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ENCOURAGING READING IN ENGLISH LANGUAGE

FOMENTO DE LA LECTURA EN LENGUA INGLESA

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EN EDUCACIÓN PRIMARIA

MENCIÓN EN LENGUA EXTRANJERA, INGLÉS

AUTORA: Alba Sierra Martín

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ABSTRACT

The Reading Plans of bilingual schools tend to focus on the mother tongue, paying not as much attention to the foreign language, in this case English. In view of this difficulty, the need arises to establish a certain degree of coordination between the Reading Plans and the Bilingualism Plans.

The different interventions and intervention proposals developed in this work focus on experiencing and enjoying the usefulness of the English language from an interdisciplinary approach, considering the context, the diversity of levels and interests of the students and their previous knowledge.

The final objective is to develop reading habits in the English language based on motivation. When reading pleasure has not been developed, an external stimulus (extrinsic motivation) is necessary to guide towards autonomous reading (intrinsic motivation). In the present work, the external stimulus is the different activities that are planned around reading.

KEY WORDS: Reading, reading motivation, reading comprehension, reading plan, reading habit, intervention proposal, Primary Education, Foreign Language English.

RESUMEN

Los Planes de Lectura de los centros bilingües suelen centrarse en la lengua materna, descuidando la lengua extranjera, en este caso, la lengua inglesa. Ante esta dificultad surge la necesidad de establecer cierta coordinación entre los Planes de Lectura y los Planes de Bilingüismo.

Las diferentes intervenciones y propuestas de intervención que se desarrollan en el presente trabajo se centran en experimentar y disfrutar la utilidad de la lengua inglesa desde un enfoque interdisciplinar dando cabida al contexto, la diversidad de niveles e intereses del alumnado y sus conocimientos previos.

El objetivo final es desarrollar el hábito lector en lengua inglesa a base de motivación. Cuando aún no se ha desarrollado placer por la lectura es necesario un estímulo externo

(motivación extrínseca) que guie hacia una lectura autónoma (motivación intrínseca). En el presente trabajo, el estímulo externo son las diferentes actividades planteadas en torno a la lectura.

PALABRAS CLAVE: Lectura, motivación a la lectura, comprensión lectora, plan lector, hábito lector, propuesta de intervención, Educación Primaria, Lengua Extranjera Inglés.

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INTRODUCTION

The Reading Plans of bilingual schools tend to focus on the mother tongue, paying not as much attention to the foreign language, in this case, English language. In view of this difficulty, there is a growing need to establish a certain degree of coordination between the Reading Plans and the Bilingualism Plans (Koda & Yamashita, 2018).

The lack of reading in English affects the teaching-learning process, limiting teaching interventions and, therefore, student learning. Students, when faced with a lack of reading comprehension in English, routinely resort to translation, with the poor results that this has been shown to entail (Nuttall, 2015).

Basing on the Common European Framework of Reference for Languages (Council of Europe, 2001), the intervention proposals developed in this work focus on experiencing and enjoying the usefulness of the English language through a wide variety of literary genres in a bilingual public school in year 5. In order to achieve this, special attention is paid to the ability of understanding what is being read. The importance given to reading comprehension is due to the fact that it acts as a starting point in practically any academic activity, such as those developed in this work, and even in everyday life. It is as simple as that if something is not understood, it cannot be done correctly (Grabe, 2009).

According to Edward L. Deci and Richard Ryan (2000), when reading pleasure has not yet been developed, an external stimulus (extrinsic motivation) is needed to guide the reader towards autonomous reading (intrinsic motivation). Motivation in reading is fundamental as a starting point for developing the habit of reading and reading enjoyment. In the present work, the external stimulus is the different activities proposed around reading.

In order to achieve the progressive promotion of reading in English language, the role of the teacher is fundamental in the selection of the text or book. In general terms, it should be based on the students' interests, as well as on their previous knowledge linked to their immediate environment to accomplish a meaningful learning (Alderson & Urquhart, 1986).

To sum up, the promotion of Bilingual Reading Plans should encourage the enjoyment and experience of the usefulness of English through a wide diversity of literary genres and topics. In this way, the aim is for pupils to find their own type of books, creating a reading habit in English language (Grabe, 2009).

OBJETIVES

GENERAL OBJECTIVES OF THE PRIMARY EDUCATION DEGREE

In accordance with Article 16 of the Organic Law 2/2006 of 3 May, on Education to teach the educational stage of Primary Education, which states that the main objective of the degree is to train professionals with the capacity to provide educational attention to Primary Education pupils and to prepare and monitor them. It will be necessary for teachers to meet a series of objectives such as those selected below in relation to the present work:

To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge about the respective teaching and learning procedures.

- To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- To deal effectively with language learning situations in multicultural and plurilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.
- To reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

SPECIFIC OBJECTIVES OF THE MENTION IN FOREIGN LANGUAGE, ENGLISH

Students of the Primary Education Teacher Degree must develop during their studies a list of specific competences according to ORDER ECI/3857/2007, of 27 December, which regulates the Primary Education Teacher Degree. The specific objectives are set out below according to the competences detailed:

- Communicative competence in Foreign Language (English), advanced level C1, according to the European Framework of Reference for Languages. This competence will involve:
 - To acquire linguistic (phonetic-phonological, grammatical and pragmatic) and sociocultural knowledge of the foreign language.
 - To know the cognitive, linguistic and communicative bases of language acquisition.
- Plan what is to be taught and assessed in relation to the foreign language concerned, and select, devise and develop teaching strategies, types of activities and teaching resources. This competence will involve:
 - To know the main didactic trends in the teaching of foreign languages to children and their application to the foreign language classroom at the different levels established in the curriculum.
 - To be familiar with the Primary Education curriculum and the curricular development of the foreign language area.
 - To be able to develop positive attitudes and representations and openness to linguistic and cultural diversity in the classroom.
 - To be able to stimulate the development of metalinguistic/metacognitive and cognitive skills for the acquisition of the new language, by means of relevant tasks which are meaningful and close to the students.
 - To be able to plan the teaching-learning process of a foreign language, selecting, devising and developing teaching strategies, types of activities and materials according to the diversity of learners.

THEORETICAL FRAMEWORK

READING

Definition of reading and its importance

As Grellet (1981) alluded to, "reading is a process of constant divination and what the reader brings to the text is often more important than what he finds in it". This quote reflects the dynamic character of reading as an active interaction between the reader and the text.

The starting point for reading is either an intention or a desire on the part of the reader to decode the words written in the text, understand their meanings and relate them to prior knowledge (Bernal, 2011; Nutall, 2015).

The first step in reading is the knowledge of linguistic symbols, which is known as decoding and is acquired at early educational levels. After decoding and understanding the meaning of these symbols, it is necessary to make inferences to extract the information that appears explicit in the text in order to extract implicit meanings. It is at this point that the individual is already able to relate the knowledge extracted with previous knowledge (Bernal, 2011; Nutall, 2015).

Due to its multiple functions, reading is of such importance for human beings that it can almost be considered a basic need (Bernal, 2011; Nutall, 2015). Regarding to Bernal (2011), we can classify the functions of reading:

- **Cognitive function.** It satisfies our natural curiosity and need for information, as well as allowing the development of our language and mental operations.
- **Affective function.** Promotes the improvement of emotional management through identification with fictional characters and situations.
- **Instrumental function.** Refers to the multiple uses of reading, for example, as a learning tool or hobby.
- **Socialisation function.** It satisfies the inherent human desire for communication that allows us to interact and share ideas and emotions between the author and the reader. In addition, it provides the reader with information about his community that allows him to participate in it actively and positively.

- **Escape function.** Reading offers us the possibility to escape from reality and immerse ourselves in a fictional world where we can fantasise and dream.
- **Liberating function.** Reading opens the door to knowledge and offers us information from new perspectives, promoting tolerance and critical capacity.

READING COMPREHENSION

Definition of reading comprehension

Leaving aside the medieval conception that reading is simply oralising the spelling, or the mechanical view that reading only involves decoding words and phrases, it is necessary to pay attention to the deeper meaning or understanding of the text. Reading can be understood as the result of two fundamental elements: word recognition and language comprehension (Cassany, 2006).

Comprehension, from a very general point of view, is the ability to understand the meaning of things. It involves designing learning experiences that take the learner beyond simply reading the text. The National Reading Panel report (2000), after investigating the best methods for teaching reading in the United States, indicated comprehension as one of the five pillars to be taken into account. The quote was "understanding texts is the goal of reading and reading instruction". At the same time, the report places special emphasis on cultivating this skill from an early age, focusing on the simultaneous teaching of comprehension and coding. A certain degree of automaticity in word recognition is necessary to free up cognitive resources for comprehension, up to expressive or prosodic reading. So-called deep comprehension is achieved after many years of learning to read (Defior, 2021).

Reading comprehension is the linguistic skill of interpreting written discourse. It involves not only purely linguistic components, but also perceptual, cognitive and sociological ones, among others; it is a communicative ability that goes beyond the strictly linguistic level. It is influenced by aspects such as the reader's attitude, experience, prior knowledge and opinion, that is, how the reader not only extracts information, opinion or delight, a fact which reflects the dynamic nature of this skill (Grellet, 1981).

It is worth noting that "it is not a homogeneous and unique ability, but a set of skills that we use in one way or another depending on the situation" (Cassany, Luna, &

Sanz, 1994). Reading comprehension is also related to the reader's intentionality; skimming a newspaper is not the same as reading a novel.

How the format influences on reading comprehension

The Progress in International Reading Literacy Study (PIRLS), presented by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils' reading comprehension in 4th grade of primary school every 5 years. The results show that although the average of the participating countries has evolved favourably over the last almost 20 years, others with an outstanding education system have seen their results decline. This is the case in Sweden, where the decision has been taken to abandon screens and return to textbooks. Numerous research studies, such as the recent study carried out in 2018 by Pablo Delgado and others from Valencia University blame the misuse of new technologies. To reach these conclusions they incorporated 54 researches conducted between 2000 and 2017, examining and contrasting reading comprehension outcomes between paper-based and screen-based formats. Already since the end of the last century numerous authors such as Neil Postman (1992), a prominent technology critic and Jane Healy (1998), an educational psychologist warned of the harmful consequences of the abuse of technology in the classroom.

The Substitution, Augmentation, Modification, Redefinition (SAMR) model developed by Puentedura (2006) and the Technological Pedagogical Content Knowledge (TPACK) model developed by Mishra and Koehler (2009) argue that the perfect balance is to achieve a correct integration of new technologies with the different methodologies, activities, needs and circumstances of the classroom.

In short, the innumerable benefits of reading on paper mean that technology is not used as a support for reading but is integrated and used as a complement to some of the activities proposed for the text being worked on. The integration of technologies should be a step forward and not a step backwards. As Delgado et al. (2018) referred to.

Reading comprehension levels

Considering that reading comprehension is the process of constructing personal meaning of the text through active interaction with the reader, it is necessary to establish a classification to grade the level of comprehension. According to Barret's Taxonomy (1968), 5 categories from the most basic to the most complex are proposed, which, described by Pérez (2005), would be the following:

- **Literal comprehension.** This is the first level and therefore the most basic. It focuses on the recognition of explicit information in the text. It involves the following processes of perception, observation and memory to identify, associate or order. A practical example would be identifying the characters in a story.
- **Reorganisation of information.** The reader focuses on classifying and synthesising information through summaries or sketches.
- **Inferential level.** Requires the content to be used to make hypotheses and inferences. This requires the involvement of logical operations of thought which form more complex skills such as generalising, identifying cause-effect, estimating and predicting.
- **Critical comprehension.** This involves confronting the meaning of the text with the reader's prior knowledge and personal experiences in order to make value judgements. The skills of criticising, evaluating and arguing predominate.
- **Reading appreciation.** In line with Pérez (2005), this last level "refers to the psychological and aesthetic impact of the text on the reader". Inferences are made about logical and text-specific relations, an example of the latter being lexical ambiguities.

It is important to mention that, as students improve their reading skills in the different grades of the education system, they will perfect their full construction of the meaning of texts (Pérez, 2005).

Finally, it is worth highlighting that reading comprehension is part of the broader framework of reading literacy. Reading literacy encompasses not only the ability to comprehend texts, but also the ability to use that comprehension effectively in the social environment. In this sense, reading comprehension refers to an abstract concept that depends on the individual abilities of each person, whereas reading literacy refers to the

concrete manifestation of that ability, which is intrinsically related to the individual's interaction with society.

MOTIVATION

Definition of motivation and its importance

Motivation plays a crucial role in overcoming challenges and difficulties, as a motivated person tends to persist, seek novel solutions and learn from mistakes. This statement implies that motivation influences the level of commitment, effort and perseverance (Bernal, 2011).

The first and most important consideration in motivating reading in the classroom is to make it enjoyable and pleasant, not tiring, frustrating and compulsory (Bernal, 2011).

Motivation is seen as a solution to our country's low reading rates in PISA reports in recent years (OECD, 2018). In order to achieve student motivation, motivation must be reflected on the part of the teacher. In relation to the Organization for Economic Co-operation and Development (OECD) (2018):

72% of students in Spain agree or strongly agree that the teacher shows that he or she enjoys teaching. In most countries and regions, students scored higher in reading when they perceived their teachers as more enthusiastic, especially when students recognised that their teachers were interested in the subject.

Theories of motivation

Firstly, it is crucial to acknowledge that motivation is approached differently in mother tongue and foreign language. In L1, there is a proliferation of studies linking reading comprehension and motivation. As per Grabe (2009) speaking of L1 "A finite set of instructional supports explicitly targeting motivational development in reading can facilitate engaged reading and reading comprehension". Furthermore, also in relation to L1, students with high intrinsic motivation use comprehension strategies more frequently and therefore comprehend texts better (Meece & Holt, 1993; Guthrie & Wigfield, 2000). Nevertheless, currently, the best resources available for achieving intrinsic motivation in

the L2 classroom are L1 research. This fact highlights the need for much more research on reading motivation in L2 (Grabe, 2009).

Prior to the 1990s, Gardner's social-psychological theory about instrumental and integrative motivation dominated the field of L2 learning motivation. Instrumental motivation encompassed all other reasons for learning the target L2 while integrative motivation encompassed a desire to connect with the target culture and its language. However, it is important to note that integrative and instrumental motivation are not synonymous with intrinsic and extrinsic motivation (Gardner et al., 1997; Grabe, 2009).

In the early 1990s, Crookes and Schmidt (1991), drawing on research from educational psychology perspectives, provided a significant overview of motivation. They emphasised the complexity of motivation in language learning with factors going beyond integrative and instrumental motivation. This shift in perspective sparked an increased interest in exploring different theories to understand and incorporate various motivational factors in language learning. Although many of the proposed theories emerged at the end of the last century, they are still a reference in the field of motivation.

In addition, it is worth noting that different profiles of L2 learners, coming from different social backgrounds, have huge differences on their profiles of language learning motivation. For instance, as per the findings by Grabe (2009):

Heritage language learners and bilingual minority students in an L2 language-majority setting may be strongly influenced by Gardner's integrative / instrumental motivations. Students in many ESL contexts and most EFL contexts may not be influenced strongly by social-identity factors but may be influenced by academic and classroom factors that draw on goals, attributions, interest, self-efficacy, and intrinsic / extrinsic motivations

The theories are the following ones:

Achievement theory. Achievement theory is a classic theory of motivation that explains how the desire to demonstrate competence and achieve success drives our motivation. Despite it was developed by David McClelland, an American psychologist, in the 1950s and 1960s, it is still relevant and widely studied in this field. This theory is based on Expectancy-Value Theory, which suggests that achievement is determined by our expectations of success and the value we place on that potential success Grabe (2009).

In addition, Achievement theory also addresses the internal conflict between our desire for success and our avoidance of failure. This theory aims to predict the effort we put into different types of tasks. However, it does not directly address our beliefs about our capabilities, as expectations of success vary depending on the task. Therefore, our capabilities cannot be generalised or separated from specific tasks. Nevertheless, our abilities are self-assessed as a component of our perceived expectations for achieving success Grabe (2009).

Research supports the existence of a positive relationship between task persistence and task accomplishment in relation to our expectations of success and the value we attach to the task. In summary, achievement theory helps us to understand how motivation, expectations of success and the value attached to a task influence our effort and performance, Grabe (2009).

Self-Determination Theory. Based on Edward L. Deci and Richard Ryan (2000), “Self-Determination Theory refers to individuals’ capacity to choose how to satisfy their needs and act on their environment. The more self- determined the person, the more he or she is motivated by internal factors that he or she controls (an intrinsic orientation to learning).”

This theory is based on three essential concepts: competence, relatedness and autonomy. Competence implies that in order to perform actions that are personally important or intrinsic, it is necessary to have the ability to succeed in those actions; relatedness implies having links with supportive groups; and autonomy refers to experiencing control over the actions taken (Deci and Ryan, 2000; Grabe, 2009).

At the core of the theory is intrinsic motivation, which refers to the internal drive to perform actions for their own sake. In contrast, extrinsic motivation is based on the achievement of external goals and stimuli. Intrinsic motivation drives people to engage in activities that require self-regulation, employ process strategies to achieve goals, seek challenges and cope with difficulties more effectively than those who are extrinsically motivated (Deci and Ryan, 2000; Grabe, 2009).

Although intrinsic and extrinsic motivation are considered to be opposites, numerous studies have shown that they are moderately correlated to the extent that changes in intrinsic motivation can occur through environments that foster competition,

provide choice and encourage group support. In general, there are intermediate points at which situations of initial extrinsic motivation can lead to further development of intrinsic motivation (Deci and Ryan, 2000; Grabe, 2009).

Social-Cognitive Theory. As an extension of his Social Learning Theory, Albert Bandura developed the Social-Cognitive Theory. As per the findings by Grabe (2009), this theory “portrays motivation as the combined influence of cognitive abilities, environmental factors, and behaviours in a given situation”.

The applicability of the theory is highly dependent on the task at hand. Self-perception to achieve, persistence in achievement and level of effort may vary considerably regarding to various contextual factors (Schunk & Pajares, 2004).

Self-perception focuses on self-efficacy, the belief in one's ability to succeed. Self-efficacy influences effort, persistence and learning. It is based on past experiences, external information and physiological responses (Bandura, 1997; Schunk & Zimmerman, 2006). Self-efficacy is key to predicting learning, motivation and achievement, and can be enhanced through clear goals, progress monitoring, feedback, effort-to-success ratio, self-regulation and effective learning strategies. Self-efficacy is related to self-regulation and requires metacognitive awareness in the learning process (Schunk & Pajares, 2004).

Goal Theory. Goal Theory, as per to Grabe (2009) combines "goal setting, expectations, attributions, ability, self-efficacy and achievement behaviours in its description of motivation". It is based on goal orientation as the main factor driving a person's action.

This theory distinguishes between two types of goals: performance goals, which focus on outperforming others, and mastery goals, which focus on excelling and learning. Both orientations have different impacts on achievement behaviour. Those motivated by performance goals focus on outperforming others and gaining recognition, without necessarily prioritising personal skill development. Conversely, those motivated by mastery goals engage in practising skills and pursuing competence development, finding satisfaction in the achievement of learning goals.

Goal orientation also influences how individuals approach or avoid tasks. Those with a mastery orientation show greater cognitive engagement, use learning strategies

more effectively and are willing to face challenges. In addition, they have greater confidence in their abilities (self-efficacy) and attribute their successes to internal and controllable factors (positive attributions).

Attribution Theory. Attribution theory examines how individuals interpret the causes behind their success or failure. It suggests that both are attributed to factors such as ability, effort, task difficulty, and luck. These attributions significantly impact one's motivation to persist in a task. The perceived locus of control, stability of task outcomes, and level of self-control also influence the attribution process. Feedback from previous experiences plays a crucial role in attributing reasons for future success. In practical terms, this theory highlights that students who encounter failure may attribute it to their low ability rather than considering factors like effort or task difficulty, leading to a decline in motivation. However, efforts to modify these attributions, such as shifting the focus to low effort rather than low ability, can enhance motivation to persist (Grabe, 2009; Weiner, 2012).

Techniques for reading motivation

Numerous authors such as John Dewey in his work "Experience and education" (1938) or Rousseau in "Emile or On education" (1762) defend the idea of learning as a personal and meaningful experience linked to the interests of the students. Both aspects are not the key to success, but they are key to guaranteeing educational quality and motivating students in the task. However, it is necessary to complement this romantic view of education with the concept of "effort"; it is not only necessary that learners perceive learning activities as meaningful and valuable, but also that they experience them as "fun". Fun, or motivation, is the driver of effort.

Reading itself involves different mental processes such as decoding, attention and working memory. At the same time, if the reader's vocabulary level is not sufficiently varied, and his or her prior knowledge of the subject matter is also poor or non-existent, reading can be a challenge. As if this were not enough, the effort is even greater if the reading is in a foreign language. In order for students to see that the effort is worthwhile, extrinsic motivation is needed, for example, based on their interests; that is, how the subject matter and the activities proposed in connection with the reading are attractive.

If the ultimate aim is to encourage autonomous reading and intrinsic interest, which arises spontaneously and freely, the readings proposed in the classroom must meet a series of criteria. In the following, summarising the theories proposed in the previous section, different techniques are proposed to motivate and promote reading in English which a teacher should consider.

It is important to mention that they are not independent of each other, but complementary and are drawn by the authors of the “Theories of motivation” subsection:

Context. Contextualising the readings proposed in the classroom - just like any other activity - is fundamental in the educational process, as it provides students with a meaningful frame of reference for their learning. Contextualising is the teacher's responsibility and involves establishing relationships between the book, the contents of the curriculum, prior knowledge and the diversity of levels and interests. That is, how this is the main tool that encompasses all the others (Alderson & Urquhart, 1986; Grabe, 2009).

Contextualising also means considering the socio-cultural background. As stated by Alderson and Urquhart (1986):

“Cross-cultural experimentation demonstrates that reading comprehension is a function of cultural background knowledge. If readers possess the schemata assumed by the writer, they understand what is stated and effortlessly make the inferences intended. If they do not, they distort meaning as they attempt to accommodate even explicitly stated propositions to their own pre-existing knowledge structures.”

To increase students' success in their transition to the target culture, teachers must go beyond simply recognising and reducing interference. For instance, it is necessary to analyse the source and extent of inference in a text when learners' responses indicate that the fact described presents comprehension difficulties. A proper interpretation can be made by providing the necessary information about the cultural context or through comparison of the fact with similar facts in the native culture.

Level. Taking the stress of the students out of reading adapting the texts to their level is one of the keys to motivate students reading. Avoid selecting books too challenging, as the learner may have to rely heavily on the dictionary. Or even though

that instead of seeing it as a possible challenge they conceive it as impossible and end up giving up and abandoning the book. However, be careful not to choose a book that is too easy, as it may not offer substantial learning opportunities. Virtue resides in striking a balance: presenting challenging tasks while providing support and guidance to assist learners meet those expectations (Alderson and Urquhart, 1986; Grabe, 2009).

Interests. Taking into account the students' interests is fundamental for motivation in the selection of readings; they must feel that they have chosen the book themselves. If they see reading as compulsory, they will equate it with boring. Furthermore, reading books that reflect their interests helps to establish a personal connection with the characters and stories, contributing to developing a reading habit and fostering their love of books (Alderson and Urquhart, 1986).

It is also necessary to link the subject matter to previous content and curricular content. Nor should it be forgotten that students' interests also include the diversity of literary genres (Alderson and Urquhart, 1986; Grabe, 2009).

Learning objectives. Students usually do not know what they are expected to learn. It is therefore necessary to set learning objectives from the outset about the activities to be carried out on the basis of the reading. As per Alderson and Urquhart (1986) “A learning objective is a statement informing the student of the specific information to be learned from the text, the procedure for assessing learning and the minimum level of acceptable performance”.

The importance of this technique is evidenced in the research of Duchastel and Merrill (1973) where it was shown that students who were given learning objectives performed better than those who were not.

Although it could be separated in another section, in this case, the close relationship between learning objectives and expectations, what they are supposed to learn, makes it necessary to address them together; learning objectives reflect the expectations that the teacher has of the pupils in a way that increased the pupils' self-confidence and a willingness to take on academic challenges. Hence, low expectations triggered the opposite result (Alderson and Urquhart, 1986).

Activities. In line with the previous section, as with the learning objectives, it is necessary to be aware of the activities to be carried out from the beginning, as the function

is to motivate and stimulate reading. Reading is already a dynamic process in which active and constant interaction is required, where the activities are one more stimulus for this process (Alderson and Urquhart, 1986).

The activities serve a double purpose, not only to motivate, but also to reflect the student's level of reading comprehension. If students do not understand the text, it is impossible for them to enjoy reading (Alderson and Urquhart, 1986).

Questions. Although the activities include questions in themselves, it is preferable to specify them separately. Through activities, apart from motivating reading, as they act as a goal; they help to direct the reader's attention to specific parts of the text; they encourage reflection and assimilation of content; they improve reading comprehension; and they lead to greater acquisition of information (Alderson and Urquhart, 1986).

Numerous studies reflect these ideas. Rothkopf (1966) showed that students who are asked questions about a text before reading do better in intentional learning and students who are asked questions after reading not only do better in intentional learning but also in incidental learning.

In short, the lack of context in reading hinders comprehension, as elements such as motivation, goals and reading expectations are lacking. This implies understanding what reading is, adopting an appropriate methodological approach and designing activities that promote optimal comprehension (Cassany, 2006).

METHODOLOGY OF THE RESEARCH

The research period prior to the development of the proposal focused on systematic observation while the classes and thus, the evidence obtained. The two main factors that led me to develop this Final Degree Project are:

- At the beginning of a new didactic unit in Social Sciences and Natural Sciences, I contextualised it by means of a short reading. The reading was accompanied by a series of questions which were asked orally. The number of pupils who were willing to read the text in front of the whole class echoed the motivation for the activity.
- The subject of Spanish Language and Literature and the Reading Encouragement Plan promoted the reading of literature in the mother tongue, paying not as much attention to the foreign language, in this case, English language. This is reflected in the fact that pupils voluntarily started to read in free time, such as exchanges.

Despite the motivation and enjoyment, they showed in both situations, I found it significant that they did not make the leap to reading literature in English and I began to propose different texts.

First, I began to develop hypotheses about the possible causes that made it difficult for students to read in English. One of them could be that the possible lack of reading comprehension made it difficult for them to make the leap, but this hypothesis was refuted by the fact that when the reading was done orally by the whole class, the pupils did understand the text and were also participative. Through the different reflections on the interventions in the subsection "presentation of the results", I modified and adapted the proposal until I detected that the problem was the lack of motivation.

INTERVENTION PROPOSAL

INTRODUCTION

The guiding thread of the two proposals will be the legends, curricular content of year 5. The theme was agreed with the students, taking into account their interests, and trying to bring them closer to their immediate environment, their country. The project was structured around a guiding question "We know legends such as the Loch Ness Monster, Robin Hood or King Arthur, but none of them took place in Spain, will we manage to discover the legends hidden in our country?"

Legends are literary texts of a narrative nature that make up a large part of the intangible cultural heritage, which allows us to deal with a variety of topics ranging from historical events, such as the festivity of San Isidro Labrador in Madrid, to historical monuments, such as the Church of "San Miguel" in Palencia.

The proposed theme allows to address a wide variety of contents linked to different areas of the curriculum, giving the project an interdisciplinary character. The contents will be taught in English, taking into account the different textual typologies that are addressed in Spanish Language and Literature and worked on the class during the second and third term. In addition, many of the legends take place in the Middle Ages, a historical period that corresponds to one of the contents of Social Sciences in the 5th grade. In compliance with to the BOE DECRETO 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castilla and León.

Considering the proposed theme, each intervention of the project will be based on the reading of a different legend. Subsequently, students will write a text related to that legend, which will allow teachers to evaluate the level of reading comprehension. In the first intervention, narrative texts are worked on through a legend, in the second, literary texts through a poem, in the third, epistolary texts through a letter, and in the last, advertising texts through an advertising brochure.

Each intervention is composed of a legend and a final task. The legends presented serve as a pretext to begin and contextualize the units in the area of Spanish Language and Literature, including reading comprehension in English. After the development of the didactic unit, the corresponding final task will be carried out. It consists in the creation of a specific type of text.

The legends will be presented in a visual and intuitive support; the text has images that facilitate the comprehension of the text. It is important for the student to find motivating elements, taking into account the difficulty of beginning to read texts in English. The grammar and vocabulary have also been adapted to the level of the students, year 5.

Lastly, this intervention proposal is scheduled for the second and third term. The legends correspond to festivities of national and international tourist interest at that time of the year. However, it is intended to be carried out during future school years, either using the legends or other textual typology as a common thread, to generate continuity in the improvement of reading comprehension.

OBJECTIVES

Based on what has been set out in this Final Degree Project, the teacher fulfils the following objectives:

- To base interventions on the proposed theoretical framework and methodology.
- To motivate to read in English through activities (extrinsic motivation) in order to create a reading habit (intrinsic motivation).
- To develop proposals from a wide diversity of textual typologies, adapted to the different levels of reading comprehension and the prior knowledge and interests of the students.
- To promote the usefulness of English from an interdisciplinary approach.
- To improve reading comprehension through the different proposed readings.

CONTEXTUALIZATION

The proposal is based on year 5 of a two-line, Catholic and bilingual public school. The classroom is made up of 25 students of Spanish nationality aged between 10 and 12 (11 girls and 14 boys). Regarding to English language, it is a diverse group in which two pupils with dyslexia stand out. Both have difficulties in reading, fluency and spelling. Therefore, they do not take subjects in the bilingual section. Furthermore, there are 6 students with a slower pace of work who require some adaptations in the bilingual subjects.

TIMING

The first and second interventions are located respectively in the second and third trimester, coinciding with my internship at school and with the proximity to the proposed theme. For example, the text about the statue of the Palencia woman is worked on Women's Day.

In addition, a series of readings have been proposed to give continuity to the reading promotion in the classroom during the rest of the third term. Within this variety of readings, students can choose the one that best suits their level and/or interests.

In short, the aim of this temporary organisation is that the pupils will have developed a taste and therefore a habit for reading in English and will be able to develop it during the summer holidays. Moreover, as most of the books proposed belong to different collections, if the one they have chosen during the third term has been interesting for them, they can read other books from the same collection during the summer holidays.

METHODOLOGY OF THE PROPOSAL

A communicative methodology, centred on the European Framework of Reference is develop. It is based on a "self-centred curriculum", which means that it starts from what the student knows, and the topics introduced are within their "zone of proximal development", that is, topics that they already know (meaningful learning), even if only superficially, or that they can understand despite their initial lack of knowledge. Based on this principle, a CLIL (Content and Language Integrated Learning) Methodology is applied, teaching content through a foreign language.

In the classroom where this work is focused, two different methodologies are used. The first focuses on theoretical explanations and the second is an active methodology, specifically Project Based Learning carried out through cooperative groups.

With the aim of following the same line of work as that implemented in the classroom, the interventions and intervention proposals have been focused in the form of Project Based Learning (PBL). Each text corresponds to a PBL. An initial activity is carried out to contextualise the subject. During the reading, a series of intermediate activities are carried out leading to a final task. The final task is carried out at the end of the reading. However, it should be noted that this methodology is not developed literally.

Project-based learning is a task-based approach to teaching and learning, a shared process of negotiation between participants, with the main objective being the achievement of an end product (Guerrero & Ruiz, 2019).

John Dewey (1997) is recognised as one of the first advocates of project-based education. Similarly, other currents (neo-Piagetian and neo-Ovigoskian) emphasise the importance of practical thinking, understanding education as a permanent process of representation, understanding and action, within the framework of the experiences and reflections that each person lives with other people, ideas, objects and contexts that surround their existence (Guerrero & Ruiz, 2019)

Organised project work allows for the integration of theory and practice; it enhances intellectual skills by overcoming the capacity for memorisation; it promotes personal and team responsibility by setting one's own goals; and it fosters self-critical and evaluative thinking (Guerrero & Ruiz, 2019).

Furthermore, **collaborative learning** is conceived as a social act where dialogue must prevail in the construction of knowledge and reflection to question reality. Pupils work in small teams in order to achieve a shared learning objective. (Férez, 2005). As cooperative learning, who is also developed, both pedagogical approaches promote interaction between the students.

Cooperative learning is developed due to the students are organised in groups to carry out the activities (Johnson, & Johnson, 1999). According to Férez (2005), working in groups makes it possible to achieve significant learning, the development of

cognitive skills such as reasoning, observation, analysis, and critical judgement, among others, while promoting socialisation, improving self-esteem and acceptance of the communities in which they work.

Due to its close relation, Project-Based Learning is often confused with **interest-based learning**, who is also develop. As per Bob Engler's (2022), we can appreciate some differences between both methodologies:

Interest-based learning is a model for lifelong learning. Children whose interests are embedded in their education are more likely to stay engaged through school and college and into whatever follows. Because learning itself becomes an interest, they become self-motivated to build on their knowledge.

In this case, the main interest of the first intervention is Palencia, our province; a close and familiar environment for the pupils which will encourage their motivation and desire to learn. In addition, as explained in the theoretical framework, one of the techniques for fostering student motivation is to consider their interests.

Although **constructivism** is not a methodology per se, the interventions will be approached from a constructivist perspective. For this reason, in the first intervention, the activity corresponds to the first level of reading comprehension, literal comprehension, and the second to a higher level, reorganisation of information.

This pedagogical current consists of the personal construction of knowledge based on previous representations or ideas that may be correct or inaccurate. In this model, the protagonist is the student and the teacher acts as a learning guide with a solutionist role. This model is emphasised because students will base and build their learning on social interaction with the rest of their classmates, hence many of the proposed activities are based on cooperative exercises in which the teacher, in many of them, assigns a role to each of the students within the group (Coloma & Tafur, 1999).

Project-based learning (PBL) is the methodology that frames the proposals and acts as a common thread promoting the interrelation between the different methodologies to achieve constructivist learning.

DEVELOPMENT OF THE PROPOSAL

The project consists of two interventions.

First intervention

This first intervention is of vital importance to contextualize the topic of the project: legends. It should be noted that this type of text is characterized by being based on historical facts, which means that they are events that have occurred in a specific place and time. The intervention has three parts:

- **Initial reading.** Each student will be given a different legend based on an event of special importance that has taken place in the city of Palencia.
 - Church of “San Miguel” is related with the marriage of Rodrigo Diaz known as “El Cid Campeador” and Jimena Diaz. (Appendix 1)
 - The sculpture of the Palencia Woman known as "La gorda" is related with woman’s day (8th of March). (Appendix 2)
 - The Park of “El Sotillo” is related with the Romeria of Santo Toribio (25th of April). (Appendix 3)
- **First activity.** A series of questions will be asked to evaluate the students' reading comprehension level (Appendix 1, 2 and 3). This exercise is of a more traditional nature to analyse, not only if the student is able to locate the answer in the text, but also to answer with his or her own words. The following interventions will be developed according to the results obtained in this exercise. In compliance with the levels of reading comprehension in the theoretical framework, this activity corresponds to the first level, which refers to literal comprehension.
- **Explanation** by the teacher from the appendix 4. This summary helps students to understand the parts of the legends and the steps to create one. They will put this into practice in the next activity.
- **Final task.** At the end of the questions, each student will write a legend based on the place where the assigned legend took place. This second dynamic is not directly related to reading comprehension. For example, if they were assigned the Church of "San Miguel", they should include this place as a setting for their legend. The objective is to evaluate the level of written expression; students may

understand the text in English, but have difficulty explaining it in written form. The worksheet to create the legend in appendix 5.

Second intervention

- **Initial reading.** Legend about the festivity of San Isidro Labrador in Madrid, that takes place on the 15th of May (Appendix 6).
- **Explanation** by the teacher from the appendix 7. This summary helps students to understand the parts of the letters and the steps to create one. They will put this into practice in the next activity.
- **Final task.** The purpose is to write a letter to the Irish school we had been in contact with throughout the term, inviting them to this festivity. The letter should answer the following questions, the answers to which can be found in the text: who is San Isidro, what does the legend tell about him, and how is the festivity celebrated. With this activity it is expected that the letter will be a summary of the text and the questions will act as a guide to order the information. In compliance with the levels of reading comprehension in the theoretical framework, this activity corresponds to the second level, which refers to reorganisation of information. The worksheet to create the legend in appendix 8.

PRESENTATION OF THE RESULTS

As discussed in this section, the results reflect that the interventions have been modified and adapted according to the different hypotheses. The aim was to detect the cause or causes of low reading levels in English. The first hypothesis considered is the possible lack of reading comprehension, but this hypothesis was refuted by the fact that when the reading was done orally by the whole class, the pupils did understand the text and were also participative. Through the different reflections set out below, I realised that the problem was a lack of motivation.

FIRST INTERVENTION

At the beginning of the intervention, the aim was to check whether the poor reading in English was due to the low level of reading comprehension of the students.

As described in the 'Design' section, in this intervention we found two types of activities after the reading of the initial caption: one of a more traditional nature focused on assessing the level of reading comprehension through questions and the other based on the elaboration of a caption.

As the activity was not very attractive, the students were demotivated. They hardly bothered to read the legend, but simply tried to locate the answers to the questions in the text.

That is, when a series of questions are posed about a text, although they do a superficial reading, they are then able to locate the information. In this case the problem does not lie in the level of reading comprehension, but in the lack of motivation to read the whole text and the difficulty in written expression; when it comes to writing the answer, they copy literally the words of the text.

In order to achieve an improvement in lexical variety and richness which will enable pupils to write in their own words, it is necessary to continue along the same lines: reading. Reading allows us to have a wide vocabulary; the use of synonyms and antonyms avoids monotony in a text and at the same time enriches it.

Having ruled out that the problem is the level of reading comprehension, it is proposed through the creation of a legend to increase their motivation and evaluate whether the problem is written expression: students may understand the text in English, but have difficulty explaining it in written form as in the previous questions.

However, this hypothesis is also ruled out, as the students have always shown themselves to be participative and creative in the creation of the legend they have developed. The activity strengthens the theory that the problem is a lack of motivation.

The writing of this type of story offers students opportunities to express their creativity and imagination, creating extraordinary events and characters. It also allows them to explore their thoughts and emotions, fostering self-awareness. In addition, it contributes to the development of language skills. The regular practice of writing stories helps to improve writing skills and provides fun and entertainment for students as they see their ideas come to life.

It is worth noting that, during the reading of the legend, the students did not try to understand the overall meaning of the text by inferring the meaning of possible concepts. Instead, they focused on translating the concepts they did not understand and which were, in most cases, insignificant for comprehension. As was the case during the creation of the legend: they wanted to resort to the use of the translator to write down words that were beyond their knowledge.

However, it is important to be aware that even though the activities are attractive, it is a major effort for students to read texts in a foreign language. It is a process that requires continuity and perseverance. Regular and diverse reading can have a significant impact on the extension and enrichment of vocabulary, which will put an end to the irreplaceable need to translate; a concept can be explained through synonyms in English.

In short, the problem lies in lack of motivation.

SECOND INTERVENTION

Unlike the first intervention, this one captured the students' interest from the very beginning. The key idea was to make the final task useful, that is, how to send it to the foreign school with which we had been in contact throughout the term.

Students usually don't know what they are expected to learn, but if they think about the learning objectives from the start, as well as the final task, they will see that their effort pays off.

In addition, in order to write the letter, it was essential to read the caption. If they had not read the text, they could not tell the story, unlike the previous intervention, in which they barely read it and focused only on locating the answer to the questions in the text.

From a realistic perspective, no matter how motivating an activity is, the lack of interest in reading in English does not disappear after only two interventions. It is therefore necessary to continue to offer students readings accompanied by activities that are attractive to them.

PROPOSED READINGS

The different innovative methodologies advocate flexibility, attention to diversity and personalisation of education. Based on these principles, it is assumed that not all activities are attractive and valid for all students. Therefore, the proposed readings cover different levels, themes and genres already worked on in the classroom during my internship.

The main objective of these proposals is to motivate students to read in English language through extrinsic motivation by means of a series of activities to build the path that leads to independent reading (intrinsic motivation). That is, the aim is to encourage a taste for reading.

A different type of text will be used in each proposal, either through the book itself or through the activities proposed, while at the same time covering the different subjects of the curriculum.

In accordance with the theoretical framework, the medium used for the texts is paper. It is combined with the use of ICT in some of the activities where this resource has been considered to guarantee added value. In order to avoid the abuse of ICT, for several information search activities, for instance to carry out experiments, another book will be used.

It should be noted that except for "Real Castles: digital time traveller" the rest of the books are part of different educational children's book collection: "Pinch of salt", "Little guides to great lives" and "The magic school bus". This allows them to continue reading the rest of the books in the series if they have liked the one proposed.

“STORY LAND” BY ANA ALONSO

Collection: Pinch of salt; Illustrator: Sr. Sánchez; Translator: David Silles;
Editorial: Anaya; Age level: 9-11 years old; number of pages: 72

Summary

It's snowing! Clara can't wait to go out and play in the snow, but Esther, her grandmother won't let her because she has a cold. Esther can't remember any stories to tell about the snow either, so she decides to take her granddaughter to a place where they might find more than one story. Grandmother and granddaughter set out on a journey to the library because Esther remembers that when she was a little girl, there was a secret door behind a bookcase that led to a town called Story Land.

Although they seemed like grandma's imagination, they are not. Both are together in this parallel universe. They travel around the city and meet its peculiar inhabitants: a shoemaker, a sand sculptress, a dustman... Esther is excited to meet her memories again and Clara is surprised to learn about the characteristics of this wonderful place where you don't pay with money, the rubbish is recycled by colour and the policemen carry violins instead of guns.

Activities

Pre-reading activity

- Do you know Mentimeter? It is an application that creates word clouds based on a topic. In this case, you will have to write words that you think are similar to Story and Land, the two words that make up the title of the story. That is, write synonyms and put them in the Mentimeter created by the teacher.

Activities to do during the reading

- The Shoemaker appears on page 30. Ask him to make shoes for you too. Design what model you want: boots, sandals, heels and create a mock-up of them using recycled material. But remember that you can't pay him with money, so you will also have to create a story, joke, riddle or poem.
- Around page 60, grandmother and granddaughter create a story using synonyms and antonyms. I challenge you to do the same by following in their footsteps and using at least two synonyms and two antonyms.

Post-reading activity:

- As a group, create your own play. First, invent a new character for Story Land. Do you already have one? Now you just have to imagine and create the script of his or her meeting with Clara and Esther. The penultimate step is to decide on the

staging: movements, facial expressions and costumes for the characters. Finally, divide up the roles in the play and get on stage!

Book selection criteria

The author, Ana Alonso, is well known in the field of children's literature and fantasy, so the book tells an imaginative and engaging story with elements of fantasy, adventure and even science fiction. The plot seemed to me to be a significant aspect when choosing the book, as it fitted perfectly with the interests of the classroom: it resembled the fantasy legends that the pupils had created in the first intervention.

The back cover specifies the knowledge that is worked on through the book. As indicated in the theoretical background section, it is important that students know in advance what they are expected to learn because of the proven success of this technique.

Among the contents specified on the back cover are synonyms and antonyms. As stated in the "conclusions" section, it is necessary to increase students' vocabulary, mainly to prevent them from resorting to translation when they do not know a concept.

In addition to the two types of texts worked on in the interventions, the proposed reading continues along these lines: it is a play and therefore belongs to the dramatic genre.

It is essential that the readings are contextualised. "Story Land" fits perfectly with the contents that are being taught in the classroom from the area of English: jobs and parts of the city.

Text type

Dramatic genre: theatre.

Interdisciplinary approach

According to the contents specified in the Spanish and Spanish/English primary integrated curriculum for year 5, the book is connected with other subjects apart from English:

- **Music.** The body and its motor, dramatic and creative possibilities: interest in experimentation and exploration through individual and group performances

linked to movement, drama and theatrical performance as a means of expression and entertainment.

- **Physical education.** In this subject, reference is made in general to different types of theatre practices.
- **In Spanish Language and Literature,** with respect to literary education, a progressively autonomous reading of varied and diverse works or fragments of literature is proposed, appropriate to their age and organised in reading itineraries, for example, theatre.

“MARIE CURIE: LITTLE GUIDES TO GREAT LIVES” BY ISABEL THOMAS

Illustrator: Anke Weckmann; Editorial: Laurence King Publishing; Age level: 10-12 years old; Number of pages: 64

Summary

The book is a summary of Marie Curie's life.

Marie Curie was born in Poland into a humble family. Her childhood was marked by the death of her mother. However, she overcame this situation; she started working to pay for her sister's university education, so that when she finished her degree and started working as a doctor, she could pay for her own. She ends up studying the degree she wanted, physics and mathematics at the world-famous Sorbonne University in France. She fell in love and married Pierre with whom she had two children.

With her husband's help, she did a lot of research on x-rays in relation to the radiation emitted by pitchblende, a mineral containing uranium. She was a pioneer in this field.

Although at first her research did not meet with much approval from the rest of the scientific community, she was awarded in some places, for instance she received the Nobel Prize in Physics in 1903.

Years later her husband was killed by a car crash, and although it was a hard blow for her, she continued her research until she died in 1934 from the long exposure to radiation.

Activities

Pre-reading activity:

- Do you know Mentimeter? It is an application that creates word clouds based on a topic. In this case, you will have to write words that you think represent Marie Curie. Even if you don't know this person, based on the cover, who do you think she is? When you have finished reading the book, check if your ideas have changed.

Activity to do during the reading:

- The book tells the story of Marie Curie's life. As you read the story, you will find different interesting facts. Don't forget them and write them on a poster. But this is not just any poster, it has to be very visual. For example, you can include a family tree to explain her family members, a timeline to remember important dates and/or a map of Europe where you colour in the countries referred to in the book. You may find it helpful to read the book "Great women who changed the world" by Kate Pankhurst where she talks about different important women, including Marie Curie.

Post-reading activity:

- **X-rays.** Do you remember the steps Marie Curie followed for her research? Before performing the experiment, follow the steps of the scientific method as she has told us in the book. Here's a clue, the first step is the hypothesis. For this experiment you will only need a torch and to be in a dark room. Turn on the torch and place it near your fingers, what do you think will happen? What do you finally see? What do you think this activity is meant to represent?

Book selection criteria

It is essential to deal with topical issues in books, so that they have meaning and significance for pupils. Therefore, it can be said that this book fulfils that requirement; women in STEM are given visibility. This movement has been promoted mainly in recent

years, which is why many older books do not convey these values, but it is worth noting that this one is relatively recent, having been published in 2018. It is therefore ideal to work with this book on dates such as 11 February "International Day of Women and Girls in Science" and 8 March "International Women's Day".

In compliance with the illustrations, despite its simplicity, the drawings have a lot of details. In fact, they are essential to complement the text, otherwise it would give the impression of reading a biography instead of a story.

Text type

Exhibition text: poster

Interdisciplinary approach

Following the contents specified in the Spanish and Spanish/English primary integrated curriculum for year 5, the book is connected with Natural Science apart from English:

- Basic scientific vocabulary related to different types of research.
- Encouragement of curiosity, initiative, perseverance and a sense of responsibility in carrying out different types of research.
- Phases of scientific research (observation, formulation of questions and predictions, planning and carrying out experiments, collection and analysis of information and data, communication of results...).

“REAL CASTLES: DIGITAL TIME TRAVELLER” BY MIKE CORBISHLEY AND MICHAEL COOPER

Illustrator: Dai Owen; Editorial: TAG; Age level: 10-12 years old; Number of pages: 48

Summary

Interactive book with guided online resources through which you can learn about life in castles and their evolution throughout history: who lived in them (chaplain, steward, chamberlain, keeper and marshal), how they defended themselves from enemies,

the parts of the castle (great hall, kitchen, bedrooms...) and the pastimes and sports of the time (falconry and tournaments).

Activities

Pre-reading activity:

- Do you know Mentimeter? It is an application that creates word clouds based on a topic. In this case, you will have to write words about castles. When you have finished reading the book, check if your ideas have changed.

Activities to do during the reading:

- In page 14 and 15 find the trebuchet and see how is fired. Then choose which part of the castle you consider the easiest and the most difficult to attack and write down the instructions you would follow to attack the castle. It's not going to be so easy to win, don't forget to think about how the castle's inhabitants will defend themselves!
- On pages 36 and 37 the book talks about the secrets of the castle. Are you a Good Code Breaker or an even better Code Maker? I hope so! Find the plan of the secret wartime tunnels.

Post-reading activity:

- Create a model of the castle using the cut-out on the CD and name each part of the castle, as well as the job of each person inside it.

Book selection criteria

"Real castles" is not a narrative book that tells a story per se but is a book of an informative and literary nature. Offering a variety of themes and genres allows each pupil to find books that suit their interest and thus increases his or her motivation to read.

Unlike other books, it has interactive online resources in a CD such as virtual tours and 306° views, maps and reconstructions. This fact makes it unnecessary to complement the reading with further activities. Therefore, the activities proposed have been based on those already proposed with the aim of following the same line of work, but more focused on reading comprehension.

Moreover, this type of book, which focuses on working on curricular content in a dynamic and attractive way, broadens students' vision of the diversity of ways of learning, apart from the textbook or the Internet. In this case, the Internet is a complement to the book itself.

Text type

Instructional text.

Interdisciplinary approach

Based on the contents specified in the Spanish and Spanish/English primary integrated curriculum for year 5, the book is connected with Social Science apart from English:

- Relevant themes in history (Medieval Age) the role played by historical subjects (individual and collective), events and processes. Social, political, economic and cultural characteristics in the Middle Ages.
- Natural and cultural heritage as an asset and resource, care and conservation.
- Facts, issues and themes of current relevance with a historical perspective, contextualising them in the Medieval Age.
- Digital resources according to the needs of the educational conte

“THE MAGIC SCHOOL BUS INSIDE THE EARTH” BY JOANNA COLE

Illustrator: Bruce Degen; Editorial: Scholastic; Age level: 7-8 years old; Number of pages: 40

Summary

Miss Frizzle is an adventurous science teacher who takes her class on an exciting excursion into the Earth's interior aboard a magical school bus. They embark on a fascinating journey through the different layers of the planet. The bus first drops them off at the crust where, after digging for a long time, they discover that it is made up of different types of rock, which are of varying hardness. As soon as they reach the mantle they must switch on their torches because they have landed in a cave full of stalactites

and stalagmites! They have only one layer left, their journey is coming to an end, after visiting a volcanic island, they go inside the volcano into the earth's core. The school day is coming to an end, and it is getting very hot in there, so they return safely to school.

Activities

Pre-reading activity:

- Do you know Mentimeter? It is an application that creates word clouds based on a topic. In this case, you will have to write words about the lay. When you have finished reading the book, check if your ideas have changed.

Activity to do during the reading:

- While learning about the different layers of the earth, indicate them in the appendix 9 cut-out, as well as their characteristics: composition and location in order to create a craft like the one in the appendix 10.
- Draw a picture showing different objects built with the types of rocks that have appeared in the book as on page 35 (appendix 11). For example, if you draw a kitchen, you will put the marble worktop.

Post-reading activity:

- Are you ready for an experiment? In this activity you will create a volcano. Instead of learning from a YouTube video, we will use page 11 of the book "101 great science experiments" by Carron Brown. In the book you will find all the material you will need as well as the different steps to follow. Let's get started!

Book selection criteria

Unlike the other books, due to its length, this one is suitable for a younger audience as it offers an easier type of reading, comic style. This fact may favour students with difficulties in foreign languages, who tend to be less inclined to read large books with a large amount of text.

Although the book tells a story, it is not an impediment to include different curricular contents. This offers students a different type of book than "Real Castles" by Mike Corbishley and Michael Cooper, which was more of an informative book. This is

not to say that one book is more correct than another, as it depends on the didactic objective to be achieved.

In short, in this case, the aim is to offer pupils stories of different styles, levels and themes so that they can find the one that best suits their interests.

Text type

Narrative genre: the comic

Interdisciplinary approach

In relation to the contents specified in the Spanish and Spanish/English primary integrated curriculum for year 5, the book is connected with Natural Science apart from English:

- Basic classification of rocks and minerals.
- Basic geological processes of relief formation and modelling.
- Layers of the geosphere: crust, mantle, and core.

CONCLUSIONS

The purpose of reading may vary according to the context and the individual reader's purposes, but broadly speaking, reading is comprehension. This statement highlights the inherent relationship between reading and comprehension.

Whether reading in L1 involves an effort due to the different mental processes involved, such as decoding, attention and working memory. For a reader who is beginning to read in English (L2), comprehending a text may become a discouraging or even impossible challenge if his vocabulary level is not sufficiently varied or if his prior knowledge of the subject matter is also poor or non-existent (Nuttall, 2015).

Motivation plays a crucial role in overcoming challenges and difficulties, as a motivated person tends to persist, seek novel solutions, and learn from mistakes. This statement implies that motivation influences the level of commitment, effort, and perseverance (Alderson and Urquhart, 1986).

The relationship between reading comprehension and reading motivation is close and bidirectional. Good reading comprehension stimulates motivation by generating satisfaction and a sense of achievement. Therefore, a high level of motivation contributes to comprehension by encouraging an active attitude and the use of comprehension strategies (Alderson & Urquhart, 1986).

It is the role of the teacher to select texts adapted to the prior knowledge, sociocultural background and the diversity of levels and interests of the students as well as establish relationships between the book and the contents of the curriculum, to motivate students to read in English language.

When reading for pleasure has not been developed, in order for students to see that the effort is worthwhile, extrinsic motivation is needed. The activities proposed in connection with the reading have served as an external stimulus (extrinsic motivation) necessary to guide towards autonomous reading (intrinsic motivation) (Alderson & Urquhart, 1986).

Intrinsic motivation drives people to engage in activities that require self-regulation, employ process strategies to achieve goals, seek challenges and cope with

difficulties more effectively than those who are extrinsically motivated (Deci and Ryan, 2000; Grabe, 2009).

Such is its importance that even the Council of Europe has established a Framework of Reference to guide us in the learning, teaching and assessment of languages where numerous allusions are made to encouraging reading "reading for pleasure" (Council of Europe, 2002).

In short, the lack of context in reading hinders comprehension, as elements such as motivation, goals and reading expectations are lacking. It is the role of the teacher to adopt an appropriate methodological approach and to design activities that promote optimal comprehension. In this way, students will develop a taste for reading and will continue to improve their communicative competence in English.

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APPENDICES

Appendix I

Figure 1

Church of San Miguel: Legend and activities

CHURCH OF SAN MIGUEL

 <https://goo.gl/maps/7FEcZiLHGkYVUmsK8>

The legend says that Rodrigo Díaz de Vivar and his wife Jimena were married here. 

The most important element of the church of San Miguel is the tower located on the principal wall. It is 70 metres high and was used as a defence. 

The structure of the tower was reinforced to prevent it from falling down in the Lisbon earthquake of 1755. 

The tower was going to be higher but as a consequence of the continuous sackings and invasions that Palencia suffered, What were going to be the holes in the window, were the peaks of the tower. The soldiers positioned there to see the enemies. 

In this church two important and traditional celebrations take place:

"The Baptism of the Child" 

"The blessing of the animals of San Antón". 

1

WHAT MYTH OR LEGEND HAVE YOU LEARNED?

Answer

2

WHO IS RODRIGO DÍAZ DE VIVAR? HOW IS HE CALLED?

Use the internet to answer this question.

3

WHAT IS THE MOST IMPORTANT CHARACTERISTIC OF THIS CHURCH? TELL SOMETHING ABOUT IT

Answer

4

WHY IS THE TOWER NOT AS TALL AS THEY WANTED IT TO BE?

Answer

5

WHAT TWO CELEBRATIONS TAKE PLACE IN THIS CHURCH? EXPLAIN THEM AND WRITE THE DATE OF EACH ONE.

Use the internet to answer the second question.

Appendix II

Figure 2

Statue to the "palentina" woman: legend and activities

STATUE TO THE PALENTINA WOMAN

 <https://goo.gl/maps/gaQjs75Meo44CPT8>

This sculpture was made by Indalecio López in 1998, and is a monument dedicated to women. It is called "The Fat Woman".



It represents the strength of the palentinas women because they defended the city in May 1388 against the English army of the Duke of Lancaster in the absence of men because they were in another war.



1

WHAT MYTH OR LEGEND HAVE YOU LEARNED?

Answer

2

WHY CAN WOMEN WEAR A GOLDEN SASH WITH A PURPLE SYMBOL ON THEIR TRADITIONAL COSTUME?

Answer.

3

WHY DIDN'T THE MEN DEFEND THE CITY?

Answer

Put a picture of the traditional costume of the women of Palencia.

5

HOW DID THE WAR END? AND HOW DID THEY ACHIEVE PEACE?

Answer

For this reason, King Juan I give them a award: he permit the women to wear the golden band with a purple brooch. This award was previously only for men. Now you can see in the traditional costume of the women of Palencia.



As the women won, the Duke of Lancaster marries his daughter with the future king of Castilla to establish peace between England and Castilla.



The daughter of the Duke of Lancaster.

The future king of Castilla

6

IN WHAT YEAR DID THIS WAR TAKE PLACE?

Answer.

A CURIOSITY!
In this year Castilla y León did not exist. Look the map!



IN WHAT YEAR WAS CASTILLA Y LEON CREATED?


Use the internet to answer this question.

Appendix III


Figure 3

The Sotillo Park: legend and activities


THE SOTILLO PARK

 <https://goo.gl/maps/cEpcRpWYFRQEsySV7>


In the Sotillo Park, near the Carrión River, takes place on 25th April the festivity of San Marcos.



Many years ago it was a tradition that people met in the Sotillo Park to ask the sky for rain for their fields.




Now, to celebrate this tradition thousands of people meet there to enjoy the attractions. One of the most important activities is the snail degustation because there is an eating competition and they gives awards to the winner.




Snail


Snails are typical of spring because they like humidity, and in this season it rains a lot. They also prefer to be outside at night, when the humidity is higher. This humidity allows them to move with agility and reach the plant, but often, when the day and also the light comes everything is dry and the snails do not have time to return to their home in the rocks and soil.



Wet




Dry



Shell

Snails' shells stick to their bodies because they have a dry layer on their bodies. This also helps them to stick to plants and eat them.



WHAT MYTH OR LEGEND HAVE YOU LEARNED?

Answer

WHAT DAY IS THE ROMERÍA DE SAN MARCOS CELEBRATED?

Answer

3

WHO WAS SAN MARCOS?

Use the internet to answer this question

4

WHY ARE THERE SO MANY SNAILS IN SPRING?

Answer

5

PHOTOGRAPHY

In the past, the park of Sotillo had fields cultivated by farmers (cultivados por agricultores) and people swim in the river carrión. But now, there is a swimming pool, a football pitch and a dogs park. Put an old photography of the Sotillo Park.









Appendix IV

Figure 4

Outline about how to create a legend.

HOW TO CREATE A LEGEND

Choose the characters

 wizard	 elf	 fairy	 witch
 dinosaur	 dragon	 centaur	 mermaid


Choose the setting

Statue of mujer palentina	Sotillo Park	Church of San Miguel
---------------------------------	--------------	-------------------------

Use time markers

• In 1870/1910...	• Next
• Before	• Later
• After	• Then
• Finally	• Last week/month/year




Parts



1 Introduction
• Once upon a time...
• A long time ago...

2 Conflict

3 Ending

Appendix V

Figure 5

Worksheet to create a legend

CREATE YOUR OWN LEGEND

Introduction

Conflict

Ending


Appendix VI

Figure 6

The legend of the festivity of San Isidro the farmer


THE FESTIVITY OF SAN ISIDRO THE FARMER

San Isidro Labrador is the patron saint of Madrid. He came from a very poor family that always helped others. So he was very humble and kind.





But... why is it he so important in Madrid?

Look at the image! He always appears with some ears and a hoe because he worked in the fields.




Once upon a time there was no rain and the fields were dry. Then, San Isidro hit the ground and water began to come out. Now, in that place there is a fountain in his honor.






ears




hoe


To celebrate this miracle, on the 15th of May, all the madrileños go to celebrate it drinking water from the fountain, eating ring-shaped pastry and, dancing chotis and dressing up as "chulapos" and "chulapas".



Ring-shaped pastry and: typical dessert of Madrid




Chotis: typical dance of Madrid



Chulapos and chulapas: typical costume of Madrid

A curiosity!

He always prayed before going to work and that's why he was late, but... Isidro is so good that miracles happen! There were some angels that helped him with the fields when he was late.



pray

Appendix VII

Figure 7

Outline about how to create a letter:

Date

Tuesday, 2nd of May, 2023.

Greeting

Dear _____.


Body

How are you? I am writing to invite you to the San Isidro festivity in Madrid.

Closing

Your friends,

Signature



- Who is San Isidro?
- What does the legend tell about him?
- How is the festivity celebrated?

Appendix VIII

Figure 8

Worksheet to create a letter.

Date _____

Greeting _____

Body

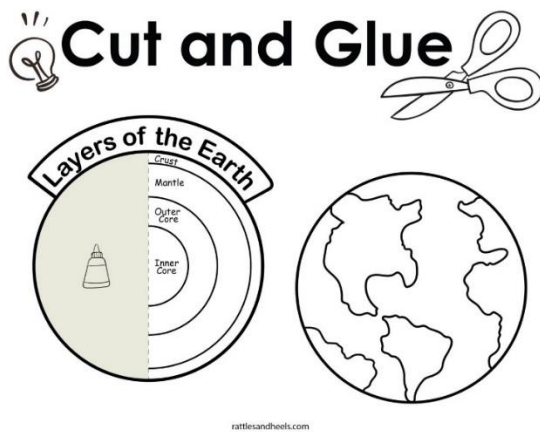
Closing _____

Signature _____

Appendix IX

Figure 9

Cut-out on the layers of the earth



Appendix X

Figure 10

Cut-out on the layers of the earth finished



Appendix XI

Figure 11

Extract from the book The Magic School Bus Inside the earth by Joanna Cole

