 2006. *Young EFL-pupils Reading Multicultural Children's Fiction*. Åbo: Åbo Akademi University Press.

Härmälä, Marita & Huhtanen, Mari & Puukko, Mika. 2013. *Englannin kielen A-oppimäärän oppimistulokset perusopetuksen päättövaiheessa.* https://karvi.fi/app/uploads/2014/10/KARVI_0214.pdf

Härmälä, Marita & Leontjev, Dmitri & Kangasvieri, Teija. 2017. "Relationship between students' opinions, background factors and learning outcomes: Finnish 9th graders learning English". *Int J Appl Linguist.* 2017;27:665-681. https://onlinelibrary.wiley.com/doi/abs/10.1111/ijal.12172

Krashen, Stephen D. 1993. *The Power of Reading: Insights from the Research.* Englewood, CO: Libraries Unlimited.

Krashen, Stephen D. 2012. *The Power of Reading.* Online lecture. https://www.youtube.com/watch?v=DSW7gmvDLag

Larsen-Freeman, Diane & Long, Michael H. 1991. *An Introduction to Second Language Acquisition Research.* Harlow, England: Longman Group UK Limited.

Lear, Edward. 1846. *"Limerick".* https://www.familyfriendpoems.com/poem/limericks-by-edward-lear

Lear, Edward. 1846."Limerick". https://kalliope.org/en/text/lear20020207031

Lear, Edward. 1871. "The Owl and the Pussy Cat".
https://www.poetryfoundation.org/poems/43188/the-owl-and-the-pussy-cat

Lewis, C. S. 1950. *The Lion, the Witch and the Wardrobe.* Great Britain: Martins of Berwick.

Littlewood, William T. 1986. "Literature in the school foreign language course". In Brumfit, Christopher & Carter, Ronald (eds.) *Literature and Language Teaching.* Oxford: Oxford University Press.

LukiMat. Web-based service for learning difficulties in reading and mathematics. http://www.lukimat.fi/lukeminen/tietopalvelu/lukutaito-kehittyy/ymmartamisen-kehittyminen

Lundahl, Bo, 1998. *Engelsk språkdidaktik – texter, kommunikation, språkutveckling.* Studentlitteratur AB, Lund. Poland: Pozkal.

McGeown, Sarah & Osborne, Cara & Warhurst, Amy & Norgate, Roger & Duncan, Lynne G. 2015. *Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors.* Journal of Research in Reading, ISSN 0141-2423. Volume 00, Issue 00, 2015, pp 1-17.

Milne, A. A. 1924. *When We Were Very Young.* London: Egmont UK Limited.

Milne, A. A. 1928. *The House at Pooh Corner.* London: Egmont Books Limited.

Molloy, Gunilla. 2002. *Läraren, Litteraturen, Eleven.* Lärarhögskolan i Stockholm: LHS PrintCenter.

Nation, Paul. 2009. *Teaching ESL/EFL Reading and Writing.* New York: Routledge.

Ortega, Lourdes. 2009. *Understanding Second Language* Acquisition. Great Britain: CPI Anthony Rowe.

Piasecka, Liliana. 2010. "Gender Differences in L1 and L2 Reading". In Arabski, Janus & Wojtaszek, Adam (eds.). *Neurolinguistic and psycholinguistic perspectives.* Great Britain: Short Run Press Ltd.

Rosenblatt, Louise M. 1938. *Literature as Exploration.* London: Heinemann.

Rossetti, Christina. 1849. "Remember".
http://www.bbc.co.uk/poetryseason/poems/remember.shtml

Rönnqvist, Lilian & Sell, Roger, D. 1995. "Teenage Books in Foreign-Language Education for the Middle School". In Sell, Roger D. (ed.). *Literature Throughout Foreign Language Education: The Implications of Pragmatics.* Great Britain: Redwood Books.

Sell, Roger. 1995. "Why is Literature Central?" In Sell, Roger D. (ed.). *Literature Throughout Foreign Language Education: The Implications of Pragmatics.* Great Britain: Redwood Books.

Short, Mick. 1996. *Exploring the Language of Poems, Plays and Prose.* United Kingdom: Addison Wesley Longman Limited.

Sihui, Mao. 1996. "'Interfacing' language and literature: with special reference to the teaching of British cultural studies". In Carter, Ronald & McRae, John (eds.). *Language, Literature & the Learner.* London: Longman.

Singleton, David. 1995. "Introduction: A Critical Look at the Critical Period Hypothesis in Second Language Acquisition Research". In Singleton, David & Lengyel, Zolt (eds.). *The Age Factor in Second Language Acquisition.* Great Britain: Cromwell Press.

Stevenson, Robert Louis. 1885. "Rain". In *The works of Robert Louis Stevenson.* 1924. Great Britain: William Heinemann Ltd.

"The Drawing of the Sword" (trad.) In Lang, Andrew (ed.). *Tales from King Arthur.* Great Britain: Mackays of Chatham plc.

"The Elves and the Shoemaker" (trad.). 2011. In Hague, Michael (ed.). *Michael Hague's Treasured Classics.* San Fransisco: Chronicle Books LLC.

The Finnish curriculum (2014). *Perusopetuksen opetussuunnitelman perusteet,* 2014. https://www.oph.fi/download/163777_perusopetuksen_opetussuunnitelman_perusteet_2 014.pdf

Tolkien, J. R. R. *The Fellowship of the Ring.* 1954. Great Britain: Clays Ltd, St Ives plc.

Turun Sanomat. 08.09. 2017. "Lukematon lapsi jää paljoa vaille".

Williams, William Carlos. 1962. "This Is Just to Say". https://www.poets.org/poetsorg/poem/just-say

Yeats, William Butler. 1899. "Had I the Heavens' Embroidered Cloths". https://www.poemhunter.com/poem/he-wishes-for-the-cloths-of-heaven/

Appendix

I have eaten	7 pupils
the plums	
that were in the icebox	

The rain is raining all around,	7 pupils
It falls on field and tree,	
It rains on the umbrellas here,	
And on the ships at sea.	

Forgive me	4 pupils
they were delicious	
so sweet	
and so cold	

What a beautiful Kitty you are,	3 pupils
You are,	
You are!	
What a beautiful Kitty you are!	

They danced by the light of the moon,	2 pupils
The moon,	
The moon,	
They danced by the light of the moon.	

The woods are lovely, dark and deep.	2 pupils
But I have promises to keep,	
And miles to go before I sleep,	
And miles to go before I sleep.	

They sailed away, for a year and a day,	1 pupil
To the land where the bong-tree grows;	
And there in a wood a Piggy-wig stood,	
With a ring at the end of his nose.	

Macavity, Macavity, there's no one like Macavity,	1 pupil
He's broken every human law, he breaks the law of gravity.	

Remember me when I am gone away,	1 pupil
Gone far away into the silent land;	
When you can no more hold me by the hand	

Satu Hyrsky

Sammanfattning

Min pro gradu-avhandling *Motivated reading in English with Finnish lower secondary school pupils* (Motiverande läsning på engelska med finska högstadieelever) är en studie av finska högstadieelevers motivation att läsa engelska litteraturtexter. Det är en longitudinell undersökning av två studiegrupper i årskurskurserna 8 och 9 med sammanlagt 42 elever som gjorde sju litterära uppgifter på engelska lektioner under en tidsperiod av 18 månader. Syftet var att undersöka om eleverna tyckte om att läsa litteraturtexterna och huruvida denna typ av läsning kunde öka motivationen att läsa litteratur på ett främmande språk. Frågan sammanhänger med den brist på motivation att läsa som kännetecknar många ungdomar i Finland. Numera har drygt 10 % av unga vuxna så omfattande problem med att läsa och skriva en text att de till exempel har svårt att klara av att söka ett jobb.

Undersökningen visar att litteraturläsning på målspråket är nyttigt för andraspråksinlärningen på flera sätt. Enligt grundskolans undervisningsplan ska man använda och läsa olika slags engelska texter, men planen specificerar inte vilken typ av texter det gäller så litterära texter kommer inte nödvändigtvis att ingå i undervisningen. De studieböcker i engelska som vanligen används i Finland innehåller bara några få litterära texter så det är upp till läraren att bestämma och välja hur mycket och på vilket sätt hon eller han vill använda skönlitteratur i sin undervisning på högstadiet. Detta kan vara orsaken till att någon eller lärare använder litterära texter och särskilt skönlitteratur bara i liten utsträckning på högstadiet. Själv var jag en av de lärare som inte hade haft mycket tid för litterära texter fast jag anade deras fördelar därför väcktes intresset för att studera ämnet.

I studien började eleverna med att läsa litteraturuppgifterna 1 till 6 i årskurs åtta och fortsatte med sista delen av programmet i årskurs nio. Sammanlagt fick de läsa sju olika texter inom olika genrer från narrativa texter till många slags dikter. De första sex uppgifterna innehöll litteratur för ungdomar medan den sista uppgiften omfattade 12 dikter som är kända och uppskattade inom klassisk engelsk litteratur från olika tidsperioder. Elevernas svar samlades in med hjälp av ett frågeformulär i samband med varje uppgift. Eleverna skulle för det första ange hur mycket de tyckte om att läsa texten på en skala från 1 (inte alls) till 10 (tyckte mycket om läsningen). För det andra fick de svara på hur lätt eller svår texten var för dem på en skala från 1 (mycket lätt) till 10 (mycket svår). För det tredje fick eleverna skriva ner sina egna åsikter om vad de tyckte om att läsa texten. Svaren visade att en tydlig majoritet, ungefär 60 % av dem, tyckte om eller tyckte mycket om att läsa de litterära texterna. Ungefär 30 % av dem tyckte bara medelmåttigt om läsningen, medan det

var klart att 10 % av dem inte alls tyckte om att läsa dem. Eleverna fick veta att deras svar i frågeformuläret inte hade någon inverkan på deras betyg i engelska.

En jämförelse av de nämnda resultaten och elevernas betyg i engelska visade att siffrorna inte alltid korrelerade med varandra. Det var inte självklart att en elev med ett högt betyg i engelska gillade att läsa litteraturtexterna. Cirka 28 % av eleverna med ett högt betyg (8-10) gillade läsningsuppgifterna bara lite. Å andra sidan tyckte 36 % av eleverna med ett lägre betyg (6-7) om att läsa litteraturtexterna på engelska.

Det fanns också genusrelaterade skillnader bland studieresultaten. Det visade sig att flickorna tyckte mera om läsningsuppgifterna än pojkarna vilket också har visats i flera andra studier. Någon genomgående trend var detta ändå inte. I den ena studiegruppen gillade de fyra pojkarna med de högsta betygen läsningsuppgifterna i högre grad än de fyra flickorna med de högsta betygen i gruppen.

Tyvärr fanns det några brister i hur undersökningen förverkligades. Till exempel genom frågeformuläret borde jag mera ingående ha tagit reda på hur eleverna upplevde läsningen. Det kan även hända att många elever gjorde uppgifterna bara för att det stod på programmet. Då kan de ha svarat att de visserligen tyckte om att läsa texterna men att deras motivation i själva verket var av ett mera ytligt slag.

Undersökningsresultaten i denna studie visade tydligt att det är högst sannolikt att skönlitterära läsningsuppgifter såsom i denna studie bidrar till att förbättra elevernas motivation att läsa litteratur på främmande språk. Visserligen tyckte en tionde del av eleverna inte om att läsa uppgifterna och ungefär en tredje del gillade dem bara medelmåttigt, men av elevernas egna kommentarer kan man läsa att de cirka 60 % av de elever som var mycket motiverade av läsningen fick en positiv erfarenhet av litteraturläsningen. Tidigare undersökningar har visat att sådan motivation som är baserad på att man tycker om att göra någonting är den optimala typen av motivation. Sådan motivation kan ha funnits hos flera av eleverna i denna studie.