Forsknings- og utviklingsoppgave for MGLU 1-7

How does an international school in Norway motivate its students to use literature?

NOVEMBER 30, 2022
Ivan Volokhan: 10002
MGLU3104 – English 2 (1-7) module 2

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1. Introduction

In my research I have decided to focus on a multitude of aspects regarding the practical approaches to teaching literature in an English class. This, however, is too much of an extensive topic to grasp within this paper. I have therefore chosen to narrow it down to a set of themes that I will be exploring in theory and practice. One of the themes is motivating young learners on their journey to explore literature. In my qualitative study you will be introduced to a selection of methods of promoting reading and literature that were used by a teacher at an international school in Norway.

The relevance of studying and implementing literature can be seen in a multitude of competence aims, as well as more general basic skills and core aspects of the LK20 curriculum. This, in addition to my affection towards literature has led me on the search for methods that would help increase the love for it in students. Researchers, teachers, and my personal observations in practice point towards it being steadily more complex to try and promote reading and literature among younger learners across the world. This is but one of the plethora of reasons for lack of reading motivation among learners. My research is designed to assist me, along with other future or current teachers, in having a multitude of methods that can help achieve more reading and use of literature within classrooms.

Hence my research question: *How does an international school in Norway motivate its students to use literature?*

1.1 Why Literature in the LK20 English class?

The Norwegian Directorate for Education and Training has released a curriculum for English language teaching states in its core elements that "Language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical" (The Norwegian Directorate for Education and Training, 2020, p. 3) Meaning that a variety of texts are to be explored in language learning. Additionally, every single one of the basic skills that are relevant for the curriculum can involve and be explored through the aspect of literature.

Research describes how reading at a lower stage has an impact on later reading success and motivation, therefore I have chosen multiple direct competence aims from my

target classes (year one to year seven) involve literature in the LK20 despite only getting the opportunity of observing one:

- Competence aims after Year 2
  - "Listen to, read and talk about the content of simple texts, including picture books"
- Competence aims after Year 4
  - "Read and talk about the content of various types of texts, including picture books"
- Competence aims after Year 7
  - "Read and present content from various types of texts, including self-chosen texts"

(The Norwegian Directorate for Education and Training, 2020, p. 4-7)

Reading motivation is particularly important for various reasons. For example, we see that statistics in the USA show that "many children struggle with reading early in their education and continue to struggle throughout their school years" and that "reading below grade level in third grade is among the strongest predictors of later school drop-out" (Wigfield et al., 2016, p. 2). In this way one can argue that one of the main duties of the teacher is to promote literature and reading engagement in students.

2. Theory

According to Vygotsky's theories on collaborative and supportive skills, the teacher can and should model and demonstrate skills, pleasures, and satisfaction of reading (Bearne & Reedy, 2018, p. 135). In this instance we will look at the aspect of shared reading. When defining shared reading, Bearne and Reedy lean towards describing it as using larger books, copies, or digital assets to visualise one text for the whole class to read together (Bearne & Reedy, 2018, p. 135). The teacher's role in this type of activity is to model for the students depending on what is to be achieved: intonation, rhythm, etc. The given activity is intended to boost the students' exploratory skills by modelling various ways of reading, as well as give the teacher an opportunity to ease in various genres without the pupils needing to have a high literary competence.

Additionally, when the teacher is modelling for the students, it is important that he or she demonstrates a higher grade of competence to help the pupils stay in the zone of proximal

development. Using this zone, the teacher can facilitate knowledge and push the pupils out of their zone of comfort just enough for them to acquire more understanding through a more competent person. As Vygotsky himself states "what lies in the zone of proximal development at one stage is realised and moves to the level of actual development at a second. In other words, what the child is able to do in collaboration today [he or she] will be able to do independently tomorrow" (Dolittle, 1997, p. 85). This same approach is also valid when putting together groups of students, spreading evenly between higher-achieving students and students that may need more support.

A theory that can be used as a follow-up to the one mentioned above is Pearson and Gallagher's "Gradual Release of Responsibility Model – GRoR" (Bearne & Reedy, 2018, p. 137). Overall, the theory can be summarised with steps that teachers can take to help students achieve independence in the subject. These steps are ranged by order, but it is not mandatory to use said order, as long as these four steps are all included: "I do it", "we do it", "you do it together", and "you do it alone".

Comprehension strategies that each have their own effect on learners will also be taken into my paper, these include Predicting, Clarifying, Questioning, Summarising, Connecting, noting text structure, Visualising, and Thinking aloud (Bearne & Reedy, 2018, p. 198). Each of these influencing a different aspect of literary competence. This overlaps with Reciprocal teaching methods by Palincsar and Brown as seen in (Bearne & Reedy, 2018, p. 204) that also utilise predicting, questioning, seeking clarification, and summarising. This is used in a more rigid manner, where the four aspects help sequence one or more classes to approach the topic from an interactive perspective.

Previous research shows that it is important for teachers to focus on motivational aspects when teaching literacy skills. Wigfield, Gladstone, and Turci show that "many children struggle with reading early in their education and continue to struggle throughout their school years." and that "reading below grade level in third grade is among the strongest predictors of later school dropout" (Wigfield et al., 2016, p. 2). They argue that skill-building and strategy instructions have not managed to help improve the students' performance, which is why motivation became a key aspect in studies related to literary competence. An issue that is equally important is that "across the elementary school years, children report liking reading less each year" and it is mentioned that one of the reasons could be due to "Evaluative information such as report cards and feedback about performance on academic projects and

tests can lead some children to realize that they are not as capable as their peers; also potentially resulting in a decrease in intrinsic motivation to learn" (Wigfield et al., 2016, p. 3).

Gambrell argues that students must have both "the skill and will" (Gambrell, 1996, p. 15) to become an effective reader. Gambrell maintains that "during this critical period [elementary school years], children must be supported and nurtured in both affective and cognitive aspects of literacy development" (Gambrell, 1996, p. 15). Gambrel points to a model of what defines The Engaged Reader as being a combination of one that is motivated, knowledgeable, strategic, and socially interactive. This goes to show that not only must we teach the students the theoretical aspects of literature, but also teach them to enjoy the process.

Multiple other studies were also conducted, one of which was to demonstrate the positive long-term effects of such programs. One of the main aspects that overlaps with other research is that these classrooms that foster motivation are characterised by a teacher who is a reading model. That "One of the key factors in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students" (Gambrell, 1996, p. 20). Due to a book-rich environment students can choose their own literature, which also has been found to have a "strong correlation between choice and the development of intrinsic motivation" (Gambrell, 1996, p. 22). Additionally, these studies have put forth the "reward proximity hypothesis: the closer the reward to the desired behaviour, the greater the likelihood that intrinsic motivation will increase" (Gambrell, 1996, p. 23).

Reading motivation is defined by Barber and Klauda using Guthrie and Wigfield's book as "Reading motivation refers to an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, p. 405). It also points to another definition of reading engagement by Guthrie and Wigfield "reading engagement refers to an individual's actual involvement in reading, as reflected in behavior, affect, or cognition" (Barber & Klauda, 2020, p. 28). This same study proposes a method to promote reading motivation in students known as the SMILE method. "SMILE represents dimensions of reading motivation and engagement, informing instructional practices: S = sharing; M = me; I = importance; L = liking; E = engagement" (Barber & Klauda, 2020, p. 27).

- The S in SMILE denotes how sharing or social connections may promote reading motivation and engagement.

- The M in SMILE captures how students' perception "of me" as a reader—or their feelings of self-efficacy—play a major role in their proclivity toward reading.

- The I in SMILE stands for importance, as engaged readers possess solid conviction that reading is useful in their current and future lives.

- The L in SMILE refers to liking, as engaged readers have a true liking or enjoyment of reading, not just in a particular context, but as a stable, individual characteristic.

- The E in SMILE refers to Engagement. Students who share reading, feel efficacious as readers, believe reading is important, and experience intrinsic pleasure in reading are more likely to invest the time and effort needed to fully comprehend texts.

Guthrie and Wigfield also discussed the topic of reading engagement, and how it may in many circumstances can compensate for low family income and/or educational background. They mention that "although girls exceed boys in overall reading achievement, boys who were more engaged in reading had substantially higher text comprehension than girls who were less engaged readers" (Guthrie & Wigfield, 2000, p. 404-405). Additionally, the book chapter written by these authors discusses the importance of motivation as "a less motivated reader spends less time reading, exerts lower cognitive effort, and is less dedicated to full comprehension than a more highly motivated reader" (Guthrie & Wigfield, 2000, p. 406).

Using learning-goals oriented approaches to classes is also important in the classrooms as they "contributed to their students' self-efficacy" (Guthrie & Wigfield, 2000, p. 410) as they understood better the goal of comprehension as opposed to merely achieving the correct answers. Furthermore, the use of "Real-World" interactions such as roleplay and projects, as well as tactile experiences, can be more enjoyable when compared to more classic approaches. Giving the students some autonomy in conjunction with this can also greatly increase their motivation as "students perceive that teachers respect them enough to provide genuine choices, students increase their effort and commitment to learning" (Guthrie & Wigfield, 2000, p. 412). Supporting the Vygotskian theories on collaborative skills, the author also shows research that illustrates how "Students' intrinsic motivation for reading and learning is closely connected to their feeling of social support in the classroom" while saying that a caring teacher is also vital (Guthrie & Wigfield, 2000, p. 414).

3. Methodology

For me to find out various methods used in an international school to teach literature, I decided to use a mixed method consisting of interview and observation. This method will let me draw a comparison between the theory and practice, as well as giving me an understanding of what things could be interesting to look out for in my observation. Due to the qualitative essence of my study, it is important that my data does not only come from one source.

I have chosen a mixed method in my research, and therefore have two sets of data to analyse. In my data I will be looking at a qualitative study, where I analyse one instance that I observed and researched in comparison to previous study done on the topic. My study will also therefore be ethnographic, as I am observing the class in a natural setting with their personal teacher, as opposed to using a class led by myself. However, this could be influenced by the observer effect, due to me being a foreign person in the classroom.

My data gathered was analysed and interpreted based on the approach of thematic analysis. I chose this as research made it seem to be most fitting as it "provides core skills that will be useful for conducting many other forms of qualitative analysis" (Braun & Clarke, 2006, p. 78). For me that was ideal to learn from and use in my project. When speaking about thematic analysis, Braun and Clarke use Boyatzis' definition "Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, frequently if goes further than this, and interprets various aspects of the research topic" as seen in (Braun & Clarke, 2006, p. 79)

3.1. Ethical considerations

Regarding the way I informed my participants of my study and observation, I had my fair share of struggles. The information slip for the students that I observed and the interview with the teacher was made by me in advance and sent to the school, but the only opportunity I had to use it was when I informed the interviewee (teacher) of my research. The school did not consider it necessary for me to inform the pupils with a written slip and consent if I was not intending to interview the students and/or use sensitive information about them.

The students were informed by the teacher beforehand that I am a visitor in their class that will be here for one lesson. Before the class began, I got the opportunity to introduce myself and my study to the observed class, as well as the fact that if anyone is not okay with

being observed I will be removing them from my notes. They were also informed that this observation will not affect their studies in any shape or form, and that it is merely for my project and learning.

In my study and observation protocol I do not use any names or descriptions that can make students recognisable, and the teachers name is anonymised (given a random name). This will make my observations as anonymous as possible. Neither the interview, nor the observations were recorded. Each piece of information that I collected was written down in my field notes.

3.2. Reflexivity

Throughout my school years, my numerous experiences have lead me to having a high emphasis on literature in language learning. Therefore, I have a positive relationship to literature and think that there is an outstanding number of branches in language learning that can use the approach significantly more. As technology develops, I have noticed in practice that many disregard literature. Therefore, I have done this research to gain a wider understanding of methods and how to increase the popularity and interest of various types of literature in a school setting.

3.3. Interview

In my interview, the questions were directed to receive information on what experiences the observed teacher has regarding both his pedagogical career and the experience he has with literature. Another section was dedicated to questioning how his class was and how he usually conducts lessons or projects. This was done to both show me his theoretical approaches and set some expectations for what I can be on the lookout for in my observation.

3.4. Observation and field notes

My data was collected over a period of three weeks where I took the role of a participating observer. Throughout during most of my observations I did make an attempt to remain unseen by the students to minimise the observer effect. In some parts of the lesson, I was asked by the teacher and his assistant to partake in the discussion that was part of the lesson, and therefore it would mean that I was a participating observer. I had no previous relationship to the students and my observation of the class was their first-time meeting and being introduced to me. It would seem that the class was not unfamiliar with having

observers in class, since many would ask my name and try to engage in a conversation as they were entering the classroom.

4. Findings

4.1. Interview

Throughout my study I have used various methods to give me an overview of the way literature classes are conducted in one international school. In this section you will be presented with my findings from conducting an interview and observing the interviewed teacher's class. I will also be using the name Mr. Richards to refer to the teacher who participated in this project.

Firstly, it is important to show the experience that the class teacher had which was assisting him in his pedagogical approach. When asked about his past education and practical experienced Mr. Richards told me that this was his eleventh year as a teacher. His teaching practice was mostly consisting of working in England for nine years, with an additional year of training during his education. Upon moving to Norway and finding this job, he had one year of working in the international school.

Mr. Richards also had another career in media that he worked on during his time in England. His job included various experiences with photographical assignments and working with editing, particularly the captioning process. He also mentions that this experience could have had an impact on him and his interactive approaches to literature, despite not having training that was deliberately focusing on literary approaches. This extra job did not, however, prevent him from being the lead English teacher for a school in England.

During his childhood and youth Mr. Richards was not an avid reader and did not particularly enjoy the fictional aspect of literature, unlike his peers. This also led to a fall from reading literature for pleasure in general during some tough periods. He had to learn a lot about various types of literature and the pedagogical aspects that were connected literary education when he became a teacher. A lot of his work was dominated by researching and trying to find popular and useful literature from many genres.

When asked about the definition of literature that most appealed to him, Mr. Richards took some time to think and decided that, for him, literature is a recorded way of communication, usually non-verbal.

Mr. Richards describes teaching younger grades as having a big element of unpicking language, words, and meaning in order to suit various pupils. He also mentions that it is especially a lot of vocabulary learning with children who have their English as a second language, which is not uncommon due to his current job at an international school.

For him as a teacher, the most enjoyable part of teaching literature for his year five class is reading stories to them. This is also because there is a lot of grammar and analysis in classes, and it becomes steadily more tough to avoid making reading a chore for the pupils. A danger Mr. Richards claims can be detrimental to literature teaching. In order to combat this, he tries to read some books for simply the aspect of fun to the class, as it is challenging to get his students to read for pleasure. This book is read without any analysis or connection to their study material. An important thing to note when reading for pleasure, is to choose a book that uses higher levels of writing than the students can handle. This way they are able to look at more complex levels of English without being dissuaded by how hard it may seem.

When helping his students in acquiring a set of skills it is more fun to first have a look at a piece of literature, after which the students are challenged to write their own texts. They are commonly encouraged to use their imagination after having analysed the text to continue or alter it, similarly to the way fanfiction is created.

Mr. Richards tries his best to give his students a large range of reading to accommodate for the various levels of reading presented in his class. This also includes various genres and types of text, rare literature such as manga is presented to give the students variety and introduce them to literary variety. This in turn, helps the students pick and choose to find their preferred literary genre.

Literature is taught every day, despite not always being on their timetable. In addition to that, literature has six designated hours a week provided for the class. The pupils also use the things they learn in books a lot in various other subjects, so the teachers try to collaborate and give each other an understanding for what is being taught. A lot of literature is involved in the maths class, where it mostly bases itself on understanding mathematical vocabulary and solving various word problems or cases. Some of the math classes are conducted as a collaborative effort between the teachers.

Every new topic is something that the children research through taking a look at literature describing it. His pupils do their own research, primarily via searching on their chrome books and doing a small analysis. One of the biggest barriers with every class at the

school is the language barrier, reading and analysing together also allows room for various languages to be compared.

As an example of how literature is used across subjects Mr. Richards told me that this week's class is on space, where the job of the students is to be taking a look at instruction writings for being in space and in space modules. This is where the students are tasked with reading and writing their own instructions for astronauts. Using this type of exercise, the teacher claims that his pupils don't even notice that they are reading when they are tasked with these kinds of activities in addition to their work.

When asked about his approach to introducing books to his students, Mr Richards said that when going through a book one must assess the individual needs of the class and look at the curriculum. When you have chosen a book that you think might be fitting, skim through the first few pages to look at vocabulary that may be challenging. You should put these words on the board for the students to try and guess or explain the meaning. Always talk about the book during reading, ask for the students' predictions and summaries.

In the process of introducing your chosen book, the front cover can be very good for children with a lower competence in English. Title and picture discussion is a common task to do in the classroom. Mr. Richards will occasionally read the synopsis on the back side of the cover; however, this can give things away for future activities.

Print challenging words and corresponding pictures, this helps remember the meaning of the words and discuss what it means. Ask questions at the start to make links between other things they have read. Flashcards stay on the board for the duration of the work on literature.

Upon having read a bit, challenge the students with reading comprehension activities where they would write on different topics, for instance:

- Writing in role, write about how a character feels and writing home from their perspective.
- Read parts of a story and students write the continuation.
- Work on grammatical terms like nouns adjectives connectives verbs adverbs. A task would be to find these in the literary work they explored.

When choosing books for diverse topics and lesson. Mr. Richards uses various methods depending on what the target is:

- For pleasure, he looks at awards and teaching web reviews given to books.

- For his teaching, he uses previous knowledge on books that is present in his memory from having been a teacher for eleven years.

- Sometimes Mr. Richards chooses books that link to other topics that the class goes through to make connections with other subjects.

- When looking at newspaper articles it is hard as a teacher to find easy to understand papers that still contain everything you want in structure, therefore, Mr. Richards tries occasionally make his own newspaper that fits his needs.

I decided to also include various questions on the use of digital resources in the classroom. Mr. Richards mentioned that with his current class, lessons are more digital than usual, which often leads to more boys that get motivated to a higher degree by reading on computer screens rather than pages in a book.

The use of digital equipment is quite moderate, as the children tend to use chrome books and other digital resources at least once or twice a week. This is mostly due to there being a considerable number of websites for reading in other subjects, which gives an opportunity for the exploration of interdisciplinary topics. Additionally, the students receive a reading comprehension task on "ReadTheory" online each week. This webpage has a well-developed and sophisticated program that provides a lot of support for both the teacher, and the students in various forms.

My questions about the students were mostly directed at learning about whether Mr. Richards agreed with certain stereotypes, observed them, or if he had a different experience. He mentioned that most of the girls are motivated to read, and a lot of boys are not, a stereotype that he's found to be true. The issue he as a teacher sees is that there are more dynamic ways of entertainment that his boys enjoy more, such as gaming and social media.

However, once children find books, they like they stick to the genre or author that initially appealed to them. This too can cause problems because after they do so it is hard to get them to enjoy other genres that may be more related to the topics discussed in class.

Motivating the students is something that I felt was important to discuss, as that can be a central part of helping the students read for pleasure. To help students be motivated, Mr. Richards uses different tools for different occasions that include, but are not limited to:

- Setting up reading challenges on online homework platform.

- Having a list of books from different genres (chosen by the teacher) that reward prizes at the end of year, making it a competition with yourself and others.

- Have the students draft a book review as homework, which they in turn share between each other in the classroom. Mr. Richards experiences that book recommendations from a friend are good for enhancing reading for fun in the classroom.

- Take frequent trips to the library and let them have fifteen to twenty minutes for personal reading with no goals where they chose where to sit.

A problem with motivation also lies in the observation that with the rise of computers, the love of reading has gone down. Yet, reading is important to the students also because it enhances their writing skills according to Mr. Richards. In that regard one must be careful with how one approaches students that read for fun. For instance, don't force students to stop reading what they enjoy, rather, find a line in between subject matter and fun.

I also asked Mr. Richards to describe common mistakes that he has seen other teachers make. He mentioned that one must not, under any circumstances, use page count because that is something he experienced as being very demotivating for a lot his pupils. Rather, set short and easy to understand written target for the pupils that does not necessarily focus on quantity. An important aspect of any long-term literary assignments is to use more genres, more frequently, looking more detailed at language, and being able to summarize what you have read rather than reading speed.

According to Mr. Richards, the most motivating thing for students' literary joy is to read to them regularly with a lot of enthusiasm, using different voices or body language.

4.2. Observation

In addition to having interviewed the teacher, I also had an opportunity to observe his fifth-grade class participate in a lesson dedicated to literature (from 8:30 to 9:30). My hopes were set on finding similarities and ties between the interview on theoretical aspects and his practical teaching. The primary focus of the class was literary analysis and discussion.

For this class the students' seating arrangement was changed to one that had them sit in close proximity to each other (five tables, nineteen students), Mr. Richards commented on

it as being a part of getting them to sit tighter and open for an environment that creates more relaxed group discussions and conversations, while simultaneously pushing some of the students out of their comfort zones. As the class went on, the teacher would sit next to each table and listen in to their discussions, occasionally providing leading questions to spark conversations.

As soon as the pupils come into the classroom, their learning begins. They are given an exercise that presented on the smartboard: finding images and words around the room while trying to understand their meaning (total of eleven images) in one minute. The images represent challenging vocabulary that is present in the target text. This is then summarised when all the students sit down, each words meaning is broken down and given context.

Mr. Richards introduces the book with the words "this morning I will read you some literature – a text. This class will be about talking with each other and discussing, some questions will be a competition between groups, so you want to get in close and quiet, so the others don't hear". During the class the teacher shows engagement in using his voice and body language to express the books' characters actively. The book is about animals that lived well until humans started abducting them, one animal species after another (none of the species helped each other until it was too late).

After having read the first chapter, the teacher stops to ask the students some questions about what words repeat themselves such as "everything was beautiful, until the day…". This is something that Mr. Richards takes a moment to discuss, what was good and what can the word "until" mean. During the discussion the students can pat on their chest to show agreement with the person speaking. The discussion ends and Mr. Richards keeps reading "until the terrible things came", which sparks yet another discussion on what the terrible things could be. When multiple students mention that it could be humans, the teacher asks for them to elaborate on what led them to think about that. This sparks a discussion on previous literary experiences that the children had, some draw lines to their science classes where they learnt about why some species are almost or entirely extinct.

Mr. Richards proceeds to read out the entire book with different voices and intonation, stopping at each of the "complex" words (the ones on the flash cards posted across the classroom) that the students notice, putting them into the context of the story. Each couple of pages he asks the children to try and predict the upcoming narrative. During some

periods, the students are asked to read the next word out loud after they hear a clap. He tells them that they need to follow his words throughout their books to react quickly to the clap.

Upon reading the book in its entirety, the teacher brings up whether the children noticed if the mood changed from light to dark and when. During the discussion he actively participates, jumping from table to table to hear their discussions. Mr. Richards initiates a classroom discussion after each table has formulated an opinion, thanking every student for their contribution. After each suggestion or opinion, he repeats said utterance for the entire class to hear better, some are also written down on the board. After suggestions, students clap to show whether they enjoyed the input. One of the pupils explains how to read between the lines in this instance, and how many of the book's themes can be transferred to a parallel world where we also refuse to help each other in tough times, until the bad things come to us.

Another exercise given to the students is to name each of the animals in the order of abduction. Each table gets a copy of the text and are allowed to use highlighters on things that help them support their statements in the text. The groups at the tables that are finished raise their hands, and when everyone is ready the answers are shouted out. Mr. Richards points out more complex questions and mentions that they require more thinking and backing up from the text.

The next exercise is to discuss, debate, and use evidence to back up claims. Pre-emptively, the teacher asks to define "how is the word debate different from argument?" which then leads to the question for the discussion. "Who is to blame for what happened?" is the question. I notice that each student is engaged in the discussion, though one of the tables has a couple of people more active than the others. Creative noise levels rise noticeably as the discussions at the tables get more heated, while the teacher is still traveling between the tables while giving the pupils follow up questions or listening to the discussions. One of the tables has an assistant teacher who helps drive the discussion on and takes the opposition to bring light to more controversial ideas. After a while the students start to calm down and listen to who argues for what, some even begin to change their mind due to the presented arguments. Mr. Richards gives some examples of similar "real-life" scenarios to the ones presented in the book. During the entire discussion he consistently asks his pupils to find and show evidence that backs up their statements.

Eventually the exercise evolves into a voting situation with multiple "rounds" of voting after evidence is presented each time to counter the previous statement or add an

entirely new perspective. The voting is done by the children putting their foreheads on their desks and raising hands whenever the teacher calls for a name of the species that they argue is more at fault, keeping it anonymous as the teacher tallies up the votes. There are three rounds of voting that is mostly student-lead, with the assistant teacher occasionally adding some arguments which progressed variety in discussion.

Now that the voting is done, Mr. Richards asks everyone to leave the discussion for later, as all the votes have been cast and the verdict has been made. The last bit of the class is dedicated to understanding the meaning behind the story. Mr. Richards asks if anyone knows what the word "allegory" means and receives no responses, he then proceeds to give a definition of the word and makes it understandable. The follow-up question given by the teacher next for the class is "can anyone relate this to something else in real life?" and is very clear that nobody is forced to tell unless they themselves would like to. The students pick up on various interesting topics, after which the teacher reveals that the book was about the holocaust (something they seem to have had about in other classes).

5.0. Discussion

One of the main topics explored by Mr. Richards, whom I had the opportunity to interview and observe, was motivating his students. He mentioned how it was a big struggle to motivate his students, especially the boys, to read. Mr. Richards remembered how he, in his years of pedagogical practice, had to learn a lot about how to get his pupils to read for fun. This was the key he found to giving his pupils head starts in their reading comprehension, especially those that initially had a tough time with literature. I have divided the main themes I have chosen to look at withing subchapters.

5.1. Classroom setting

In the beginning of the lesson the seating arrangements were changed to offer more of a teamwork environment. Although this does not exactly line up with the study given by Gambrell on creating classroom cultures (Gambrell, 1996), it still goes to show that there are similarities in the approaches. Both examples show that the teachers see the importance of having a combination of affective and cognitive aspects, and that these are taken into account for lesson planning. The use of affective aspects in classroom teaching also is seen as valuable in Vygotsky's theory of proximal development zones. Which, likewise, often puts

emphasis on collaborative efforts between students in learning. Mr. Richards said that this seating arrangement help students get into a collaborative mood, as well as pushing some students out of their comfort zone to be part of a tightly seated group.

The interview with Mr. Richards showed me that he (and the school) puts a great effort in creating an environment where students are used to interacting with literature, regardless of the subject. He says that literature is taught every day, despite not always being on their timetable. In addition to that, the class has six hours designated for reading purposes. He also takes his students regularly on trips to the library, where they are allowed to choose the literature that they prefer. Upon reading books, the pupils are asked to write a review of the book, which they proceed to share with their classmates. This all plays a large role in the pupils' motivation, as Gambrell states "Four key features… appear to be associated with motivation to read: Access to books in the classroom, opportunities to self-select books, familiarity with books, and social interactions with others about books" (Gambrell, 1996, p. 20). Supporting this, Gambrell's study also shows that "children frequently commented that they chose a book because someone told them about it… friends had most often told them about the book" (Gambrell, 1996, p. 22).

5.2. Reading aloud

As part of his criteria for books to read aloud as a teacher, Mr. Richards would choose literary works that were more complex than most of his pupils could manage. This plays into Vygotsky's theory of the zone of proximal development, as well as using his method of shared reading within the classroom. He would read more complex texts to his students for fun, so that they could begin to experience said complexity, despite it being out of their comfort zone. However, this activity is putting the pupils into their zone of proximal development by giving them something they have not mastered yet. This is also a method used in Gambrell's Running Start program, where she states that the "teacher as an explicit reading model [is] One of the key factors in motivating students to read… a teacher who values reading and is enthusiastic about sharing a love of reading with the students" (Gambrell, 1996, p. 20).

5.3. Follow up

After the students go through difficult words, they are met with questions that involve their reading comprehension. During his class, Mr. Richards stopped multiple times to provide activities that tested various aspects of understanding, as well as the pupil's

imagination. Activating the student's imagination was beneficial for their motivation, as the rules were not set to limit them to the fullest, which in turn led to a feeling of autonomy. Something we see described in Guthrie and Wigfield's chapter on reading motivation (Guthrie & Wigfield, 2000, p. 412). Showing the pupils that you as a teacher respect them enough to give autonomous activities can be very important for their intrinsic motivation. During these activities that pushed the learners out of their comfort zone (and into the zone of proximal development), the teacher's role was that of a facilitator and extra support when providing students with explanations to complex words or asking follow-up questions.

It is also worth noting that in these activities, Mr. Richards gradually released responsibility. Initially the lesson was led entirely by him, then evolved to making room for student-teacher interaction by reading together and answering questions, further it became group work with teachers as facilitators, and lastly turned into a class discussion that would lead to individual work on the pupils' findings.

When comparing the observed activity to the comprehension strategy model by Bearne and Reedy that revolved around Predicting, Clarifying, Questioning, Summarising, Connecting, Noting text structure, Visualising, and Thinking aloud. The students were asked to predict in various places of the book. Words and meanings were clarified, both by the students and the teacher. The teacher was using questions to lead his pupils to some of the answers, as well as letting them ask each other questions during the discussions and voting process. The final activities were focused on summarising what the book was about, as well as connecting it to other real-life situations. The students got to visualise the book and the illustrations while thinking aloud during the discussions about the events in the book. When summarising and explaining what an allegory is, Mr. Richards also described the way such texts are structured. Thus, all the comprehension strategy forms were used in one lesson, which also ties this to reciprocal teaching methods by Palincsar and Brown.

5.4. SMILE

Mr. Richards teaching methods, be it directly or indirectly, overlap with the methods given by Barber and Klauda in their SMILE program of reading encouragement (Barber & Klauda, 2020). I will therefore be examining my observations and interview and how they correspond to this program.

Sharing is the first aspect of SMILE and revolves around social conditions and sharing between the pupils, showing that this can promote reading motivation and

engagement. As aforementioned, Mr. Richards deliberately assigns the students creative activities involving drafting a book review for a friend, which they share. Thereby he completes the step described by Barber and Klauda as "Teachers who regularly encourage collaboration among students for reading activities help satisfy this need for social connection and thereby may not just promote shared reading but *deeper* reading" (Barber & Klauda. 2020, p. 29).

Me is the second aspect of SMILE mostly related to the students' self-efficacy and how that plays a role in motivating them to be regular readers. Something that was brought up in my interview with Mr. Richards is that he sets goals for each of his learners in different formats, which fits well to the understanding that this helps students feel completion as "One long-standing practice, based on goal-setting in self-efficacy development, has been for teachers to help students set reachable – but increasingly challenging – goals for their reading" (Barber & Klauda, 2020, p. 29).

Importance is the third aspect of SMILE that is the least noticeable in my observations and interview. It revolves around giving the pupils an understanding of how important of a role literature can play in the students current and future life. Mr. Richards does say that literature is used in almost every subject and that they are told why, however, this may not necessarily mean that the students fully comprehend the importance of literature and reading in their lives.

Liking is the fourth aspect of SMILE related closely to the students' intrinsic motivation and stability in reading pleasure. Similarly, Mr. Richards emphasises what Guthrie and Wigfield say is "girls exceed boys in overall reading achievement" (Guthrie & Wigfield, 2000, p. 404). However, this can be changed if the pupils possess their own motivation for reading and genuine enjoyment of literature, which in turn, leads to overcoming the more gender-specific aspect of motivation. He also puts heavy weight on the teacher's job to show how enjoyable reading can be by modelling and demonstrating, for instance using reading a book unrelated to a subject aloud as a method.

Engagement is the fifth and last aspect of SMILE that almost represents a combination between the previous and the first one. Which revolves around letting the students feel efficacious as readers, sharing their experiences and choices. This often leads to a better understanding of the entire scope of the text and its deeper meanings. We can see this

demonstrated both in the students' sharing of literature that they read, and the amount of time available for the students to achieve their reading goals in Mr. Richards' classroom.

6. Conclusion

In this study I investigated the use of literature in an international school in Norway, mainly focusing on the practical didactic aspects connected to the students' motivation. The topic I have chosen is relevant in a multitude of cases, as we have seen that research demonstrates and stresses the importance of engagement within reading and literary competence. To answer my questions, I conducted a mixed method study where I interviewed a teacher at an international school, as well as participating in one of his classes in the role of an observer. My interview protocol and field notes were analysed using thematic analysis as it was most fitting for the qualitative study.

As a result of conducting the interview, I was given the theoretical background that was fundamental for Mr. Richards' teaching approaches. This gave me a solid base of expectations and things to look out for in my observation. During my observation, I noticed that a lot Mr. Richards' methods which he talked about in theory during the interview were also successfully implemented within his practical teaching in the classroom. Many of these also correspond to current theories connected to motivation, along with more specific methods used to promote reading engagement and literary competence.

Thereby, I have concluded that both Mr. Richards and other researchers point to methods that have a lot in common with each other. The main aspects intertwined with the various methods were often connected to the teacher's role in creating a classroom environment that gave the students ample opportunities to explore variety within literature, as well as interacting socially with each other about their experiences during reading and other activities. Additionally, the teachers' role as a model was highly emphasised to be the key factor to many students' positive experiences with literature, exemplifying that reading for enjoyment is also vital for a successful classroom reading culture.

7. Sources

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