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The Abridged and the Simplified, the Rewrite and the
Simple Original: Graded Readers and Literature in
the EFL Classroom

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It does not matter how slow you go so long as you do not stop.

Confucius

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Introduction

The communicative approach to language teaching has been a prevalent method in the ELT classroom for the last decade and its main goal is to get learners of a foreign language to communicate efficiently with each other. When using this approach it is important to make use of genuine, authentic texts in order to immerse students in the English language.

Graded readers are designed for and cater towards language learners and thus occupy a significant place in the EFL classroom. The question of authenticity arises from the fact that it is questionable whether these materials can be categorized as authentic and, therefore, whether they can be used to teach literature in an authentic way. Simplification is a great component of graded readers and thus the question of authenticity is ever present, as it is not always clear whether this permits an authentic output for learners of a foreign language.

In this thesis I attempt to show that graded readers can in fact be seen as authentic when used for a specific audience, namely that of foreign language learners in the EFL classroom. Accordingly, I will look at the question of what authenticity really means and how it can be applied in the teaching environment. Due to the fact that I have been teaching at a lower secondary school for the past eleven years, I have chosen this topic to show that implementing graded readers in the classroom can contribute immensely to acquiring language skills. My teaching experience is integrated in the lesson plans in the second part of this thesis.

1. The authenticity debate and the ELT classroom

According to Cambridge Dictionaries Online, the word *authenticity* is defined as “the quality of being real or true”. This begs the question of being real or true to what exactly? A lot of scholars have come up with different definitions of the term *authenticity* in the last few decades.

One position about authenticity deals with the language relationship between the creator of an article, book, speech or dialogue and the intended audience for this particular written or spoken material. In their article *Authentic listening activities*, Porter and Roberts express the opinion that something is authentic when it is created for the use of native speakers by native speakers themselves and not by others for learners of a language: “We shall call this ‘real’ language not intended for non-native learners *authentic*” (37). Wilkins speaks in *Notional syllabuses* of authentic materials as “materials which have not been specially written or recorded for the foreign learner, but which were originally directed at the native-speaking audience” (79). On a similar note, Adams claims in his article *What Makes Materials authentic?* that “materials are authentic if they are unaltered language data, and if they are produced by and for native speakers of a common language and not for second language learners of that language” (3).

Looking at these definitions poses the question of whether or not a text created by a native speaker is only intended for an audience speaking the same language as the writer. It is a fact that there are as many reasons for reading English texts as there are people using English for different purposes. Since English is the most widely spoken language in the world, it is used for conversing when travelling to foreign countries or even when looking for information on the internet. A lot of publications are in English, and of course most films and songs are created in this language as well, making it a common goal to learn English as it plays a major part in all aspects of society. Communicating with each other, which includes native speakers of English as well as individuals with other first languages, is the basis for forming contacts, and business meetings around the world are conducted in English as a *lingua franca*.

Hutchinson argues in *English for specific purposes* that there is no necessity to mention native speakers and looks at the contradictions of the term authenticity, adding a new argument to the discussion: "It [the term authentic] carries the sense of 'taken from the target situation and, therefore, not originally constructed for language teaching purposes'" (159). Hutchinson is of the opinion that this would be "a contradiction of the term authentic" (159). For him, "authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context" (159). He further argues that a text by itself has no significance as it "is a message from a writer to an assumed reader" (159). Hutchinson bases his argument on the writer's presumption about the reader's background knowledge and his or her use of it when dealing with the text itself. "The text, therefore, only assumes a value in the context of that knowledge and that use. A text can only be truly authentic, in other words, in the context for which it was originally written" (159). Hutchinson raises a valid point with his view, which is that a text has to be seen in its context at all times. As soon as a text is removed from its context one can thus safely assume it is not authentic any more. Concerning the authenticity of language itself, Widdowson wrote in 'The authenticity of language data':

I am not sure that it is meaningful to talk about authentic language as such at all. I think it is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver. Authenticity in this view is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker. We do not recognize authenticity as something there waiting to be noticed, we realize it in the act of interpretation. (165)

According to Widdowson, authenticity "has to do with appropriate response" (165). He distances the argument from the native speaker as such, using instead the interaction between creator of a text and the audience as a way of establishing authenticity.

In my opinion, the definition by Morrow as cited in Gilmore (2007) is one of the best in relation to authenticity: "An *authentic* text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort" (qtd. in Gilmore, *Authenticity* 98). When defining authenticity in this way, the context has to be taken into account as well as the

purpose of its production. The 'real' speaker doesn't necessarily have to be a native speaker, but someone who speaks the English language in a way that is real to him or her in order to communicate with others through speech or writing. In that way, authenticity can be seen as something that is there in a text as soon as it is written and therefore has to be comprehended through the act of interpretation by the reader. This definition doesn't exclude non-native speakers of a language, but includes every person who actually reads a text, whether it is a learner of a foreign language or someone quite fluent in the language that the text was originally written in.

When applying authenticity to the English language teaching classroom, which is the aim of this thesis by showing the authenticity of graded readers, the debate of what constitutes authentic input and output is quite intense. According to Breen in his article *Authenticity in the Language Classroom*, there are four types of authenticity that are relevant in the ELT classroom:

- 1 Authenticity of the texts which we may use as input data for our learners.
 - 2 Authenticity of the learners' own interpretations of such texts.
 - 3 Authenticity of tasks conducive to language learning.
 - 4 Authenticity of the actual social situation of the language classroom.
- (60-61)

Breen maintains that "The language lesson is an event wherein all four elements—content, learner, learning, and classroom—each provide their own relative criteria concerning what might be authentic" (61). It is my intention to look carefully at the above-mentioned components of authenticity and provide evidence of how they can actually be applied by the language teacher in the classroom setting.

The first question to look at is what really constitutes an authentic text. Swaffar in *Reading authentic texts in a foreign language* is of the opinion that an authentic text is strongly related to communicative meaning:

For purposes of the foreign language classroom, an authentic text, oral or written, is one whose primary intent is to communicate meaning. In other words, such a text can be one which is written for native speakers of the language to be read by other native speakers (with the intent to inform, persuade, thank, etc.) or it may be a text intended for a language learner group. The relevant consideration here is not for whom it is

written but that there has been an authentic communicative objective in mind. (17)

A text is thus authentic as soon as it can be used to teach learners how to convey some sort of meaning and this would be any kind of text really, as long as the language student can gain information and understanding from the words. The problem with authentic texts, however, is that comprehension can often be impaired by too much information or unfamiliar vocabulary. McNeil points out in *What makes authentic materials different* that “the presence of unfamiliar vocabulary does not, by itself, render a text difficult for a learner. Other textual features, such as lexical density and variation, need to be taken into account as well” (321). It seems important to consider this in the English Foreign Language classroom when wanting to work with authentic texts, as one could easily draw the conclusion that learners of a foreign language are not able to deal with the difficulty of the presented material. But in order to broaden the students’ horizon, an educator has to present material which can further the language knowledge of the pupils. Guariento points out in *Text and task authenticity in the EFL classroom* that “The question now, it seems, is not whether authentic texts should be used, but when and how they should be introduced” (348). The proper and correct introduction of authentic texts into the EFL classroom, especially if they are written at a high level which can be difficult for learners to understand, is something the teacher has to carefully consider and should, in my opinion, be prepared accordingly with all the tools a good pedagogic training provides. Gilmore cautions in *A comparison of textbook and authentic interactions* about the “danger in authentic texts”, which is “that distracting peripheral information [...] will confuse students and obstruct acquisition of the target language” (366-367). The confusion that can be caused without careful preparation of the learners can thus be eliminated when a teacher knows the risk of introducing difficult authentic texts to the learners and takes according measures beforehand. In some cases “... the authenticity of texts (genuineness) may need to be sacrificed if we are to achieve responses in our students” (352), as Guariento indicates. The problem with introducing learners of the English language to authentic texts in order to obtain authentic input seems to be that “text authenticity derives from the idea that the types of text used in language classrooms should correspond to the types of text used

outside the language classroom.” (MacDonald, Badger, and Dasli 254). This brings us back to Swaffer’s comment above which seems to contradict the previous statement. As long as students achieve communicative meaning from a text, authenticity is certain.

The second type of authenticity in the ELT classroom, according to Breen, is that of the learner’s interpretation of authentic texts. This concerns the question: “For whom is it authentic?” (Breen 61). In my opinion this is a very important question as it puts the authenticity debate in focus for language learners. Breen mentions that “We should be willing to welcome into the classroom any text which will serve the primary purpose of helping the learner to *develop* authentic interpretations” (63). He further explains this by adding that “any text which engages the learner’s effort to communicate with it” (63) will aid the learner’s “use and discovery of those conventions of communication which the text exploits” (63). As Breen sees it, all texts that facilitate an appropriate interpretation by the language learner can be seen as authentic. One of the most important reasons for bringing authentic texts into the EFL classroom is, in my opinion, to make sure the students actually learn to deal with their content and can draw their own conclusions from them. This is mostly done by making inferences from the text and thus proving a general understanding of what is being said by the author.

The learner may ‘authenticate’, or give authenticity to a text from his own state of knowledge and frame of reference. If we focus upon learner interpretations of a text, then we may regard texts as potential *means* for the learner towards authentic communication in the target language. This proposal leads towards a consideration of how learners may work with or act upon language data in the classroom. (Breen 64)

The language learner will have to show knowledge of an authentic text by considering language familiarity and using interpretation skills, something that is well worth the teacher’s time for sometimes bringing difficult but authentic texts into the classroom. A problem can be that the culture of the learner differs from that of the author of the text, so it is important to give the learners background knowledge of the culture the author is referring to. Widdowson stipulates in *Comment: authenticity and autonomy in ELT*: “Authenticity concerns the reality of native-speaker language use: in our case, the communication in English

which is realized by an English-speaking community” (68). He makes a clear distinction between native speakers and learners of the English language concerning the use of language: “the language which is real for native speakers is not likely to be real for learners: indeed one might argue that logically it cannot be, for learners have by definition not yet learned how to make it so” (68). He further explains this as being the case because learners of a language “belong to another community” and therefore do not possess “the necessary knowledge of the contextual conditions which would enable them to authenticate English in native-speaker terms” (68). Consequently it is indispensable for teachers to make use of their professional skills to facilitate pupils’ background knowledge by providing exercises and activities which aid in this process. Only when this is achieved will the students be able to authenticate English in a way that – though it may be hard to see it in ‘native-speaker terms’ – is good enough for complete comprehension of the text itself.

Breen argues that communication in the English language can be further aided by bringing authentic texts into the classroom in order to familiarize learners not only with the language to be learned, but also the cultural setting of the text. He differentiates between two kinds of texts, those “which represent rich examples of the target language in use, and those texts which may serve as the *means* through which learners can gradually uncover the conventions which underlie the use of the target language” (63). Texts which help form a basic knowledge of the general principles of language use can be seen as important messages for learners of the foreign language. They can thereby create a wide knowledge base of the underlying cultural social principles as well as implied meanings, which is a crucial aspect in communicating in the language to be learned. Breen mentions that “the guiding criterion here is the provision of any means which will enable the learner to *eventually* interpret texts in ways which are likely to be shared with fluent users of the language” (63). The interpretation of the pieces of writing they have read is important for learners, as it gives them the opportunity to comprehend what the author is essentially trying to convey. Only when the meaning of a text can be successfully communicated to the teacher or fellow students can comprehension of the text be guaranteed, and this serves as a measure of language capability, which is what needs to be achieved in the

ELT classroom. McCoy further points out in *Using authentic materials: Keeping it real* that referring to authentic texts not only encourages motivation and interest in the text itself, but also in foreign language learning, as the students become familiar with the culture they are immersing into.

When learners read an authentic text, their prior knowledge, interest and curiosity make it easier for them to become engaged with it. To summarize, we can say that learner-authentic materials are mainly learner-centered, and that they can serve effectively to promote learner's interest in language learning. (18)

MacDonald, Badger and Dasli bring additional merit to this concept in their article *Authenticity, Culture and Language Learning* by adding that language learners will further develop their identity of living in a world of several cultures and thus gain ideas about the world they live in. They say that materials used for the purpose of language learning are to aid the language learning process of the students, as they should be aware of their "own cultural frames of reference" (255) and use this background knowledge in order to broaden their perspectives as "intercultural beings" (255).

One interesting fact that has to be taken into account, however, is brought up by Widdowson in *Teaching Language as Communication*, and this is that presenting only parts of a certain text to pupils with the aim of learning "something interesting and relevant about the world" (80) is in direct contrast to language learning in itself, as it is then used as a "misrepresentation" of "normal language use to some degree" (80).

Being authentic does not therefore always lead to the above-mentioned outcome of learners' interpretation, but leads to doubt of authenticity as such.

Nonetheless, Widdowson further states that "authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response." (80). He further reasons in *Aspects of language teaching* that the "authenticity of language in the classroom is bound to be, to some extent, an illusion" (44). He is of the opinion that the "source" (44) of language materials is not as important as "the learners' engagement with it" (45). He goes on to explain that in actual language use, as the work on discourse analysis and pragmatics makes abundantly clear, meanings are achieved by human agency and are negotiable: they are not contained in text (45). Because learners'

knowledge of the language is not as clear, they actually lack basic skills and therefore cannot “authenticate the language they deal with in the manner of the native speaker” (45). As students are not native speakers they are, as a result, not able to connect to the text in the same way a native speaker would. For this reason, Widdowson believes that excerpts of authentic texts “cannot be realized as authentic discourse” (45).

Furthermore, if authenticity is to be defined as natural language behaviour (and it is hard to see how else it might be defined) there is also the difficulty that learners will naturally incline to draw on their own language in any situation that calls for uncontrived linguistic communication. (45)

It may be true that authenticity in the language classroom is an illusion, but nevertheless, language learners have to be made aware of different views and cultures outside their own comfort zone and this is something every teacher of a foreign language has to be aware of. In my opinion, as long as the students are brought out of their safe and secure bubble which is their own culture and knowledge, and given the chance to broaden their horizons, they consequently experience the new and unfamiliar. They are then able to react to a text and get the chance to communicate their ideas and findings. The job of a teacher in the EFL classroom has been fulfilled to its full extent if this goal of immersing students in the text is achieved.

Breen’s third argument is that of task authenticity in language learning. When learning a foreign language it seems to be important to make a connection between the language learner and the language itself. According to Widdowson in *Teaching Language as Communication*, “the language must be such that the learner is willing and able to react to it authentically as an instance of discourse” (90). What he wants to express with this is that the text used has to “engage the learner’s interest” (90) in order to make an impact on the learner, in addition to it being “at an appropriate level of linguistic difficulty” (91). The material used should be attractive in two ways, one reason being to activate the students’ prior knowledge and the other to enhance the feeling for how the language is used, thereby “deriving reading ability from the comprehending skill” (91). It can

be seen that the learners of a foreign language can profit greatly from reading texts, as several skills can be activated and utilized.

Seidlhofer further stresses the connection between language and learner in the language learning process in *Controversies in applied linguistics*: “For learners the language is not real or authentic until they have learned to realize and authenticate it” (80). This realization and authentication can only be achieved by exposing the students to a wide variety of texts, so that they can obtain sensitivity towards the language and its usage. When the teacher prompts his or her pupils to experience many different pieces of writing and makes them aware of their advancement in language learning, it will automatically lead to them being motivated to read even more texts, which I firmly believe.

One way of investing the learner in his or her own progress in the ELT classroom is to consider the autonomy of the student, as Guariento and Morley indicate in *Text and task authenticity in the EFL classroom*:

As long as students are developing effective compensatory strategies for extracting the information they need from difficult authentic texts, total understanding is not generally held to be important; rather, the emphasis has been to encourage students to make the most of their partial comprehension. (348)

Not only are language learners encouraged to capitalize on their education, but they are also stimulated to broaden their horizon by yielding to their own autonomy. Learner autonomy can be seen as learning the language in an independent fashion, thus making “the language their own” (67), as Widdowson points out in *Comment: authenticity and autonomy*.

In the EFL classroom, this autonomy can also be achieved by giving the students the freedom to learn the English language in a way in which they choose what texts bring them the best possible outcome. Tasks set in order to achieve learner autonomy therefore have to be authentic in that they provide the goal that needs to be achieved, namely language learning which ensures that the learner actually possesses the skills to deal with English in all kinds of ways. Widdowson directs attention to the fact that teachers have to make the effort to teach “real communicative behaviour” (*Comment* 67). He further stresses that “authentic language is, in principle, incompatible with autonomous language learning.” (*Comment* 68). I personally see this differently, as authentic

language can be found in all forms of situations, be it texts or language found in films and speech. The goal to accomplish in English language teaching is to prepare the student for the understanding of language by equipping him or her with the skills necessary for dealing with language situations. Badger and MacDonald comment in *Making it Real: Authenticity, Process and Pedagogy*:

In many reading and listening classes, there is too much focus on making what happens in the classroom as authentic as possible and not enough on helping learners to develop their skills so that they can read and listen independently. (581)

If the learner can read texts or watch movies in English and actually knows where to look up vocabulary or grammatical expressions which are unfamiliar, thus making meanings clear in and outside the ELT classroom, then a great deal has been achieved in making the student an autonomous learner of English. Nunan writes in *Designing tasks for the communicative classroom* that “the most effective way to develop a particular skill is to rehearse that skill in class” (54). He further indicates that “Proponents of authentic materials point out that classroom texts and dialogues do not adequately prepare learners for coping with the language they hear and read in the real world outside the classroom” (54). So, according to this quote, language learners are only able to learn the English language properly when they are introduced to authentic texts. This seems to be because the language learned in the classroom cannot be authentic as such, for the reason that it differs from the language in the ‘real’ world. Personally, I do not see how language in the classroom can even be compared to language in non-classroom situations. The whole purpose of an ELT classroom is, in my view, to create a safe environment where the English language can be learned and there are no embarrassments when using a wrong word or an incorrect grammatical feature. As soon as the language learner is put in the ‘real’ world to communicate with native speakers of English, he or she is on their own and therefore can only rely on what they have learned in the classroom. It is needless to say that these encounters will never be the same as in the classroom, but with good teaching methods the student will be able to put the material learned into perfect use. As McCoy puts it in *Using authentic materials: Keeping it real*, “authentic materials present several opportunities to engage with language in specialized contexts” (17). This is

another reason to draw on authentic texts, as they give rise to the opportunity for preparing the learners for different situations that can be encountered when they find themselves in 'real world' circumstances. Widdowson clarifies this by stating:

The authenticity idea develops naturally from a communicative orientation to language teaching. The argument runs along the following lines. If you are going to teach real English as it functions in contextually appropriate ways, rather than a collection of linguistic forms in contrived classroom situations, then you need to refer to, and defer to, how people who have the language as an LI actually put it to communicative use. Authenticity is thus dependent on the authority of the native speaker. (*Comment 67*)

Interaction in the safe language teaching environment can be seen as exchange between the students themselves, the students and the teacher as well as between the student and the materials found in class. As I have already pointed out, authenticity is not always linked to a native speaker as much as to a real narrator or author who expresses an opinion for an audience (see Gilmore, *Authenticity* 98). Badger and MacDonald point out that "the principle of authenticity for language samples is that we should use texts which are not designed for the purposes of language teaching" (579). But when teachers do not use these kinds of texts in the EFL classroom, how can students be adequately prepared for 'authentic' language situations? Widdowson gives an answer to this dilemma in his book *Learning purpose and language use*:

But the term [authenticity] can also be used, quite legitimately, to refer to the communicative activity of the language user, to the engagement of interpretative procedures of making sense, even if these procedures are operating on and with textual data which are not authentic in the first sense. An authentic stimulus in the form of attested instances of language does not guarantee an authentic response in the form of appropriate language activity. (30)

I agree with Widdowson here that authentic input does not necessarily lead to an authentic reaction in the language learner, but that is where the language teacher comes in to develop authentic tasks to be used in the classroom. Guariento and Morley state that "authenticity' lies not only in the 'genuineness' of text, but has much to do with the notion of task" (349). The tasks chosen in order to teach English in the EFL classroom have to be authentic in order to guarantee an effective language learning experience. Guariento and Morley

further explain what defines task authenticity: "One of the crucial aspects of task authenticity is whether real communication takes place; whether the language has been used for a genuine purpose" (349). Breen goes further when he says that an authentic task is not only one that facilitates communication, but also language learning at the same time:

In other words, an authentic learning task in the language classroom will be one which requires the learners to communicate ideas and meanings *and* to meta-communicate about the language and about the problems and solutions in the learning of the language. (66)

Language learning tasks also have to be selected with awareness to correspond with the proficiency of the language learners. Guariento and Morley give evidence of this by mentioning that authentic texts could actually "prevent the learners from responding in meaningful ways" (348), which would lead to disappointment and even demotivation. Consequently, the professional educator has to ensure that his or her pupils are equipped with the necessary skills to tackle the tasks they have been given. He/she also has to make the presented materials meaningful to them in the sense that they comprehend the message as well as the language itself, thus ensuring an appropriate reaction. As Widdowson so fittingly puts it: "Clearly a genuine instance of use cannot be authenticated if it consists of syntactic structures and lexical items which the learner just has not the competence to comprehend." (*Teaching* 82). As this is certainly a very true statement, as I have shown above, careful task selection and the promotion of learner autonomy should lead to the avoidance of cases where students are overwhelmed by the language and thus lose their motivation. Making sure of that and at the same time providing interesting materials is walking a fine line for the teacher and cannot be taken lightly. McCoy is of the opinion that "using authentic materials can be an effective tool in the arsenal of the ESL instructor" (23). He states that aside from achieving motivation in the learner by ensuring the correct level, "authentic materials can also be effective in introducing real life communication examples to the students" (23). The effort a teacher has to put into the preparation of the materials used will always lead to great satisfaction as far as "learning opportunities for the students" (23) are concerned. To conclude, the necessary work an educator has to invest in a language lesson using authentic materials

will make it all worthwhile when students become motivated and can utilize the knowledge they have gained when working on their own after such a lesson.

Breen's final argument is that of the "authenticity of the actual social situation of the language classroom" (61). The question that has a lot of scholars as well as teachers on their toes is whether a classroom, and everything that happens within it, can actually be seen as authentic. Widdowson argues in *Context, Community and Authentic Language* that a classroom is actually not authentic in the sense that authentic language could be used and maintained in the ELT classroom. He writes: "The language cannot be authentic because the classroom cannot provide the contextual conditions for it to be authenticated by the learners" (711). He explains that because "learners are outsiders, by definition, not members of user communities" they cannot see "language that is authentic for native speaker users" (711) as authentic for themselves. Consequently, because language learners are not native speakers of English, they cannot gain knowledge from authentic texts in the classroom. Widdowson further explains that because the language classroom has the purpose of language learning, authentic texts have no merit "as the classroom cannot replicate the contextual conditions that made the language authentic in the first place" (715). On the one hand I can certainly relate to Widdowson's point, but cannot, to the best of my knowledge, agree with him. I rather empathize with Breen, who sees the language classroom as a special learning setting with the shared goal of learning. He declares that "the language classroom can exploit this social potential by expecting and encouraging learners to share their own learning processes and experiences" (68). By sharing their experiences and advancements with their peers in the classroom, the students can draw on each other and learn from each other as every individual obtains a different awareness from the same lesson or text covered. In teaching the pupils how to communicate about their know-how and how it was achieved, they also gain a fundamental knowledge of communication itself. And this is a valuable goal in teaching foreign languages, as Breen mentions by saying: "Perhaps one of the main authentic activities within a language classroom is communication about how best to learn to communicate" (68). Taylor concurs with Breen in *Inauthentic Authenticity or Authentic Inauthenticity*, giving the classroom a validity of its own:

Let us accept that the language classroom has its own legitimacy, its own authenticity and reality, to which both learners and teachers contribute. Let us not deny our learners' own sense of the reality of the classroom nor underestimate their capacity to deal with it and to play their role in creating it. (8)

He further argues that “learners, in their capacity as knowers and users of language, are quite capable of extrapolating from the classroom situation, and that consequently we need not be worried about the so-called artificiality of the classroom situation” (6). Seeing the classroom as its own little ‘real’ world in which authentic language situations can be learned and practiced creates a safe and secure environment in which the learner can relax and be unconcerned with possible mistakes he/she makes. Breen states that “the day-to-day challenge of making the most of the classroom offers probably the best resolution of any questions concerning what text is authentic, for whom, and for what purposes” (69). As a teacher of English in an EFL classroom it is probably also good to know that “Both pedagogic texts and pedagogic tasks are authentic because the classroom is their point of origin.” (MacDonald, Badger, and Dasli 253).

Being a teacher myself, I am comfortable with the idea of the ELT classroom being a safe little bubble with the goal of providing the students with skills and knowledge to understand not only the language used in a variety of texts, but also the context and inferred meaning in order to communicate the author’s ideas to fellow learners. As a result the students should be perfectly prepared to deal with all kinds of language situations when they venture out of the classroom, thus making the language they use authentic for their own purposes.

2. Graded Readers

2.1. Definition

Several scholars have pondered the question of what graded readers really are. Bamford defines them in ‘Extensive Reading by Means of Graded Readers’ as “short books of fiction and non-fiction which are graded structurally and lexically

– and occasionally in other ways” (218), whereas Hill labels them in *Survey review: Graded readers* as “extended texts, mostly fiction, written in language reduced in terms of structures and vocabulary” (57). He further explains that graded readers were “initially simplified versions of classics, modern novels, and fairy tales (simplifications), but since the 1960s an increasing proportion have been written specially for a series (simple originals)”.

Bamford and Hill basically define them in the same terms but mention nothing about the audience graded readers are actually written for. The audience or the readers of graded readers are, however, a very important factor in the development of graded texts, as they are the reason for their existence and thus have to be taken into account when defining them. Nation and Wang see graded readers in *Graded Readers and Vocabulary* as “books which are specially written or adapted for second language learners” (356). Nation and Deweerdt go further in their article *A Defence of Simplification*, by defining them as “books specially written for learners of English using a controlled vocabulary and grammar” (55). Hill gives a helpful statement in *Graded readers in English* where he sees them as “written for learners of English using limited lexis and syntax, the former determined by frequency and usefulness and the latter by simplicity” (185) and thus also gives a reason for applying restricted lexical and syntactic structures for the readers of graded readers. Nation and Deweerdt further mention that graded readers can “be simplified from a text for native speakers, [...], or may be a book written solely for second language learners” (55). The important point, whatever definition of a graded reader is used, is that “a good graded reader is both well-written and well controlled.” (Nation & Wang 376). Wodinsky and Nation direct attention to an important reason for the existence of graded readers in *Learning from Graded Readers*, namely that they “provide learners with a chance to read without encountering large quantities of unknown words” (155), thereby enabling students of a foreign language to “read successfully and get pleasure from their reading” (155).

In conclusion, graded readers are simplified versions of texts that help learners of a foreign language to read books in order to improve their language skills as well as to ensure a pleasurable reading experience.

2.2. Types

Different scholars have various opinions on what types of graded readers can be distinguished. In *Adapted Readers*, Simensen differentiates between three types of graded readers, namely:

1. *Authentic readers* are readers with authentic texts not written for pedagogic purposes, and published in their original style.
2. *Pedagogic readers* are readers with texts specially written for learners of English as a foreign (second) language.
3. *Adapted readers* are readers with texts which are adapted for learners of English as a foreign (second) language on the basis of authentic texts. (42-43)

Hedge in *Using Readers in Language Teaching* refers to “abridged” (1) and “simplified” (1) versions of graded readers. Hill, on the other hand, makes a distinction in *Graded readers in English* between “two types of graded reader: the rewrite and the simple original. These terms have long since replaced ‘simplified reader’ to reflect the change in practice from reducing a text to recreating it and the addition of original writing.” (Hill, *Graded* 185). Campbell in *Adapted literary texts and the EFL reading programme* refers to rewrites as relating to “the replacement of words and syntactic structures by ‘simpler’ versions considered appropriate to the target reader's level in the target language (L2)” (132). She also sets a category of abridgement which “involves editing out sub-plots and detail, and reorganization of the narrative to create a linear time sequence” (132), and of adaptations which have “strict vocabulary control” and consequently “offer an ideal solution to the problem of lexical difficulty, as they enable less advanced readers to enjoy interesting narratives without having to consult dictionaries constantly” (133). Waring in *Writing a Graded Reader* refers to adaptations as stories which are “changed and simplified for a different audience” and to abridgements as “keeping the main story but changing difficult grammar and vocabulary”. He also brings another category of graded readers into play: “Others are called *originals* which are mostly fictional stories” (Waring). Whatever the terms for the different types of graded readers are, the main point is that they are simplified in one way or another in order for readers to get the most out of the text. Simensen makes this clear in *Adapted Readers* when she states:

The term *adapted* is used here as a superordinate term of various kinds of alterations of a text. Other terms are: *abridged*, *reduced*, *retold*, *rewritten*, *simplified* and *told*. Whatever terminology is used, the primary aim of the alterations is in general to make the text more accessible to learners. *Simplified* is probably the term most often used about such texts. (43)

Consequently, the main focus is on how the achievement of making graded readers accessible to learners of a foreign language can be undertaken. The only available answer is simplification.

2.3. Simplification

Simplification can arise from different situations. In native speaking environments it can be used by adults as a way of talking to children, or it can be carried out especially for learners of a foreign language in non native-speaking surroundings (see Cook 225). As Ellis puts it in *Naturally simplified input, comprehension and second language acquisition*:

The principal difference between naturally simplified input and pedagogically simplified input (whether graded or dependent exemplification) is that whereas the former arises spontaneously in the course of interaction in the classroom, the latter is pre-planned. (53)

Because every teacher makes use of language simplification in the EFL classroom, from speaking in a manner that learners of a foreign language can follow to choosing graded reading material for exposure to written texts. "What particularly distinguishes simplification is its unique pedagogic purpose" (Davies 182). Widdowson points out in *The Simplification of Use* that "all pedagogy involves simplification in that it aims at expressing concepts, beliefs, attitudes, and so on in a way which is judged to be in accord with the knowledge and experience of learners" (190). He further explains that "one of the differences is that other teachers do not normally derive their instructional discourse from specific linguistic sources but draw upon their knowledge of the subject directly" (190). Educators then use their understanding of a subject or topic to explain this to their pupils in words they are sure to know, thus making use of simplification on a very basic level. Because pedagogically simplified texts are

found in quite a number of teaching materials starting from course books to graded readers, language teachers can make use of these texts and don't have to simplify material themselves. In a classroom environment the situation is quite different though when it comes to communication. According to Ellis "simplified input, then, is good for comprehension, especially if the simplifications occur naturally in the course of face-to-face interaction with a teacher" (57). In personal communication teachers simplify their language according to the language level their students are able to understand. At higher levels the teacher can use more difficult language, whereas at lower levels the words and phrases used have to be carefully selected. The way this happens is described by Bamford in *Extensive Reading by Means of Graded Readers*:

Beginner level graded readers are restricted to the present tense, imperative, 'going to' future and perhaps the regular past; and sentences are typically single clause of the subject + verb + direct object construction. At higher levels, structures are introduced in a logical way, closely corresponding to the teaching order found in most main course textbooks. (223)

Another point in face to face communication which takes place in the EFL classroom is that the pupils are able to ask questions when an expression is unfamiliar to them. This situation is quite different when it comes to the subject of reading, as students are put off by materials where they can't understand the majority of phrases expressed. When it comes to the production of simplified material, Widdowson makes clear in 'The Simplification of Use' that it would better serve the language teacher to make use of the plentiful simplified materials rather than "getting involved in the highly complex task of producing simplified versions which require him to recreate from an interpretation of an original discourse which he may not be competent to interpret in the first place" (190). Because the educator is pedagogically trained in the language he or she is teaching, Widdowson indicates that the teacher has to be aware of the fact that "the danger is that he should assume that this is the only kind of knowledge that the learners need to acquire" (191). By using already existing pieces of simplified materials, this danger of concentrating too much on the language itself and not so much on the content can be eliminated. It has been my personal experience that learners of a foreign language want to recognise every word they read and think they won't understand the meaning of the text

otherwise. It is therefore important to make them realise that they can in fact comprehend the sense of a text they are reading without having the knowledge of every single word. This is one important factor in teaching reading in the ELT classroom, one which the teacher has to constantly communicate to the students in order for them to gain a pleasurable reading experience. Davies makes a point in *Simple, simplified and simplification* concerning the use of pedagogic training in the language classroom: "Simplification, then, of reading materials refers to the selection of a restricted set of features from the full range of language resources for the sake of pedagogic efficiency" (183).

In a language teaching setting reading plays an important role, but to make graded readers a valuable tool for reading they have to be simplified. Simplification makes it possible for learners of a foreign language to actually understand what they read. Tweissi states in her article *The Effects of the Amount and Type of simplification on Foreign Language Reading Comprehension*: "In its written form, language simplification has been found to facilitate comprehension by language learners." (192). As can be seen later in this chapter, comprehension plays a vital role in the simplification process for learners of a foreign language. Widdowson elucidates in *The Simplification of Use* that "in language teaching, simplification usually refers to a kind of intralingual translation whereby a piece of discourse is reduced to a version written in the supposed interlanguage of the learner" (185). He further explains in *The Significance of Simplification*:

The notion of simplification has been a familiar one in language teaching for a long time. It underlies not only the production of 'simplified readers' but also the whole process of syllabus design. Essentially, it is the pedagogic analogue of the linguist's idealization of data, from which it ultimately derives: the teacher simplifies by selecting and ordering the linguistic phenomena he is to deal with so as to ease the task of learning, and the linguist idealizes by selecting and ordering the linguistic phenomena he is to deal with to ease the task of analysis. (192)

He additionally defines simplification "as the process whereby a language user adjusts his language behaviour in the interests of communicative effectiveness" (196). In the ELT classroom the teacher has to be aware of this fact, as it means, in my opinion, that every learner of a foreign language draws his or her own conclusions from simplified language and changes his or her manners

accordingly. It would seem feasible to me to carefully monitor learners' language behaviour in order to draw conclusions about the level of graded readers to be used in class. If students tend to use language features they have already mastered a long time ago and fall back on easier structures, it is probably time to switch to a higher level of graded reader. On the other hand, when learners show difficulty in communicating what they want to say, a lower level of graded reader could smooth the progress of their learning. Widdowson in *The Significance of Simplification* recommends offering the student "a set of code rules which he will act upon with a fair degree of success in those teaching situations which require simple conformity to them" (197). By offering these rules, the learner will have to use them "for a communicative purpose", thus enabling him or her to make the learnt strategies his or her own "to behave like a normal human being and develop context rules to facilitate communication" (197). Communication with peers in the classroom as well as with other speakers of the English language will then be made easier by being able to fall back on the rules provided and ensuing strategies.

The process of simplification can basically be achieved in two ways according to Honeyfield's *Simplification*, namely the "simplification of language and simplification of content" (431). Simensen adds the categories of "control of discourse and text structure" (45) in *Adapted Readers: How are they adapted*. For the purpose of this thesis I will group these additional kinds of simplifications in the language simplification category, as it is my opinion that they have to do with lexical control. How these simplifications affect graded readers will be shown in the following chapter as well as what these gradings achieve in the readers.

Linguistic simplification involves the simplification of language itself, which is made easier through different methods. "Linguistic simplification involves the replacement of syntactic structures and lexis regarded as difficult with items which correspond to the reader's level of L2 competence." (Campbell 133). As "Linguistic adjustments can occur in all domains and affect the forms the learner hears (or reads)" (Yano, Long, Ross 192), it is vital to put these adjustments into perspective for foreign language learners. Cook writes in *Language play, language learning* about language simplification:

Simplified grammar, slow clear speech, and the selection of basic vocabulary, are natural features of adult speech to children, and for that matter natural features of speech to a foreign speaker of our language who does not understand. (Cook 225)

Because simplification is an accepted and highly valued tool in native speaking environments, there is no reason why it should not be considered just as important in the EFL classroom. The changes made in the simplification of the language as it is used by educators in the teaching of English are of a morphological and syntactic nature. They “include use of fewer words and clauses per utterance, preference for canonical word order, retention of usually deleted optional constituents, overt marking of grammatical relations, and higher frequencies of certain types of questions” (192) as Yano, Long and Ross explain in *The Effects of Simplified and Elaborated Texts on Foreign Language Reading Comprehension*.

One essential part of language simplification is vocabulary grading. Obviously, “Vocabulary is one factor in the ease or difficulty of reading texts but obviously not the only one.” (Hedge 9). “Research (Laufer 1992, Lui Na and Nation 1985, Hu and Nation 1999) suggests that at least 95% of the running words in the text should be known to the learner” (Nation & Wang 360). What happens in graded readers, then, is that more difficult words are substituted by easier ones. This is done according to frequent word lists which use the most common words in the English language and implement them in the texts, thus making sure the vocabulary is known by the readers. (see Bamford, 223). When words can’t be substituted by other, simpler ones, graded readers often use pictures in order to explain the words, or they have special glossaries at the end of the book to look up unknown expressions. In my opinion, this is a fantastic way to get readers to understand the words and broaden their vocabulary knowledge. According to Bamford in *Extensive Reading by Means of Graded Readers*, “the greater the control over grammatical structure and the greater the care over vocabulary usage, the easier the books in a series are to read” (224). In his article *Survey review: Graded readers*, Hill is of the opinion that graded readers get “their strength as a resource for language learning” from “the thoroughness with which the wordlists and structure lists are compiled, and the care with which

they are applied” (62). He goes on to explain that at a word count of 1,500 words permits “relatively free expression” (62), thus making it possible for the learner to fully appreciate the graded reader he or she is reading. Since graded readers limit their use of expressions, one problem is that they can appear unnatural to the language learner.

Among other problems, the use of controlled vocabularies and short, simple sentences in children’s basal readers and their L2 equivalents for adults (so-called *structural* or *graded* readers) often result in choppy, unnatural discourse models. (Yano, Long, Ross 190)

Because of this, Nation and Deweerdt mention in *A Defence of Simplification* that simplifications “may result in poor cohesive reference and an overreliance on implicit, rather than explicit, conjunction relationships” (56) which can further “make the texts difficult to comprehend” (56). The authors make it clear, however, that “these criticisms may be true of poorly written simplifications, but there are many excellent simplifications that are a joy to read (56-57). So it would seem it is again up to the language teacher to choose materials which are well written in order to make the learners enjoy and get the most out of them. Simensen argues in *Adapted Readers* that “to substitute one word for another does not necessarily mean that the informational content remains the same” (45). Making the language easier for learners to appreciate makes it clear that this will always be closely linked to the content at hand. How could it be seen otherwise, as it is at all times linked with the thought in mind of getting the learners to understand and fully comprehend the text in front of them. Coming back to the understanding of texts for learners of a foreign language Yano, Long and Ross claim that:

Linguistic simplification of written texts can increase their comprehensibility for nonnative speakers but reduce their utility for language learning in other ways, for example, through the removal of linguistic items that learners do not know but need to learn. (189)

This brings me to the point I need to stress: pedagogical simplification found in graded readers can only teach the learner a basic language knowledge, but the teacher has to make sure that the students constantly raise their levels of competence. This can be achieved by gradually providing linguistic features not found in a certain text in the following language lessons. Ellis is of the opinion that “the claim that pedagogically simplified input aids comprehension underlies

the long-established tradition of the graded reader” (56). She further mentions that “simplified input may help comprehension, but is a waste of time where acquisition is concerned” (57), as “there is no clear evidence that simplified input of either sort facilitates L2 acquisition [...]” (58).

One should not forget that the main aim of using graded readers in the ELT classroom is not so much to teach the language itself, but to convey a sense of accomplishment by reading a whole book in the foreign language and thus motivating learners to keep reading for pleasure as well as language competence. Yano, Long and Ross disagree with this in that they are of the opinion that comprehension is not in the foreground of a reading lesson but “the learning of the language in which the text is written and/or the development of transferable, non-text-specific, reading skills” (191). I can personally see the point that it is important to get language learners acquainted with the language itself as well as increasing their reading skills, but what is most important is the motivation to actually read a text. When reading is done voluntarily and to a great extent then one in fact learns not only what the language is about but also how it is used. ‘Practice makes perfect’ is common knowledge and can be applied to reading and language learning as well as all other circumstances. It may be the case that L2 acquisition is not facilitated by the reading of simplified material, but comprehension is tremendously aided and thus the interest of the learner is ignited. Due to this raised interest, motivation to read more and more will ensue and therefore the English language will be better understood in its function as well as how it is used in actual situations.

Another important tool in the linguistic simplification process which arises because of vocabulary control is the use of rewording in certain passages. Honeyfield states in *Simplification* that “since a word list will offer few exact synonyms for original words and phrases, the simplified must paraphrase” (433), which undoubtedly leads to “*expansion* (a word is replaced by a phrase)” (433). Paraphrasing therefore leads to the fact that “a reader has to cover more words to get a given amount of information” (434). This happens because “in expansion, the information content of material becomes diluted, or less densely packed” (434), even though the content is drastically reduced (see Honeyfield). Claridge explains in *Simplification in graded readers: Measuring the authenticity of graded texts* that “it is possible to see that in the simplified version, the

structure has been altered to reduce the number of subordinate clauses and to make the main verbs easier to identify" (150). By making the main verbs appear clearly, the learners can relate to them better, which again makes comprehension of the text easier. Campbell thinks that simplification can, in certain cases, lead to a text that is harder to understand for learners of a foreign language for the reason that "criteria which make native speakers of English judge certain words as more difficult than others may not be relevant to certain groups of learners" (134). To make this clearer, Honeyfield indicates:

Simplification of syntax may reduce cohesion and readability. Since syntax has semantic and rhetorical functions, a reduced syntax may be inadequate for a given information load. The result may be material lacking in cohesion, and hence readability – material which inadequately represents the semantic and rhetorical systems of normal English. (435)

This can be the case in poorly written graded readers and is, again, something where the trained professional has to step in. In order to ensure a meaningful text is going to be read by the pupils, the teacher has to know the text he or she is presenting to the class and show an awareness of the level of knowledge as well of the interests of his or her pupils. As some simplifications can lead to boring texts where "[...] the linguistic standardization resulting from simplification may create a text in which essential contrasts are lost" (Campbell 133), the educator can be faced with the fact that the pupils are uninterested in reading the material presented. According to Campbell, a problem with linguistic simplification can be "that it is only justifiable if the resulting text is consistently easier to read" (133). In order to make sure this is actually the case, and the resulting graded readers, which are to be read in the EFL classroom, are in fact up to the task, vigilant groundwork has to be done by the educator. As a result, the careful preparation of reading resources is an essential task of the professional pedagogically trained teacher. "Let the technique of simplification be as perfect as possible, if abridgement is not interesting it is useless..." (375), is what Nation and Wang refer to in their article *Graded Readers and Vocabulary*. Thanks to linguistic simplification, readers get to enjoy texts which they would otherwise not be able to understand. A wide range of reading material can therefore be presented to learners of a foreign language. Graded readers have restricted vocabulary and can consequently "offer an ideal solution to the problem of lexical difficulty, as they enable less advanced

readers to enjoy interesting narratives without having to consult dictionaries constantly” (Campbell 133).

In order to simplify the content of a particular text or book, the story can be entirely rewritten, resulting in a retelling of the plot, or it can be abridged, in which case the language and story of the original book are present, but just made simpler by omissions of certain chapters or characters. In this case the plot will be equivalent to the original but will slightly differ in meaning (see Honeyfield 433). “*Abridgement* mainly involves editing out sub-plots and detail, and reorganization of the narrative to create a linear time sequence. Additionally, linking passages may be included for clarification, [...]” (Campbell 132). A tool for content simplification can be to reduce the number of characters in a story in order to eliminate confusing subplots which are not really important for the main story (see Simensen, *Readers* 46). Next to the numbers of characters to be minimized, their depth can also be altered (see Hedge 15). In *Using Readers in Language Teaching*, Hedge additionally mentions “controlling the range and complexity of situational or cultural background which may involve omitting episodes of a story” (15) as a device for simplifying the content of graded texts in addition to the usage of “straight, chronological narrative” instead of flashbacks in a narrative (see Hedge). Hill explains in *Survey review: Graded readers*:

Simplifications start with the advantages of the structure, vitality, and purpose of the original work, but all too often squander them. The main fault is to cram too much information into a short space, and to produce a breathless summary [...]. One incident follows another in staccato style and nothing stands out. Vitality is lost. The characters are de-fleshed and even de-boned. Scenery is rubbed out. The concerns and interests of the original author are forgotten. But this need not happen, and it is important to recognize that simplifications vary in quality, and that while some are poor, others are excellent. (60)

Hill is of the same opinion as Hedge in that a “balance in the length of chapters” (Hedge 15) has to be maintained in order to represent the details of the story in “‘digestible’ amounts” (15). As a consequence, the learners of the foreign language can grasp the story in a better way and comprehension is aided. Furthermore, if the graded reader is equipped with an “introduction to a story which clarifies context and characters” (15), readers can make more sense of the text itself and therefore will be more likely to enjoy their reading experience.

Hill mentions that the “most successful simplifications” (*Review 77*) condense the original to “digestible proportions” (77) but stay “true to its spirit and essence” (77) at the same time in order to “provide a good read in its own terms” (77). If “too much information” (77) is put into the simplification, the “essence of the original” (77) will be lost, resulting in a poor simplification. Hill therefore classifies graded readers into the category of successful and unsuccessful readers, the former being true to the original in providing a satisfactory reading experience for the readers by presenting small portions of information at a given time. Nevertheless, he doesn’t mention the information being restricted in any way. Honeyfield has quite a different view:

In simplified material, information tends not to be localized in relatively isolated, relatively unpredictable items requiring high points in the reader’s attention, as it is a normal text. Information is spread out uniformly over the whole text to a much greater extent than in normal material. Thus there is a flattening out of the normal system of information distribution. (434)

He says that the content of information is somewhat distorted and thus implies that a graded reader can never be as smooth and easy to read as an original text. Of course there is a difference between a simplified book and an original, as the former has been made accessible to learners of a foreign language. But that is the whole point of pedagogically simplified material and I think one cannot presume a learner to be able to read an original work of literature right away. They have to be gradually led to reading originals, and thus graded readers provide the perfect setting for students to gain reading experience on which they can gradually build their ability.

The simplified version of a great classic can only be a shadow of the original because so much material has to be cut out and the language has to be reduced, but this shadow can be true to the essence of the original, and readable in its own right. To demand this is to demand no more than one expects from the dramatization or film version of a novel. (Hill, *Review 60*)

I agree with Hill entirely when he references film versions of classic literature. In films the contents of a piece of literature are carefully reduced to fit into a two hour period and thus the same simplifications of content are required as in a graded reader. As Campbell states, “the most important consideration must always be whether the adaptation retains sufficient narrative and character

interest to motivate learners to read.” (134). The main aspect of a graded reader is to interest learners in the book and make them enjoy the reading experience in itself. Ellis makes a point in *Naturally simplified input, comprehension and second language acquisition* by saying it would be a mistake to “suggest that pedagogically simplified input of the kind found in readers is of no use to learners” (65). The use of graded readers is that it “helps comprehension – and this, in itself, is sufficient to justify its use in language teaching” (65).

In conclusion, it can be seen that language simplification as well as content simplification will aid comprehension of texts for learners of a foreign language and thus be of merit in the EFL classroom. Only when students are able to fully understand what they are reading will they gain access to the foreign language in a way that makes them a part of the English speaking community in that they can communicate efficiently with other speakers of the language, and graded readers will therefore provide a meaningful step on the way of utilizing the acquired language in a correct manner.

2.4. Simplification in graded readers for use in EFL classrooms

The types of control used in graded readers, as carefully outlined above, are lexical and information control. When deciding which goals are to be achieved when using graded readers in the EFL classroom, the available types of simplification have to be kept in mind. The main purpose of graded readers is to give language learners a chance to read texts which would not be accessible to them without simplification. Hedge puts it this way:

If the purpose of graded Readers is to introduce students gradually to increasing levels of difficulty in text, then each level must achieve a controlled balance between familiar and unfamiliar language. The language of a graded Reader therefore demonstrates one or more types of control. (Hedge 2)

One reason for using graded readers can be to prepare language learners for the future reading of unsimplified texts. As original texts can rarely be used in

the EFL classroom due to the difficulty they present to pupils, “a more general view of simplification is that it is used to make information available to an audience other than the one originally intended.” (Davies 183). Teaching students reading skills – something they need at all levels of competence – is essential for the mastery of simple texts as well as the resulting study of unsimplified material, which is undoubtedly one of the main aims in using graded readers in the language classroom.

What is meant by simple, therefore, is determined by the needs of the audience even though this may require a longer text or even, on occasion (as in literary treatment of a folk tale), one with more complex grammatical structure and fewer common words. (Davies 183-184)

Another reason for the use of graded readers can be to utilize them as language learning tools.

[...] the foreign language reader is encouraged to use the techniques of the native speaker when dealing with an unknown word, to make an intelligent stab at the meaning of the word through clues in the context. The familiar basic vocabulary of the sentence provides the learner with a context from which to infer the meaning of the unfamiliar word. (Hedge 6)

Simplification should not only give the students more opportunities for reading interesting texts but should also give the learners some kind of equipment in order to further aid their language learning. Widdowson specifies this in *Simplification* by saying that not only should a simplified text make a “piece of writing more accessible but should also allow for the development of abilities in the learner which he can bring to bear on other material” (183). A problem that could arise, though, is that by relying on simplified material for teaching students to read original texts they could actually, as Honeyfield points out, achieve the opposite effect. Because “traditional simplification involves limiting syntax and vocabulary through detransformation and paraphrasing” (439), the “normal system of information *distribution*” (439) is disturbed by neglecting to use words that don’t occur frequently. What is more, “cohesion and readability” (439) can be decreased. He further suggests that “all these factors may limit the effectiveness of simplified material in training learners to read unsimplified English” (439). In order to prevent this from happening, the language teacher has to play a vital role, which will be explained in a moment.

As has already been revealed in the previous chapters, simplification is necessary in order to make graded readers accessible for learners of a foreign language. The reader must be able to comprehend what he or she has read and be able to understand the meaning of the text. Claridge mentions in *Simplification in graded readers* that “one of the criteria of a good simplification is that it communicates meaning” (155). If a simplification “does not communicate the same meaning as the original, it cannot be called a true simplification” (155). What is implied in this statement is that a well written simplification must always make the readers come to the same conclusion as if they were reading the original text. Of course the student will not be able to compare the implied meanings of simplification and original, as his or her language ability will not allow the comparison, but the language teacher has the ability to test this beforehand, and it is my opinion that this is a necessary step in preparation for the professional. Let us briefly look at a quote by Honeyfield:

Although some improved simplification techniques are feasible, it seems that whatever is done, simplification will always tend to obscure important features of unsimplified text, just by being different in significant ways. When a reader encounters the summary that a simplified text almost inevitably represents, the scope for, and the need for, the creative interpretation required by the original have been greatly reduced. (436)

By carefully organizing and planning the lesson as well as the used material, Honeyfield's argument can be counteracted and thus be made redundant. Consequently, careful attention has to be paid to the amount of simplification rendered in a given original text, as too much simplification can lead to learners not being able to comprehend the text. Tweisssi writes in *The Effects of the Amount and Type of Simplification on Foreign Language Reading Comprehension* that it is not the case that “the more simplification involved in the text, the more comprehensible it becomes to L2 learners” (201). When looking carefully at the quantity of simplification in a text, “it is more likely that the less the better” (201) as Tweisssi comes to the conclusion that “the type, rather than the amount of simplification” (201) has “a higher impact on reading comprehension” (201). This therefore brings us back to the topic of the role of the teacher in language teaching. A teacher in the ELT classroom has to make sure that learners are getting the most out of every lesson. He or she has to take advantage of his or her pedagogical training to ensure the success of the

language student. As Davies argues in *Simple, simplified and simplification: what is authentic*, “simplification belongs to the special class of deliberate production which is labelled pedagogic” (182). He further specifies that “by pedagogic here is meant overt teaching situations when a teacher is teaching, i.e. carrying out his professional task” (182). So the role of the language teacher is a very important one and cannot be treated negligently.

It has been my personal observation that language learners are mostly not aware of the fact that materials are simplified, and they actually don't care about that when they are learning a language. They want to be able to fulfil their tasks to the best of their knowledge. Claridge gives proof to this observation when she says: “for language learners, the simplifications are experienced as neither homogeneous nor distorted, but in ways similar to those of native or near-native speakers reading the originals.” (145). While it is the case that the teacher has to take charge of the materials brought into class in order to aid reading comprehension, careful consideration has to be paid to the learners' aptitude of interpretation. Widdowson states this very accurately in *The Simplification of Use*: “Our purpose, then, is to bring the language within the scope of what we suppose to be the learner's capacity for applying interpretative procedures on foreign language data” (190). Seeing that the professional has far greater language knowledge than the student, thoughtfulness has to be given to the piece of evidence that “the language teacher's simplification of language data in the form of the conventional structural syllabus does not correspond with the learner's simplification.” (Widdowson, *Significance* 198). It is the teacher's challenge, therefore, to bring these two different views into accordance. Davies explains that “simplification of texts must be related to audience comprehension” (186). It is a further responsibility of the language teacher to make sure the learner is equipped with enough knowledge to engage in the chosen reading material.

However, arguably the most important reason for choosing adapted literary texts is that simplification of lexis and syntax allows learners access to a variety of interesting narratives which, in their original form, would require extensive teacher and/or dictionary support. Adaptations, therefore, should be included in a reading programme for less advanced learners, because their simple language will ultimately help learners develop fluent reading skills in the target language. (Campbell 132-133)

3. The authenticity of graded readers

As can be seen in the above chapter on simplification, graded readers are texts which have been carefully altered from the original in order to make them accessible to learners of a foreign language. In this chapter I want to look at the question of whether these simplifications can be seen as being authentic for a specific audience, namely learners in the EFL classroom.

Hill illustrates the difficulty the genre of graded readers has had as a teaching resource in his survey review of graded readers:

Graded readers in English constitute a major teaching resource, greatly prized by foreign teachers and learners of English, who buy them in their millions, but generally disparaged by applied linguists and native speaker teachers of English as a foreign language on the grounds that they are not authentic. (57)

He argues that graded readers have been unfairly criticised because of them containing “restricted language” (185) and therefore offering “a poor model for learners” (185). He further notes that they are attacked for being rewritten versions of original works of literature and thus “an insult to the original” (185) itself. I have to agree with Hill that this criticism is unjust for the reason that if graded readers are only seen for their simplified language and are therefore labelled as unauthentic, then the major goals for writing graded readers have not been taken into account. Nation and Deweerdt claim in ‘A Defence of Simplification’ that “there is no doubt that reading a simplified version of *Dracula* is not the same as reading the original, but no writer of a graded reader would suggest that it is” (56). One of the goals of graded readers is to provide language learners with texts they can read as well as understand and by doing exactly this, graded readers can be a great tool in motivating learners of a foreign language to expose themselves to written texts. Widdowson brings to attention in *The Significance of Simplification* that “All teaching involves simplification” (200). The process of simplification has a special value in the teaching process of foreign languages. It is a dominant issue which would suggest that because materials are simplified, their authenticity is lost. Due to the fact that the EFL classroom presents a unique situation, Widdowson refutes

this idea by illustrating “pedagogic methodology” as “the process whereby the concepts and procedures of different areas of inquiry are organized and expressed so as to make them congruent with the learner’s experience” (200). He gives great attention to the professional educator in this process: “We might say that the teacher adjusts his language behaviour in the interests of communicative effectiveness” (200).

An educationist will make sure comprehension is guaranteed. He will ensure the language learners have the necessary background knowledge of the cultural settings as well as the required word familiarity. Brumfit states the need for simplification in language teaching in *Simplification in Pedagogy*:

Insofar as teachers are necessarily transmitters of culture, awareness of the relationships between the conceptual frameworks of learners and those underlying all generalisations, simplifications, and explanations provided by the teaching process will be crucial. We have to simplify, both in code and in content – otherwise we cannot communicate. (5)

Another level of criticism has been pointed out by Claridge in her article *Simplification in graded readers: Measuring the authenticity of graded texts*, which is that “a graded reader cannot give the student an authentic reading experience” (144). The thing is, though, as has been sufficiently argued in the previous chapters, that as soon as readers are able to understand a text, they do, in fact, get a pleasurable reading experience which is authentic to them. Davies confirms this in his article *Simple, simplified and simplification: what is authentic?* by saying:

It is not that a text is understood because it is authentic but that it is authentic because it is understood. In teaching our concern is with simplification, not with authenticity. Everything the learner understands is authentic for him. It is the teacher who simplifies, the learner who authenticates. (192)

Susser and Robb further point out in *EFL Extensive Reading Instruction* that “reading is authentic when students read books for the purpose for which they were written rather than for language study” (5), the main purpose of reading being the seeking of enjoyment and pleasure.

In the first chapter of this thesis it was argued that as soon as a text is removed from its original context one can assume that it is not authentic anymore¹. The thing with graded readers is that they provide students with the opportunity to actually read and understand a whole text or book. As soon as comprehension is present, it is my opinion that graded readers can be seen authentic for learners of a foreign language as they provide a meaningful tool for motivating the student to continue learning the language and achieving comprehension. Swaffar says in *Reading Authentic Texts in a Foreign Language*: “For purposes of the foreign language classroom, an authentic text, oral or written, is one whose primary intent is to communicate meaning.” (17). It doesn’t matter who actually wrote the text and to which audience it originally catered for, “The relevant consideration here is not for whom it is written but that there has been an authentic communicative objective in mind” (17). As learners of a foreign language have basic communicative skills and can further use these skills in order to interrelate with the learning process they have achieved so far, it is essential to implement ‘authentic communicative objectives’. Only then will the students be able to supplement their knowledge and utilize it accordingly. Swaffar also argues that an authentic text should be able to aid “classroom communication” (17-18), which further proves that graded readers can be seen as authentic materials for the ELT classroom, because they indeed make communication in the classroom more interesting and challenging by discussing their content. When reading, students need to be involved in what they are studying. Davies stipulates that “involvement makes the text authentic for the reader” (186). By giving pupils the chance to read graded readers, they can immerse themselves in the story which is being told. In that way they will gain a unique perspective of foreign literature and the culture behind the text itself. By involving themselves in the story they automatically authenticate the text as something they can agree or disagree with. Thus they will communicate their findings with fellow students in the ELT classroom, making the authenticity of the story clear by not even questioning the issue. Swaffar brings to notice that “readers are allowed to analyze message systems for themselves” (17) when dealing with authentic texts. She further illustrates this point by stating:

¹ See page 6

Reader confrontation with a text (whether verbal or written) is a confrontation with an alternative reality: the contextual, intentional, informational, and linguistic competencies of another individual must be juxtaposed with listener experience, reactions, knowledge, and language ability. (19)

When readers in the ELT classroom are capable of plunging into the storyline of a book and therefore linking their own knowledge with that of characters and incidents in the book, it is more than a teacher can actually hope for. Then his job has been done on a satisfactory level, as this is what reading is all about. When the students are capable of comprehension in such a clear way that they can relate the opinions of characters and the events which take place to their own life experiences, as Swaffar suggests, their language level is indeed very sophisticated. At least this has been my experience. As a teacher one has to make sure the pupils get to this sophisticated stage and has to coach them accordingly.

This takes me to another part graded readers play in language teaching. Swaffar is of the opinion that graded readers have the purpose of teaching the language itself and not just the content of a text (see 17). She adds that graded texts are “designed for non-native learners” and thus are presented to the reader in a clean and perfect fashion as “linguistically” as well as “culturally sanitized” (17). I must strongly disagree with her here, as just because they have been simplified doesn’t mean that different cultures are not represented in such works. As has already been established, there are many well-written graded readers which can give the student a pleasurable reading experience while introducing cultural settings and problems at the same time. Simplification of language doesn’t necessarily connote poor content. When the story line is shallow and boring, readers will not be interested in the story anyhow and then they won’t profit either by improving their language skills or by furthering their background knowledge. Swaffar thinks that “learning is greatly enhanced” only when “the teacher can determine what authentic texts are of particular interest to a class (poetry, newspaper articles, or scientific reports)” (18). As one can see, she uses the term ‘authentic’ only in referring to texts which are seen in the traditional sense of authenticity. Graded readers can offer the same positive effects as the so called authentic texts named by Swaffar. If foreign language

learners are interested in a graded reader, they will reap the same benefits as when reading a newspaper article they enjoy. The main issue is whether they enjoy what they are reading, though, as only then will they profit in terms of language learning. Concerning language learning, Cook has an interesting concept in *Language play, language learning* when he says that “authentic, natural language both for children and for adults can also be preparatory, repetitive, artificial, removed from reality, and focused upon the rules of the game, including the rules of grammar and phonology” (230). When looking at language learning in this way, it seems important to incorporate fun into the classroom and thus make the artificial setting of the teaching environment as pleasurable as possible.

A further reason to see graded readers as authentic is that they motivate students to read and further their enthusiasm for books. Hedge sustains this line of argument in *Using Readers in Language Teaching* by stating:

The kinds of opportunities that graded Readers give to elementary and intermediate students before they have the competence to read authentic materials with self-confidence, makes them an invaluable resource for the language teacher. Readers provide an experience for the language learner which builds confidence and encourages independence in reading (34)

Porter and Roberts support this motif in *Authentic listening activities*. They argue that although it is indeed “possible to exploit authentic texts in non-authentic ways” (39), by doing so it would raise the issue that “a great many opportunities” (39) in language teaching would be made redundant, as “the closer the learner comes to normal language use, the greater is his enthusiasm” (39). The question which presents itself is that of what normal language actually is for the learner of the foreign language. When pupils use English in the EFL classroom, can it be seen as not normal when the language level is basic? Even native speakers have to gradually achieve a higher level of vocabulary in order to understand difficult texts. When students utilize their knowledge to read graded readers, the language is normal for them. They can make use of their awareness of the language to read as well as comprehend what they are working on. It is then ‘normal’ to use the information they have so as to make sense of the text, thus communicating about it with each other without reserve to the language the text itself presents. The interest of language students is

further ignited by gripping plots. As Hedge points out, “a simplified version of an original novel, however carefully constructed, cannot hope to keep the original individuality of style” (21). She further notes that “many of an author’s intentions, attitudes, and opinions, normally conveyed through subtlety of style will not be communicated” (21) in a graded reader but it can bring into view “a well written story which keeps the interest of learners and motivates them to go on reading” (21). Graded readers can thereby present learners with chances to “develop increasing knowledge of the language and awareness of how language is used in written texts, so that they will eventually be able to read and respond to the stylistic features of unedited texts” (21). As one goal in foreign language teaching is to bring students to a language level of actually being able to read original works of literature, working with graded readers in the ELT classroom can provide a stepping stone towards reaching this goal, as Hedge clearly indicates in her book *Using Readers in Language Teaching*.

The motivation for reading provided by the teacher is another argument for the authenticity of the genre of graded readers for foreign language learners. Because they in point of fact motivate students to immerse themselves in reading they are authentic for the specific audience of learners and thus authentic as language tools in the ELT classroom. Walker proves this in *A Self Access Extensive Reading Project using Graded Readers* when she states: “The texts used in class are often ‘authentic’ because, among other reasons, these are thought to be motivating” (126).

An additional proposition for the authenticity of graded readers is the preparation students receive for the reading of unsimplified texts. Referring to Hedge again, she says that the eventual goal in language teaching is to make sure the students acquire reading skills which they can utilize for reading unsimplified texts “fluently, for pleasure, information and reference” (vii). Graded readers can help this process along by giving even students at a lower level the opportunity of reading books they are able to understand. Therefore they can get accustomed to the English language and establish a working vocabulary knowledge needed for the reading of original, unsimplified pieces of writing. Claridge provides further evidence for this argument in *Simplification in graded readers: Measuring the authenticity of graded texts* by indicating: “It seems fair

to conclude that well-written graded readers can offer an authentic reading experience for learners, which will help prepare them for reading unsimplified texts (157). The authentic reading experience comes from being able to comprehend the text as it is written and making use of vocabulary knowledge as well as introducing new words into the pupils' terminology pool. One important tool in the preparation for reading original texts is having access to as many English expressions as possible. Only with a wide range of vocabulary knowledge can the reading of original texts be achieved. Davies states in *Simple, simplified and simplification: what is authentic*:

Realization that even a simplified text can be relevant throws light on the issue of authenticity in language teaching materials. Simplified materials often find acceptance because they prepare the reader for eventual control of authentic texts. (184)

Here the term 'authentic' refers to texts written for non pedagogic purposes. Simplified or graded readers have the aim of preparing students for the reading of original works, and graded readers as a genre can help them to achieve this goal by providing access to the English language and giving the learners a certain feeling of accomplishment as well as the confidence to tackle the reading of texts which were actually written for native speakers of the language. As "the language classroom is not a real world where behaviour has serious consequences" (Cook 230), one can infer that it is more of a practice setting which allows room for mistakes and thus gives language learners a safe environment for achieving language training. Cook further explains that "like much of the discourse of native-speaker children and adults", the ELT classroom can be seen as "a play world in which people can practise and prepare." (230). Hedge argues that because "a student sees words in different textual contexts, he gradually develops a more complete comprehension of their meaning and possible uses" (23). She further explains:

One might well question whether graded Readers, with their systems of control, do provide 'natural' linguistic contexts. It can be argued that a student will only learn all the subtleties of meaning through reading authentic texts. However, graded Readers undoubtedly offer wider exposure to English than the more limited material of a general course book and therefore provide a 'step on the way' to mastery of vocabulary. (23)

In order to broaden language skills, learners have to be exposed to authentic language and graded readers can help them to accomplish this kind of contact with 'real' English language. As Swaffar explains in *Reading Authentic Texts in a Foreign Language*, "to learn to apprehend authentic language, students must have exposure to and practice in decoding the message systems of authentic texts" (17). This practice can only be achieved if the students are actually confronted with authentic language as such. Walker indicates why students are having difficulty with reading in a foreign language:

Many of our students are probably spending most of their time reading difficult texts. This situation has arisen, in my opinion, partly as a result of the view in recent years in ELT that learners should read authentic material whatever their level, and that the text is less important than what learners are asked to do with it. (125)

The problem pupils have with difficult texts can be counteracted by giving them access to graded readers in order to prepare them for the difficulties faced when reading original pieces of literature. This doesn't mean, however, that graded readers are not authentic. As "the use of easy material is controversial" (137), as Day and Bamford state in *Top Ten Principles for Teaching Extensive Reading*, the goal of actually getting learners to read and exposing them to suitable material is one which has to be considered foremost. "There is still a pervasive view that, to accustom students to real-world reading, real-world texts should be used for extensive reading." (137). By giving the students the chance to read texts which aid their comprehension of the language itself, graded readers are a wonderful tool for language training and should therefore be regarded as authentic in every way. Hafiz and Tudor explain in *Extensive reading and the development of language skills* that "extensive L2 input in a tension-free environment can contribute significantly to the enhancement of learners' language skills, both receptive and productive" (10). Giving learners in the ELT classroom access to these materials will thus always lead to a rewarding conclusion.

Another important fact to consider is that by providing students with authentic texts which graded readers can, in my opinion, be seen as, their knowledge of foreign cultures can be successfully enhanced. Swaffar writes:

Finally, the ultimate measure of an authentic text will be of two kinds: 1) such a text is representative of a target culture message to other members of that culture; or 2) such a text constitutes a classroom communication designed to guide or result in student behaviors (any instructions or task orientation such as total physical response or practice in notional syllabi or discourse procedures) or to provide a genuine content focus (teaching sociological, historical, or other subject matter as information rather than simplifying that subject to comply with a particular linguistic sequence). (17-18)

Concluding with Hill's statement: "The authenticity of graded readers is irrelevant. Criticism should be directed at the extent to which they fulfil the purposes for which they are produced." (Hill, *Review* 58) one can clearly see that the main concern of the EFL classroom should be what can be gained by bringing graded readers into the environment of foreign language learners. Graded readers can be seen as authentic for the specific audience of language students because they give them exposure to English texts and therefore motivate them to get acquainted with the language they are studying. Because classroom situations are artificial situations it is needless to say that the ELT classroom is an authentic place in itself. All material brought into these authentic places is authentic and the school of exposure turns into real language for the learners of the English language.

4. Graded Readers and Literature

According to the Austrian curriculum, students should be able to reach a reading competence of the A2 to B1 level suggested in the Common European Framework of Reference (CEFR) by the end of lower secondary school (see LP Unterstufe, 5). This means they are supposed to be able to understand "short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language" (CEFR: A2, 238-243) as well as "short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items" (CEFR: A2, 238-243) and be able to read "straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension" (CEFR: B1, 238-243).

Although the reading of literature is not specifically mentioned in the curriculum concerning lower grades, it is specifically stated that students should be able to make written texts accessible and grasp their contents with the help of sufficient reading skills. In order to do that it is essential to get students interested and motivated to read literature. It is my opinion that they can benefit immensely by being exposed to literature early on.

Concerning the higher grades, the Austrian curriculum (see LP Oberstufe, 24-25) is more specific when it comes to dealing with literature in the ELT classroom. The reading and teaching of literature should be used in order to enable the students to deal with fictional and non-fictional literature on their own. They should read in order to make use of factual information and to broaden their vocabulary knowledge as well as language structure. They should further use their reading as a basis for articulation and pronunciation practice to develop their communication and formation of opinions in order to be able to discuss and defend their beliefs (see LP Oberstufe, 18-20). The curriculum further states the importance of literature as a source of pleasure and interest in the cultural political situations of English speaking countries in addition to becoming acquainted with relevant world literature. Careful attention should be paid to text samples of diverse eras, authors and countries, whereby the individual interpretations should be open for discussion. All in all, reading and engagement with literature in pupils' own free time should be promoted and assisted by the language teacher (see LP Oberstufe, 24-25).

All things considered, literature is a very important feature in the EFL classroom, and getting language learners to read the classic works of literature is not an easy accomplishment but can be aided with the help of graded readers, as I intend to argue here.

According to Povey in *Literature in TESL programs: The Language and the Culture* "students are being required to study English "classics" without the least attempt being paid to the inadequate language skills they bring to such a study" (186). McKay goes even further in *Literature in the ESL Classroom* by stating that "since one of our main goals as ESL teachers is to teach the grammar of the language, literature, due to its structural complexity and its unique use of language, does little to contribute to this goal" (529). I must disagree with her

there as I do not, under any circumstances, see the teaching of grammar as the main goal of language teaching. Of course, students need to be aware and make use of grammar correctly, but it is far more important that they can communicate with each other as well as fellow English speakers. McKay also states that “the study of literature will contribute nothing to helping our students meet their academic and/or occupational goals” (529). When reading literature, the language used differs from normal coursebook texts and so students gain a unique insight into how language can be used, so personally I don’t see students not learning from that and thus coming closer to their academic goals. McKay even stipulates:

Whereas literature has traditionally been used to teach language usage, rarely has it been used to develop language use. Yet the advantage of using literature for this purpose is that literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language that illustrates a particular register or dialect is embedded within a social context, and thus, there is a basis for determining why a particular form is used. As such, literature is ideal for developing an awareness of language use. (530)

Consequently, one advantage of using literature in the EFL classroom is definitely to utilize the language used therein to create a basis of language knowledge for the students.

As has been sufficiently argued in the previous chapters of this thesis, graded readers can provide a meaningful step on the way to mastering the necessary language skills involved in reading unsimplified works of literature. Susser and Robb explain that although graded readers are widely criticised, they nevertheless contain a rich language resource for learners of a foreign language, thus providing students with the necessary language skills needed for understanding the content of such works.

Although graded readers are widely used, research has pointed out some important problems with them. No one expects a simplified 70-page version of *War and Peace* to convey the richness and subtlety of the original, but we do expect that the graded version will be written in correct English. (Susser & Robb 4)

The reading of literary works will augment language skills on all levels and it can therefore be argued that by using graded readers, essential language proficiency will be accomplished. Povey emblemizes this point by saying:

“Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax” (187). Therefore literature embodies “a general way the style that can properly stand as a model for students” (187). These models of style and usage of the English language are also represented in well written graded readers and will thus directly correspond to broadening the students’ language knowledge. Povey also raises a valid remark in that “language difficulty for the ESL student may have been exaggerated as a greater dragon than it really is. Obviously language must come first – there can be no other basis for comprehension at all” (188). Comprehension can only be achieved when the pupils in question have the required language skills to deal with a text on a level that ensures complete understanding. An important piece of evidence is given by Povey when he states that “there can be a general comprehension even when there has not been a precise understanding of a certain syntactic structure. Perception may be general as well as literal” (188). When applying this to graded readers, where students should be able to grasp the meaning of certain syntactic structures, provided they are reading at a correct level, it can certainly be argued that they will gain not only language knowledge but comprehension of the text as well, thus preparing them accurately for the future reading of unsimplified literature. Because “literature gives one awareness and human insight” (Povey 187), it is essential that students be guided towards literature with the help of graded readers. McKay makes this clear in her statement:

The key to success in using literature in the ESL class seems to me to rest in the literary works that are selected. A text which is extremely difficult on either a linguistic or cultural level will have few benefits. One common method of solving the potential problem of linguistic difficulty is the simplification of the text. (531)

For the reason that graded readers are written “according to the pedagogic insights into language learning that underpin the coursebooks” (186), as Hill points out in *Graded readers in English*, they have the ability to “lead learners to the level where they can read L1 texts appropriate to their age and interests” (186). Another merit of using graded readers in the EFL classroom is that they are highly motivating for language learners because they can lead them to a pleasurable reading experience. Simplified texts can give the students a first

taste of what literature is about, internalising stories that are fun to be part of. McKay illustrates that “for some students, literature may provide the affective, attitudinal and experiential factors which will motivate them to read” (530). What more does a language teacher wish to accomplish than the feat of getting his or her pupils to immerse themselves in what they are reading and thus practicing not only their language skills but thereby also aiding “the development of reading proficiency and in this way contribute to a students’ academic and occupational objectives” (530).

By way of introducing literature through the means of graded readers, the cultural aspects of English speaking countries can be introduced to the learners of the foreign language in addition to language use and motivational factors. Povey brings to attention that “literature is a link towards that culture which sustains the expression of any language” (187). As students in Austria are not always aware of the cultural implications in the countries using English as their first language, reading literature from precisely these countries will strengthen their understanding of cultural connections. “American literature will open up the culture of this country to the foreign student in a manner analogous to the extension of the native speaker’s own awareness of his own culture” (187). Of course, this statement by Povey can be applied to British, Irish, Australian, Canadian and Indian literature as well. McKay indicates that “literature may work to promote a greater tolerance for cultural differences for both the teacher and the student” (531), thus making it clear that the reading of such literature, be it the form of classic, unsimplified works or the simplified versions, will clarify as well as bring understanding for the culture one is immersing oneself into by reading.

In conclusion, it can be said that bringing literature into the EFL classroom has many benefits, from furthering language knowledge and skills to motivating and bringing about cultural awareness. The language teacher should nevertheless not forget the following fact:

Our success in using literature, of course, greatly depends upon a selection of texts which will not be overly difficult on either a linguistic or conceptual level. Ultimately, however, if we wish to promote truly aesthetic reading, it is essential that literature be approached not

efferently, but in a manner which establishes a personal and aesthetic interaction of a reader and a text. (McKay 536)

Adding to the fact that the Austrian curriculum (see LP Oberstufe, 24-25) clearly states that literature needs to be implemented in higher secondary schools, one cannot forget that students need to be prepared for the reading of literature from an early age or they will never fully appreciate it.

Graded readers offer a unique and uncomplicated way of doing exactly that and should be used accordingly. Hallet gives a very clear and insightful explanation in his article *Romane lesen lernen* that I could not agree more with and I therefore want to conclude this chapter with his words:²

Like other literary texts, novels give learners the chance to rediscover relevance and meaningfulness in English lessons in the lower secondary school. The reading of novels can aid in stemming the tide of a fatal trend that is currently becoming apparent in the general framework of the English curriculum in lower secondary schools. The general tendency can confidently be described as the total trivialization of content und communicative situations in foreign language teaching. The displacement of literature in the English teaching classroom of lower secondary schools makes the reading and understanding of literature a privilege of upper secondary school, and access to literature is thus denied to a large part of the young generation. Under the pretence of excessive demands or irrelevance, students who are in any case deprived of education are thus also deprived of literature. Because of this deprivation of literacy in English language teaching, a part of education is being dismantled that has been successfully integrated into primary schools, where genuine literary texts such as stories of all kinds, rhymes and songs have been introduced in a truly wonderful and ultimately successful way. It has been

² Wie andere literarische Texte auch bieten Romane die Chance, belangvolle Inhalte und tiefgehende Bedeutungen, also *relevance* und *meaningfulness* für den Englischunterricht der Sekundarstufe I zurückzugewinnen. Die Lektüre von Romanen kann dazu beitragen, einen verhängnisvollen Trend aufzuhalten, der sich gegenwärtig in den Rahmenbedingungen für den Englischunterricht in der Sekundarstufe I abzeichnet. Die generelle Tendenz kann man getrost als völlige Pragmatisierung und Trivialisierung der Inhalte und Kommunikationssituationen des Fremdsprachenunterrichts bezeichnen. Die Verdrängung von Literatur aus dem Englischunterricht der Sekundarstufe I macht die literarische Lektüre und das Verstehen von Literatur zu einem Privileg der gymnasialen Oberstufe und verwehrt einem großen Teil der jungen Generation den Zugang von Literatur. Unter dem Vorwand der Überforderung oder der Irrelevanz wird Schülerinnen und Schülern, die ohnehin bildungsbenachteiligt sind, auch noch der Zugang zur Literatur verwehrt.

Durch diese Entliterarisierung des Englischunterrichts reißt ein Bildungspfad ab, der im Unterricht der Grundschule meist erfolgreich angelegt wurde: Dort spielen *stories* aller Art, Verse, Reime and Songs, also genuin literarische Textsorten, beim Erlernen der Fremdsprache eine große und erfolgreiche Rolle. Es spricht alles dafür, auf die sprach-, vorstellungs- und motivationsbildende Kraft der Literatur auch in der Sekundarstufe I zu setzen. Die Romanlektüre muss daher im Zusammenhang einer literarischen Lese-, Gesprächs- und Schreiberziehung von Beginn des Englischunterrichts an eingeordnet werden. (3-4)

well established that linguistic, visualisational and motivational powers of literature have successfully placed emphasis on secondary education. The reading of literature must therefore be employed in the English language learning classroom in order to further develop the reading, speaking and writing skills of the students. (Hallet 3-4) (translated by Nicola Fierling)

5. The Use of Graded Readers in the EFL Classroom

This chapter is about how graded readers can be used to teach literature. There are several ways to go about this and I personally favour the communicative language approach which gives rise to different reading activities classified as pre-reading, while-reading and post-reading.

When using them in the EFL classroom, graded readers need to be seen by learners as authentic pieces of literature. Literature is more motivating than other texts because not only can the language learned in the classroom be identified with and utilized for comprehension, the cultural background, history and time periods of the countries with English as a first language can be studied and internalized as well.

The genre of graded readers can be seen as authentic texts which promote learners' motivation to immerse themselves in literature. This genre can therefore be seen as 'literature for learners' which turns authentic high value literature into authentic simplified texts that have a tremendous value for learners of the English language. Graded readers provide gripping plots and stories close to students' experience, which they can immerse themselves into and thus gain an appreciation of the importance of literature. Another important aspect is that through exposure to such literature, pupils gain cultural knowledge of English-speaking countries and simultaneously learn to value the aesthetics of literature itself.

Hill illustrates in *Survey review: Graded readers* that "graded readers were originally developed in the 1930s in order to make English literature accessible to foreign learners of English" (59). This shows that the underlying aim of the

genre of graded readers was always to make learners of foreign languages aware of literature and to give them the opportunity to encounter literature even if they are not able to read the original works due to their lack of language knowledge. Because students need to exercise their language skills, extensive reading is a fantastic way to go about it. Walker notes in *A Self Access Extensive Reading Project using Graded Readers* that “extensive reading clearly provides practice in reading” (123). Waring points out in *Graded and Extensive Reading* that the terms “extensive” and “graded reading” “are often used interchangeably” but what makes these two forms of reading different is that in graded reading “specially prepared materials” are used while extensive reading can be done with all kinds of texts. The purpose of using graded reading is “for readers to read enough material at one level to develop sufficient fluency and other forms of linguistic knowledge to enable them to move to a higher level” making “the ultimate goal” for learners of the foreign language to “deal with native level texts fluently”. The goal of extensive reading is to seek pleasure and thus leads to “increased motivation” (see Waring: *Graded and Extensive Reading*). Personally, I don’t see the terms as being different and think it is better to use the genre of graded readers as a means to read extensively and therefore gain practice in reading in the EFL classroom. It is important to give the students knowledge of what they can gain by reading a lot, just as Day and Bamford claim in *Top Ten Principles for Teaching Extensive Reading* by stating “Teachers can explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning” (139).

As far as motivation for reading is concerned, graded readers have a tremendous effect. Allan indicates this in *Can a graded reader corpus provide ‘authentic’ input* by saying that “graded readers are a useful way of motivating learners to read extensively, through the accessibility they provide by limiting the number of headwords” (23). Because of restricted vocabulary they indeed give students the ability to enjoy literary texts compared to original pieces of literature which have a much higher frequency of unknown words (see Wodinsky and Nation 159). Hedge further states the use of graded readers in *Using Readers in Language Teaching* to this cause as they “present the possibility of controlling the level of difficulty and giving a balance between a

challenging and a frustrating reading task” (34). Hirsh and Nation contribute to this finding as well by declaring that “having to struggle with reading because many words are unknown will take a lot of the pleasure out of reading” (689). Learners in the ELT classroom will only enjoy the texts they read when they don’t have to consult a dictionary while immersing themselves in the text at hand. Motivation will come automatically when they find they are actually capable of reading and understanding a book without much help. As Hill indicates in *Survey: Graded readers* “the opportunity to use graded readers can radically improve learners’ attitudes because they find they have an immediate and enjoyable use for the language they are learning” (303). As the enthusiasm for reading grows, the need and inclination for more reading will follow and this is what is required for further language growth in the student. Hill further states in *Survey review: Graded readers* that “graded readers should [...] be judged not only on the quality of the content, language, and physical presentation of the story, but also on the support given to the learner” (58). As graded readers provide assistance by the inclusion of glossaries and illustrations, they can be seen as ideally suited for the use in the EFL classroom. The teacher should also give pupils help in the form of presenting background knowledge of the story itself, as “all learners will read with more enthusiasm, and so more effectively, if they are helped to appreciate literary aspects of a book that they may be reading simply to improve their English. (Hill, *Review* 59). In that way the learners’ capacity for comprehension can be aided, thus motivating them even further. An added factor supplementing motivation is the story itself. As long as it captures the interest of the reader it will lead to enthusiasm since “no amount of skilful writing and elaborate packaging can compensate for a dull story” (Hill, *Review* 60). Apart from providing interesting stories, the teacher has to ensure the texts are of a level the learners can understand. Day and Bamford attest to that:

For extensive reading to be possible and for it to have the desired results, texts must be *well within* the learners’ reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. (Day & Bamford 137)

Only when precautions are taken to ensure the readers actually read at the right level of difficulty can they be motivated to continue reading more and more and consequently improve their language and reading skills leading up to “the all-important taste for foreign language reading among students” (Day & Bamford 136). Day and Bamford further stress the importance of giving learners the freedom to select their own reading matter and indicate that this “may be a crucial step in experiencing foreign language reading as something personal” (137). Additionally giving them access to wide-ranging selections of texts will lead to encouragement of further reading and “a flexible approach to reading” (137). The language learners are then “led to read for different reasons (e.g., entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading)” (137). Walker found proof in *A Self Access Extensive Reading Project using Graded Readers* in so far that “students who would not otherwise have made much effort to read in English became confident and enthusiastic readers and progressed happily to unsimplified novels, magazines etc.” (141). Of course that is something every language teacher in the EFL classroom should strive for: motivating the learners in such a way that extensive reading becomes part of their everyday life.

Coming back to reading activities for learners, I see it as immensely important to guide students through reading a text with the help of pre-reading, while-reading and post-reading activities which are aimed at assisting the interaction of learners and the text (see Nünning and Surkamp).

5.1. Pre-reading

Pre-reading activities have the function of activating prior knowledge the learners have of a certain topic as well as arousing interest in and curiosity for the text to be read. They should also get students to make use of their prediction skills in addition to making them aware of ideas they can identify about the work in question. Hill specifies in *Survey review: Graded readers* that “learners need pre-reading support to help them overcome the difficulty of 'getting into' a book” (64). When the teacher can successfully awaken the students' curiosity and interest in the text at hand, half the work is done already

as far as motivation is concerned. Since “textual environment or context is the stage setting for any reading” (Swaffar 19), the activation of prior knowledge is an important factor in all pre-reading activities. Swaffar points this out in *Reading Authentic Texts in a Foreign Language*:

Since prior reader knowledge seems to significantly aid comprehension of textual environment, the most intelligible texts for the beginning foreign language reader will be those which have minimal or clearly stated (rather than implied) cultural contrasts when compared to a similar native language situation. (20)

Graded readers offer exactly that as they are written specifically with learners of a foreign language in mind. They offer “introductions that discuss the author and the background of the story” (Hill, *Review* 63), and these introductions can be part of a pre-reading lesson in order to talk about what students might already know about the particular author or time period. In that way communication among the pupils can be aided and the teacher may possibly only guide the discussions into the desired direction. Furthermore, the interest in the material about to be read can be fathomed and aroused through careful hints by the educator. Hill reasons that “language programmes must provide books that are suitable and interesting, not in order to entertain, though ideally they will do that too, but in order to ensure that learners will read with all their faculties at maximum alertness” (Hill, *Review* 58). One can therefore argue that arousing interest is a very important factor in pre-reading, as it will make students want to finish the book in order to see what comes next in the story. Pre-reading should also get the learners to train their predicting abilities. Swaffar points out that “without prediction about the topic and perspective of the reading, the reader is unable to systematize the information of the text in terms of its propositional structure” (22). She further indicates the need for prediction because “reading to identify information systems decreases dependency on knowledge of vocabulary by encouraging the reader to chunk phrases and sentences in terms of logical associations” (22). The illustrations in graded readers further maintain prediction capacity as they provide a wide range for “guessing from context” (Nation & Wang 361). Hill states that “wanting to find out what happens in a story gives learners an immediate purpose in using the language” (*Review* 58). The teacher can build a lesson around these activities by giving the learners the

chance to talk about all their ideas and therefore practicing their speaking and listening skills.

Obviously there is also a call for identifying ideas the text entails. Swaffar puts it this way: "The initial task of any reader is, then, a semantic one: determining what or who the text is about and, if relevant, where these people, events, ideas, objects, or problems are located" (20). This goes closely together with the learners' prediction skills and can be a great asset when trying to keep them interested in the story. They will also be motivated to read the text as they will want to know whose ideas and predictions were correct in the first place, especially when the teacher writes them down in order to come back to across the duration of reading the text.

5.2. While-reading

Language learning, comprehension and the development of fluency are processes that can be tackled with the help of while-reading activities. These activities also serve to make sure the learners don't lose interest in what they are reading, keeping motivation up.

Concerning language learning, it is important to use graded readers in a way that furthers the language skills of the students. Hedge gives an indication of this aim in *Using Readers in Language Teaching*. She states the significance of the role of the teacher in making sure constructive readers are chosen. "Ideally, when teachers decide to introduce graded Readers into the classroom it will be with a clear idea of their usefulness in language learning and the selection of Readers will be undertaken with definite objectives in mind" (22). She further mentions that graded readers "can develop students' knowledge of language, at the levels of vocabulary and structure and at the level of textual organisation" (22). In relation to the introduction of new vocabulary, Hedge writes: "The teacher can introduce new words carefully through the context of lessons or course materials but the main way for a student to gain control of an adequate vocabulary is through reading" (23). By exposing the students to many texts they can thus gain awareness and familiarity with lots of new words. Udorn Wan-a-rom indicates in *Comparing the vocabulary of different graded-reading*

schemes that “the wordlists of the graded readers exploit high-frequency words to provide readable texts suitable for establishing known vocabulary and learning unknown vocabulary” (61).

As far as the promotion of vocabulary knowledge is concerned, graded readers can help by increasing words through frequent repetitions. This is vital, because as Hirsch and Nation indicate, the “knowledge of the vocabulary in a text is one of the many factors that affect reading” (689). Cobb indicates that “research has shown that words need to appear minimally six times for learning to take place” (109). Nation and Wang concur with this fact in *Graded Readers and Vocabulary* by stating that “graded readers have the best effect for vocabulary learning when a substantial number of books at each level are read” (365) and therefore “reading through all the levels of a graded reader scheme provides excellent conditions for incidental vocabulary learning” (365). Wodinsky and Nation state in *Learning from Graded Readers* that “the longer the readers, the more favourable the repetitions” (169). So it seems that reading a lot of graded readers will have a positive effect on vocabulary knowledge and gives the learners of a foreign language the opportunity to encounter them and absorbing them into their consciousness. Because of frequent repetitions due to the wordlists graded readers are written with, they “provide much more favourable conditions for reading and vocabulary learning than unsimplified texts do” (Wodinsky & Nation 169). Nation and Deweerdt give a useful instruction for language teachers as well as learners by saying: “It is a reasonable piece of advice to give to a learner of English that any word in a graded reader is worth learning” (61). This can also be attributed to the fact that the genre of graded readers is constructed around the most frequently used words in the English language. Therefore, the words encountered in graded readers will perfectly prepare students for the future reading of unsimplified works of literature by building a word pool that is extremely useful. Language learning is also achieved by graded readers through the stabilization of language structures which the pupils should have at their disposal (see Hedge 23). Kitao et al. show that “offering students an opportunity to read graded readers independently seems to be effective in improving their reading proficiency, and many students are interested in reading English books” (394). By giving foreign language learners the chance to make use of graded readers it can also “help them to

become independent in learning, and thus eventually make them take responsibility for their own progress” (41), as Simensen writes in *Adapted Readers*.

Another language learning incentive offered by graded readers is that many books come with included CDs, which are helpful for offering “listening practice and a model for pronunciation” (Hill, *Graded* 186). Hill further specifies that they can actually wean learners away “from a word-by-word style of reading” (*Survey* 306). “When listening and following the text at the same time, the learners are pulled through the text faster than before, as well as benefiting from being able to match the spoken and written forms of a word” (306). Consequently, making use of the accompanying CDs is another great way to practice language skills for the pupils. Of course the language teacher can also plan a lesson in which he or she reads certain passages to the students or devises role playing activities so the readers can act out certain passages of the book. This will give the students the incentive to fine tune their speaking abilities and can lead to tremendous motivation. Finally, as far as language learning is concerned, Green offers the concept that “a well organized extensive reading scheme will enhance learners’ general language capacity and at the same time provide a satisfying aesthetic dimension to language learning” (306).

While-reading activities should also make sure the learners have actually grasped the content and are able to understand the text. This is an essential part of keeping students motivated, as they will quickly lose interest in the book they are reading if they don’t fully comprehend the meaning of what has been read. Tweissi confirms this in *The Effects of the Amount and Type of Simplification on Foreign Language Reading Comprehension* by stating: “It is well-established in the literature on second language acquisition (SLA) that comprehension of a message by the language learner is an essential condition in the acquisition process” (191). Day and Bamford specify in *Top Ten Principles for Teaching Extensive Reading*:

A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfil a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time. (138)

Comprehension gets better when reading skills advance. Walker implies that “by reading more and faster, comprehension skills improve. As comprehension is more successful, so motivation encourages more reading” (124). Apart from aiding comprehension through while-reading activities, the issue of developing fluency in readers is something that can be successfully achieved by reading a wide range of graded readers. Their important role is created by making books available that contain few to no unfamiliar items and are well within the proficiency level of the reader (see Nation and Deweerdt). Hill claims that “graded readers provide a model of English language, the reading of which enables learners to practise their English and develop fluency in reading” (*Review* 58). According to Hill in *Survey: Graded readers*, “fluent reading is a skill that can be developed by practice with graded texts that permit 95% comprehension. (Too many unknown words or too complicated syntax force the learner to read intensively, i.e. slowly.)” (305). He further states that the reading skills of skimming and scanning can only provide facilitation they are “based on fluent reading, and on familiarity with English discourse” (305). I personally concur with Hill’s opinion that only long pieces of text, such as graded readers provide, will actually increase fluency in learners of a foreign language (see Hill, *Graded* 186-187). When students are truly capable of reading fluently, that is without having to stop to look up unknown words, and comprehending the story at the same time, will they obtain a pleasurable reading experience and thus be motivated to read even more. Obviously “fluent reading of graded reader texts increases exposure to English, and reinforces a grasp of language taught in class” (Hill, *Survey* 307).

5.3. Post-reading

Post-reading activities are essential to make communication easier about the material that has been read in addition to activating critical thinking and opinion formation. Of course the fact that they have been reading about foreign cultures can make the pupils aware of intercultural difference and similarities, which should be exploited by the language teacher as it is an essential requirement stated specifically in the Austrian curriculum (see LP Oberstufe, 25-27) that

learners of English should have a detailed knowledge of culture in the English speaking countries.

The activation of critical thinking and opinion formation processes is an essential requirement for foreign language learners. They should be able to make up their own minds about a text they have read and be able to think about the characters and story in a critical way. By way of exploring ideas in graded readers, Green points out that “students can be encouraged to develop certain core competencies such as research, critical thinking skills, and the ability to synthesize information drawn from different sources” (310). By making the students aware of different sources that are available for any kind of information, the teacher can broaden their horizons. By maybe bringing the original work of literature into class that the graded reader is a simplified version of, the learners will see that there is an aim for the extensive reading they are doing, and that is to achieve language knowledge so the original work can be read (thus gaining another source of knowledge). The pupils should know that “ideally, after working their way through a scheme of graded reading, learners should be able to read unsimplified texts without meeting too many unfamiliar words” (Nation & Wang 369), thus making comprehension possible.

The main aim of post-reading activities should nevertheless be to advance communication. In *Using Readers in Language Teaching*, Hedge points to the fact that graded readers “help the students to see how the grammar and vocabulary they have learned actually work in communication; that is, how words and structures are used by writers to express ideas, opinions and information” (26-27). From this starting point it would be important to suggest learners try out these new expressions and structures to communicate their own ideas and opinions to their peers. Day and Bamford concur with this by stating: “When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students” (149). Discussion about the graded readers that were read in the EFL classroom will increase speaking as well as listening skills and further communication on the whole. Green points out in *Integrating extensive reading in the task-based curriculum*:

And yet, all reading needs a purpose that learners can perceive clearly and this may not be provided by even the best extensive reading schemes, disconnected as they often are from the mainstream language curriculum. Extensive reading, if done in interactive mode, supports the negotiation of meanings in texts, helps prevent the fossilization of interlanguage structures, and provides contexts in which learners can encounter and debate ideas, and analyse and practise language features found in the texts. For these reasons, it is vital to introduce extensive reading within the purposeful and interactive framework of the task-based language curriculum. (310-311)

Subsequently, extensive reading in the form of graded readers can lead to a wide variety of positive reactions for language learners. They can further language skills and promote critical thinking as well as opinion formation. Another feature offered by reading a lot of graded readers is that they can prepare the students for the future reading of unsimplified texts. Waring attests to this in *Writing a Graded Reader* by stating that “one of the main functions of graded readers is to create a series of stepping stones for foreign language learners to eventually read unsimplified materials”.

6. Conclusion

As I have substantially revealed in this thesis, graded readers can in fact be seen as authentic texts when applied to the specific audience of language learners in the EFL classroom. They offer an important stepping stone for learners to practice their language skills, achieve vocabulary knowledge and develop fluency in order to handle unsimplified works of literature. Graded readers can therefore be seen as a point of entry for reading classic literature, and present gripping plots which get learners interested and motivated to read for their own pleasure and enjoyment.

In the next part of this thesis I will concentrate on devising lesson plans which can be implemented in the EFL classroom to indicate how teaching with graded readers can be achieved in order to make the students interested in the genre.

7. Implementation of Graded Readers in Teaching

7.1. Pre-Reading

7.1.1. Lesson 1

Procedure

This lesson is about introducing the graded reader *Northanger Abbey* to basic users of English (CEFR: A1/A2) in the 3rd form of lower secondary school. It is basically a lesson designed for pre-reading, aimed at getting the students interested in the material they are going to work with in the next few lessons.

At the beginning of the class all organisational tasks such as attendance and the handing in of previously assigned homework are taken care of. Then the teacher gives a brief description of the author Jane Austen, telling the pupils when she lived and what times were like in the 18th and 19th century.

In the next activity the students are divided into groups of three by either choosing the other members themselves or the teacher assigning partners, depending on the classroom dynamics. The groups get one of two worksheets, either giving them the contents page with all the titles of the individual chapters of the book or selected illustrations found in the graded reader. They subsequently discuss what the story is about and take notes in order to be able to present the findings later on in the lesson. The students are made aware of the fact that they should be able to give reasons for their choices in the process of storytelling. During this time the teacher walks around and gives assistance when the pupils have difficulties with words or when they don't know how to develop a consistent storyline. The next step is for the group members to present their findings to the class. The teacher makes them aware of the different stories they came up with although they had the same material at their disposal. Another point that the teacher will stress is that there are two diverse base materials, one being the contents of the book and one being pictures of the story. Because the content groups have access to names and locations, the story will be quite unlike those of the picture groups. The teacher will then point out the similarities between the stories and discuss how the stories can be combined to form a concise account.

The next step of the lesson is basically a listening activity where the educator reads the first chapter of the book to the learners. The students should be

encouraged to ask for guidance on unfamiliar vocabulary and the ensuing talk should give the learners enough motivation and self-confidence to read chapter two as a homework assignment. The teacher should stress that it is not important to know every word but to understand the basic meaning of the chapter. (see Thaler 64)

Aims

The pupils are made aware of life in the 18th and 19th centuries. Furthermore, by guessing of the story they practice their speaking and communication skills as well as making use of their imagination. By guessing what the story could be about, the pupils' interest in actually reading the graded reader can be activated. By giving the pupils the opportunity to work in groups, they learn to listen to their colleagues and respond accordingly, thereby voicing their own opinions and working together as a team to come up with a story they can all agree on. The students' presentation skills are also in demand when they present their findings to their fellow class members. In the class discussion they are asked to defend their reasoning and point out evidence for their findings. An additional aim of this lesson is to train the pupils' listening skills; this is achieved by the teacher reading the first chapter of the book to them. The discussion of unknown vocabulary aims at the complete understanding of the text, giving the students the confidence to read the next chapter at home.

Lesson plan

CLASS DESCRIPTION: Basic users of English (A1/A2)
3rd form (lower secondary school)

AIMS	CEFR DESCRIPTORS ³
Activating prior knowledge, imagination and interest Practice speaking and communication skills Practice presentation skills Practice comprehension Practice reading skills	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand simple questions and instructions and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements. Can give a simple description or presentation. Can tell a story or describe something in a simple list of points. Can understand enough to be able to meet needs of a concrete type, provided that speech is clearly and slowly articulated.

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
5'	Introduction Jane Austen Brief outline of biography	T	Picture of Jane Austen
15'	Guessing the story Look at the contents and pictures Discuss what the story is about and take notes	G (3)	NA_contents NA_storyline
20'	Group presentations Group speaker communicates findings Teacher writes down ideas and predictions on a poster	G S-T-S T	Poster Felt pens
5'	Read chapter 1 Discuss unknown vocabulary	T T-C	Graded Reader Northanger Abbey
HW	Read chapter 2	S	Graded Reader Northanger Abbey

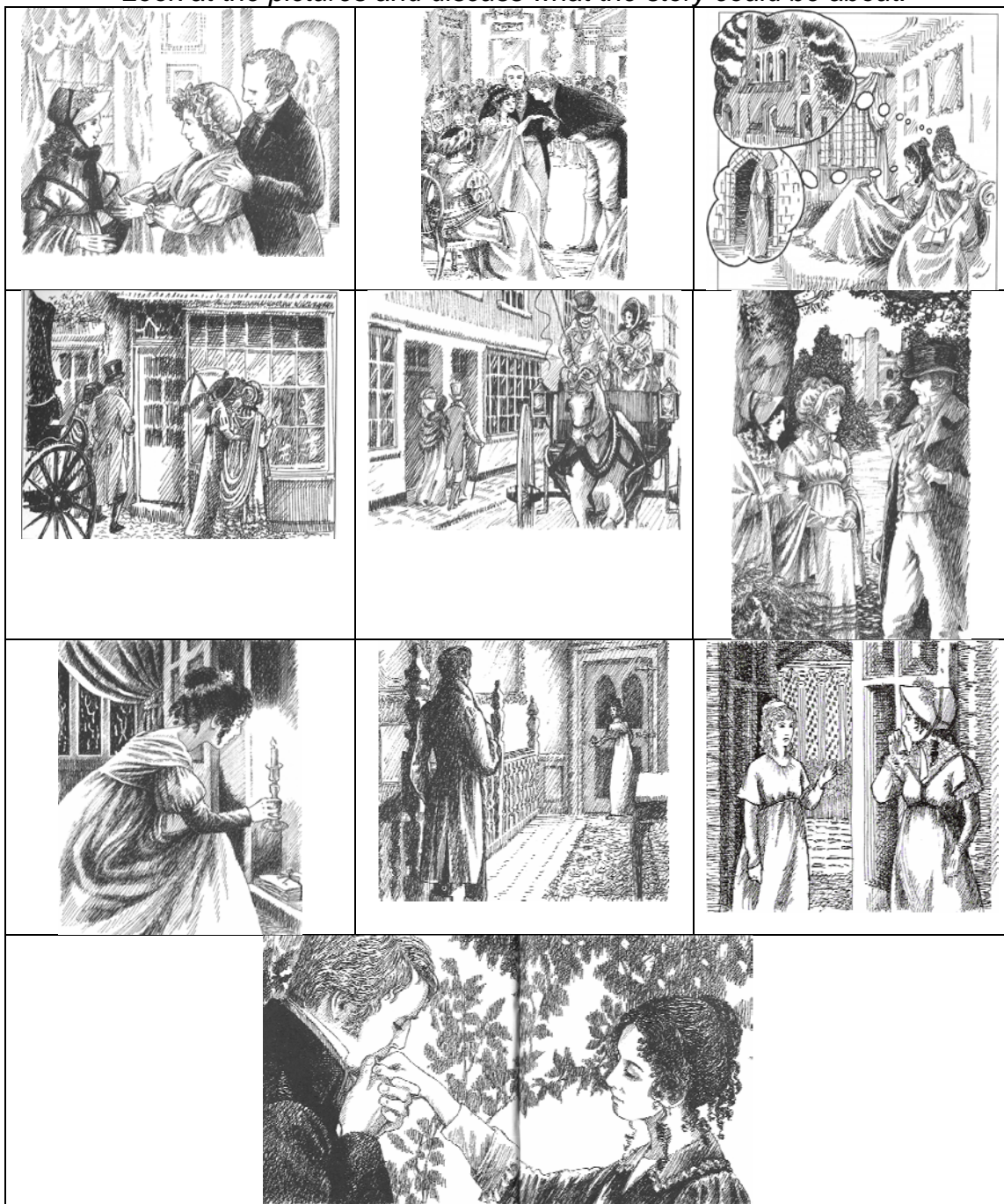
T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

³ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

NORTHANGER ABBEY

Look at the pictures and discuss what the story could be about.ⁱ



Helpful words and phrases:

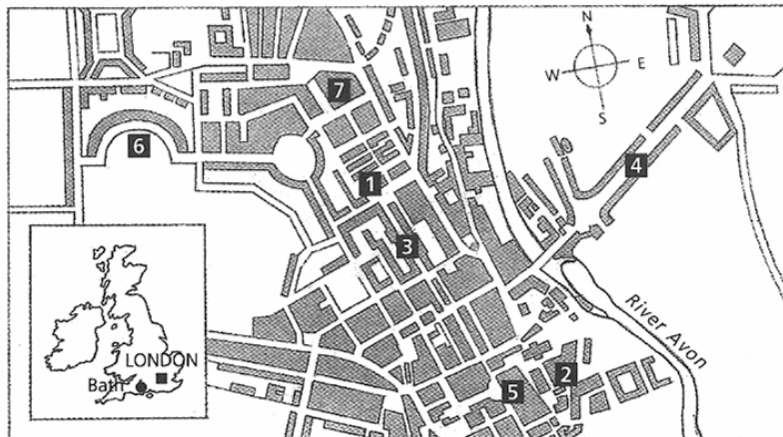
Carriage	wagon that is pulled by horses
Candlestick	an object with a small hole in the middle for holding a candle
To be disappointed	feeling sad because something you hoped for or expected did not happen
To explore	to travel through (a place) in order to learn more about it
To ask someone to dance with...	
To ask someone to marry...	
To have to leave (a place)	

NORTHANGER ABBEY

Look at the titles of the chapters in this book and discuss what the story could be about.ⁱⁱ

Contents

<i>A Note About the Author</i>	4
<i>A Note About This Story</i>	5
<i>The People in This Story</i>	7
1 Catherine Goes to Bath	8
2 Catherine's New Friends	10
3 John and James	16
4 A Ball at the Upper Rooms	19
5 'Why Did You Lie to Me?'	23
6 Catherine and the Tilneys	26
7 Isabella Is in Love	31
8 Captain Frederick Tilney	35
9 Isabella and James	38
10 Northanger Abbey	41
11 'My Dear Miss Morland!'	45
12 A Visit to Woodston	50
13 A Letter from Isabella	54
14 Catherine Goes Home	56
15 'Will You Marry Me?'	58



Bath: 1 Edgar's Buildings 2 Lower Rooms 3 Milsom Street 4 Pulteney Street
5 Pump Room 6 The Crescent 7 Upper Rooms (Assembly Rooms)

7.1.2. Lesson 2

Procedure

The following lesson is designed for independent users of English (B1) in a 5th form of higher secondary school. It begins with a dialogue between the teacher and the pupils in the class in order to conduct all necessary organizational tasks. The teacher then gives a brief lecture outlining the biography of Jane Austen, thus giving the students background knowledge about the time period they are going to deal with in the next couple of lessons. The students are then grouped into teams of four and given 14 cards with different characters on them. They are asked to imagine what the characters are like, how they relate to each other and how they interact, thus developing a plotline and story. It is important to make the pupils aware of the fact that not all the characters have to be in the whole story as some may move away or die, and others can come into the story at different points. The pupils should be animated to make great use of their imagination. They are afterwards prompted to give a short presentation of what story they came up with, where an appointed group speaker tells the other classmates the string of events. It is a good idea for the teacher to take notes of the different plots as these can be used during the reading of the book to make references about the ideas that are actually accurate and occur in the actual plot of *Mansfield Park*. The next point of action is the reading of the first chapter of the graded reader. This can be either done by the teacher reading aloud or by students taking turns in reading aloud, depending on the wishes of the pupils. Some classes prefer reading and enjoy this and some have a preference for being read to. In the course of reading the teacher continually interrupts when there are difficult words encountered or when students ask for explanations of unfamiliar vocabulary. Of course it is important to make the learners aware that they may need to write down new words in order for them to remember them better and retain them. This is important because some types of learners are better capable of retention when they actively write the words themselves. The homework assignment will be the reading of the second chapter.

Aims

One important aim of the lesson is to activate prior knowledge by the introduction of Jane Austen's biography. The imagination and interest of the students are activated by guessing what the story could be about. This activity is also aimed at practicing speaking and communication skills as the students will be able to maintain a conversation or discussion, give or seek personal views and opinions in discussing topics of interest and give brief comments on the views of others. Another aim, that of comprehension, will be achieved by the students being able to understand the main points of clear standard speech delivered by their peers. Presentation skills are essential and are practiced by reporting the story that has been thought up in the group. In addition, the students will be able to show their mastery of expressing their thoughts about abstract or cultural topics and can additionally show that they are capable of exchanging relevant information and giving their opinion.

A further aim is the promotion of reading skills, where the learners illustrate that they can read straightforward factual texts and language learning is expedited by aiming at vocabulary learning skills.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
5th form (higher secondary school)




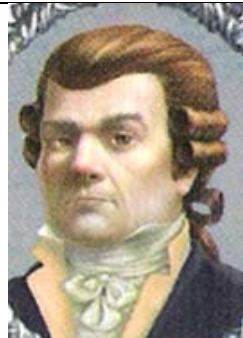










AIMS	CEFR DESCRIPTORS ⁴
Activating prior knowledge, imagination and interest Practice speaking and communication skills Practice presentation skills Practice comprehension Practice reading skills Language learning	Can understand the main points of clear standard speech Can maintain a conversation or discussion Can express his/her thoughts about abstract or cultural topics Can give or seek personal views and opinions when discussing topics of interest Can exchange relevant information and give his/her opinion Can give brief comments on the views of others Can read straightforward factual texts

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
5'	Introduction Jane Austen Brief outline of biography	T	Picture of Jane Austen
20'	Guessing the story (card game) Students get 14 character cards Imagine what the characters are saying and develop a plotline. Tell students that they don't need to make use of all the cards all the time	G (4)	MP_Character cards
10'	Group presentations Group speakers tell stories	G S-T-S	
10'	Read chapter 1 Discuss unknown vocabulary	T T-C	Graded reader Mansfield Park
HW	Read chapter 2	S	Graded reader Mansfield Park

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

⁴ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheet

			
Fanny	Mrs. Norris	Lady Bertram	Sir Thomas Bertram
			
Tom	Edmund	Maria	Julia
			
Mr. Price	John Yates	Susan	Mary Crawford
		<p>MANSFIELD PARK</p> <p>By Jane Austen</p>	
Mr. Rushworth	Henry Crawford		
<p>The following cards are characters in the story Mansfield Park.ⁱⁱⁱ Come up with a story that involves all characters. Be imaginative!</p>			

7.1.3. Lesson 3

Procedure

This pre-reading lesson is aimed at independent users of English (B1) in a 6th form class of a higher secondary school. After all organizational tasks are taken care of, the teacher hands out a worksheet with different book covers of the book 'Emma' by Jane Austen. The students are asked to look at them and see if they can guess what the book might be about and what time period it could be set in. This is done in the form of teacher-class dialogue and/or in a plenary discussion chaired by the teacher, depending on how motivated the students are. This will have to do with the time of day or with the disposition of the students, whether they've had an exhausting day or are up to working vigilantly. Things like this can never be known before entering the class, and the educator must be able to have enough tricks up his or her sleeve to spontaneously respond to the mood of the class. The next activity is to tell the students that the heroine of the book 'Emma' is a matchmaker and to hand out questions that relate to the pupil's personal experience of matchmakers and social circles of friends. They are supposed to discuss these questions with a partner, take notes and prepare a story they could share with the class on their personal experience with matchmaking friends or social class issues. The following step is for the learners to present their personal experiences to their classmates and the teacher. After that the introduction at the beginning of the graded reader is read together, either by the teacher reading to the students or the students reading to each other in a plenary form. During this, unfamiliar vocabulary is discussed, whereby the teacher asks the pupils to write down these words in a vocabulary log so that they can come back to the words and have a reference for learning. They should be made aware of the fact that all the vocabulary in a graded reader is worth knowing, as they are written according to the most frequently occurring words in English. The homework assignment is to read the first chapter independently.

Aims

There are several aims for this pre-reading lesson, the first being the activation of prior knowledge, in the form of what book covers convey about the contents

of a book and time periods the book is about – judging by the cover – as well as different social classes and character traits of people who like to meddle in other people's lives. Another aim, namely that of invoking interest, can be approached by the first activity in addition to that of promoting imagination. Through the discussion of personal questions with a partner, speaking as well as communication skills are present in this lesson. The learners show that they can maintain a conversation or discussion, express their thoughts about abstract or cultural topics as well as giving or seeking personal views and opinions while discussing topics of interest. Another aim is that of practising presentation skills, which is carried out by the students showing they are able to give brief comments on the views of others. Comprehension skills are covered by the learners demonstrating that they can understand the main points of clear standard speech, exchange relevant information and give their opinion. Last but not least, reading skills are illustrated by students being able to read straightforward factual texts.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
6th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ⁵
Activating prior knowledge, imagination and interest Practise speaking and communication skills Practise presentation skills Practise comprehension Practise reading skills	Can understand the main points of clear standard speech Can maintain a conversation or discussion Can express his/her thoughts about abstract or cultural topics Can give or seek personal views and opinions when discussing topics of interest Can exchange relevant information and give his/her opinion Can give brief comments on the views of others Can read straightforward factual texts

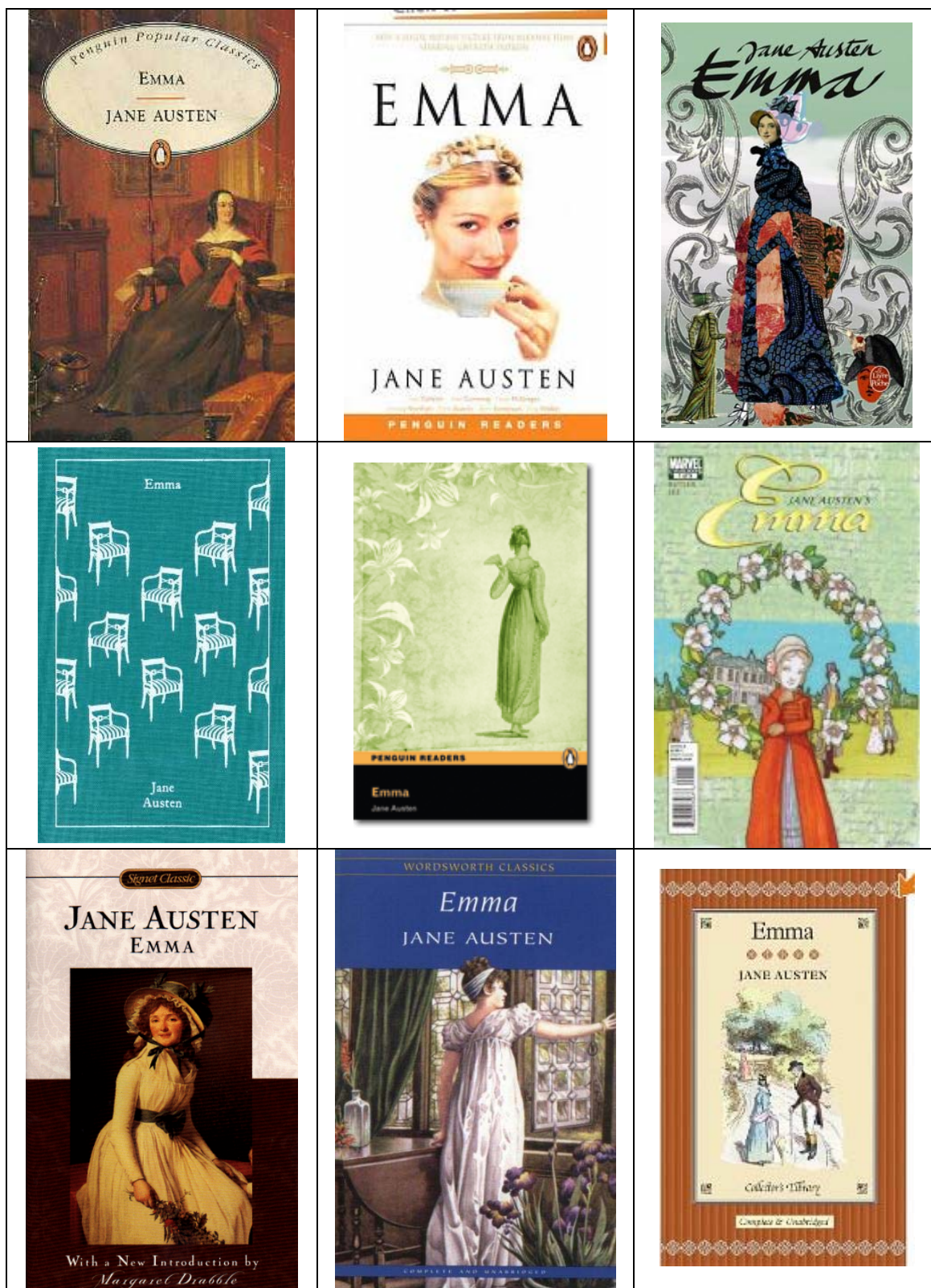
TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Book covers Students look at the book covers and discuss what the book could be about, what time period it could be set in	T-C S-T-S	E_book covers
15'	Students discuss questions on WS with a partner and take notes about a story they can share in class	S-S	E_questions
10'	Story presentations Students present personal stories about matchmaking and social class	S	
10'	Read introduction Discuss unknown vocabulary	T T-C	Graded Reader Emma
HW	Read chapter 1	S	Graded Reader Emma

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

⁵ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

BOOK COVERS^{iv}



Emma

Emma, the heroine of the book, is a matchmaker. She has made it her goal to set up her friends so they can be successfully married.

Talk about the following questions with your partner!

Have you ever wanted to set up friends to get them to date?

Do you have friends who like getting in other people's business?

What do you think about people who meddle persistently?

How are social class structures set up in your circle of friends?

Are you allowed to and able to date whoever you like, or are some girls/boys off limit?

Then think of a personal story you could share in class that has to do with matchmaking or social class!

7.1.4. Lesson 4

Procedure

This pre-reading lesson is for independent users of English (B2) of a 7th form in higher secondary school.

After the initial organizational tasks are taken care of, the students are given a list of keywords and they have to pair up and come up with a story using all the significant words on the list. The pupils then look at questions given on the worksheet and answer them individually relating to experiences they have already had in their own lives. The teacher then lets the students draw cards out of a small box. These cards have the names of characters who appear in the novel 'Pride and Prejudice' on them and the students have to find their partners according to the last names. They have to be told that Mr. and Mrs. always go together as husband and wife and that there are siblings with the same last names, and that one character has no corresponding partner with the same name – he is matched with the 'Pride and Prejudice' card. Once the partners have been found they have to conduct an interview with each other, drawing on the questions they have answered before. During the interviews it is important that the teacher walks around class in order to ensure the pupils are actually conducting the interview in English.

Afterwards, the introduction of the graded reader is read to the students by the teacher, and students are prompted to interrupt when they come across unfamiliar vocabulary. The educator asks them to highlight these words in the text and to write them down in a vocabulary log, and discusses the meaning of the word. The pupils should be made aware of the fact that unknown words can often be made sense of by relating to the context they are written in. In a plenary discussion chaired by the teacher, the students should predict the outcome of the story. The homework assignment requires the learners to read the first chapter of the book.

Aims

The aims of this pre-reading lesson are to activate prior knowledge, imagination and interest. This is achieved by coming up with a story using keywords as well as predicting the outcome of the book. The students show their ability to outline

an issue or a problem clearly as well as speculate about causes or consequences. They also develop a clear description or narrative by expanding and supporting their main points with relevant detail and examples. They can also demonstrate their speaking and communication skills by carrying out an effective, fluent interview. The main aim of the interview is to allow the students to show their ability to depart spontaneously from prepared questions as well as to follow up and probe interesting replies. In addition, it lets them take the initiative, thus mirroring real-life interview situations. A further aim is for the students to show that they can expand and develop ideas with little help or prodding from an interviewer. Furthermore, they express their ideas and opinions with precision on top of presenting and responding convincingly to complex lines of argument. The interview activity also encourages them to explain their viewpoint(s) on a topical issue while giving the advantages and disadvantages of various options.

The aim of comprehension practice can be achieved by contributing and accounting for their opinion, evaluating alternative proposals and making and responding to hypotheses. Reading skills are also practiced in this lesson, of course.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B2)
7th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ⁶
Activating prior knowledge, imagination and interest Practice speaking and communication skills Practice comprehension Practice reading skills	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can outline an issue or a problem clearly, speculating about causes or consequences. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Keywords Students come up with a story with the help of keywords	S-S	PP_pre reading
10'	Students answer questions about their own life	S	PP_pre reading
15'	Interview Students are assigned partners with matching cards (match partners, siblings) Students interview partners about questions of previous activity	G	PP_matching cards
10'	Read introduction Discuss unknown vocabulary Predict outcome of story	T T-C S-T-S	Graded Reader Pride and Prejudice
HW	Read chapter 1	S	Graded Reader Pride and Prejudice

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

⁶ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Pride and Prejudice

Look at the following words and come up with a story.

first impressions ~ pride ~ prejudice ~ misunderstandings ~ proposal ~
money ~ shallow ~ friends ~ sister ~ happiness ~ refusal ~ communication ~
marriage

Think about your own life and answer the following questions:

When you meet someone new, do you pay close attention to your first impression of this person? Are you always right?

How do you decide if you like someone or not?

What do you think are the factors that influence first impressions?

Do you pay attention to rumours?

Do you believe in gossip? Do you think there is any truth in it?

What do you do when you hear bad rumours about someone you like or are interested in romantically?

What is the best way, in your opinion, to get to the truth about things you heard through the grapevine?

Do you think it is easier to spread rumours in our times or was it worse in previous centuries? Why?

What do you know about life in the 18th century?

What do you know about the role of women and men in that time?

What did people do in their free time in that time period?

How was it different to how we live today?

How and where can you meet new people today? And how did people meet new acquaintances in the 18th century?

Character cards^{vi}

Elizabeth Bennet	Miss De Bourgh	Charles Bingley
Jane Bennett	Lady Catherine De Bourgh	Caroline Bingley
Georgiana Darcy	Sir William Lucas	George Wickham
Fitzwilliam Darcy	Lady Lucas	Lydia Bennett (Wickham)
Mr. Gardiner	Mr. Phillips	Mr. Bennet
Mrs. Gardiner	Mrs. Phillips	Mrs. Bennett
Mr. Collins	Mr. Hurst	Colonel Fitzwilliam
Charlotte Lucas (Collins)	Mrs. Hurst	Pride and Prejudice

7.2. While-Reading

7.2.1. Lesson 5

Procedure

The goals of this lesson are to make sure the pupils experience language learning and can achieve the necessary comprehension of events which occur in the book *Northanger Abbey* they are reading. As a while-reading activity, the lesson has the function of promoting language skills in the form of how to use different words, structures and phrases in the correct context as well as making sure the vocabulary which appears is assimilated and can be reproduced in a meaningful way.

The lesson is aimed at basic users of English (CEFR: A1/A2) in the 3rd form of lower secondary school. It starts with organizational tasks of the teacher, who makes sure all the students are present and have handed in their homework.

The next point on the agenda is the repetition of what the students have already read in the book. The students are prompted by the educator to summarize the events that have happened so far. This can be achieved by asking questions and the learners answering them in a dialogue or can be brought about by giving them incentives such as 'What happened after that?', making the students relate a clear string of events which is understandable for every student.

Following this, the teacher hands out a worksheet in which the students are required to identify the correct words in a sentence. There are gaps in sentences followed by four different words that can be chosen. This is an exercise which requires the students to make use of their language skills regarding vocabulary as well as grammar knowledge. The vocabulary knowledge not only consists of selecting of the appropriate words in the context of the sentence but also by having to provide definitions for nouns, verbs and adjectives. Some words are presented in different tenses, therefore demanding careful consideration in the selection process. There are also prepositions, pronouns, adjectives and adverbs available for choosing, therefore making it an essential exercise for all kinds of grammar features which are expected to be known at that level of learning. It is needless to say that all the necessary grammar and vocabulary has been covered in previous lessons, so it is not new

for the language learners. The activity is arranged in such a way that it is first worked on individually and then followed by a discussion with a partner and finally by comparing in class.

The next step of the lesson is a description of the character relationships in the book. The information the pupils are looking for also concerns the age of people found in the story. It has been my personal experience that facts like age and relationships help learners to form clear connections and the pictures help students who need visual input. Again the students will compare their findings with the class and the teacher writes the words down on the board to ensure the learners use the correct spelling. By providing an overhead transparency of the characters in family groupings the relationships can be repeated, leading to better understanding and retention.

The homework assignment is to write a summary of chapters 1 to 5, providing the students with a chance to recap their knowledge as well as practise their reading skills (by scanning the chapters again for relevant information) and writing skills.

Aims

The aims of this lesson are to practice speaking skills by repeating and summarizing the chapters read so far. The students should be able to use simple descriptive language to make brief statements about and compare objects and possessions as well as events. Communication skills are practiced by discussing the findings of the activities with a partner as well as in a plenary situation in which the pupils are required to exchange relevant information. Ensuring comprehension is another aim for this lesson, making sure the learners can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. They should also show that they can find and identify specific, predictable information. Because it is a while-reading lesson, reading skills are promoted by assuring the students can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. This is monitored by the comparing the worksheets in class. The homework assignment entails the promotion of writing

skills, showing that short, basic descriptions of events, past activities and personal experiences can be achieved.

Lesson plan

CLASS DESCRIPTION: Basic users of English (A1/A2)
3rd form (lower secondary school)

AIMS	CEFR DESCRIPTORS ⁷
Practice speaking and communication skills Practice comprehension Practice reading skills (skimming and scanning)	Can use simple descriptive language to make brief statements about and compare objects and possessions. Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Can exchange relevant information Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience Can find and identify specific, predictable information. Can write very short, basic descriptions of events, past activities and personal experiences.

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Repetition and summary of chapters 1-5	T-C	Graded Reader Northanger Abbey
10'	Language learning Identify the correct words Provide definitions	S	NA_while reading (1-5)
10'	Compare findings with partner Compare findings in class	S-S T-C	
5'	Describe relationships of characters	S	NA_while reading (1-5)
10'	Compare relationships of characters in class Teacher writes the words onto board	T-C	Whiteboard, Markers OHT_characters
HW	Write a summary of chapters 1-5	S	

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

⁷ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Northanger Abbey – chapter 1-5

Put the correct words on the lines and answer the definitions!

Miss Catherine Moreland was very _____ because she was going to Bath. ^{vii}			
angry	excited	afraid	happy
Catherine was a _____ girl with dark curly hair. ^{viii}			
curvy	slender	slim	plain
Catherine's father is a _____. ^{ix}			
farmer	priest	clergyman	servant
The Tilneys live _____ Northanger Abbey. ^x			
in	at	on	by
'I have visited Bath many times', Mr. Tilney _____. ^{xi}			
says	answer	replied	questioned
Will you write _____ me in your diary tonight? ^{xii}			
at	about	for	in
Catherine listened and the morning _____ quickly. ^{xiii}			
went	pass	passing	passed
Catherine likes _____. ^{xiv}			
horror -stories	love -stories	fantasy -stories	crime -stories
'We _____ a drive in your carriage, Mr. Thorpe,' Catherine said. ^{xv}			
are enjoying	will enjoy	enjoyed	enjoy
At that moment, James walked _____ to them. ^{xvi}			
on	towards	down	up
Mr. Tilney bowed _____ Catherine and Mrs. Allen. ^{xvii}			
to	for	at	in
Mr. Tilney spoke very _____ to Mr. Thorpe. ^{xviii}			
polite	in a polite way	politely	in a polite manner
'He was asking _____ your name', Mr. Tilney said to Catherine. ^{xix}			
him	at	you	me
Define the word carriage:			
What can you do at a ball?			
If a place is crowded, it means			
If a man is handsome, it means			
If you are polite, it means			
A clergyman is someone who			

Northanger Abbey – chapter 1-5

Fill in the correct words!

Catherine's parents are _____ and _____.

Catherine is in love with _____.

Mrs. Thorpe is Mrs. Allen's _____.

Mrs. Thorpe has _____ children. Their names are _____.

James is Catherine's _____.

The name of Henry's father is _____.

Eleanor is Henry's _____.







How old is Catherine? _____.

How old is Isabella? _____.

How old is Mr. Tilney? _____.

How old is Eleanor? _____.

Fill in the character's last names and draw lines for sister and brother (use different colours)^{xx}

 <p>Catherine</p> <p>_____</p>		 <p>Henry</p> <p>_____</p>
 <p>Isabella</p> <p>_____</p>		 <p>James</p> <p>_____</p>
 <p>Eleanor</p> <p>_____</p>		 <p>John</p> <p>_____</p>

Characters in Northanger Abbey^{xxi}



Mr and Mrs Morland



Catherine Morland



James Morland



Mr Allen



Mrs Allen



Mrs Thorpe



Isabella Thorpe



Maria and Anne Thorpe



John Thorpe



General Tilney



Henry Tilney



Eleanor Tilney



Captain Frederick Tilney

7.2.2. Lesson 6

Procedure

This while-reading lesson is designed for independent users of English (CEFR: B1) in the 5th form of higher secondary school. After all organizational tasks are taken care of in a dialogue between the teacher and the class, a partner summary is conducted. This is done by getting the pupils to tell their partners what they know about the plot so far. The educator walks around class to make sure the pupils are actually telling each other the story by using English in addition to helping out when there are problems. This activity works well when the class has done it before. Following this, the class get a worksheet in which they have to match words with the correct definitions. In order to assure accuracy the worksheet is then compared in plenary style. It is important to call on all students, even the ones who don't raise their hands, as some students are reluctant to speak and can be involved in this way. The teacher then revises and explains what prepositions are and asks the pupils to contribute what they already know. Next they are asked to fill in the preposition worksheet, in which they have to put in the correct prepositions from a box into a gap text. While they are working the educator puts up a solution sheet on several walls in the class so the students can get up and compare their findings when they have finished. The next activity is a true-false item, where the word 'true' has to be put on the line if the statement is correct, 'false' when it is a contradictory statement or 'not given' when the statement does not appear in the book. The results are then compared in class. The last exercise is for the learners to write a letter replying to correspondence between Edmund Bertram and Fanny Price. As it is a while-reading lesson, the students are of course allowed to use their graded reader as a reference during all the activities. The homework assignment will be to read the following two chapters of the book.

Aims

The aims of this lesson are to practice speaking and communication in order to ensure the pupils can understand the main points of clear standard speech and maintain a conversation or discussion. They also have to show their ability to

summarise, report and give their opinion, especially through the partner summary at the beginning of the lesson. Comprehension is another aim, which will be evident throughout the lesson when the students show they can convey meaning by qualifying a word meaning something similar in the matching exercise as well as the true-false activity. The pupils demonstrate language learning in all the exercises by recognising significant points and defining the features of something concrete for which they can't remember the word. Overall reading ability is another goal in the lesson, as the learners demonstrate that they can read straightforward factual texts as well as scanning longer texts in order to locate desired information and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Writing skills are also required, of course, in the reply to a letter from a major character in the graded reader, and show that the students are able to write personal letters giving news and expressing thoughts.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
5th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ⁸
Practice speaking and communication skills Practice comprehension Language learning Practice reading skills Practice writing skills	Can understand the main points of clear standard speech Can maintain a conversation or discussion Can summarise, report and give his/her opinion Can read straightforward factual texts Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can recognise significant points Can write personal letters giving news and expressing thoughts Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
5'	Partner summary What do we know so far?	S-S	Graded Reader Mansfield Park
10'	Match words and definitions Compare in class	S T-C	MP_while reading (5-8)
5'	Prepositions What are prepositions – explanation Which prepositions do you know	T T-C	
10'	Prepositions Students fill in the worksheet Teacher puts up a correct sheet on the door/window so students can get up to compare when they are done	S T S	Solution sheet
5'	True false exercise Compare results	S T-C	
10'	Write a reply to Edmund's letter (p.55)	S	Graded Reader Mansfield Park
HW	Read chapter 9 and 10	S	Graded Reader Mansfield Park

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

⁸ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Mansfield Park Chapters 5-8

Match the words and their definitions!^{xxii}

To bear		To be happy because you did something that you wanted
To quarrel		To ask someone to marry you
To influence		To be able to accept and live with something unpleasant
To be determined		To argue angrily with someone
To be embarrassed		To change someone by words or behaviour
To be satisfied		To feel sad because someone or something is worse than expected
To be proud		To feel shy or worried about what other people think of you
To propose		Having decided to do something
To be disappointed		To be happy about something that someone has done
To swear		To use bad language



Fill in the correct prepositions!

by	on	in	for	to	into	of	With
----	----	----	-----	----	------	----	------

'I can promise you, no one persuaded me _____ be ordained', Edmund said.^{xxiii}

Sir Bertram has a good living ready _____ his son.^{xxiv}

Fanny always thinks very well _____ Edmund.^{xxv}

Mary Crawford wanted to know why he didn't go _____ the army or the navy.^{xxvi}

She thinks he could live a dangerous and exiting life _____ a brave officer.^{xxvii}

Mary is _____ the opinion that he only thing a clergyman is interested _____ is eating his dinner.^{xxviii}

Maria took the part _____ an unmarried woman with a secret love in her past _____ the play.^{xxix}

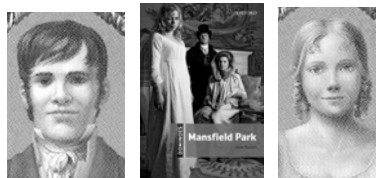
Fanny thought that Miss Crawford's influence _____ Edmund was very strong.^{xxx}

Fanny was embarrassed _____ Mrs Grant's dinner invitation.^{xxxi}

Mary thinks Henry should be satisfied _____ the Miss Bertrams.^{xxxii}

Fanny's brother William arrived _____ a ten-day holiday at Mansfield Park.^{xxxiii}

As the days went _____ Fanny got used to her new life in Portsmouth.^{xxxiv}



Do the following statements agree with the information given in the chapters 5-8?

Write:

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

	Maria and Julia Bertram were happy that their father would come home in November.
	Fanny thinks that Dr Grant is an excellent clergyman, even though he is sometimes a little cross.
	Yates really enjoyed talking to Sir Bertram about the play.
	Maria was determined to get away from her father's influence.
	Maria invited Fanny to live in Brighton with her and her husband.
	Mrs Norris is supportive of Fanny's friendship with Mrs Grant.
	Sir Bertram is very disappointed when Fanny refuses Mr Crawford's proposal.
	Mrs Norris was delighted that Fanny was going to Portsmouth.
	In his letter to Fanny, Edmund writes that Mary Crawford is the only woman he wants to marry.
	After Tom's accident Sir Bertram immediately sends a carriage for Fanny.

7.2.3. Lesson 7

Procedure

This while-reading lesson is aimed at independent users of English (CEFR: B1) in the 6th form of higher secondary school. At the beginning of the lesson the teacher deals with all the organizational tasks and then asks the pupils to give a summary of the first chapter of the graded reader *Emma*. He or she has to make sure all essential events are referred to by gently guiding the participants of the class through specific questions such as 'What happens then?', 'How does Emma's life change?', 'What does Mr. Knightly think of Emma's plan?'. The students are then asked to read chapter two of the graded reader, making sure they ask if they have questions about the plot or vocabulary. The educator writes down the unfamiliar words on the whiteboard and makes sure the learners note them down in their vocabulary logs. The students then receive a worksheet in which they have to find the correct synonyms of four possibilities for the words in the sentence that are underlined. When they are finished this activity is compared in class. The following activity asks the students to complete sentences with several possibilities from a box, which is then also compared in a dialogue between the teacher and the pupils. The teacher then explains the next exercise where the correct relationships between the characters have to be filled in. Afterwards the educator chairs a plenary discussion where the language learners share their thoughts on what will happen next in the story and give their opinions on what they would do in such a situation. For homework the students are asked to read chapters three and four and write a short summary of the chapters 1-4.

Aims

The aims of this while-reading lesson are to practice speaking and communication skills in the summary activity at the beginning of the lesson, as well as the prediction exercise and the comparison of the findings throughout the lesson. The pupils show they can summarise, report and give their opinion and can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

Comprehension is ensured via the sentence completion exercise as well as by finding the correct relationships between characters.

Language learning is ensured by prompting the pupils to write down unfamiliar words in their vocabulary log. The synonym activity makes sure the students broaden their vocabulary knowledge as well. The learners show their ability by asking for confirmation that a form used is correct and by identifying unfamiliar words from the context. They should also be able to exchange, check and confirm accumulated information. In addition, they can convey meaning by qualifying a word meaning something similar.

Prediction and imagination are the aim of the plenary discussion at the end of the lesson, thereby showing that they can maintain a conversation or discussion. Listening skills are also required of course, and the students show that they can understand the main points of clear standard speech. Another aim is the practising of reading skills by reading the second chapter of the graded reader in addition to all the activities in the lesson. The pupils demonstrate that they are able to read straightforward factual texts and can locate desired information and gather information from different parts of a text, or from different texts in order to fulfil a specific task by scanning longer texts.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
6th form (higher secondary school)

AIMS			CEFR DESCRIPTORS ⁹
Practice speaking and communication skills Practice comprehension Language learning Practice prediction and imagination skills Practice reading skills			Can understand the main points of clear standard speech Can summarise, report and give his/her opinion Can read straightforward factual texts Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can ask for confirmation that a form used is correct. Can identify unfamiliar words from the context Can convey meaning by qualifying a word meaning something similar Can maintain a conversation or discussion Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can exchange, check and confirm accumulated information
T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue	
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher	

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
5'	Summary of chapter 1	T-C	Graded Reader Emma
10'	Read chapter 2 Discussion of unfamiliar vocabulary	S T-C	Graded Reader Emma White board Markers
10'	Synonyms Find best synonyms for words in sentences Compare in class	S T-C	E_while reading (1-2)
5'	Complete sentence halves Compare findings	S T-C	E_while reading (1-2)
5'	Fill in correct relationships Compare in class	S T-C	E_while reading (1-2)
10'	Prediction Students are called upon to share their thoughts on what will happen next their opinions on what they would do in such a situation	S S-T-S	
HW	Read chapters 3-4 and write a short summary of chapters 1-4.	S	Graded Reader Emma

⁹ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Emma – Chapters 1-2

Look at the underlined words and find the synonym that best describes the meaning of the sentence!

I cannot see why you think you succeeded. It was no more than a lucky guess.^{xxxv}

<input type="radio"/> failed	<input type="radio"/> were defeated
<input type="radio"/> accomplished the match	<input type="radio"/> acquired the match

Emma was happy to entertain their friends, although many of them were closer in age to her father than to her.^{xxxvi}

<input type="radio"/> amuse	<input type="radio"/> bore
<input type="radio"/> admit	<input type="radio"/> consider

Emma thought a farmer was a most unsuitable friend for Harriet and knew Mr Elton, the vicar, would be a much better husband.^{xxxvii}

<input type="radio"/> irrelevant	<input type="radio"/> inappropriate
<input type="radio"/> fortunate	<input type="radio"/> appropriate

Mr Elton was immediately enthusiastic about the painting and thought it a very good suggestion.^{xxxviii}

<input type="radio"/> indirectly	<input type="radio"/> eventually
<input type="radio"/> instantly	<input type="radio"/> possibly

Emma decided she must speak to save Harriet from an unsuitable marriage.^{xxxix}

<input type="radio"/> made up her mind	<input type="radio"/> determined
<input type="radio"/> delayed	<input type="radio"/> dignified

'I believe that, although he is a very pleasant young man, he is not Harriet's equal.' Emma said.^{xl}

<input type="radio"/> agreeable	<input type="radio"/> bothersome
<input type="radio"/> assessable	<input type="radio"/> repulsive

'Believe me, Emma, Mr Elton will choose sensibly,' Mr Knightly said over his shoulder.^{xli}

<input type="radio"/> sensitively	<input type="radio"/> senselessly
<input type="radio"/> reasonably	<input type="radio"/> unconsciously

Harriet was making herself a little book of poems, and some of the people she knew had suggested their favourites for the book.^{xlii}

<input type="radio"/> advised	<input type="radio"/> declared
<input type="radio"/> recommended	<input type="radio"/> implied

Complete each sentence with the correct ending A-J from the box.^{xliii}

Emma has an older sister Isabella who _____

The idea of matching Harriet Smith with _____

The farmer Mr Martin _____

Miss Taylor is Emma's former teacher and friend who _____

Mr. Weston's first wife was called Miss Churchill and they had a son Frank, who _____

Mr Elton _____

Mr Woodhouse tells Isabella about a _____

Mr Elton writes a _____

A	letter he has seen written by Frank Churchill, which makes him seem very pleasant.
B	is married to Mr Weston's brother and they have five kids.
C	lived with Emma and her father at Hartfield until she got married.
D	lives in London with her husband and five children.
E	poem for Emma but she thinks it is actually for Harriet.
F	proposes to Harriet in a letter.
G	was the only child of Mr Weston.
H	the vicar Mr Elton comes to her when she is painting a picture.
I	proposes to Emma in a carriage on the way home from a dinner at the Westons.
J	was adopted by the Churchills after his mother's death.

Fill in the correct names!

Mr Woodhouse is the father of _____ and _____.

Mr Knightley's brother is _____, who is married to _____.

Mr Weston was married to _____, who died. They have a son called _____.

Mr Weston then married _____.

Emma's brother in law is called _____.

The character, who has no family, is called _____.

7.2.4. Lesson 8

Procedure

This lesson is for independent users of English (CEFR: B2) in the 7th form of higher secondary school and is designed to teach while-reading of chapters 13 to 15 of the graded reader 'Pride and Prejudice'. The first few minutes are spent on organizational tasks, then the teacher prompts a role play in which the students act out significant scenes of their choosing. This is a group activity and they briefly discuss which event they want to portray, act it out, and their classmates have to guess the scene and relate what happened. Then the teacher hands out a worksheet which details a number of questions which the pupils have to answer using no more than three words. Activities like these are an important tool for getting the learners to relate certain events precisely and to the point. The answers are then compared in class, making sure the young adults are aware that different expressions can be used for expressing the same event. The next step is for the students to complete incomplete sentences using one of four provided words. They have to choose the word which best completes the meaning of the sentence, thus drawing out their vocabulary knowledge. They then have to give definitions of the words that are prevalent in the exercise during the comparison of their findings in class. Following this, the educator asks the pupils to write an exclusive newspaper article for a tabloid which gives details about the history of Wickham and Darcy. For this exercise it is essential that the topic of tabloids has been dealt with in class before so they are aware of the style an article like this is written in. They should be made aware of the sensational qualities that have to be brought across in the piece of writing. If there is still time the students can read out their articles to their peers and the teacher could award a prize for the best one, thus providing additional motivation. Another thing that could be done is to put one of the better articles in the school newspaper together with a description of the book. As a homework assignment, chapters 16 to 18 have to be read.

Aims

The aims of this while-reading lesson are to practice speaking and communication skills during the role play as well as the reading out of the tabloid articles. The pupils show they can convey degrees of emotion and

highlight the personal significance of events and experiences by acting out scenes of the story. Comprehension is practiced in the role play as well, demonstrating that the students can use a variety of strategies to achieve comprehension, including checking comprehension by using contextual clues, as well as synthesising and reporting information and arguments from a number of sources.

The sentence completion exercise makes students tap into their vocabulary knowledge thus showing their language learning skills. These skills are also essential for the short answer questions. The students thus show their ability to use circumlocution and paraphrasing to cover gaps in vocabulary and structure in addition to being able to vary formulation to avoid frequent repetition.

Another aim is to practise reading skills by demonstrating the learners' ability to read with a large degree of independence, adapting style and speed of reading to different texts and purposes in addition to scanning quickly through long and complex texts, locating relevant details as well as being able to quickly identify the content and relevance. Writing skills are promoted by the tabloid activity, making sure the students can express news and views effectively in writing, and relate to those of others on top of writing clear, detailed texts, and synthesising and evaluating information and arguments from a number of sources.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B2)
7th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ¹⁰
Practice speaking and communication skills Practice comprehension Language learning Practice reading skills (skimming and scanning) Practice writing skills	Can convey degrees of emotion and highlight the personal significance of events and experiences. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance. Can synthesise and report information and arguments from a number of sources. Can express news and views effectively in writing, and relate to those of others. Can write clear, detailed texts, synthesising and evaluating information and arguments from a number of sources. Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can vary formulation to avoid frequent repetition Can use a variety of strategies to achieve comprehension, including checking comprehension by using contextual clues.

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Role play Students act out significant scenes of their choosing	G	Graded Reader Pride and Prejudice
10'	Short answer questions Students answer questions Compare findings	S T-C	PP_while reading (13-15)
10'	Students complete sentences with words that best convey the meaning Compare in class Students give definitions for the words	S T-C S-T-S	PP_while reading (13-15)
15'	Write an exclusive newspaper article for a tabloid which gives details about the history of Wickham and Darcy	S	Graded Reader Pride and Prejudice
HW	Read chapters 16-18	S	Graded Reader Pride and Prejudice

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

¹⁰ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Pride and Prejudice Chapters 13-15

Answer the following questions in no more than 3 words

1. Who comes to visit Rosings after the departure of Sir William Lucas?
2. What does Lady Catherine think of herself regarding music?
3. What feelings do Lady Catherine's manners invoke in Mr Darcy?
4. What is Colonel Fitzwilliam's explanation for Mr Darcy's lack of dancing at the first ball?
5. What is Elizabeth's reaction when Mrs Collins suggests that Mr Darcy is interested in her romantically?
6. What does Elizabeth do to prevent her running into Mr Darcy on her daily walks?
7. What is the cause of Mr Bingley and Jane's separation in Elizabeth's opinion?
8. What happens when Elizabeth does not go to have tea at Rosings?
9. How does Darcy explain the events in the past to Elizabeth?
10. In what way do Elizabeth's feelings change?

In the following section you will find incomplete sentences followed by four words or pairs of words. Choose the word or pair of words that best completes the meaning of the sentence.

During her visit at Hunsford, Elizabeth has an unexpected _____ with Mr. Darcy, who is visiting Lady Catherine.			
appointment	encounter	avoidance	dispute

Colonel Fitzwilliam and Elizabeth enjoyed a conversation that was so _____ that it drew the attention of Lady Catherine. ^{xliv}			
full of spirit	courageous	full of mischief	awkward

'You could not suppose me to have any _____ of frightening you', Mr Darcy says. ^{xlvi}			
intimidation	intent	intention	inhibition

One morning, when Elizabeth was writing a letter to Jane, she was _____ by the arrival of a visitor. ^{xlvi}			
interrupted	invited	interfered	intentionally

Elizabeth was _____ to keep from running into Mr. Darcy on her daily walks. ^{xlvi}			
discovered	astonished	Pleased	determined

Darcy congratulated himself on saving a friend from the _____ of an unfortunate marriage. ^{xlvi}			
involvement	objection	prevention	inconvenience

Elizabeth's _____ was beyond expression when Mr. Darcy paid a visit. ^{xlvi}			
encouragement	astonishment	Determination	involvement

Mr. Darcy's face changed colour but he listened without _____ her. ¹			
interrupting	confiding	Involving	inquiring

In spite of his feelings for Elizabeth, Mr. Darcy struggles with the _____ of her relations. ^{li}			
astonishment	encouragement	Inferiority	objections

She became completely _____ of herself after reading the letter, feeling that she had been blind, prejudiced and unreasonable. ^{lii}			
concerned	ashamed	Judged	intended

7.3. Post-Reading

7.3.1. Lesson 9

Procedure

This lesson is aimed at basic users of English (CEFR: A1/A2) in the 3rd form of lower secondary school and is designed as post-reading practice after the graded reader *Northanger Abbey* has been read. The first 5 minutes of the lesson are spent on organizational tasks. Then the teacher prompts a chain summary. He or she provides a first sentence, for example: 'Catherine Moreland is the seventeen year old daughter of a clergyman. One day...'. One pupil after the other has to give the ensuing sentence, providing a full summary of the book at the end. The next step is that the teacher provides a short lecture on how sentence connectors can be used in order to link phrases together leading to a coherent text.

A short brainstorming session follows, which is achieved by the teacher writing the word 'like' on one side of the whiteboard and the word 'dislike' on the other. The students come to the board and write down things they liked or didn't like. The teacher subsequently prompts the learners to form sentences about what they liked or disliked about the book using sentence connectors. The teacher writes the sentences which have been conceived in this way onto the board and they are copied into their exercise books by the pupils. An activity follows in which the students fill in what they like or dislike about characters in the story into a grid on a worksheet which has been handed out. After filling in the grid they discuss their findings with their partner, justifying their choices. For homework the pupils write down 10 sentences about what they like and dislike about the characters of the graded reader using the sentence connectors learnt in the lesson.

Aims

The post-reading lesson on *Northanger Abbey* is aimed at teaching speaking skills by means of a chain summary and therefore ensures that the pupils can tell a story or describe something in a simple list of points. Incidentally, this activity also ensures comprehension of the plot and vocabulary, thus showing that they can understand simple texts in addition to finding and identifying specific, predictable information.

The exercise about likes and dislikes regarding the story aims not only to practise opinion formation but also the ability to link words or groups of words with very basic linear connectors. It also works on communication skills by prompting students to express and explain likes/dislikes etc. as a short series of simple phrases and sentences in addition to exchanging relevant information. Another aim of the lesson is the promotion of writing skills, which is achieved by making sure the learners can copy out single words and short texts presented in standard printed format during the lesson itself. The homework is also aimed at the practice of writing skills and illustrates that the pupils can write a series of simple phrases and sentences linked with simple connectors.

Lesson plan

CLASS DESCRIPTION: Basic users of English (A1/A2)
3rd form (lower secondary school)

AIMS	CEFR DESCRIPTORS ¹¹
Practice speaking and communication skills Practice comprehension Practice writing skills Practice opinion formation	Can tell a story or describe something in a simple list of points. Can explain what he/she likes or dislikes about something. Can express likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. Can write a series of simple phrases and sentences linked with simple connectors. Can exchange relevant information Can find and identify specific, predictable information.

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Chain summary Every student provides one sentence for the summary	T-C	
5'	How to use sentence connectors	T	
10'	Brainstorming The word 'like' is written on one side of the board and 'dislike' on the other. Students come out and write what they liked and didn't like onto the board.	S T S	Whiteboard Markers
10'	Students form sentences about likes and dislikes of the story using sentence connectors Students write sentences down	T-C S	
10'	Students fill in character grid, discussing what they like and dislike in pairs	S-S	NA_character grid
HW	Write down 10 sentences about what you like and dislike about the characters using sentence connectors	S	

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

¹¹ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheet

Northanger Abbey

Write down what you like and dislike about the different characters.^{liii}

Character	I like	I don't like
Catherine Moreland		
James Moreland		
General Tilney		
Henry Tilney		
Frederick Tilney		
Eleanor Tilney		
Isabella Thorpe		
John Thorpe		

Now write down your findings in your notebook using the following sentence connectors:

because – and – but – however – on the one hand – on the other hand – also –
therefore – because of – as a matter of fact – moreover – for that reason – for
this – even so

7.3.2. Lesson 10

Procedure

This post-reading lesson of the graded reader *Mansfield Park* is designed for independent users of English (CEFR: B1) in the 5th form of higher secondary school. After all organizational tasks are taken care of in a dialogue between the teacher and the class, the educator prompts 'Just a Minute' summaries. The students walk around in class and when teacher blows a whistle they stop and give the student opposite them a summary of the book. The other student has to remember this summary and relate it to his or her partner in the next round. The teacher has to look at his or her watch and blow the whistle after exactly one minute, giving the students only this allocated time to tell the plot of the book to each other. Thereby they learn to briefly summarize and only tell the most important facts. After this activity the students are asked to sit down again and the educator explains how quiz cards for the 'Who wants to be a millionaire' game are made. This is done with the help of an overhead transparency, on which the first card is already filled in in order to give the students a general idea. The second card only has the question filled in and the students are prompted to give possible answers, which the teacher fills in. The students are then assigned into groups. The teacher has to carefully group them in order to make sure there are pupils of all abilities in every group, so the ensuing game can be played fairly with equal chances for every team. The next few minutes give the students time to devise multiple choice questions about the plot and characters of *Mansfield Park* and fill in ten quiz cards. It is wise to have spare cards on hand in case spelling errors are made and the pupils need new templates.

Afterwards the game is played. Each team has five minutes to answer as many questions as possible. One student of the group is the candidate, and his/her team has the role of the telephone joker who can be asked if he or she is not sure of the correct answer. The group who came up with the question is the 50/50 joker, who can take two answers out of the running. The teacher keeps time and the score and uses a buzzer to indicate when 5 minutes are up. The score of each group is marked on the whiteboard and at the end of the game the winning team gets a prize. This can be some sweets, little trinkets or homework vouchers which can be used instead of doing an assignment.

Aims

The aims of this post-reading lesson are to practice speaking and communication skills as well as comprehension. The students show their ability to maintain a conversation or discussion, summarise, report and give their opinion, can recognise significant points as well as understand the main points of clear standard speech.

Their deducting and reasoning skills as well as reading skills are practised in the creation of the quiz cards. They demonstrate their ability to scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task and can convey meaning by qualifying a word meaning something similar.

Another aim of this lesson is to practice social competence in being able to work together in groups in addition to following the rules of the game.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
5th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ¹²
Practice speaking and communication skills Practice comprehension Practice deducting and reasoning skills Practice social competence Reading skills (scanning and skimming)	Can understand the main points of clear standard speech Can maintain a conversation or discussion Can summarise, report and give his/her opinion Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can recognise significant points Can convey meaning by qualifying a word meaning something similar

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Just a minute summaries Students walk around class; when teacher blows a whistle they stop and give the student opposite a summary of the book, the other student has to remember this summary and relate it to his/her partner in the next round	S-S	Whistle Watch
15'	Who wants to be a millionaire quiz Teacher explains how to fill in cards with examples In groups students come up with different multiple choice questions about the plot and characters of Mansfield Park. Then they fill in ten quiz cards.	T G (3-4)	OHT - MP_quiz cards MP_millionaire quiz cards
20'	Play game Who wants to be a millionaire One student is the candidate, his/her group is the telephone joker The group who came up with the question is the 50/50 joker Teacher monitors	T-C	Whiteboard Markers Buzzer Timer

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

¹² See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales



50:50



Whose idea was it to bring Fanny to Mansfield Park?

A. Mrs. Norris

B. Mrs. Bertram

C. Edmund

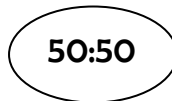
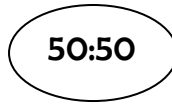
D. Sir Bertram



50:50



Why did Mr. Rushworth and Maria Bertram wait to get married after their engagement?



7.3.3. Lesson 11

Procedure

This post-reading lesson is aimed at independent users of English (CEFR: B1) in the 6th form of higher secondary school and deals with the graded reader *Emma*. After seeing to all the necessary organizational tasks, the teacher gives one student a piece of paper with the first sentence of a summary on it. The individual pupil (youth can only be male) has to write one sentence giving a continuation of the summary and then hands it to the next pupil and so on. After writing his/her sentence the student repeats it to the class, so everyone is aware of what has been said in the story so far. The teacher reads the whole summary out aloud at the end of the exercise, perhaps giving brief comments on missing events.

Then the students are prompted to choose one character of the book and come up with a short poem about the character's feelings. They should start the poem with the statement 'I am'.

After that the students should form groups of four or five according to which character they like best. The teacher may have to intervene in case there are too many students in a certain group. The pupils should come up with one or two words that best describe the essence of this character and design a T-shirt with this word prominently displayed. They can add symbols or drawings if they like but the word has to be the eye-catcher. Their homework assignment is to put their design into computer format and bring it to class on a USB drive along with a plain T-shirt. In the following lesson the teacher can print the designs on special transfer paper with the students and they can iron the design onto the T-shirts.

Aims

The aims of this lesson are to train speaking and communication skills. The students demonstrate their ability to convey information and ideas, give or ask for personal views and opinions, in addition to maintaining a conversation or discussion. They also show they are able to relate the plot of a book and can exploit a wide range of simple language flexibly to express much of what they want. The aim of practising comprehension is guaranteed by recognising significant points and by the pupils showing they can understand the main

points of clear standard speech as well as being able to summarise, report and give their own opinion. They display their deducting and reasoning skills by expressing the thoughts of the characters in the poems and also practise their writing skills, especially creative writing, in this activity. In this way, they show their ability to write accounts of experiences and describe feelings and reactions in simple connected text in addition to expressing their thoughts about abstract or cultural topics. Social competence is promoted in the group activity as well as creativity. They also show they can pick out and reproduce key words and phrases.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B1)
6th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ¹³
Practice speaking and communication skills Practice comprehension Practice deducting and reasoning skills Practice social competence Practice writing skills	Can understand the main points of clear standard speech Can summarise, report and give his/her opinion Can maintain a conversation or discussion Can recognise significant points Can express his/her thoughts about abstract or cultural topics Can give or seek personal views and opinions Can convey information and ideas Can relate the plot of a book Can write accounts of experiences, describing feelings and reactions in simple connected text Can pick out and reproduce key words and phrases Can exploit a wide range of simple language flexibly to express much of what he/she wants

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
10'	Chain summary of book Teacher gives students a piece of paper with the first sentence of a summary and everyone has to write one sentence continuing from the one before	S	E_Summary
15'	I am – poems Students choose a character and write a poem about his/her feelings.	S	E_post reading
20'	Design a T-shirt Students find groups for favourite character, choose one or two words that best describe the essence of this character and design a T-shirt	G (4-5)	E_post reading
HW	Put your design into computer format and bring it to class on a USB drive along with a plain T-shirt	S	

T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher

¹³ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

Worksheets

Emma is a book written by Jane Austen. The heroine is Emma, who

Emma

Choose one of the following characters^{lv} and write a poem about what they are feeling. Start with I am...

Emma Woodhouse - George Knightley - Frank Churchill - Jane Fairfax -
Harriet Smith - Philip Elton - Mr Weston - Miss Bates

Decide which character you like best and get together in groups. Try to find one or two words which best describe this character. Then decide how you want to present this word on a T-shirt^{lvi}. Draw your sketch below. Be imaginative!



7.3.4. Lesson 12

Procedure

This lesson is for independent users of English (CEFR: B2) in the 7th form of higher secondary school and is designed to take place after the graded reader *Pride and Prejudice* has been read. The first few minutes are spent on organizational tasks and then the teacher prompts the students to hold a press conference. The individual pupils choose a character they want to portray, including the main characters as well as members of the press and a moderator. Name tags are assigned and the reporters receive a press accreditation pass which they have to fill in. For this lesson to work, it is essential that the students have already done a lesson on press matters in which they received all the necessary vocabulary and phrases that can be used to effectively manage turn taking and playing for time in order to think about answers and intervene when necessary. They also have to be aware of the conventions at press conferences and must know in what form and manner they are held. When all these facts are known by the students it will be a smooth process.

The role of the moderator can also be taken by the teacher, especially if this is the first time the students hold a press conference in class as he or she can then intervene and make sure the event runs without major problems.

The homework assignment will be to write either a press release, provided this has also been dealt with before, or a newspaper article about events learned at the press conference. Of course the students should be able to choose what they want to write about, but it should be made clear that the roles the students had at the press conference should be continued, so the reporters would write an article and the characters a press release.

Aims

The aims of this lesson are to practice speaking and communication skills as well as comprehension. Deducting and reasoning skills are aimed at as well as social competence. Students should show they can account for and uphold their opinions in discussion by providing relevant explanations, arguments and comments in addition to passing on detailed information reliably.

They should be able to give clear, detailed descriptions and presentations on a wide range of subjects, expanding and supporting ideas with subsidiary points and relevant examples. They should also be able to give feedback on statements and inferences and follow them up, thus helping the development of the discussion. Furthermore, they should demonstrate that they can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. as well as being able to ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. Besides, they should show their knowledge of correcting slips and errors if they become conscious of them or if they have led to misunderstandings. The students should be able to intervene appropriately in discussion, exploiting appropriate language to do so, and be able to initiate, maintain and end discourse appropriately with effective turntaking. They should also show they can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep their turn whilst formulating what to say.

The homework assignment should demonstrate that they can summarize and write a review of an event, such as a press conference, which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

Lesson plan

CLASS DESCRIPTION: Independent users of English (B2)
7th form (higher secondary school)

AIMS	CEFR DESCRIPTORS ¹⁴						
Practice speaking and communication skills Practice comprehension Practice deducting and reasoning skills Practice social competence	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can pass on detailed information reliably. Can give clear, detailed descriptions and presentations on a wide range of subjects, expanding and supporting ideas with subsidiary points and relevant examples. Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say. Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.						
<table><tr><td>T = Teacher presents content</td><td>S-S = Pair work</td><td>T-C = Teacher-class dialogue</td></tr><tr><td>S = Students work individually</td><td>G = Group work</td><td>S-T-S = Plenary discussion chaired by teacher</td></tr></table>	T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue	S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher	
T = Teacher presents content	S-S = Pair work	T-C = Teacher-class dialogue					
S = Students work individually	G = Group work	S-T-S = Plenary discussion chaired by teacher					

TIME	PROCEDURE	INTERACTION	AIDS
5'	Organisational tasks	T-C	Attendance list
15'	Press Conference Students choose their roles or teacher assigns roles students prepare their roles and statements	S	PP_Press conference Graded reader Pride and Prejudice
30'	Press Conference Students hold press conference, teacher acts as or assigns student as a moderator	S-T-S	
HW	Write a press release/newspaper article about events at the press conference	S	

¹⁴ See Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales

**FITZWILLIAM
DARCY**

**ELIZABETH
BENNET**

**COLONEL
FITZWILLIAM**

**JANE
BENNET**

**CHARLES
BINGLEY**

**MISS
BINGLEY**

**GEORGE
WICKHAM**

**MRS.
BENNET**

**MR.
COLLINS**

**LADY
CATHERINE DE
BOURGH**

PRESS

NAME:

DOB:

ADDRESS:

EYE:

GENDER:

DATE ISSUED:

PRESS

NAME:

DOB:

ADDRESS:

EYE:

GENDER:

DATE ISSUED:

PRESS

NAME:

DOB:

ADDRESS:

EYE:

GENDER:

DATE ISSUED:

PRESS

NAME:

DOB:

ADDRESS:

EYE:

GENDER:

DATE ISSUED:

8. Conclusion

My thesis 'The Abridged and the Simplified, the Rewrite and the Simple Original: Graded Readers and Literature in the EFL Classroom' shows how graded readers can be seen as authentic texts for the specific audience of foreign language learners. This is due to the fact that the simplification of the English language applied in graded readers makes them accessible to language students and therefore aids comprehension as well as the acquisition of language skills. The genre of graded readers can be successfully implemented in the classroom in order to raise interest in the genre itself as well as motivate students to read books no matter what language levels they are currently at. As has been argued, motivation plays a major part in the learning process and ELF lessons have to be carefully constructed in order to enable successful learning. It is time consuming and complex work to design lesson plans for activities before reading graded readers in order to activate learners' prior knowledge and arouse their interest in the book itself. The same applies to while-reading exercises to make sure comprehension as well as fluency are achieved, and post-reading activities to aid communication and opinion formation. It will, however, be rewarded by ensuring that the learners of the foreign language are able to identify with the contents of the graded readers, guaranteeing language learning, comprehension and motivation. It is reasonable to present the students with a wide variety of creative exercises in order to obtain a large number of different skills. Working with graded readers provides the necessary language skills for the future reading of unsimplified works of literature and therefore warrants the effort of applying them in the classroom. I have adapted the lesson plans in the second part of my thesis to different levels of difficulty and used a wide variety of methods to show how diverse activities can be implemented in the teaching of graded readers. In my experience it is very important to use various approaches to teaching, as this makes for fun lessons which motivate students in the ELT classroom to participate and expand their language knowledge. Although it is a lot of work for the teacher to design lessons in this way, the results are amazing and therefore justify the effort.

ⁱ Illustrations: Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 8, 11, 14, 15, 24, 43, 46, 49, 57, 60, 61.

ⁱⁱ Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 3.

ⁱⁱⁱ Illustrations: Austen, Jane. *Mansfield Park*. Text adaptation by Clare West. Oxford: OUP, 2010. 7, 70.

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^v Keywords taken from: Austen, Jane. *Pride and Prejudice*. Retold by Evelyn Attwood. Harlow: Pearson Education Ltd, 2008.

^{vi} Names of characters from: Austen, Jane. *Pride and Prejudice*. Retold by Evelyn Attwood. Harlow: Pearson Education Ltd, 2008.

^{vii} Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 8.

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^{xiv} Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 14-15.

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^{xvi} Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 18.

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- ^{xviii} Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 21.
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- ^{xx} Illustrations: Austen, Jane. *Northanger Abbey*. Retold by Florence Bell. Oxford: Macmillan Heinemann ELT, 2005. 7.
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Abstrakt

Die vorliegende Diplomarbeit beschäftigt sich mit *graded readers* und diskutiert deren Authentizität im Kontext des schulischen Englischunterrichts. Meine Hypothese ist, dass *graded readers* als authentische Texte angesehen werden können und dazu beitragen, Literatur zu vermitteln. Da es eine weitläufige Debatte um die Authentizität literarischer Texte im Fremdsprachenunterricht gibt, stehen *graded readers*, die eigens für Fremdsprachenlerner verfasst sind, in einer Kategorie, die nicht richtig klassifiziert ist, was Authentizität anbelangt. In dieser Arbeit wird aufgezeigt, warum diese Romane als authentisch angesehen und wie sie richtig eingesetzt werden können, um den Schülern im Englischunterricht ein breites Sprachenverständnis mitzugeben. Ziel des Englischunterrichtes ist, die Schüler dazu zu bringen, effizient mit anderen englischsprechenden Personen kommunizieren zu können. Um dies zu bewirken ist es wichtig, dass sie sich mit authentischen Texten beschäftigen, da dies erheblich zum Erlernen der Fremdsprache sowie zum Erhöhen der Sprachkompetenz beiträgt. Da *graded readers* speziell für Lernende der englischen Sprache entworfen sind, nehmen sie im Unterricht einen besonderen Platz ein. Die Authentizität dieser Texte ist umstritten und die Klärung dieser, sowie die Art wie sie am besten eingesetzt werden können, um Literatur in einer authentischen Weise vermitteln zu können, ist das Forschungsinteresse dieser Diplomarbeit.

Es ist gerade bei Lernern einer Fremdsprache wichtig aufzuzeigen, wie sie selbstständig in der fremden Sprache zum Vergnügen lesen können, um so ihren Wortschatz aufzubessern, sowie ein Gefühl für die Funktionsweise dieser Sprache zu erlangen. Eine wesentliche Komponente im Genre der *graded readers* ist die linguistische sowie inhaltliche Vereinfachung von Texten. Beides ist notwendig, um das Verständnis bei den Lernenden zu fördern. Nur wenn ein Text auch voll inhaltlich verstanden wird, trägt dies zum Lektürevergnügen bei. Graded readers sind aufgrund dessen ein wesentlicher Schritt, um die erlernte Sprache auch selbstständig anwenden zu können. Die Aufgabe der Lehrperson im Englischunterricht ist, dafür zu sorgen, dass die Schüler das nötige Basiswissen haben, um mit unterschiedlichen Texten umgehen zu können und

sich ständig weiterzuentwickeln. Graded readers an sich haben nicht vordergründig die Aufgabe, sprachliches Wissen zu fördern, sondern sollen ermöglichen, ein komplettes Buch in der Fremdsprache lesen zu können und somit Motivation und Freude am Lesen schaffen.

Ein Text ist dann authentisch, wenn er den Schülern die Grundaussage des Textes vermittelt und die Lernenden Informationen und Verständnis mitnehmen können, um ihre eigenen Meinungen zu festigen und in weiterer Folge eigene Interpretationen zu kommunizieren. *Graded readers* stellen einen wichtigen Schritt für den Lernerfolg der Schüler und Schülerinnen dar. Sie fördern nicht nur sprachliches Verständnis, sondern auch das Kennenlernen linguistischer Vielfalt in der englischen Sprache und können daher den Lernenden Anreize geben, um dieses neue Verständnis selbst anzuwenden. Des Weiteren können kulturelle Unterschiede erkannt und geschätzt werden. Gerade dieses Wissen um kulturelle Unterschiede ist notwendig, um das gegenseitige Verständnis zu verbessern. Auch die Kommunikation kann durch das Verwenden von *graded readers* verbessert werden, wenn ein Basiswissen, der erlernten Sprache, vorhanden ist. Grundsätzlich wird der Horizont der Schüler erweitert, nicht zuletzt durch das Näherbringen der Vielfalt von Kulturen. Das eigene Können und Wissen werden verbessert und eigene Erfahrungen können effizienter kommuniziert werden.

Die Unterrichtssituation ist mit einem geschützten Raum vergleichbar, in dem Schüler beruhigt lernen können, ohne Angst vor Fehlern haben zu müssen. Sie können Erfahrungen sammeln und die englische Sprache erforschen, um ein Verständnis sowie Neugier für die Sprache, Kultur und Literatur zu erlangen, um dann in einer Situation mit englischsprechenden Personen kommunizieren zu können. In diesem Sinne ist Authentizität gegeben.

Graded readers bereiten die Schüler darauf vor, mit englischsprachiger Literatur umgehen zu können und geben ihnen die Chance, Romane zu lesen, die sonst zu schwierig für sie wären. Sie sorgen somit für Lesevergnügen, Motivation und Verständnis und bauen simultan einen Wortschatz auf, ferner lassen sie die Schüler neue Kulturen, sowie sprachliche Vielfalt kennenlernen. Des Weiteren bekommen die Lernenden der Fremdsprache Zugang zu unterschiedlichen englischsprachlichen Texten, der ihnen ansonsten verwehrt wäre und lässt sie

somit ihre sprachlichen Fertigkeiten und das Verständnis für die Sprache verbessern. *Graded readers* sind damit in jeglicher Weise als authentisch für die spezielle Gruppe der Fremdsprachenlerner zu betrachten, da sie zur Motivation, die Sprache zu lernen, erheblich beitragen.

Da der Englischunterricht in einer Schulklasse einen authentischer Platz an sich darstellt, ist jegliches Material, das in diesem Kontext eingebracht wird, auch als authentisch zu betrachten. Durch das Auseinandersetzen mit der Sprache und den Texten bewirkt es real-sprachliche Konstellationen und Lernerfolge die auch in Situationen außerhalb des geschützten Sprachunterrichts umgesetzt werden können.

Obwohl der österreichische Lehrplan das Lesen von englischsprachlicher Literatur erst in der Oberstufe vorsieht, ist das Verstehen von einfachen Texten in der Unterstufe gefragt. Um nun das Verständnis von ebendieser Literatur in der Oberstufe zu erlangen, ist es, meiner Meinung nach, essentiell, schon in der Unterstufe mit dem Lesen von *graded readers* zu beginnen, um die Neugierde und das Lesevergnügen von Schülern herzuleiten und somit auch für Sprachkompetenz und Redegewandtheit, vor allem durch das Wissen um englischsprachige Ausdrücke, zu sorgen.

Der zweite, praktische Teil der Diplomarbeit beschäftigt sich mit der konkreten Anwendung von *graded reader* Büchern im Englischunterricht. Hierzu liegen anschauliche Unterrichtsplanungen in verschiedenen Schwierigkeitsstufen vor, die auf eine bestimmte Altersgruppe gerichtet sind und somit die meisten Kompetenzbereiche des gemeinsamen europäischen Referenzrahmens abdecken. Unterschiedliche Kompetenzbereiche werden vor allem durch die Gliederung der Unterrichtssequenzen in verschiedene Lesephasen (vor dem Lesen, während des Lesens und nach dem Lesen) erreicht. Es wurde sehr darauf geachtet, verschiedene Aktivitäten in die Unterrichtsplanungen einzubauen und dadurch für mehr Motivation und Interesse der Lernenden zu sorgen und die Einheiten somit abwechslungsreich zu gestalten.

Curriculum vitae

PERSONAL INFORMATION

- Date of Birth: 24 June 1977
- Place of Birth: Vienna
- Nationality: Austrian
- Gender: Female
- Marital Status: Single

EDUCATION

1983 – 1987 Elementary School in Grillenberg

1987 – 1995 Secondary School in Berndorf

- Matriculation 1995 | German, English, Mathematics, Biology, Art

1995 - 2002 University of Vienna

- Human Medicine

2002 – 2011 University of Vienna

- Teacher accreditation programme – English and Psychology and Philosophy

EMPLOYMENT HISTORY

1999 – 2004 Elementary School, Mödling

- Native Speaker

1999 – 2001 – Elementary School, Berndorf

- Teaching English for primary school children

1999 – Berlitz, Wr. Neustadt

- English teacher

2000 – Kindergarden, Katzelsdorf

- English teacher

2000 - 2001 – Montessori Primary School, Baden

- Native Speaker

2000/01- Secondary School, Gumpoldskirchen

- Native Speaker

8.7.-11.7.2002 – College of Education, Lower Austria

- Active English-Language Improvement for teachers & kids

01.03.2006 - 29.02.2008 – University of Vienna, Fakultät of Philosophy and Education

- Tutor

Seit 2001 Secondary School, Mödling

- Native Speaker