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Developing students' reading habits and skills in the Primary EFL classroom: 'Super Reading Improvers' proposal for extensive reading.

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Table of contents

Abstract

In the recent years, there has been a growing tendency towards the use of innovative and active methodologies in English as a Foreign Language (EFL) in order to develop all students' skills, and therefore, their communicative competence. This dissertation shows the process developed to plan, design, create and evaluate an extensive reading proposal for an EFL Primary classroom whose main purpose is to develop student's L2 reading habits and skills so that their communicative competence increases. All tasks and resources have been carried out on the bases of the Communicative Laguage Teaching (CLT) approach, in line with the Aragonese curriculum, and complemented by some innovative teaching methods and approaches such as Task-Based learning (TBL) and gamification. The proposal is aimed to improve the instructional effectiveness of the extensive reading program by using active and communicative methodologies. These will positively affect the development of the student's reading skills and communicative competence. Although it must be proven in a future implementation, the developed proposal may foster the students' L2 reading motivation. This dissertation shows that this extensive reading project is an effective teaching resource to be incorporated in the 21st century EFL Primary classrooms in order to develop the learners' reading habit.

Key words: extensive reading, Communicative Language Teaching (CLT), Task-Based Learning (TBL), gamification, communicative competence, reading skills, reading motivation, reading habit.

1. Introduction.

At present, there is an undoubtedly increasing tendency towards English as a Foreign Language teaching (EFL). The mastery of the new second language is essential in the current globalized world and it is one of the most relevant pillars of the Spanish Education. Recently, EFL teaching and learning has considerably increased its presence in the Spanish educational curriculum incorporating the most outstanding psycholinguistic and pedagogical approaches and guided by the Common European Framework of Reference (CEFR) (Council of Europe, 2001).

The use of traditional methods in the Primary EFL classroom such as textbooks or lecture classes may prevent the adequate development of the students' L2 communicative competence. Additionally, these common teaching praxes may negatively affect L2 learners' motivation. This situation is completely recognizable and observable in the reading skill.

During all my internships in different schools, I observed that learners do not usually read in English and they rarely show interest or pleasure when they deal with texts or stories. Students rarely take books from the classroom English library and they seem to feel demotivated when they have to complete all intensive reading tasks at the end of each book. As a consequence, a scarce percentage of students succeed in developing an effective reading habit. This inefficacy is causing a growing concern among teachers for the need to implement a useful method to develop their L2 reading habit and skills. To solve that problem, education professionals and authorities advocate for the establishment of the Communicative Approach as the methodological reference and the use of active methodologies such as Task-based Learning (TBL), cooperative learning or gamification. It is believed that most of these methods would foster the effectiveness of extensive reading and the students' motivation and engagement towards L2 reading.

The main purpose of this dissertation is to plan, design, create and evaluate an extensive reading proposal to develop students' reading habits and skills in the L2 so that their communicative competence increases. The 'Super Reading Improvers' extensive reading project tries to follow the Communicative Language Teaching principles and adopts the Task-Based Learning and gamification approaches.

The specific objectives of this dissertation, on which the proposal analysis is based, are:

- to design a proposal that motivates students to read extensively in the L2.

- to analyse the extent to which the proposal accomplishes the CLT principles and, therefore, can be implemented to develop the students' communicative competence.

- to evaluate the degree to which the designed project achieves the main TBL principles so that all its reading and writing proposals could be considered tasks that engage learners in real language use.

- to study the extent to which the designed project helps students to develop their L2 reading and writing skills.

- to analyse the degree to which the designed project follows the gamification method and, therefore, can be implemented to foster the students' reading motivation.

- to implement the 'Super Reading Improvers' project and evaluate the learning benefits and areas of improvement of the implementation.

Firstly, in section 2, I will start by defining the theoretical and curricular framework of this dissertation. The L2 learning and motivation benefits of extensive reading, CLT, TBL and Gamification principles will be discussed along this section. Then, in section 3, I will include the justification of the need for the designed project according to the context and participants. This justification will be complemented by the description of the procedure applied to the design of materials and the analytical tools I have designed and adapted for the critical evaluation of my proposal. Next, in section 4, I will analyse the extensive reading proposal according to the objectives previously established applying the analytical tools criteria. In the final section of the dissertation (section 5), I will focus on the main strengths, weaknesses and implications of the evaluated extensive reading proposal in a future implementation. This last section will also include the implications of the findings for the future teaching career.

2. Theoretical and curricular framework.

In this section, I will start by defining the main theoretical concept of this dissertation: *extensive reading*. Next, the L2 learning and motivation benefits of extensive reading will be discussed. This theoretical background will demonstrate that implementing a proposal to develop students' reading habits in the L2 has a positive effect on the development of their L2 communicative competence. I will then focus on the curricular and methodological bases that support this extensive reading program focusing on the Aragonese curriculum for EFL. Finally, at the end of the section, I will present the main CLT, Task-based learning (TBL) and Gamification principles followed.

2.1. Reading in the EFL classroom.

Reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning (Bramford & Day, 1998). As Grellet (1981) claimed, reading is an active skill that constantly involves guessing, predicting, checking and asking oneself questions.

In the case of second language reading, it is possible to distinguish between intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a text. Intensive reading calls student's attention to grammatical forms, discourse markers, and other surface structure details. In contrast, extensive reading is carried out to achieve a general understanding of the text (Brown, 2001). This project will be based on extensive reading, therefore the theoretical background around it will be the focus along the following lines.

Louis Kelly, in his volume *25 Centuries of Language Teaching,* attributes Harold Palmer as first applying the term *extensive reading* in second language pedagogy (1969, p.131). According to Palmer, extensive reading meant rapidly reading book after book. A reader's attention should be on meaning, not the language of the text. In Palmer's conception of extensive reading, texts were being read for real-world purposes of pleasure and information. Grellet (1981) added that extensive reading entails reading longer texts, usually for one's own pleasure. It is a fluency activity, mainly involving global understanding.

Other definitions for extensive reading have been considered by teachers and pedagogues. An extensive reading approach aims to get students reading in the second language and liking it. Extensive reading is intended to develop reading habits and to encourage a liking for reading (Richards Platt & Platt, 1992). As these definitions imply, extensive reading also results in increasing general second language competence. Bamford & Day (2004) define extensive reading as an approach to learn a language through a great amount of reading for pleasure. It is sometimes called "pleasure reading" (Krashen, 2010), "free voluntary reading" or "sustained silent reading" (Jeon & Day, 2016).

For teachers, a more useful way of understanding the complexity of extensive reading is through a description of the characteristics that are found in successful extensive reading programs (Bamford & Day, 1998):

- Students read as much as possible, perhaps in and definitely out of the classroom.
- The purposes of reading are usually related to pleasure, information and general understanding.
- Reading is individual and free, at the student's own pace and according to their interests.
- The teacher is an active member of the classroom reading community, orienting students to the goals of the program and demonstrating what it means to be a reader and the rewards of being a reader.

Cho & Krashen (2016) determine what factors play a role in developing a long-term pleasure reading habit in a second language. Six case studies of second language acquirers were examined and provided support for several hypotheses. First, long-term readers are stimulated to read only if it is a pleasant reading experience; they have access to books and time and a place to read; they select their own reading material; and do not profit from tests, workbook exercises and incentives. *'The Forgetting Hypothesis'* by Krashen (2010) states that language development occurs most efficiently in small steps beneath the level of awareness and happens when the reader's attention is directed not at the language but at a message that the reader thinks is very interesting.

Apart from that, there are lots of learning benefits from reading aloud. Yong & Idamban (1997) report that reading aloud to their primary students in Singapore resulted in an increase in overall language proficiency, including listening comprehension. Pegolo (1985) found evidence to suggest that reading aloud to American university students learning French helped them acquire the rhythm of the target language. Hearing stories and read-alouds also promotes an interest in independent reading (Krashen, 2018).

Promoting extensive reading opportunities for students in the EFL classroom can have great benefits, as this dissertation will try to show. Very importantly, promoting reading can lead students to the development of their communicative competence, fostering motivation and improving teaching effectiveness in the EFL classroom.

2.2. Extensive reading and L2 communicative competence.

Extensive reading can play an important role in developing the components upon which fluent second language reading depends (Bamford & Day, 1998). Table 1 is an overview of some relevant research on extensive reading in both second and foreign language settings. On the evidence of the findings presented in *Table 1*, it would appear that extensive reading in these programs had beneficial results. Students increased their reading ability in the target language, developed positive attitudes toward reading, increased their motivation to read, and made gains in various aspects of proficiency in the target language including vocabulary and writing. These programs were researched in a variety of settings with diverse populations, from young children to adults.

Report	Population	Results
Cho (2016)	EFL; Primary Education, Korea.	Gains in reading, listening, speaking, writing, vocabulary and grammatical accuracy.
Krashen (2004)	ESL; Primary Education, USA.	Gains in reading comprehension.
Elley & Mangubhai (1981)	EFL, Primary Education, Fiji.	Gains in reading and general proficiency, including listening and writing.
Hermann (2003)	ESL, adults, USA.	Gains in vocabulary acquisition.
Nagy, Anderson & Herman (1987)	EFL, primary and secondary students, USA.	Gains in vocabulary acquisition.

Elley (1991)	EFL; primary students; Singapore.	Gains in reading proficiency and vocabulary.
Janopoulos (1986)	ESL; adolescents; England.	Gains in writing proficiency.

Table 1. Research on extensive reading in English as a second and foreign language.

Firstly, results indicate that a correlation exists between extensive reading programs and gains in the reading skill. Krashen (2004) compares free reading programmes and traditional approaches. In 51 out of 54 comparisons (94%), students using free voluntary reading did as well as or better than students who were engaged in traditional programs. Furthermore, Elley (1991, p. 397) reported that students developed "very positive attitudes toward books as they raised their literacy levels in English". These results are a strong confirmation that second language students, like first language children, learn to read by reading (Krashen, 2004). It is demonstrated that setting students to read extensively is the most effective way of improving their reading skills. Reading extensively includes strategies involving flexibility of technique (reading rate, skimming, scanning); strategies of utilizing information (graphic, figures, diagrams); and word attack techniques (inference from context, using a dictionary) (Nuttal, 1996)**.**

In addition, the results from the studies in *Table 1* clearly demonstrate that extensive reading programs increase the overall communicative competence in the target language. In the United States, Cho & Krashen (2016) reported that as a result of reading novels for pleasure, their four adult learners increased competence in both listening and speaking abilities. In Korea, an eleven-year old boy developed a remarkable level of competence primarily through reading for pleasure. According to his teachers, he spoke, read, wrote and understood English at a level far above his peers (Cho, 2016). Moreover, Elley & Mangubhai (1981) proved in their study that, after two years, the extensive reading group and the shared reading group were far superior to the traditional group in reading comprehension tests, writing and grammar. Also, Mason & Krashen (2017) reported that eight different readers gained more than one-half point on the TOEIC for each hour of reading.

Three of the five studies that looked specifically at vocabulary reported gains. In Hermann (2003), two groups of adult ESL students were tested on unknown words. One group memorized the list by rote; the second group read the book. When tested after one week, those who did rote memorization forgot words, although the readers actually

improved their scores. Nagy, Anderson & Herman (1987) demonstrate that a student who reads 20 minutes per day will be exposed to 1,800,000 words per year and will be able to score in the 90% of total grade on standardized tests. In contrast, a student who reads one minute per day will be exposed to 8000 words per year and will be able to score in the 10% of total grade on standardized tests. Furthermore, incidental learning of words during extensive reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth (Nagy & Herman, 1987). As Coady (1993, p. 18) highlights, "the incidental acquisition hypothesis suggests that there is gradual but steady incremental growth of vocabulary knowledge through meaningful interaction with text".

In several of the studies reported in *Table 1*, gains were made in the students' writing skill without any special instruction or focus on writing. This includes both Primary Education students (Elley & Mangubhai, 1981), and university students (Janopoulos, 1986).

Finally, Jeon & Day (2016) seemingly demonstrated the overall effectiveness of an extensive reading approach compared to an intensive or traditional reading approach. The results showed that there was small to medium effect for both experimental versus control group design ($d = 0.57$) and pre-to-post test ($d = 0.79$) design.

In conclusion, the results confirm that extensive reading in L2 works. There is abundant evidence that this hypothesis is correct: extensive reading has very positive effects on L2 language and literacy development and overall communicative competence. Those who read more in the second language become better readers and better writers, have larger vocabulary and better control over complex grammatical constructions (Krashen, 2004, 2010). Hence, the extensive reading proposal seems to foster the Primary students' development of their L2 communicative competence.

2.3. L2 reading and motivation.

This section is based on the affective dimension of the reading process. In general, motivation would be seen as falling on a continuum that ranges from extrinsic to intrinsic reasons for performing an action. Intrinsic motivation is primarily determined by a high level of enjoyment experienced while completing a task and a high degree of autonomy. Extrinsic motivation, however, is determined by external consequences and can be separated from the action itself (Möller & Schiefele, 2004).

Möller & Schiefele (2004) defined reading motivation as a construct that specifically includes emotional-affective components experienced while reading (e.g., reading enjoyment), cognitive components (e.g., values, beliefs, and expectancies), and the intention to read. Wigfield & Guthrie (1997) suggested a distinction between situational and habitual reading motivation. Situational motivation to read can be defined as the extent of the intention to read a specific text in a given situation (Schiefele, 1991). An individual who repeatedly shows a form of situational reading motivation would be ascribed a certain amount of habitual reading motivation. Thus, motivational-affective experiences in response to specific reading situations are expected to affect and change habitual reading motivation (Hidi & Harackiewicz, 2000).

Dörnyei (1994) attempted to synthesise a list of motivational components categorised into three main dimensions: the *Language Level* (integrative and instrumental*),* the *Learner Level* (need for achievement and self-confidence), and the *Learning Situation Level (*teacher and course components*).* In the case of reading motivation, the most relevant part of the framework is the learning situation level, which is associated with situation-specific motives rooted in various aspects of language learning in a classroom setting. *Course specific motivational components* are related to the syllabus, the *relevance* of the instruction, *expectancy* of success and *satisfaction* in the outcomes. *Teacher specific motivational components* concern the teacher's behaviour, personality and teaching style, and include the authority type, and *direct socialisation of student motivation* (modelling, task presentation, and feedback). Finally, *group-specific motivational components* are related to the group dynamics and include *goal-orientedness,* the *norm and reward system* and *classroom goal structure*. These are all factors to be necessarily born in mind when planning and designing the reading proposal of this dissertation so that students' motivation to read is increased.

In addition, there is a seemingly and increasingly trend towards researching on reading motivation in the EFL classroom. Bamford & Day (1998) stated four major variables which motivate the desire to read in a second language. Two of these variables -materials and reading ability- relate to the expectation of success in reading the second language, and other variables -attitudes and sociocultural environment- relate to the value attached to reading the second language. Firstly, the materials used in extensive reading motivate positively the decision to read, when they are interesting, at the appropriate linguistic levels, and readily available. Moreover, in extensive reading, low-level reading

abilities would normally not lower expectations of success, and could in fact raise students' motivation to read. Furthermore, an extensive reading approach creates a classroom sociocultural environment that values and encourages reading.

According to Locher et al. (2019), intrinsic situational motivation for extensive reading was higher than it was for school-related reading. This research also confirms that intrinsic situational motivation would affect intrinsic habitual reading motivation. Guthrie et al. (1996) pointed out that students who are intrinsically motivated to read not only read more in their leisure time, but also comprehend texts at a deeper level (e.g., by engaging in enhanced inference processes) and use more complex strategies.

But the development of motivation is not an end in itself, for motivation influences something equally important in reading: attitude. Mc Kenna (1994) argued that students with positive attitudes toward reading in their first language are likely to begin with a positive attitude toward second language reading. In addition, prior successful experiences will predispose learners toward the new experience. In the United States, Cho and Krashen (2016) reported that the attitudes toward studying in English changed dramatically as a result of reading books. The subjects quickly became motivated to read, discovering the pleasure that reading can bring.

To sum up, past research on reading in the EFL and motivation shows that extensive reading is a powerful tool for teachers concerned with building and maintaining positive attitudes in students toward second language reading (Mc Kenna, 1994). Students' initial successful experiences in extensive reading in Primary Education may stimulate the development of positive attitudes toward reading and the growth of their motivation to read in general and specifically, in the L2.

2.4. Extensive reading and the curricular framework.

On the basis of the Aragonese Primary Education Curriculum, extensive reading can be integrated into the second language curriculum in a variety of ways, from a stand-alone course to an extracurricular activity. In this case, extensive reading will be integrated as part of the reading curriculum in 5th grade of Primary Education.

Primary Education curriculum is structured around language skills as described in the *Common European Framework of Reference for Languages* (Council of Europe,

2001): comprehension and production (expression and interaction) of oral and written texts. The contents, criteria and standards are organized into four large contents blocks, the axis of the subject's teaching. Extensive reading is part of the third contents block called 'Comprehension of written texts'.

Furthermore, the objectives of this proposal are linked to the goals of the EFL curriculum. The following general objectives related to reading will be accomplished along the project I designed and will be analysed as part of this dissertation: "ObjIN.2. Leer textos cortos y simples con pronunciación correcta, entonación y ritmo adecuado para ser comprendido"; ObjIN.3. Obtener información previsible en documentos corrientes como artículos publicitarios, folletos, menús y horarios"; ObjIN.4. Comprender cartas personales cortas y simples, en las que se relaten situaciones y acontecimientos conocidos y habituales".

In addition, analysing the competence profile of the English subject, this extensive reading program specially contributes to the development of communicative competence. Moreover, it contributes to the development of key competences such as the "Aprender a aprender" competence; "Sentido de iniciativa y espíritu emprendedor" competence and "Conciencia y expresión cultural" competence. It implies the ability to start learning and persisting in it, organizing their own learning and managing effectively time and information. Extensive reading incorporates the strategies that students must apply to facilitate the understanding or production of the message despite their linguistic limitations. Also, in the light of the research reviewed, students should develop self-confidence, motivation and determination when using the English language. Finally, extensive reading enables students to learn about other cultural contexts as well as to express their opinions and feelings about their cultural context and other different ones. They are constantly sharing information about culture through reading books.

In line with the 'learning to learn' competence, Larsen-Freeman (2000) highlighted the importance of the development of the students' awareness of the processes associated with successful readers. Additionally, Brown's (2001) CLT principles stated that students should be given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

In terms of methodology, the Aragonese Primary Education Curriculum states that the ultimate L2 learning goal is to achieve communicative competence. This official document highlights the Communicative approach as the reference in classroom work. As a result, CLT will be the methodological approach followed in this project. Furthermore, this approach will be complemented by other methods that will increase the effectiveness of the proposal such as *Task-based learning* and *gamification in the EFL classroom*. Therefore, the theoretical background or underpinning of these methods and techniques will be the focus of the following section.

2.5. Extensive reading and instructional methods and techniques.

Firstly, CLT focuses on what learners can do while using the language. Its goal is to enable the learner to increase his/her communicative competence. To do so, learners are placed in communicative situations in the target language in order to be effective and achieve specific communicative goals (Brown, 2001).

In CLT, classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. In addition, language techniques are designed to engage learners in the authentic and functional use of language for meaningful purposes. Moreover, students are given opportunities to focus on their own learning process through an understanding of their own learning styles and through the development of appropriate strategies of autonomous learning. Finally, the role of the teacher is that of a facilitator and students are therefore encouraged to construct meaning through authentical materials (Larsen-Freeman, 2000).

Secondly, *Task based learning* (TBL) (Willis, 1996) has been selected as one of the most relevant methodologies of this extensive reading program. This method divides the task into three steps: pre-task (teacher introduces the topic and uses activities to help the students learn useful words and phrases), task cycle (including task, planning time and report) and post-task (including the analysis and practice of language in use). As will be shown in section 4.3, in the pre-task stage, teacher will introduce the storybook activating previous schemata, making them feel interested in reading it and asking for predictions about the text based on the book cover.

During the task cycle, this project requires students to be active participants in the construction of meaning. Children will be encouraged to express their own ideas and to

associate themselves with the story through creative comprehension questions. Learners are encouraged to express their own ideas and to associate them to the story (Nuttal, 1996). Meanwhile, students will have the auditory support of teacher reading aloud all books. As previous research has shown, reading aloud to students can have potential benefits in their L2 learning (Yong & Idamban, 1997; Pegolo, 1985; Krashen, 2018).

In the post-task, students will practice reading skills (e.g. visualizing, retelling, summarizing…) through 'Bookmarks' task and they will produce an outcome based on response to the text as a whole ('*Instagram post*' activity). This outcome allows students to practise the language in use and other skills giving a personal response and relating the text to the outside world.

Apart from that, the Aragonese Primary Education Curriculum also states that the application of methods and tasks should contribute to the increase of L2 students' motivation. For doing that, this project will use "*gamification*". According to Kapp (2012, p. 10), "gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems". The goal is to create a system in which learners engage in an abstract challenge, defined by rules, interactivity, and feedback that results in a quantifiable outcome ideally eliciting an emotional reaction. Based on this method, this extensive reading program proposes the implementation of a motivational pyramid with learning rewards in each step. Further details on the proposal can be found in section 4.7 and in Appendix 3d, 3e and 3f. In addition, all game rules, mechanics and aesthetics were created on the learning evidences of Whole Brain Teaching (WBT) and its 'Super Improver Wall'. WBT provides an opportunity to potentially change the view of student's improvement because its goal is to reward students for their progress, not their ability. It nourishes growth rather than innate talent and every student can be equally successful (Biffle, 2013).

In conclusion, on the evidence of the findings presented in this theoretical and curricular framework, extensive reading is a powerful tool for teachers concerned with developing L2 communicative competence and building and maintaining positive attitudes in students toward second language reading and learning. Indeed, the extensive reading proposal that I seek to plan and design will take advantage of the learning benefits of L2 active and innovative methodologies such as CLT, TBL and '*Gamification*' in order to ensure its instructional effectiveness.

3. Methodology and justification.

This section will start by describing the educational characteristics of the context and participants for which this project was designed. Next, a solid justification of the need for the proposal will be included. This justification will be accompanied by the description of the procedure applied to the design of materials. Last, I will focus on the tools I have adapted and designed for the critical evaluation of the proposal.

3.1. Context and participants.

The Primary school chosen for the implementation of this project is C.E.I.P. "Eugenio López y López". It is a state school that is located in the city of Zaragoza, Spain. This school has several innovation programs: English language bilingualism program (CILE 1) with three weekly hours of English and two hours of Arts; "Aula de Desarrollo de capacidades" in which educational attention is offered to those students who have a high academic performance; educational library programs; and 'Ramón y Cajal" program which entails the use of ICTs in the school.

The project was designed and was intended to be implemented in the 5th grade. There are three groups, 58 children in total between 10 and 11 years old. The year was selected because my last internship took place in it so that I would have the opportunity to implement the project with them. According to cognitive psychology (Piaget, 1973), these children are in 'Concrete operational stage' in which concepts are attached to concrete situations. In this stage, a lot of differences may be observed among students when they deal with abstract activities.

In addition, taking into consideration the CEFR (Council of Europe, 2001) these students have between an A1 and A2 level of English. In listening skill, they can understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly (A1). As regards their reading skills, they can read very short, simple texts, they can find specific information in simple everyday material and they can understand short simple personal letters (A2). In speaking skill, they can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities (A2). Also, they can use simple phrases and sentences to describe where they live and people they

know (A1). Finally, in writing skill, they can write short, simple notes and messages and they can write a very simple letter for exchanging information or thanking someone (A2).

Their readiness and interest in English are below what it is expected. They seem not to be motivated to learn English possibly because of the methodology followed by the teacher (the PPP method) and the lack of success in exams. With this project, the teacher will try to motivate and engage students from the beginning to the end introducing active and innovative methodologies and some techniques which will lead to their improvement of their communicative competence as well as other key competences.

Finally, in the year there are three cases which need to be highlighted. First, two students who receive 'speech therapy support' since the beginning of Primary Education. In the classroom they articulate all the phonemes but not outside it. Another case is a student who is doing 5th year for a second time and had difficulties in reading and writing during the previous year. Finally, a student who has intellectual disability. Thanks to family support and his hard work during summer holidays, he has achieved the proposed objectives and he is following the lessons with a curricular adaptation and two supporting sessions to reinforce some concepts. As will be seen in the 'Analysis' section (section 4), I will make some decisions in order to promote equal attention to all students, always in an inclusive way.

3.2. Procedure.

As I pointed out in the Introduction, I soon realised that children do not usually feel motivated to read English books. The school English library is based on a bookshelf full of books of the same publisher divided by colours depending on its level of English. In terms of extensive reading, 5th grade students must read one book per month and complete on their notebook all the activities that appear at the end of each book. On the evidence of the findings presented in the theoretical framework (*section 2*), I state that English students are not developing a potential reading habit and the teacher's extensive reading program is not making improvements in L2 learners' development of their communicative competence, as one of the main requisites of the Aragonese curriculum.

However, I had to analyse what the factors that affect these learners' reading habit were. To do so, I designed a questionnaire on their motivation to read in English as a foreign language (*Appendix 1a*) based on '*Motivations for Reading Questionnaire*'

(Wigfield and Guthrie, 1997). In the first part, I focus on evaluating the self-perception about different L2 reading aspects: 'the importance of reading', 'reading efficacy', 'recognition for reading', 'personal and social reasons for reading' and 'reading challenge'. In this part, there are fourteen statements and a scale from 1 to 4. Students had to decide whether the statement refers to a person who is like them (4) or different from them (1). In the second part of the questionnaire, my purpose was to check their reading habits, more specifically, the number of English books they read per month and the reasons why they do not read more frequently.

I administered the questionnaire on 28th of February. The 58 students spent approximately fifteen minutes answering all questions. They did not find any difficulties because the questionnaire was translated into Spanish. Once all students finished, I collected all answers in an *Excel* sheet (Appendix 1b). I reflected all results into two tables: quantitative results (closed questions) and qualitative results (open questions).

Questionnaire results (*section 4.1*) made me reflect about the lack of skills, strategies and motivation when they have to face L2 reading situations. The results and the direct observation in class led me to identify the necessity of designing an extensive reading program in order to develop students' reading habit and therefore, improve their communicative competence in EFL. Firstly, I reviewed the research on extensive reading in the EFL classroom and reading motivation. Also, I closely looked at a variety of methodologies that could be useful to improve the instructional effectiveness of the extensive reading program. Finally, I focused on all the Aragonese curriculum aims, competences and teaching methods.

Once the literature and the curriculum were reviewed, I started designing the extensive reading program taking into consideration the context and participants' necessities. Firstly, the findings from the questionnaire led me to appreciate that they would read more if the books were more interesting. To solve that problem, the school and I purchased 30 English books (3 sets of 10 for each class). These books were selected using an analytical chart *(Appendix 2a)* evaluating their adaptation to this context in terms of topic, form and educational values. Secondly, based on the results from the questionnaire, I decided that students should be guided in their reading. As a result, I designed *'QR code reading aloud'* and creative comprehension questions using *'EdPuzzle App'.* QR codes are stuck on the inside cover of the books. These codes act as a link to a

classroom within the '*EdPuzzle*' websites. In this website, readers can find a reading aloud audio and some creative comprehension questions in order to guide their reading, anticipate some reading difficulties and primarily support their learning throughout this extensive reading project.

In addition, following CLT and TBL principles I decided to introduce post-tasks ('Bookmarks' and 'Instagram post') that could foster the development of other skills and enabled students to practise different reading skills such as summarizing, comparing and contrasting or visualizing.

Moreover, the findings from the questionnaire led me to consider that they would read more frequently if there was a reward. It is linked to extrinsic reading motivation so that expresses the purpose to start thinking about a type of 'gamification' that could engage students in reading English books and foster their intrinsic motivation in order to develop a potential reading habit. Furthermore, readers have a 'readingmeter' on the corridor wall. They should stick a piece of paper (with the title of the book) every time they read an English book. At the end of the reading program, the readingmeter will be a physical demonstration of the reading habit developed.

As a consequence of the COVID-19 pandemic, the implementation of this extensive reading program has not been possible. Therefore, the evaluation of this proposal is through analytical tools in order to identify the extent to which it is in line with extensive reading and CLT and TBL principles. The presentation of the analytical tools developed will be the focus of the next section.

3.3. Tools.

A critical analysis of this extensive reading program has been carried out in order to show how it can potentially motivate students to read and overall to develop their communicative competence in EFL as well as some key competences. The evaluation of this program has been accomplished through the design and use of a variety of analytical tools (*Appendix 2*). First, a tool to identify the extent to which the main activities are in line with CLT and TBL principles was designed (*Appendix 2b*). This tool is adapted from the questions enumerated by Willis and Willis (2015) together with some added questions to take into consideration the three Communicative Principles defined by the Communicative approach (Brown, 2001).

Another tool was used to evaluate the selection of books included in the proposal in terms of topic, form and educational values (Ellis & Brewster, 2014) (*Appendix 2a*). Furthermore, 'QR codes reading aloud' and their creative comprehension questions were analysed using an analytical chart adapted from Willis & Willis (2007) and Brown (2001) (*Appendix 2c*). For the evaluation of the 'Bookmarks' task, I designed a checklist based on Brown (2001) reading principles (*Appendix 2d*). In addition, the 'Instagram post' writing activity was evaluated using a checklist adapted from Hedge (1988) and Lafuente & Mur (2020) (*Appendix 2e*). Moreover, the theoretical principles underlying gamification (Kapp, 2012) led me to design an analytical tool to evaluate the 'Super Reading Improvers' reading motivation proposal (*Appendix 2f*). Finally, the project's implementation would have been evaluated through the post reading motivation questionnaire *(Appendix 4a)* and a direct observation chart *(Appendix 4b)*.

4. Analysis of the proposal.

In this section, I will analyse the extensive reading proposal according to the objectives established in the introduction (*section 1*) and applying systematically the criteria in the tools previously established (*section 3.3*). First, the results of the questionnaire on students' motivation which drove the design of the proposal to read in English will be presented. Then, the ten picture books on which this proposal is based will be analysed. Next, all activities and resources designed will be evaluated using the tools created demonstrating that they are in line with the CLT and TBL principles. Last, the three tasks will be evaluated proving the effectiveness of them for improving students' reading skills in the L2, their reading habit and overall for EFL learning.

4.1. Results from the questionnaire on students' motivation to read.

The motivation questionnaire allowed me to identify and understand the current extensive reading situation of the participants. On the evidence of the results presented (*Appendix 1b*), learners highlight the importance of L2 reading (3.42 out of 4) and their happiness when someone recognizes their reading (3.36 out of 4) or gives them rewards for it (3.19 out of 4). On the other hand, students lack social reasons for reading because they hardly ever talk to their friends about the books they are reading (1.92 out of 4) or visit the library with their family (2.07 out of 4). Moreover, their self-reading efficacy is low because they do not always believe that they are good readers (2.63 out of 4). Nevertheless, one important aspect is that they read English books because they like it (3.08 out of 4) instead of as an obligation (1.54 out of 4).

As can be seen in *Table 2*, 53% of learners read from 2 to 4 books per month. It is a positive result but it is worrying that 43% do not read at least two books every month. From the learners' point of view, the reasons why they do not read more frequently are primarily the type of stories (22.41%) and the inability to understand the available books (10.34%). Furthermore, students appreciate that they would read more if the books were more interesting (55.17%), there was a reward (18.97%) or someone helped them while they are reading (17.24%). Finally, in the 'types of books' question, I did not find unanimity. There is a little tendency in answering adventure stories (24%) and animal books (20%) but they generally like all types of books proposed such as real, pirate, fantasy or dinosaur stories.

Reading motivation questionnaire results.					
'How many English books do you read every month?' results.					
0-1		**1-2**	**2-4**		**More than 4**
12.07%		31.03%	53.45%		3.45%
'Why don't you read more English books?' results.					
I don't understand them.	**I don't like the stories. I prefer other types of books.**	**It's boring.**		**Others.**	**No answer.**
10.34%	22.41%	3.44%		8.62%	55.17%
'I would read more if…' results.					
The books were more interesting.	**Someone helped me while I am reading.**	**I had some supporting materials.**		**There was a reward.**	
55.17%	17.24%	8.62%		18.97%	
'Types of books' results.					
Adventure	**Real stories**	**Pirates**	**Fantasy**		**Magic**
24.33%	13.51%	2.7%	6.76%		8.11%
Animal	**Dinosaurs**	**Creative**	**All**		**Others**
20.28%	2.7%	4.05%	4.05%		13.51%

Table 2. Summary of 'Reading Motivation Questionnaire' results.

The results from the questionnaire led me to identify the necessity of designing an extensive reading program in order to develop students' reading habit and therefore, improve their communicative competence in EFL. The first step to appropriately analyse this proposal is evaluating the ten selected books that will be part of their new English library.

4.2. Analysis of selected books.

Various factors were considered when selecting and grading the books on which the proposal will be based, such as the age and conceptual level of the learners, their needs and interests, their language level and the degree of difficulty and challenge of the book. The stories in this extensive reading proposal (*Figure 1*) have been carefully selected both to meet the needs and likes of learners. To do so, I used an analytical chart adapted from Ellis & Brewster (2014).

Figure 1. The selection of books.

Firstly, on the evidence of the questionnaire results, learners seemed to like all types of topics but they preferred adventure, animal and real stories. As can be seen in *Analysis of selected books* (*Appendix 2a*), the ten books cover a variety of topics from fantasy and creative books to pirate and dinosaur stories. Most of the books are related to their previous preferences and include topics that are linked to their immediate context (e.g. *'We're all wonders'* tells the story of a kid like all of them and 'The day the crayons quit' includes real school situations). According to Nuttall (1996), there is one major condition if students are to develop the reading habit: the books offered must be enjoyable. In this proposal, books are attractive and appealing for them and also appropriate for their age and interests. Also, they are authentic and written by widely awarded authors and illustrators such as *Julia Donaldson* or *Oliver Jeffers* among others.

Another relevant factor of the selected picture books is the use of language, its form. First, all storybooks are authentic so they are not specifically written for foreign language learners. Because of that, it is difficult to give definitive indications for the level of each book. Despite this difficulty, it is possible to evaluate the book level in comparison to their current target language level. Based on the analysis results (*Appendix 2a*), the majority of storybooks include grammatical structures that correspond to students' current level such as '*present simple'*, *'present continuous'*, *'past simple'* and *'Wh-questions'*. In the cases of *'The fantastic flying books of Mr. Morris Lessmore'* and *'How to catch a star'* I noticed the repetitive use of possibility (*could*) and hypothetical situations (*would*). These grammatical structures are not familiar for some students.

However, students acquire the language understanding structures just beyond their current level of L2 competence (Krashen, 2004). Furthermore, stories introduce readers to the grammatical structures of English in a natural and authentic way and the rich context and visual support (as they are picture books) help them understand the meanings these structures convey (Ellis & Brewster, 2014).

In terms of vocabulary, the selected books include everyday vocabulary related to animals *(whale, shark…),* colours *(red, orange…)* and environment *(river, tree, plant…)* as well as specific words related to outer space *(moon, spaceship…)* and magic objects *(cauldron, broomstick…).* Although this vocabulary may not be essential to the basic communication needs, it is appealing and easy to understand because of children's familiarity with the context, and the illustrations of picture books also help to convey their meanings. This variety of vocabulary reflects the richness and authenticity of the selected literature offering abundant comprehensible input (Ellis & Brewster, 2014).

As a possible anticipation of language difficulties that would appear in a future implementation of this project, I analysed the potential problems of each book in order to take them into account when I designed the teaching materials and resources to foster students' understanding. To do so, I focused on specific vocabulary items such as '*wheat',* '*roasted'* or '*drip'* or multi-word units like '*take a stroll'* or '*blast off'.*

In conclusion, along the previous lines I highlighted that, in this project, learners are encouraged to read stories that are appropriate to their L2 competence. First, all picture books are short (20-25 pages) in order to prevent students from getting bored or discouraged. The readability, in terms of grammatical structures and vocabulary targeted, can be considered appropriate to their current L2 language level. Also, they provide abundant comprehensible input in order to stretch their linguistic resources. According to Krashen (2010), the best reading for language development is easy reading, which seems to be comprehensible without struggle. He stated that enjoying a book is only possible when comprehension is not a barrier. For extensive reading, the criteria of readability (suiting the linguistic level of the reader) and suitability of content are important (Nuttall, 1996).

Apart from that, I bear in mind another relevant concept: *exploitability*. When I analysed the books, I realised that their authenticity would allow me to exploit them in

various ways including the development of educational values. As can be seen in the analytical tool, there is a variety of values underlying the corpus of picture books selected such as kindness, empathy, perseverance or tolerance. The wide choice of selected books is a clear evidence of its adaptation to the various needs of the readers in terms of content, language and intellectual maturity (Nuttall, 1996).

Additionally, the selection of books proposed may contribute to the learners' development of their intercultural competence ("conciencia y expresión cultural" competence). This proposal might help students to understand the cultural and linguistic diversity at an international level providing them the opportunity to read worldwide bestsellers. The extensive reading program allows them to develop a positive attitude towards English literature and to express their emotions facing different types of cultural manifestations.

To sum up, care was taken to select authentic storybooks that are accessible, useful, relevant and enjoyable for 5th grade EFL learners. I believe that the books used in this extensive reading proposal motivate positively the decision to read in the second language, as they are interesting and appealing, authentic and suitable in terms of content, and at an appropriate linguistic level (Bamford & Day, 1998).

4.3. Communicative Language Teaching and Task-Based Learning analysis.

As indicated in sections 2.4 and 2.5, CLT was be the methodological approach followed in this project to support comprehension and to integrate other skills. Furthermore, this approach was complemented by *Task-based learning* (TBL). Therefore, the analysis, as can be seen in Figure 2, considers to what extent the proposed tasks fulfil the TBL and CLT principles. For doing that, a specific analytical tool (*Appendix 2b*) was adapted from the questions enumerated by Willis & Willis (2015) together with some added questions to take into consideration the three Communicative Principles (Brown, 2001).

Extensive reading tasks	Analysis of TBL and CLT tasks [adapted from Willis & Willis (2007) and Brown (2001)]						7. Is the task in line with these CLT principles?		
	1. To what extent does the task engage learners' interest?	2. Is there a primary focus on meaning?	3. Is there an outcome?	4. Is success judged in terms of outcome?	5. Is completion a priority?	6. Does the task relate to real world activities?	Communication	Task	Meaningfulness
'QR reading aloud' and creative comprehension questions (EddPuzzle)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
'Bookmarks'	Yes/no	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
'Instagram post'	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Figure 2. Analysis of TBL and CLT tasks.

Firstly, I am going to determine to what extent the project accomplishes TBL principles. The first question of the analytical tool (*Appendix 2b*) introduces the notion of engagement. An example of the three tasks designed: creative comprehension questions throughout the read-alouds, the Bookmarks and the Instagram post can be seen in Figure 3 (they will be further discussed in section 4). The tasks' topic is intrinsically engaging for most learners because of many reasons: readers usually like to have an auditory support; creative comprehension open-ended questions (*Appendix 3a*) are more appealing and interesting than multiple choice or closed questions; the 'bookmarks' (*Appendix 3b*) task seeks to secure engagement by transforming an intensive reading activity into a creative demonstration of their own reading skills; and finally the 'Instagram post' (*Appendix 3c*) task is adapted to their age and interests because it introduces the use of 'social networks' in class (*Figure 3*). The 'Bookmarks' task is probably the least appealing task and, therefore, its engagement should be evaluated in a future implementation. Willis & Willis (2007) stated that without engagement, without genuine interest, there can be no focus on meaning or outcome.
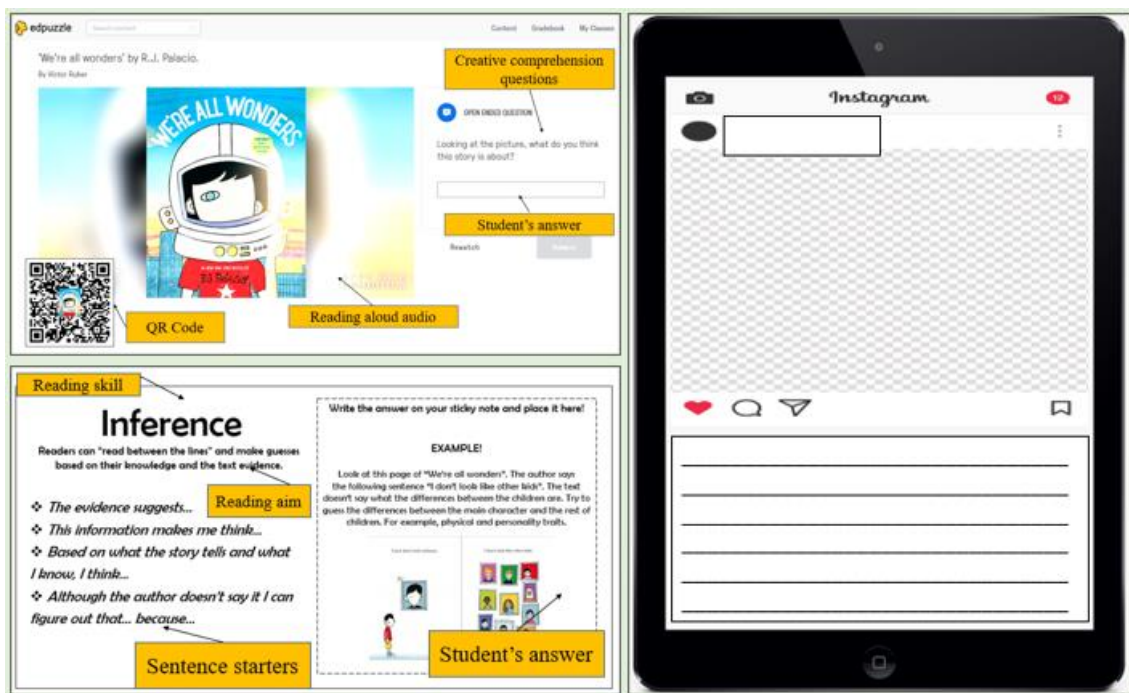
Figure 3. Creative comprehension questions, 'bookmarks' task and 'Instagram post' task.

In the three tasks within this proposal aimed at fostering extensive reading, there is a primary focus on meaning. The success of the activity is judged on whether learners communicate successfully expressing their opinions and thoughts about the book they have just read. The teacher does not attempt to control learner language and 'focus on form' only appears to help learners to shape and clarify what they can write and to foster their understanding. According to Nunan (1991), a piece of classroom work should involve learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

In addition, this analytical tool shows that, in the whole reading project, there are several outcomes, success is judged in terms of outcome and completion is a priority. The purpose of the use of the EdPuzzle website, 'bookmarks' and an 'Instagram wall' is precisely this: to provide physical or digital resources in which readers can answer creative comprehension questions, develop their reading skills and write book reviews. At the end of the project, the teacher would collect all learners' work and impressions about the books. As all tasks are focused on meaning, the accuracy of the answers is not the preference in terms of success. Teacher values students' thoughts and encourages them to express their opinions about the plot, characters, illustrations, values and moral of books. Students are given limitless time to complete the tasks and are encouraged to

complete them. The focus on outcome depends on the way a teacher handles the task. The more the teacher values readers' opinions and encourages them to express their thoughts, the more task-like the proposal becomes (Willis & Willis, 2007).

Furthermore, Skehan (1998) suggested that a classroom task should relate to comparable real-world activities. All tasks could quite easily occur in the real world. It is quite likely that they might, on some future occasion, be engaged in discussing questions about books they have just read. Generally, people share thoughts and opinions about books orally or through social media and websites.

Additionally, this project follows Willis' (1996) task framework. In the pre-task stage, teacher will introduce the text activating previous schemata and asking for predictions about the text using *'QR reading aloud and creative comprehension questions'*. During the task cycle, students will be encouraged to express their own ideas and to associate themselves with the story through creative comprehension questions. In the post-task, students will practice reading skills through 'Bookmarks' task and they will produce an outcome based on their response to the text as a whole ('*Instagram post'* task).

In conclusion, the proposal is in line with TBL criteria (Willis & Willis, 2015) and follows its principles. In all tasks proposed meaning is primary; there is some sort of relationship to real world activities; task completion is prioritised; and the assessment of the task is in terms of outcome (Skehan, 1998). To sum up, the tasks proposed entailed using the target language by the learner for a communicative purpose in order to achieve an outcome (Willis, 1996).

The next question is whether this extensive reading proposal is in line with CLT approach. Previously, I have demonstrated that in this project learners are placed in L2 communicative situations in order to be effective in completing a task and achieving specific communicative goals (Brown, 2001). In addition, as could be seen in *Figure 2*, all tasks are in line with CLT principles.

Firstly, the proposal involves real communication. The tasks' aims are to express meaning and achieve communicative goals in a real context. Therefore, classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence (Brown, 2001). Also, the reading proposal is in line with the task principle. There are tasks in which language is used for carrying

out a meaningful communicative purpose. Students are encouraged to creatively use language to convey meaning through authentic materials. Finally, all tasks accomplish the meaningfulness principle of CLT. They are designed to engage learners in the authentic and functional use of language for meaningful purposes. Moreover, as I pointed out in section 2.4, learners are given opportunities to focus on their own learning process through an understanding of their own reading skills ('Bookmarks activity') and through the development of autonomous learning (Brown, 2001; Larsen-Freeman, 2000).

In conclusion, in this section I have proved that the proposed tasks fulfil the TBL and CLT principles. They are mostly in line with CLT and TBL theoretical background reviewed in section 2.4 and 2.5 of this dissertation. This evidence shows that this extensive reading program can be methodologically effective for EFL learning. Nevertheless, each task should be evaluated in order to draw certain conclusions about the instructional effectiveness of this project and its impact on the development of students' reading habit, skills and communicative competence.

4.4. 'QR codes reading aloud' and creative comprehension questions analysis.

The first task of this extensive reading proposal is *'QR codes reading aloud'* and creative comprehension questions through *EdPuzzle* digital application (*Appendix 3a and Figure 4*).
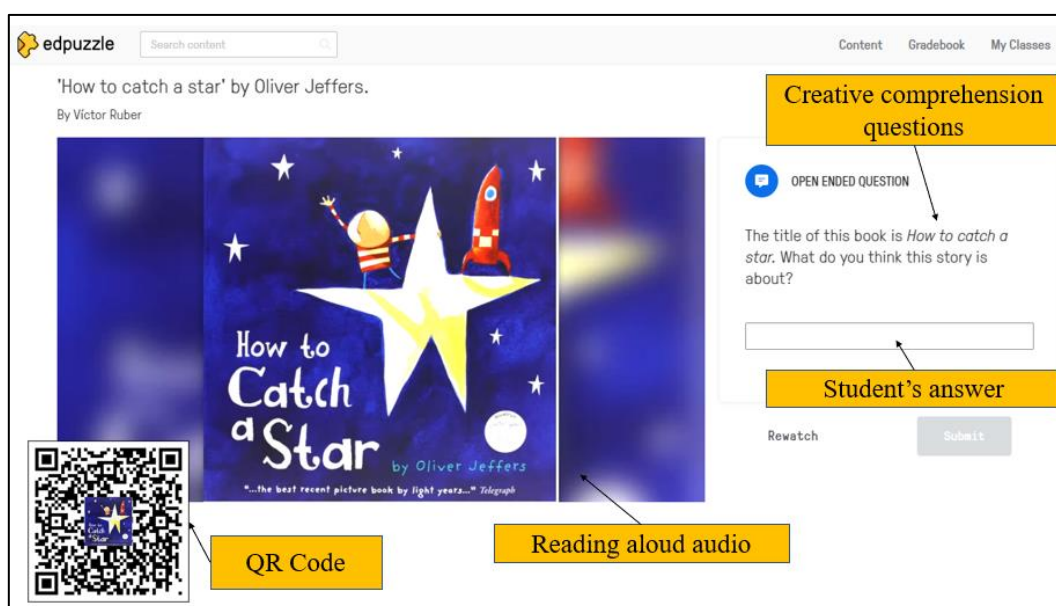

Figure 4. 'QR code reading aloud' and EddPuzzle digital application.

In each of the ten selected books, there is a QR code (*Appendix 3a*) stuck on its back cover. Learners should scan this QR code using any digital device with an external camera such as mobile phones or tablets. This QR code acts as a hyperlink to the '*EdPuzzle'* website. As can be seen in *Figure 4*, in this website students can find my own 'reading aloud' audio of the book and some creative comprehension questions throughout the recording. These questions will appear one by one while students are listening to the story and in the exact moment that the teacher considered. When the question appears, students have two options: listen to the audio part again or write the answer directly and submit it. Once they have listened to the whole audio file and answered all questions, their replies will be automatically sent to the teacher.

Two aspects of this task should be analysed: the quality of the reading aloud audio (in terms of pronunciation, rhythm and intonation) and the reading effectiveness of the creative comprehension questions. For analysing the format, I designed a tool (*Appendix 2c*) adapted from Nuttall (1996) and Ellis & Brewster (2014). Firstly, it is relevant to identify and analyse the different techniques I used to provide further support for readers' understanding, to bring the story alive and to make the experience more enjoyable and successful. As I mentioned in section 2, there are lots of learning benefits around reading aloud (Yong & Idamban, 1997; Pegolo, 1985; Krashen, 2018) but they depend on the way the teacher handles the storytelling.

My recorded pronunciation is mostly accurate through the storytelling. I do not show problems articulating English vowel and consonant sounds. I correctly place the stress on words and tonic syllables in accordance with the story. In terms of rhythm, my rate of speech is appropriate, neither too fast nor too slow. In addition, the use of background music may improve this reading feature. I try to pause where appropriate to add dramatic effect or to give children time to relate what they hear to what they see, and to notice details in the illustrations. For example, before turning the page, a snap of fingers announces a little pause between every two pages. Furthermore, in all Julia Donaldson's books (5 out of 10), written as poetic prose, the rhythm is conditioned by the use of verses and rhymes (Ellis & Brewster, 2014).

In all books I attempt to use appropriate intonation patterns in exclamations (the intonation goes a long way up and then down) in *'Tyrannosaurus drip' (e.g. Up with rivers!)* and *'Room on the broom' (i.e. Down! That's my witch!);* questions (falling

intonation) as in *'The Troll' (i.e. Who is trip trapping over my bridge?); and* lists (the intonation goes up on the last strongly stressed word in each phrase, and then down at the end) such as in 'The day the crayons quit' *(i.e. fire engines, apples, strawberries and everything else that is red)* (Baker, 2007).

Moreover, in most books I vary the pace, tone and volume of my voice. For instance, in *'The fantastic flying books of Mr. Morris Lessmore'*, I whisper to build up suspense or in *'How to catch a star'*, I introduce an element of surprise by raising my tone. In addition, I disguise my voice to signal when different characters are speaking. It is the case of the use of different voices for duckbill dinosaurs (high-pitched) and tyrannosaurus (deep) in *'Tyrannosaurus drip'*. Moreover, I use deep voice when reading the troll's utterances in *'The Troll'*. I also make use of the voice to express characters' feelings such as in *'After the fall'* when the egg is feeling brave. Finally, the use of sound effects that imitate the sound of snoring or the wind in *'The fantastic flying books of Mr. Morris Lessmore'* keep students' attention throughout all storytelling and may promote their understanding.

In general terms, 'QR reading aloud' audios sound clear, expressive and lively and I am constantly varying the pace, tone and volume of my voice trying to adapt it to the story. Ellis & Brewster (2014) pointed out that listening to stories helps children become aware of the rhythm, intonation and pronunciation of language. The audio accessed through the QR codes aims to keep students focused on the thread of the story (turning the pages, observing the illustrations and enjoying the reading).

Now, I would like to move to the analysis of the next part of this task: creative comprehension questions. As can be observed in *Appendix 3a,* these questions require learners to be active in the construction of meaning because the answers are not always in the text (Bamford & Day, 1998). For instance, *'would you recommend him to climb that wall? Why?'* is a question from the *'After the fall'* picture book. It is complicated to answer this question by skimming or scanning the text. Readers should be creative in order to elaborate the answer. Meanwhile, students are encouraged to express their opinions, thoughts, points of view and relate them to the story (e.g. *'People can change the way they see'. Do you agree? Why?*).

In this task, I used a variety of different questions. Firstly, they can be classified according to their grammatical form (Nuttall, 1996): yes/no, alternative and wh-questions. Most of them are wh-questions such as *'what do you notice about the title?'* or *'how can this be a problem?'* to trigger richer answers. In addition, all of them are open-ended questions in which students can give any response that they consider suitable. Some examples are: *'If your life were a book, what would your favourite page be?'* or *'do you really think that pink is a girls' colour? Why?'*.

It is also possible to classify these creative comprehension questions according to the skills they require from the reader (Nuttal, 1996). Students can find questions of literal comprehension such as *'why didn't he see a star anywhere?'* or *'what are the big differences between Tyrannosaurus and Duckbill dinosaur?';* questions involving reorganization or reinterpretation like *'why do you think he says "I don't look like other kids"? How can this be a problem?';* questions of inference and prediction as *'what do you think this story is about?'* or *'where do you think the humpback whale is going to take the snail?;* questions of evaluation such as *'do you think that the animals acted well? Why?';* questions concerned with how writers say what they mean (analysing vocabulary) such as *'what is the meaning of "blast off"? Look at the picture. What are the main character and Daisy doing?';* and questions of personal response like *'how would you catch a star?'* or *'would you recommend him to climb that wall? Why?'*. All these creative comprehension questions aim to promote students' understanding, develop reading strategies and let them react to what they read.

Additionally, in all books there is at least one question that focuses on key vocabulary that makes them develop strategies to cope with unknown words. For example, *'what is the meaning of "reeds" and "weeds"? Look at the picture. What do duckbill dinosaurs eat?'* in '*Tyrannosaurus drip'*.

Also, I tried to balance the number of questions among before, while and after reading. In all books, I designed some questions introducing the topic, encouraging skimming, scanning, predicting and activating schemata. While they are reading, there are some questions aimed at developing their inferring and predicting skills that allow students to reinterpret the information and think what will happen next in the story such as *'what will happen next?'* in *'The fantastic flying books of Mr. Morris Lessmore'*.

In the post-reading stage, there are abundant questions to involve readers actively and to relate the story to their own experience such as *'would you travel around the world with the whale? Why?'* in *'The Snail and the Whale'* or *'do you really think that pink is a girls' colour? Why?'* in *'The day the crayons quit'*.

In terms of attention to diversity, this task provides differentiated entry points (input) from varied sources. It respects the different students' learning profiles such as visual (the picture book) and auditory (QR codes reading aloud). Additionally, the creative comprehension questions offer differentiated exit points (output) because they are open-ended questions that allow learners to interpret the text in a variety of ways and to express their personal opinions and thoughts about the story. Finally, the teacher could even incorporate the possibility to answer in the L1.

In conclusion, these questions require children to be active participants in the construction of meaning. Also, they aim to encourage readers to think about and express their reactions to the story. Finally, questions are varied in type and allow teachers to promote the students' development of reading strategies such as predicting, analysing vocabulary and making value judgements (Nuttall, 1996). Brown (2001) pointed out that carefully sequenced reading and instructional materials that are success-oriented give further intrinsic involvement in the process. Along this section, I have demonstrated that the use of these creative comprehension questions may promote the development of Primary students' reading skill, and ultimately, their communicative competence. In addition, this task could contribute to the learners' development of their digital competence because it allows them to collect, produce and exchange information and communicate through an online application.

4.5. 'Bookmarks' task analysis.

The second task of this extensive reading program is 'Bookmarks' (*Appendix 3b*). At the same time as students choose a book, they can take a 'bookmark'. As can be observed in *Figure 5*, it is a laminated piece of paper that aims to develop students' reading skills. There are twenty different reading skills or strategies such as 'summarizing', 'scanning' or 'fact and opinion' (see *Appendix 3b and Figure 6* for the comprehensive list of skills). In each bookmark, learners will find the developed reading

skill, the reading aim that they are going to accomplish, some sentence starters to guide their learning and a blank space for the student's answer.
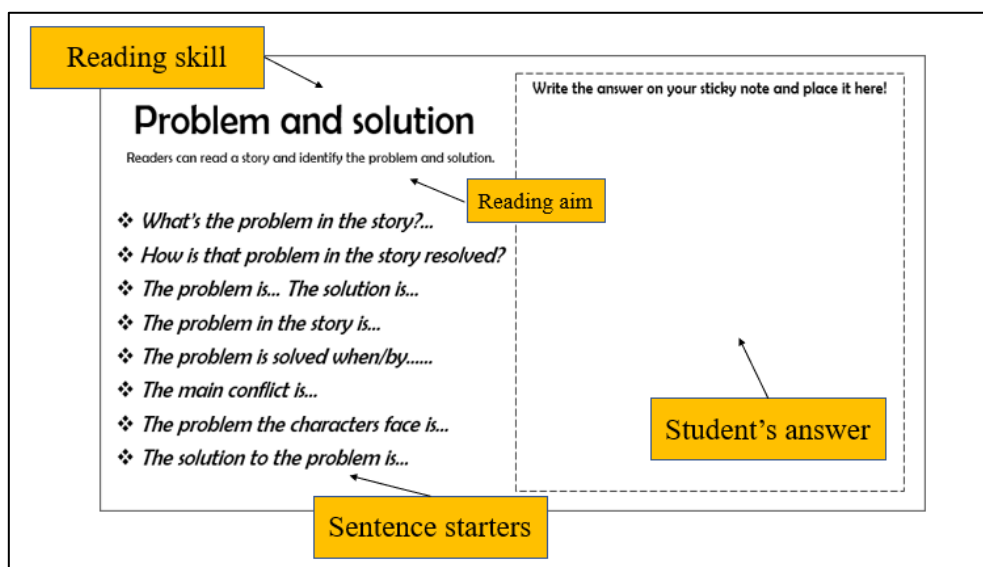
Figure 5. 'Problem and solution' bookmark.

I tried to foster their learning to learn competence, making them reflect on the different skills and on the reading aims that they are going to accomplish at the end of the task. The 'learning to learn' competence ("Aprender a aprender") involves, among other things, acquiring, processing and assimilating new skills, as well as, seeking guidance and making use of it. This task incorporates all the strategies that the students must apply to facilitate the understanding of the text. With the exception of 'prediction' and 'skimming' bookmarks, students should complete the bookmarks while or after they read the chosen picture book. Once they think about the answer and choose some of the sentence starters, they have to write the final answer on a sticky note and place it on the blank space of the 'bookmark'. All learners' answers will be collected by the teacher in a book so that it can be a source of mutual enrichment among students. For evaluating this task, I designed an analytical tool (*Appendix 2d*) adapted from Brown (2001).

Firstly, Brown (2001) demonstrated that developing reading microskills is what EFL learners need to become efficient readers. This task attempts to develop twenty different reading skills and microskills (*see Figure 6*) which try to help students to identify character traits, being able to predict what will happen next in the story and to distinguish between fact and opinion and problem and solution.
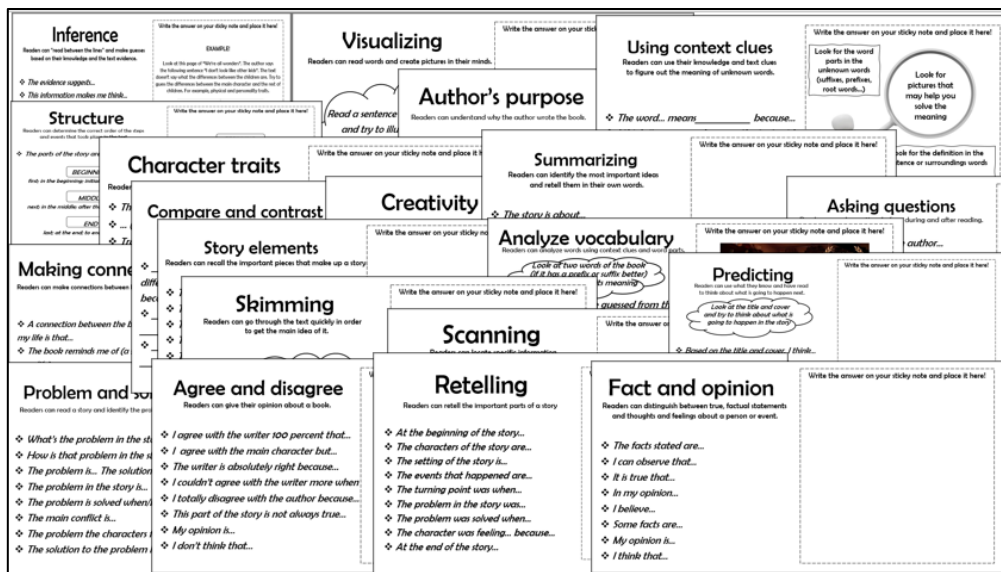
Figure 6. Collection of all bookmarks.

In addition, Brown (2001) suggested to include both bottom-up and top-down techniques in reading tasks. Therefore, there are bookmarks that focus on decoding the written symbols such as 'using context clues' or 'analyse vocabulary' and bookmarks in which readers interact with the text providing their own interests and schematic knowledge like 'author's purpose' or 'retelling'. In general terms, it is an open-ended task. Students can write any answer that they consider suitable. They are constantly encouraged to share their opinions, thoughts, points of views and personal reinterpretations of the story. This is especially so in those bookmarks focusing on 'visualizing', 'creativity' and 'character traits'.

The use of sentence starters guides the students' development of writing skills. They will be able to select the sentence starter that fits their answer best. Approaches in which learners are given choices and clues in producing their answers offer a degree of intrinsic motivation (Brown, 2001). In addition, this task allows the teacher to attend diversity in an inclusive way. The task is guided by the use sentence starters, but it offers differentiated exit points (outputs). The learners are allowed to express their personal interpretations of the story and to practise their reading skills at their own learning pace.

To sum up, this 'bookmarks' analysis has proven that this task can be an efficient way to develop students' reading skills in the proposal to promote reading habits and extensive reading. It encourages the practice of twenty microskills and reading strategies throughout the use of a motivating and engaging material. This task allows teachers to

elicit students' points of view, thoughts and reflections about stories and to integrate the writing skill with the use of sticky notes and sentence starters (Brown, 2001).

4.6. 'Instagram post' task analysis.

"Instagram post" (*Appendix 3c*) is a writing task in which students are going to write an Instagram post with the purpose of sharing their opinion and thoughts about the book they have just read with their classmates. It includes a picture and a text of 40-60 words. Once it is corrected, students will stick their final posts on the 'Instagram wall' at the back of the class *(see Figure 7)* and every classmate can give likes and write a comment. It is a relevant activity to the learners' age and interest because it is related to social networks and their current social context. For evaluating this task, I designed an analytical tool *(Appendix 2e)* based on Hedge (1988) and Lafuente & Mur (2020).
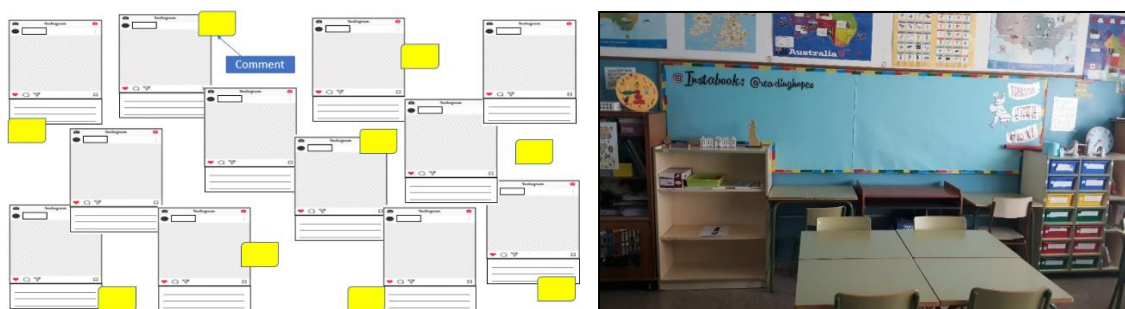
Figure 7. 'Instagram wall' account.

Before putting pen to paper, the skilled writer in real life considers two important questions: *what is the purpose of this piece of writing?; and who am I writing this for?* Hedge (1988). At the beginning of the task, I designed a video (*Appendix 3c*) in which the imaginary director of the 'Instagram' company requests learners to write book reviews in order to create an 'Instagram account' at the back of the class. Therefore, it has an authentic and communicative purpose: students may or may not recommend one of the ten picture books that they have read to all their classmates. The use of the video and the design of the 'Instagram wall' *(Figure 7)* adequately contextualise the writing task. The answers to the previous two questions provide the writer with a sense of purpose and audience. In other words, a writing context is created in order to significantly influence the first stage of the composition process (Hedge, 1988).

This writing task follows the *'writing as a process'* approach. The focus is on the activities that will promote the development of the skills necessary for creating a written

text (Hedge, 1988). In this task, I have considered some of the ways in which teaching materials can help learners to enhance their awareness of the processes associated with successful writing and to improve their writing skills (in line with *section 2.4*) (Harmer, 2003). First, I proposed some generating activities that help learners find out what they want to write about. Students write five things that they know about their book; they share ideas with other groups and they classify all information in a table (*Appendix 3c*). Generating activities can be extremely effective in language learning as they provide a practical purpose for discussion, and by helping learners to share their experiences, they can lead to increased motivation for individual writers (Tribble, 1996). Once the students have generated their own ideas, they are given writing models to express those ideas in the most appropriate way. The examination of model texts will help raise learners' awareness of the conventions of typical texts in English (Papaioannou, 2012).

After that, I set some focusing activities that help writers to identify priorities in what they have to write. Meanwhile, I prepared a structuring activity that helps them to review the way in which they organise their texts (Hedge, 1988). It consists of filling an Instagram post template which contains the writing structure required *(Figure 8)*.

Figure 8. 'Instagram post' template.

The next step is making a first draft. This process will be complemented by peer and self-assessment checklists which will make it possible for them to edit and revise

their work *(Figure 9).* They need to realize that revising and editing is an integral part of the writing process. Also, these instruments have several advantages. The editing takes place immediately after the writing, which makes it meaningful and useful to the writer. Practice in suggesting changes in their classmates' work helps students to realise possible improvements in their own. When students have to explain points to a partner, their own understanding is redefined and clarified (Hedge, 1988).

Figure 9. 'Instagram post' template and peer-assessment checklist.

The following step is teacher assessment. The teacher will give feedback using two different assessment techniques: indirect correction (marking code) and a marking rubric *(Appendix 3c)* in order to promote awareness of the learning process. The codes will never show the correct answer because I want them to realise the lack of conventions followed, the lack of content included or grammatical and spelling mistakes. The rubric focuses on the ability to create meaning (comprehensibility and developing the ideas) and on the specific aspects of writing (punctuation, vocabulary and use of the language). Its goal is to monitor students' learning and provide constant feedback that can be used to improve their learning (Harmer, 2003).

As I have demonstrated in this section, *'writing as a process'* tasks can help students to develop a sense of direction in their writing. It could also be an opportunity to demonstrate their general understanding of the story. In summary, the classroom needs to provide an environment in which students can experience being writers, thinking about

purpose and audience, drafting a piece of writing, revising it, and sharing it with others (Jolly, 1984). The 'Instagram post' writing task would be an appropriate and suitable post-reading task for this extensive reading proposal because it accomplishes the principles of *'writing as a process'* approach. It allows for the integration of further skills within the reading proposal and can be considered potentially effective for the development of the students' communicative competence (Hedge, 1988).

In terms of diversity, this task requires special measures for the student who had intellectual disability. Firstly, the teacher will give personal feedback of his writing four times instead of one (in steps 4, 7, 9 and 12). Moreover, when students have to classify grammar structures of different Instagram posts, this student will have the same chart with some clues to follow correctly the task. Finally, the teacher assessment was carefully designed to attend the diversity in an inclusive way. It includes personalised comments and suggestions for improvement, a marking code to make students realise their writing mistakes and the appreciation of the effort and interest demonstrated.

4.7. 'Super Reading Improvers' analysis.

As I reviewed in *section 2.3*, motivational-affective experiences in response to specific reading situations are expected to affect and change habitual reading motivation (Hidi & Harackiewicz, 2000). 'Super Reading Improvers' is a combination of proposals which try to follow all Kapp's (2012) *Gamification* principles. First, I designed the 'Super Reading Improvers' cards motivational pyramid *(Figure 10).*

Figure 10. 'Super Reading Improvers' motivational pyramid.

As students read English books, complete the tasks and achieve reading goals, they have the opportunity to get stars in their 'Super Reading Improvers' cards (*Appendix 3e*). The number of stars they get in each book is conditioned by the reward system *(Appendix 2f).* It assigns three stars for each task (creative comprehension questions, bookmarks and the Instagram post) and an extra star for the students' development of their reading habit in terms of perseverance, interest and intrinsic motivation (ten stars in total for each book). In each task, the teacher will value if learners accomplish these three requisites: task completion, effort and interest and learning progress. Additionally, the teacher can manage some extra stars considering the 'Instagram' or 'Bookmarks' comments. The reward system offers a wide flexibility and allows teachers to adapt the tasks evaluation to the students' diversity and reward the learners' effort and perseverance and not necessarily their ability (Biffle, 2013).

Once they complete ten stars of their cards, they will go to the next level of the motivational pyramid. Secondly, when they reach each level, they can select a reward among six different options *(Appendix 3g).* Finally, students can show their reading improvements through the use of 'readingmeters' *(Appendix 3h)* in which they have to stick a piece of paper every time they read a new English book. For evaluating these proposals, I adapted an analytical tool *(Appendix 2f)* from Kapp (2012).

According to Kapp (2012), gamification is a system in which learners are engaged in an abstract challenge, defined by rules, interactivity and feedback. In this proposal, learners are involved in an interesting challenge: reaching the top of the motivational pyramid in order to get great rewards. This would be linked to Dörnyei's (1994) Learner Level (need for achievement) and Leaning Situation Level or motivational dimension (the reward system). It would also be connected to extrinsic motivation (Möller and Schiefele, 2004). In addition, this game is defined by rules. Students know that if they read English books and complete the tasks, they will obtain stars. These stars are linked to the amount of reading effort and interest they demonstrate *(see Appendix 3f for more details).* If they get 10 stars, they will jump to the next level so that they will have the opportunity to select a reward.

It is a goal-oriented proposal and rules are the structure that allows the artificial construct to occur (Dörnyei, 1994; Kapp, 2012). Also, the teacher provides feedback to the learners. When students receive 'stars', they have previously received feedback on their 'Instagram post', 'bookmarks' and creative comprehension questions. Getting stars

is a way to sum up all the students' work to prevail their progress and effort. Finally, there are lots of quantifiable outcomes: the creative comprehension answers, the bookmarks, the 'Instagram wall' full of book reviews, the 'readingmeter' which shows all books that they have read during the project, the motivational pyramid and their final reading improver's level. It allows them to be aware of their own learning, to share mutual goals and, therefore, improve their motivation and the 'learning to learn' competence.

Furthermore, Kapp (2012) highlighted that the mechanics are crucial building blocks used during the gamification process. The mechanics of this proposal include levels (from Rookie to Legend), point systems (super reading improvers cards), the reward system and rewards (six in each pyramid level). This gamification includes engaging and appealing graphics as can be seen in *Figure 11*.

Figure 11. 'Super Reading Improvers' cards, motivational pyramid and rewards.

Kapp (2012) stated that the teacher should try to gain students' attention and to involve them in the process he/she has created. I attempt to gain their attention and involve them in this motivational proposal by transforming the atmosphere and layout of the class. First, the motivational pyramid and the reading rewards are to be placed on the wall next to the English class door *(Figure 11).* Next, the readingmeters (one for each class) are to be stuck along the corridor so that every student in the school can observe them *(Figure 12).* Last, all books, 'bookmarks' and the 'Instagram wall' are at the back of the class. I created a reading atmosphere that could be engaging for them. Apart from

that, this gamification process energises and gives direction, purpose and meaning to behaviour and actions (Kapp, 2012). Learners will want to get rewards by reading all books and completing the majority of tasks. Also, readers will want to demonstrate to other classmates, teachers and parents the amount of reading habit they have developed through 'readingmeters'. In reading motivation questionnaire (section 4.1) (*Appendix 1b*) students reported that they would read more if there is a reward or someone recognizes their reading.

Figure 12. 'Readingmeters'

As a consequence, gamification can be used to promote learning because many of its elements are based on educational psychology. The difference is that gamification provides another layer of interest and a new way of weaving together those elements into an engaging game space that both motivates and educates learners (Kapp, 2012). Students could think that they will get stars only if they read English books. In this case, teacher values the amount of reading effort and interest and it entails the completion of reading tasks, the amount of developed reading skills, the writing quality of the 'Instagram post' and other relevant reading achievements.

Therefore, this proposal recognises students' reading achievements throughout the project. Efforts and improvements will be positively recognised in terms of 'stars' and rewards. Apart from that, there is an intrinsic recognition: the teacher's feedback in each task completion pointing out their development and areas for improvement. This proposal considers recognition in terms of making achievements visible for others to see so the

hard work needed to achieve a level of mastery in a game is recognised (Malone & Lepper, 1987).

Finally, the proposal seems achievable for all learners because it is personalised. Teacher can use the reward system *(Appendix 3f)* and distribute stars taking into consideration the initial level of each student. For example, if a learner is not a good reader at the beginning but he/she demonstrates lots of effort and interest, he/she will get the majority of stars.

The 'Super Reading Improvers' proposal meets most of Kapp's (2012) gamification criteria and the goal to create a game in which students want to invest brain share, time and energy. I have pointed out that this gamification has the potential to help teachers engage and excite their learners in new ways. It will help students to stay positive and achieve their reading goals in a gamified way. Teachers have the ability to award stars to students who achieve learning objectives and progress, allow students to overcome challenges and difficulties and integrate the results into their grading schemes (motivational pyramid) (Spina, 2013). In addition, this gamification process may contribute to the learners' development of their "sentido de la inciativa y espíritu emprendedor" competence because it allows them to foster their self-confidence, motivation and determination through the desire of going up in the pyramid.

At this point, I have to add that if the project's implementation had been possible, I would have evaluated it using a post reading motivation questionnaire *(Appendix 4a)* and a direct observation chart *(Appendix 4b)*. The main goal of the questionnaire is pointing out the students' opinions and thoughts about the project and their development of their reading habit. The direct observation chart broadly aims to collect the teacher's feelings and impressions during the project. Additionally, the teacher can highlight the strengths, weaknesses and possible changes for future implementations.

In conclusion, along this section, I have analysed the extensive reading proposal according to the objectives (*section 1*) and applying systematically the criteria in the tools previously established (*section 3*). I have tried to show that all tasks and resources respond to current and innovative approaches and methodologies such an extensive reading, CLT, TBL and gamification. All methodological and theoretical advantages that I have pointed out prove the potential instructional effectiveness of the project for EFL teaching. Its main implications, strengths and weaknesses will be developed in the next section.

5. Conclusions and implications.

In this section, I will indicate the extent to which the initial research objectives have been met highlighting the main strengths, weaknesses and implications of the designed project for its future implementation and for my teaching career.

Firstly, along the analysis of the extensive reading proposal, I hope to have demonstrated that this project accomplishes all CLT principles, and therefore, can be implemented to develop the students' communicative competence. Learners are placed in L2 communicative situations in order to be effective in completing several tasks and achieving specific communicative goals in a real context (Brown, 2001). In line with the Aragonese curriculum, the project's goal is to enable learners to increase their communicative competence.

Secondly, I have attempted to prove that the project achieves the TBL principles so that the tasks proposed engage learners in real language use. In the three analysed tasks, there is a primary focus on meaning, there are several outcomes judged in terms of communicative success, completion is a priority and they are related to meaningful real-world activities (Willis & Willis, 2015). Furthermore, this project follows the three stages of Willis' (1996) task framework.

Additionally, I have shown that this extensive reading project can help to develop students' L2 reading and writing skills. First, the ten books were carefully selected in order to be interesting and appealing for students and also authentic and suitable in terms of content, and at an appropriate linguistic level (Bamford & Day, 1998). Moreover, 'QR codes reading aloud' and creative comprehension questions allow teachers to promote the learners' development of reading microskills and strategies such as predicting, analysing vocabulary and inferring (Nuttall, 1996). Another positive aspect is that students are active participants in a creative and open-ended construction of meaning. The 'Bookmarks' task encourages readers to practise twenty different effective reading skills and it allows teachers to integrate the writing skill with the use of sticky notes and sentence starters. The 'Instagram post' task follows the *'writing as a process'* approach so that it promotes the development of the skills necessary for creating a written text (Hedge, 1988). This task helps students to develop a sense of direction in their writing and they are encouraged to think about and express their reactions, opinions and thoughts about the story they have just read (Tribble, 1996).

'Super Reading Improvers' also follows most of Kapp's (2012) gamification principles, and therefore, it can be implemented to foster students' reading motivation. One of its main motivational strengths is that it creates a gamified learning experience in which students want to invest brain share, time and energy. Furthermore, the cards, reward system and motivational pyramid allow teachers to recognise and value students' reading achievements. In addition, learners will be able to demonstrate to other classmates, teachers and parents their improved reading habit they have developed through 'readingmeters'. Nevertheless, the real motivational and engaging potential of my proposal should be evaluated in an educational context because the engagement and appeal of this gamification is difficult to measure without students' reactions.

In conclusion, along this dissertation, I hope to have demonstrated the instructional effectiveness of this extensive reading project for EFL teaching. I have shown that all its materials, resources and tasks have been carefully designed and would be effective and appropriate for EFL learning because they accomplish the majority of CLT, TBL and gamification principles. However, all its learning and motivational benefits should be confirmed in a future implementation. There are some proposals such as the motivational pyramid or the 'Instagram post' wall that need to be proven in the real educational context in order to measure their potential strengths and weaknesses. The evidences indicate that 'Super Reading Improvers' can be methodologically effective and adequate to develop students' reading habits and skills in the Primary EFL classroom.

Therefore, I have accomplished the main purpose of this dissertation. I have carefully planned, designed, created and evaluated an extensive reading proposal. Some implications can be drawn from this project for my future teaching career. Firstly, CLT and TBL principles can be applied to all skills, tasks and resources and they allow students to become communicative competent in real-life L2 situations. Secondly, reading tasks need to be carefully designed to develop their reading skills and to become better readers. Finally, the gamification method offers a wide range of opportunities to develop students' motivation in general and reading motivation in particular, and therefore, their reading habits. It allows teachers to create a classroom atmosphere for reading enjoyment and engagement. I am now ready to implement this extensive reading proposal and to plan, design and evaluate other projects following active and innovative methodologies in order to develop students' L2 communicative competence as one of the most essential education requisites in 21st century EFL teaching.

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Appendixes

Appendix 1. Reading motivation questionnaire.

Appendix 1a. Reading motivation questionnaire (students' version).

Age: _____   **Student number:** _____

Gender: _____

We are interested in your reading. The sentences tell how some students feel about reading. Read each sentence and decide if it talks about a person who is like you or different from you. There are no right or wrong answers.

Here are some ones to try before we start with the ones about reading:

I like ice cream.   1 2 3 4

If the statement is **very different from you**, circle number 1.

If the statement is **a little different from you**, circle number 2.

If the statement is **a little like you,** circle number 3.

If the statement is **a lot like you**, circle number 4.

	1	2	3	4
1. I am a good reader.	1	2	3	4
2. I talk to my friends about what I am reading.	1	2	3	4
3. I often visit the library with my family.	1	2	3	4
4. If the project is interesting, I can read difficult material.	1	2	3	4
5. It is very important to me to be a good reader.	1	2	3	4
6. I like to get rewards for my reading (stamps, encourage words, extra points…).	1	2	3	4
7. I am happy when someone recognizes my reading.	1	2	3	4
8. My parents often tell me what a good job I am doing in reading.	1	2	3	4
9. One of the most important activities in English is reading.	1	2	3	4
10. I like it when the questions about books make me think.	1	2	3	4
11. I read English books because I like it.	1	2	3	4
12. I can read any type of book.	1	2	3	4
13. If the project is interesting, I can read difficult material.	1	2	3	4
14. I read because I have to.	1	2	3	4
15. If a book is interesting, I don't care how hard it is to read.	1	2	3	4

Now we are ready to answer some questions about reading. Remember, when you give your answers you should think about the things you are reading in your class. There are no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, select ONE or MORE THAN ONE options for each question.

1. How many English books do you read every month?
- □ 0-1 books.
- □ 1-2 books.

□ 2-4 books.

□ More than four books.

2. If your answer is 0 to 2, why don't you read English books?

□ I don't understand them.

□ Vocabulary/grammar in English books is too difficult.

□ I don't like the stories. I prefer other types of books.

□ It's boring.

□ Others: _____

3. I would read more if…

□ The books were more interesting.

□ Someone helped me while I am reading.

□ I had some supporting materials (someone reads me the book, explains to me difficult words…).

□ There was a reward (stamps, extra points, stickers…).

4. What types of books do you like?

□ Adventure books.

□ Magical storybooks.

□ Real stories.

□ Creative stories.

□ Pirates stories.

□ Animal stories.

□ Dinosaurs stories.

□ Fantasy books.

□ Other: _____

Finally, I think that I would read more and better in English if…………..……………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

Appendix 1b. 'Reading motivation questionnaire' quantitative results (based on closed questions).

	Age	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Books/month	Mean
1	10	F	2	1	3	3	2	4	3	2	4	2	2	3	2	4	2 to 4	3
2	11	M	1	1	1	2	4	4	2	1	3	2	1	1	1	4	0 to 1	0.5
3	10	M	3	1	3	3	3	2	3	4	4	4	3	4	1	4	2 to 4	3
4	10	M	2	1	3	3	4	4	4	3	3	3	2	2	1	2	2 to 4	3
5	11	M	2	1	2	2	1	1	1	1	2	2	2	3	4	1	1 to 2	1.5
6	11	M	1	2	1	4	3	4	2	1	3	2	3	2	1	4	1 to 2	1.5
7	10	F	2	2	2	3	4	2	3	3	3	2	4	3	1	4	1 to 2	1.5
8	11	F	3	3	4	2	1	2	1	2	1	2	1	2	2	1	1 to 2	1.5
9	11	M	3	2	1	3	4	4	4	3	3	4	4	2	1	4	2 to 4	3
10	11	F	4	1	1	3	4	2	4	3	3	2	3	4	1	3	2 to 4	3
11	11	F	2	1	3	1	3	4	4	4	4	1	2	1	1	1	2 to 4	3
12	10	M	4	2	2	1	3	4	4	4	4	1	1	2	1	2	0 to 1	0.5
13	11	M	2	4	2	3	3	4	3	4	4	4	3	2	2	4	1 to 2	1.5
14	10	M	4	3	4	3	4	4	4	4	3	4	4	3	1	4	2 to 4	3
15	10	M	3	2	3	3	4	4	4	4	3	3	4	3	1	3	2 to 4	3
16	10	F	3	1	2	3	4	3	3	3	3	4	3	2	1	3	2 to 4	3
17	10	M	3	2	2	3	4	1	4	4	4	4	3	3	1	4	1 to 2	3
18	10	M	3	2	1	4	4	4	3	3	4	3	4	3	1	4	2 to 4	3
19	10	F	4	3	2	4	4	4	4	3	4	4	4	3	1	4	4	4
20	11	M	2	3	2	2	3	2	3	2	3	2	3	2	1	3	2 to 4	3
21	10	M	4	2	2	3	3	2	3	2	2	2	4	2	1	4	2 to 4	3
22	10	M	4	1	1	4	4	1	4	1	4	4	4	4	1	4	1 to 2	1.5
23	10	M	2	1	2	1	3	2	4	1	4	1	3	3	1	4	1 to 2	1.5

24	12	M	2	1	3	3	4	4	3	2	4	2	2	4	1	3	1 to 2	1.5
25	11	M	3	2	2	3	4	3	4	3	4	3	2	3	1	4	2 to 4	3
26	10	M	3	2	1	3	3	4	3	1	3	2	3	2	1	2	2 to 4	3
27	11	F	2	2	1	3	3	2	2	3	3	2	3	2	1	3	2 to 4	3
28	10	M	3	2	2	3	3	4	3	4	4	3	4	3	1	4	2 to 4	3
29	10	M	4	3	4	4	3	4	4	1	2	1	2	4	1	3	0 to 1	0.5
30	11	M	4	2	2	3	3	3	4	3	4	2	3	4	2	3	1 to 2	1.5
31	10	M	3	1	1	4	1	2	1	2	4	1	3	2	1	4	1 to 2	1.5
32	10	F	3	1	4	3	3	1	3	2	3	2	3	1	1	2	2 to 4	3
33	11	M	4	3	3	2	3	1	1	2	2	3	4	3	4	1	1 to 2	1.5
34	11	M	2	4	2	1	4	1	4	2	1	1	1	4	4	4	0 to 1	0.5
35	10	F	3	2	1	3	4	4	4	3	3	3	2	3	1	3	2 to 4	3
36	11	F	3	2	1	1	2	4	3	2	3	2	4	3	1	3	2 to 4	3
37	11	F	3	2	1	4	3	4	4	2	3	4	4	3	1	4	2 to 4	3
38	10	M	2	3	2	2	4	2	4	4	4	1	4	2	1	4	1 to 2	1.5
39	10	F	2	3	2	3	4	4	4	4	4	3	4	4	1	4	2 to 4	3
40	10	M	3	2	4	3	4	3	4	3	4	3	3	4	2	4	2 to 4	3
41	12	M	1	1	1	1	4	4	4	1	4	4	2	3	3	3	0 to 1	0.5
42	10	M	2	1	1	3	4	4	4	3	3	1	4	3	1	4	2 to 4	3
43	10	F	3	2	1	3	3	4	3	4	3	3	3	4	1	4	4	4
44	11	M	1	1	1	2	4	4	4	2	3	4	2	2	1	3	1 to 2	1.5
45	10	M	3	2	2	3	3	4	4	3	3	2	2	2	2	3	2 to 4	3
46	10	M	3	2	3	3	4	3	4	4	3	3	4	3	1	4	2 to 4	3
47	11	F	2	2	3	3	3	1	1	3	3	2	4	3	1	3	1 to 2	1.5
48	10	M	2	3	1	3	4	3	3	2	4	1	4	3	1	4	2 to 4	3
49	10	M	2	3	2	4	3	4	4	3	3	4	4	3	1	4	2 to 4	3

50	10	M	3	2	4	3	4	4	4	4	3	3	4	3	1	3	2 to 4	3
51	10	F	3	1	1	2	4	3	3	4	3	3	4	2	1	4	2 to 4	3
52	10	M	2	2	4	3	4	4	4	3	4	2	3	3	1	4	2 to 4	3
53	10	F	3	2	1	3	4	4	3	2	3	2	2	2	2	4	1 to 2	1.5
54	11	M	2	1	2	4	4	4	2	3	3	3	2	3	1	3	2 to 4	3
55	11	M	3	2	3	3	4	4	4	2	3	4	3	3	2	4	0 to 1	0.5
56	10	M	2	1	1	2	3	3	4	1	4	3	2	3	2	4	1 to 2	1.5
57	10	F	2	2	2	4	3	3	4	3	3	3	3	2	1	4	0 to 1	0.5
58	10	M	3	2	1	3	4	4	3	2	2	2	1	2	1	3	1 to 2	1.5
RESULTS	(answers' mean)		2.63	1.92	2.07	2.83	3.42	3.19	3.36	2.75	3.32	2.69	3.08	2.90	1.54	3.54	**Mean**	2.29

'Reading motivation questionnaire' qualitative results (based on open questions).

	Why don't you read more?	I would read more if…	Types of books	Opinion
1	I don't know some words	The books were more interesting	Animal stories	"Pedir ayuda cuando la necesito"
2	I don't understand them	The books were more interesting and someone helped me while I am reading.	Comic	"Si fuera mejor estudiante y un buen lector"
3	I don't like the stories. I prefer other types of books.		Action books	"Hubiera leído libros más divertidos e interesantes"
4		The books were more interesting	Creative stories and fantasy books	
5	I don't like the stories. I prefer other types of books.	Someone helped me while I am reading.	Greg's diary books	"Tuviese el mismo libro en español y en inglés"
6	I don't understand them.	There was a reward	Scary books	"Fueran más interesantes y hubiera recompensa porque me gustan los libros interesantes.

7		Someone helped me while I am reading.	Magic books	"Los libros fueran divertidos y de magia. Y que sean los libros largos y que las hojas sean de buscar cosas"
8	I don't like the stories. I prefer other types of books.		Magic books	"Si pudiera entender mejor todas las palabras y pudiera pronunciar mejor"
9		The books were more interesting	Adventures books	"Leyera más en inglés y practicara cada día. Me presentara voluntario para leer en inglés"
10		The books were more interesting	Adventures books and real stories	"Practicara más habitualmente y los libros fueran mejores"
11	I don't understand some words.	The books were more interesting	Animal books	"Entendiese mejor las palabras y si los libros fueran más interesantes"
12	It's boring.	I had some supporting materials.	War's books	"Tuviera a alguien que me los leyese y fueran más interesantes"
13		The books were more interesting	Scary books	"Supiera todas las palabras del inglés"
14	I don't understand some words.	There was a reward	Real stories	"Alguien me pudiera ayudar con las palabras"
15		The books were more interesting	Real stories	"Los libros fueran más largos y de historias reales"
16		The books were more interesting	Real stories and adventure books	"Supiera el significado de más palabras, los libros fueran un poco más interesantes y un poco divertidos"
17	I like difficult reading	The books were more interesting	Real stories and fantasy books	"Fueran más largos. Tuvieran más acción"
18		The books were more interesting	Real stories	"Tuviera más tiempo y no tuviera que leer libros obligatorios en el cole"
19		There was a reward	All types	"Los libros fueran más adecuados a la edad"
20	I don't like the stories. I prefer other types of books.	There was a reward	Scary books	"Si tuviera recompensas"
21		The books were more interesting	Animal and real stories	"Algunos libros me gustaran más"
22	I don't like reading	The books were more interesting	All types	"Los libros fueran más difíciles y aprendamos"
23	I don't have time	The books were more interesting	Adventures books	"Fueran más divertidos"

24	I don't like the stories. I prefer other types of books.	The books were more interesting	Magic and creative books	"Los libros fueran como a mí me gustan"
25		The books were more interesting	Animal books	"Estudiara un poco más inglés porque al fin y al cabo el inglés es muy importante"
26	I don't like the stories. I prefer other types of books.	There was a reward	Animal and pirates books	"Nos dejaran cambiar los libros más habitualmente"
27		The books were more interesting	Adventure and magic books	"Si me comprara libros en inglés y los leyera en casa"
28	I forget reading	I had some supporting materials.	Adventure and creative	"Me concentrara más"
29	I don't like the stories. I prefer other types of books.	The books were more interesting	Adventure books	"Me animaran más a leer"
30	It's boring.	The books were more interesting	Adventure books	"Los libros fueran más interesantes y que cada uno te enseñara algo diferente y no siempre lo mismo"
31	I don't like the stories. I prefer other types of books.	The books were more interesting	All types	"Los libros fueran más interesantes o de temas que me gustan"
32		I had some supporting materials.	Scary books	"Si las historias fueran más largas"
33	I don't like the stories. I prefer other types of books.	Someone helped me while I am reading.	Animal books	"Si los libros me interesaran"
34	I don't understand them.	Someone helped me while I am reading.	Animal books	"Porque podría aprender mejor inglés aunque algunas palabras no las entiendo"
35		The books were more interesting	Real stories	"Los libros fueran más atractivos"
36	I don't like the stories. I prefer other types of books.	There was a reward	Football books	"Entendiera todas las palabras"
37		There was a reward	Animal and fantasy books	"Fueran más interesantes y hubiera más variedad de libros"
38	I don't like the stories. I prefer other types of books.	I had some supporting materials.	Animal books	"Leyera todos los días"
39		I had some supporting materials.	Animal books	"Hubiera más libros de animales porque me encantan"
40		The books were more interesting	Adventure books	"No me gusta leer"

41	I don't understand them.	Someone helped me while I am reading.	Real and adventure books	"Fueran más fáciles y también que te pongan la traducción en español"
42		There was a reward	Adventure and animal books	"Me esforzara más y estuviera atento a como se pronuncian todas las palabras"
43		There was a reward	Adventure and animal books	"Practicara más y nos dieran recompensas"
44		Someone helped me while I am reading.	Adventure books	"Si tuviera más interés en aprender inglés"
45		The books were more interesting	Adventure books	"Hubiera más historias de aventuras y graciosas"
46		The books were more interesting	Adventure books	"Me esforzase más"
47		The books were more interesting	Animal books	
48		Someone helped me while I am reading.	Adventure and creative books	"Entendiera un poco mejor las palabras"
49		Someone helped me while I am reading.	Dinosaurs and fantasy books	"Los libros fueran más de mi estilo y tuviera a alguien que me ayudara a entender algunas cosas"
50		The books were more interesting	Fantasy and magic books	"Los libros fueran más interesantes"
51		The books were more interesting	Pirates and adventure books	"Los libros fueran más interesantes y me animaran más a leer"
52		The books were more interesting	Adventure books	"Los libros fueran más interesantes"
53	I don't understand them	The books were more interesting	Animal books	
54	I don't like the stories. I prefer other types of books.	There was a reward	Real stories	"Los libros fueran más fáciles de leer"
55		There was a reward	Dinosaurs books	"Los libros fueran más interesantes y me gustaran más"
56	It's boring.	The books were more interesting	Animal books	"Los libros fueran mejores"
57	I don't understand them	The books were more interesting	All types	"Alguien me tradujera las palabras"
58	I don't like the stories. I prefer other types of books.	Someone helped me while I am reading.	Magic books	"Los libros me gustaran más"

Appendix 2. Tools for analysis.

Appendix 2a. Analysis of selected books.

Selected books analysis tool [*adapted from Ellis & Brewster (2014)*]					
Book	**Topic**	**Form**		**Values**	**Potential/anticipated difficulties**
		Grammar structures	**Vocabulary**		
'The Fantastic Flying Books of Mr. Morris Lessmore' by W.E. Joyce.	Fantasy and creative book	Present simple Past simple Possibility (could) Hypothetical situations (would)	Books *(story, word, page, fiction, comic books…)*.	Kindness Caring Sharing Generosity	*'Scattered'* Repetitive use of past simple. Understand the end of the story.
'The day the crayons quit' by Drew Daywalt & Oliver Jeffers.	Creative story	Present simple Past simple Wh- questions	Colours *(red, orange, yellow, pink, beige…)*. Frequency vocabulary *(apple, fire, dragon, ball, farm…)*.	Empathy	*'Wheat'* Crayons' feelings.
'The snail and the whale' by Julia Donaldson and Axel Scheffler.	Animal story	Imperative Present simple Past simple Prepositions *(over, in, on…)*.	Animals *(whale, snail, shark, fish…)*. Sea *(dock, flock, wave, shore, bay…)*.	Caring Collaboration Generosity	*'Humpback'* Different landscapes.
'The gruffalo' by Julia Donaldson and Axel Scheffler.	Animal story	Present simple Present continuous Past simple Wh- questions	Animals *(mouse, fox, owl, snake…)*. Animal's parts *(tusk, claw, jaw, knee…)*.	Bravery Cleverness Dishonesty	*'Take a stroll'* *'Roasted'* *'Hiss'* *'Hoot'*

					'Afraid of'
'After the fall' by Dan Santat.	Adventure and creative book	Present simple Past simple Possibility (could)	Frequency vocabulary *(egg, wall, bird, life, accident, plane…)*	Perseverance Hard-work Self-improvement	*'Bandages'*
'The Troll' by Julia Donaldson and David Roberts.	Adventure and pirate story	Imperative Present simple Past simple Wh- questions Prepositions *(under, over, from, up…)*.	Cooking *(frying pan, cook, cookery book…)*. Pirates *(treasure map, treasure box, ship, island, plank…)*.	Collaboration	*'Goat'* *'Fish pie'*
'Tyrannosaurus drip' by Julia Donaldson and David Roberts.	Adventure and dinosaur story	Present simple Past simple Possibility (could) Hypothetical situations (would)	Environment *(river, reed, plant, tree…)*. Animal's parts *(leg, tail, jaw, arm, mouth…)*.	Partnership Bravery	*'Reeds'* *'Weeds'* *'Drip'* *'Duckbill'*
'How to catch a star' by Oliver Jeffers.	Fantasy and creative story	Past simple Hypothetical situations (would) Possibility (could) Superlative adjectives	Outer space *(sky, star, moon, spaceship, sunrise…)*.	Creativity Curiosity Perseverance	*'Hide-and-go-seek'* *'Sunrise'* *'Way out of reach'* *'Lasso the star'* *'Seagull'* *'Shore'*
'We're all wonders' by R.J. Palacio.	Real story	Imperative Present simple Can Prepositions *(on, at, across…)*.	Adjectives *(ordinary, unique, wonder, different…)*.	Acceptance Kindness Tolerance Respect	*'Blast off'* Understand the meaning of wonder.

'Room on the Broom' by Julia Donaldson & Axel Scheffler.	Animal and magic story	Imperative Present simple Past simple Can/could Yes/no questions Prepositions (*on, in, over, onto, from, down…*).	Animals (*bird, dog, cat, frog, dragon…*). Magic objects *(hat, broomstick, wand, cauldron…).* Landscape *(field, reed, river, moor, mountain, ditch…)*	Collaboration Friendship Kindness	*'Broomstick'* *'Drop'* *'Spell'*

Appendix 2b. TBL and CLT analysis.

| Extensive reading tasks | Analysis of TBL and CLT tasks [*adapted from Willis & Willis (2007) and Brown (2001)*] | | | | | | 7. Is the task in line with these CLT principles? | | |
	1. To what extent does the task engage learners' interest?	2. Is there a primary focus on meaning?	3. Is there an outcome?	4. Is success judged in terms of outcome?	5. Is completion a priority?	6. Does the task relate to real world activities?	Communication	Task	Meaningfulness
'QR reading aloud' and creative comprehension questions (EddPuzzle)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
'Bookmarks'	Yes/no	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
'Instagram post'	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

TBL and CLT questions	Analysis of TBL and CLT task [*adapted from Willis & Willis (2007) and Brown (2001)*]
	'QR reading aloud' and creative comprehension questions (EddPuzzle)
1. To what extent does the task engage learners' interest?	The topic is probably intrinsically engaging for most of learners. I have demonstrated in *Analysis of selected books* (Appendix 2A) that there is a variety of topics related to their preferences and interests. Apart from the topic, readers usually like to have an auditory support. Children love that someone reads aloud them a book every night. In addition, creative comprehension questions are more appealing and engaging than multiple choice or closed questions.
2. Is there a primary focus on meaning?	First, the success of the task is judged on whether learners communicate successfully expressing their opinions and thoughts about the book they have just read. Through creative comprehension questions, the teacher does not attempt to control learner language. Focus on form only appears to help learners to shape and clarify what they can write.
3. Is there an outcome?	The purpose of the use of *EdPuzzle* website is precisely this: to provide a digital platform in which readers can answer creative comprehension questions, as a reading outcome. At the end of the project, the teacher would collect all learners' creative answers and impressions about the books.
4. Is success judged in terms of outcome?	In this task, teacher values students' thoughts and encourages them to express their opinions about the plot, characters, illustrations and morality of books. As it is focused on meaning, the answer's accuracy is not the preference in terms of success.
5. Is completion a priority?	Students are given limitless time to complete the task and are encouraged to do it. In addition, all questions are in order and students have to answer each one to see the next question.

6. Does the task relate to real world activities?	This task could quite easily occur in the real world. It is quite conceivably that they might, on some future occasion, be engaged in discussing questions about books they have just read. Generally, people share thoughts and opinions about books orally or through social media and websites.
7. Is the task in line with these CLT principles? - Communication. - Task. - Meaningfulness.	- **Communication principle:** the task involves real communication. Teacher reads aloud a book and asks some creative comprehension questions in order to elicit students' answers. Learners listen to the audio meanwhile they are reading. After that, they answer the questions sharing their thoughts, points of view, reflections and opinions about the book they have just read. - **Task principle:** it is an activity in which language is used for carrying out a meaningful task. As I have demonstrated previously, there is an outcome, success is judged in terms of it and task completion is a priority. - **Meaningfulness principle:** learners use their own language to express their opinions and thoughts so that the language used in this task is meaningful for them.

TBL and CLT questions	Analysis of TBL and CLT tasks [*adapted from Willis & Willis (2007) and Brown (2001)*]
	'Bookmarks'
1. To what extent does the task engage learners' interest?	'Bookmarks' is probably the least engaging task for learners because developing reading skills through a writing task is unusual and strange for them. Nevertheless, the task seeks to secure engagement from all learners by transforming an intensive reading task into a creative self-reflection of their own reading skills.

	Although the teacher provides them some sentence starters, students will be able to express their thoughts and points of view about the book they have just read using their reading skills.
2. Is there a primary focus on meaning?	The success of the task is judged on whether learners communicate successfully expressing their thoughts about a book using their reading skills such as *visualizing, comparing and contrasting or predicting*. At some stages during the task, teacher will focus on language: the sentence starters of each bookmark and the following feedback once students have written it. However, the purpose of the teacher is to help learners to shape and clarify what they want to say. Through 'bookmarks', teacher does not attempt to control learner language, it is only a vehicle for communication.
3. Is there an outcome?	The purpose of the use of 'bookmarks' is precisely this: to provide a teaching material in which readers can demonstrate the development of their reading skills.
4. Is success judged in terms of outcome?	In this task, teacher values students' thoughts and encourages them to express their points of view about the books. As it is focused on meaning, the accuracy of the answers is not the preference in terms of success.
5. Is completion a priority?	Students are given limitless time to complete the task and are encouraged to do it. Furthermore, all students take a 'bookmark' together with the book so that it would be an incentive to complete the task.
6. Does the task relate to real world activities?	This task could quite easily occur in the real world. When students read a book, they usually predict what is going to happen in the next page, analyse vocabulary, visualise characters and actions, compare plots between two or more books… In this case, it is only writing these thoughts on a post-it.
7. Is the task in line with these CLT principles? - Communication.	- **Communication principle:** the task involves real communication. Learners share their thoughts, opinions and developed reading skills using a creative material.

	- **Task principle:** it is an activity in which language is used for carrying out a meaningful task. As I have
- Task.	demonstrated previously, there is an outcome, success is judged in terms of it and task completion is a
- Meaningfulness.	priority.
	- **Meaningfulness principle:** learners use their own language to accomplish a communicative purpose: to
	demonstrate the teacher the achievement and developing of some reading skills along this project.

TBL and CLT questions	**Analysis of TBL and CLT tasks** [*adapted from Willis & Willis (2007) and Brown (2001)*]
	'Instagram post'
1. To what extent does the task engage learners' interest?	The topic is probably intrinsically engaging for most of learners because it is adapted to their age and interests. In the 21st century, our immediate context is Internet and social media. 'Instagram post' is a traditional book review but using a current social network called 'Instagram'. Apart from their familiarity with the context, this task allows them to share their opinions and thoughts about books with their classmates through the 'Instagram wall'. They will be able to show liking of other posts and write comments suggesting improvements or other points of view about the same book.
2. Is there a primary focus on meaning?	First, the success of the task is judged on whether learners communicate successfully expressing their opinions and thoughts about the book they have just read. Through the 'Instagram post' task, the teacher does not attempt to control learner language. Focus on form only appears in 'structuring or editing activities' in order to help learners to shape and clarify what they want to write about.

3. Is there an outcome?	The purpose of the use of the 'Instagram post' task is precisely this: to provide a physical space in which readers can share opinions and thoughts about books. At the end of the project, the 'Instagram post' will be full of posts and comments which will reflect the amount of reading habit.
4. Is success judged in terms of outcome?	In this task, teacher values students' thoughts and encourages them to express their opinions about the plot, characters, illustrations and morality of books. As it is focused on meaning, the answer's accuracy is not the preference in terms of success.
5. Is completion a priority?	Students are given limitless time to complete the task and are encouraged to do it. In addition, all posts will be stuck on the wall so that it is like a motivational incentive to complete the task.
6. Does the task relate to real world activities?	This activity could quite easily occur in the real world. There are lots of forums, websites and social networks in which readers share book's reviews, opinions, points of view and recommendations.
7. Is the task in line with these CLT principles? **- Communication.** **- Task.** **- Meaningfulness.**	- **Communication principle:** the task involves real communication. Students express opinions and construct arguments to support those opinions. They agree and disagree with their classmates' reviews; explain, elaborate, and organise their arguments again; and relate all of these with their reading experiences. - **Task principle:** it is an activity in which language is used for carrying out a meaningful task. As I have demonstrated previously, there is an outcome, success is judged in terms of it and task completion is a priority. - **Meaningfulness principle:** learners use their own language to express their opinions and thoughts so that the language used in this activity is meaningful for them. Also, this type of discourse (recommending a book) is very common in everyday life.

Appendix 2c. 'QR codes reading aloud' and creative comprehension questions analysis.

Self-assessment questions	Analysis of 'QR codes reading aloud' and creative comprehension questions analysis [*adapted from Nuttall (1996) and Ellis & Brewster (2014)*]										
		'The Fantastic Flying Books of Mr. Morris Lessmore'	*'The day the crayons quit'*	*'The snail and the whale'*	*'The gruffalo'*	*'After the fall'*	*'The Troll'*	*'Tyrannosaurus drip'*	*'How to catch a star'*	*'We're all wonders'*	*'Room on the Broom'*
QR codes reading aloud	**1. Pronunciation and stress.** Does the teacher have problems with vowels or consonants pronunciation or word stress?	The teacher's pronunciation is accurate throughout the storytelling. I use the correct phonemes; I do not show problems articulating English vowel and consonant sounds. I can only appreciate the lack of accuracy in the pronunciation of the sound /b/ and /w/ in 'climbing' and 'swam'. I correctly places the stress on words; I also signals prominence appropriately and rightly stresses tonic syllables in accordance with the context.									
	2. Rhythm. Does the teacher read too slowly or too quickly? Does he/she pause in the right places?	The storyteller's rate of speech is appropriate, neither too fast nor too slow. In addition, the use of background music may improve this reading feature. I pause where appropriate to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations. For example, before turning the page, a snap of fingers announce a little pause between every two pages. Furthermore, in all Julia Donaldson's books (5 out of									

	10), written as poetic prose, the rhythm is conditioned by the use of verses and rhymes.
3. Intonation. Does the teacher vary his/her intonation where appropriate? Does he/she use the appropriate intonation for questions, statements, lists, and so on?	I use appropriate intonation patterns in accordance to the semantic and pragmatic properties of speech. I highlight the use of appropriate intonation for exclamations in *'Tyrannosaurus drip' (i.e. Up with rivers!)* and *'Room on the broom' (i.e. Down! That's my witch!)*. Also, the intonation for questions as in *'The Troll' (i.e. Who is trip trapping over my bridge?)*. Finally, I emphasise the intonation for lists such as in 'The day the crayons quit' *(i.e. fire engines, apples, strawberries and everything else that is red).*
4. Variation. Does the teacher vary the pace and the volume of his/her voice where appropriate?	I vary the pace, tone and volume of my voice. For instance, in *'The fantastic flying books of Mr. Morris Lessmore'*, I whisper to build up suspense or in 'How to catch a star', I introduce an element of surprise by raising my voice. In addition, I disguise my voice to signal where different characters are speaking and to help to convey meaning. It is the case of the use of different voices for duckbill dinosaurs (high-pitched) and tyrannosaurus (deep) in *'Tyrannosaurus drip'*. Moreover, the deep voice of the troll in *'The Troll'* and the scared voice of a gruffalo in *'The gruffalo'*. Also, the use of the voice to express character's feelings such as in *'After the fall'* when the egg is feeling brave. *'We're all wonders'* is a clear example of expressing feelings and emotions through the voice. Nevertheless, I think that in *'The day the crayons quit'*, when yellow and

		orange are talking, the discussion should sound angry. *'The snail and the whale'* and *'The gruffalo'* books require the use of more characters' voices. Finally, the use of sound effects that imitate the sound of snoring or the wind in *'The fantastic flying books of Mr. Morris Lessmore'* keep students' attention throughout all storytelling.
Creative comprehension questions	5. Do the questions require children to be creative participants in the construction of meaning? Are the learners encouraged to express their own ideas and to associate it with the story?	These creative comprehension questions (Appendix 3A) require learners to be active in the construction of meaning because the answers are not always in the text. For instance, *'do you recommend him to climb that wall? Why?'* is a question of *'After the fall'* book. It is impossible to answer this question by skimming or scanning the text. Readers have to be creative in order to elaborate the answer. Meanwhile, students are encouraged to express their opinions, thoughts, points of view and relate them to the story (i.e. *'People can change the way they see'. Do you agree? Why?).*
	6. **Type of questions.** Are the questions varied in type? Does the teacher promote a great range of reading skills?	Questions can be classified according to their grammatical form: yes/no, alternative and wh-questions. The majority of questions in this proposal are wh-questions such as *'what do you notice about the title?'* or *'how can this be a problem?'*. In addition, all of them are open-ended questions in which students can give any response that they consider suitable. Examples of these questions are: *'If your life were a book, what would your favourite page be?'* or *'do you really think that pink is a girls' colour? Why?'.*

It is also possible to classify questions according to the skills they require from the reader (Nuttall, 1996).

- **Questions of literal comprehension:** *'why didn't he see a star anywhere?'; 'what are the big differences between Tyrannosaurus and duckbill dinosaur?'.*

- **Questions involving reorganization or reinterpretation:** *'why do you think he says "I don't look like other kids"? How can this be a problem?'; 'is everyone really afraid of the mouse? Would you be afraid of him? Why?'.*

- **Questions of inference and prediction:** *'what do you think this story is about?'; 'what do you notice about the cover?'; 'what is going to happen?'; 'is she going to drop any other objects?'; 'where do you think the humpback whale is going to take the snail? How does the snail feel after the whale's invitation?'.*

- **Questions of evaluation:** *'do you think that the animals acted well? Why?'; 'do you think that the mouse acted well? Why?'; 'this book teaches us that the stongest person or animal does not always win. Do you agree? Why?'*

- **Questions of personal response:** *'how would you catch a star?'; 'do you recommend him to climb that wall? Why?'; 'I'm a wonder because...'; 'would you travel around the world with the whale? Why?'; 'think and*

	write three more things that you can colour using the red crayon'; 'if you were the troll, what would you do in this terrible situation?'. **- Questions concerned with how writers say what they mean (analysing vocabulary):** *'what is the meaning of "seagull"? What is next to the boy? Try to guess it'; 'what is the meaning of "blast off"? Look at the picture. What are the main character and Daisy doing?'.*
7. Are there several questions on every part of the story?	Yes. Also, I tried to balance the number of questions among before, while and after reading. In all books, I designed some questions introducing the topic, encouraging skimming, scanning, predicting and activating schemata. Meanwhile they are reading, there are some questions of inference and prediction that allow students to reinterpret all information and think what will happen next in the story. In the post-reading stage, there are abundant questions to involve readers actively and to relate the story to their own experience.
8. Are there enough questions that promote engaging and understanding?	
9. Do some questions try to make students aware of the strategies a reader needs?	First, in all books there is at least one question that tries to analyse vocabulary. For example, *'what is the meaning of "reeds" and "weeds"?. Look at the picture. What do duckbill dinosaurs eat?'* in '*Tyrannosaurus drip'*. In addition, there are some questions that encourage students to predict what they think will happen next in the story such as *'what will happen next?'* in '*The gruffalo'*.

10. Do the questions attempt to help students to understand?	Yes. Creative comprehension questions require the student either to reinterpret literal information or to obtain it from various parts of the story and put it together adding their own point of view (Nuttal, 1996). For instance, in '*The gruffalo'* book, teacher asks *'Is everyone afraid of the mouse? Would you be afraid of him? Why?'*. The first question aims to check students' understanding involving the reinterpretation of the actions along the story. The next question tries to relate the story to their own experience and thoughts.
11. Are the questions written in language that is challenging for them?	All questions were written using an authentic and natural language. I highlight the use of hypothetical situations (*would*) and future tenses (*will and be going to*).

Appendix 2d. 'Bookmarks' analysis.

	Analysis of 'Bookmarks' proposal *[Adapted from Brown (2001)]*	
	Yes/No	**Comments**
1. Does the task attempt to develop appropriate, efficient reading skills? **-** Identify the writer's purpose. - Skim the text for main ideas. - Scan the text for specific information. - Use semantic mapping or clustering. - Guess the meaning of a word, a grammatical relationship or a cultural reference. - Infer implied meaning. - Analyse vocabulary (word attack techniques). - Summarize the story.	**Yes** → → → → → → → →	This task encourages the development of reding skills and strategies such as: - Author's purpose. - Skimming. - Scanning. - Story elements and structure. - Using context clues. - Inference and making connections. - Analyse vocabulary. - Retelling and summarizing.
2. Does the task include both bottom-up and top-down techniques?	**Yes**	There are bookmarks that focus on decoding the written symbols such as 'using context clues' or 'analyse vocabulary' and bookmarks in which readers interact with the text providing their own interests and schematic knowledge.
3. Are the children encouraged to express their own ideas and to associate them with the story?	**Yes**	'Bookmarks' is an open-ended task. Students can write any answer that they consider suitable. For doing that, they are encouraged to share their opinions,

		thoughts, points of views and personal reinterpretations of the story. It can be seen clearly in 'visualizing', 'creativity' and 'character traits'.
4. Does the task foster intrinsic motivation?	**Yes**	Teacher tries to guide their development of reading skills through the use of sentence starters. They will be able to select the sentence starter that fits better to their answer. It is a way to sequence the instructional material in order to foster their intrinsic motivation towards this task.
5. Is there an assessable outcome?	**Yes**	First, students write on a post-it their answer so that there is a physical outcome. Also, all answers are revised by the teacher in order to improve their writing and reading skills. Finally, all post-its of all students are collected in a book so that learners will be able to self-assess their productions in comparison to their own outcomes and to the 'bookmarks' of the same type of their classmates.
6. Do the tasks allow the students to integrate other language skills?	**Yes**	The main objective of this task is developing their reading skill but it entails the use of writing. For instance, in 'compare and contrast' bookmark, while students are trying to find similar elements between two stories they also use adverbs or connectors of comparison.

Appendix 2e. 'Instagram post' analysis.

	Analysis of 'Instagram post' writing proposal *[Adapted from Hedge (1988) and Lafuente & Mur (2020)]*	
	Yes/No	**Comments**
1. **Relevance**. Is the task relevant to the learner's age and interests? Is it personalised?	**Yes**	This task is related to their age and interests because it includes a current social network called 'Instagram'. Sharing information in a digital or physical platform is an action of their immediate context.
2. **Context:** Is the writing task adequately contextualised? Does it have a clear communicative situation and audience? Does it have an authentic or realistic purpose?	**Yes**	At the beginning of the task, the director of *Instagram* announces students that she has created an Instagram account in order to share book reviews among people around the world. There is an authentic communicative purpose because students can help other people to select an appropriate book according to their interests. In this case, the audience is the rest of students and teachers in the school.
3. **Writing as a process:** Does the writing task include activities that promote the development of the skills necessary for creating a written text?	**Yes**	Children do not write the book review directly. First, they think what they are going to write about (generating activities). Then, they select and structure the best ideas or sentences (focusing and structuring activities). Last, they write a draft and revise and edit their final

		compositions counting on the help of classmates and the teacher.
4. **Presentation**: Has the teacher included a model and activities to teach the knowledge & skills necessary for the writing product?	**Yes**	Teacher uses *'Useful language to recommend a book'* cheat sheet and real *'Instagram posts'* in order to provide abundant models which include all knowledge and skills necessary for writing a book review.
5. **Pre-writing**: Has teacher planned *generating* and *focusing* activities to help students think about the content and context (purpose and audience) of what they have to write?.	**Yes**	This task includes eight different generating and focusing activities. First, students write five things that they like most about the book they have just read. Then, they add some ideas of their classmates and from 'Instagram posts'. Next, they classify all these ideas into eight different categories such as *characters, atmosphere or illustrations*. Last, they turn the words into sentence and select the most appropriate ones.
6. **Structure:** Has the teacher planned activities to teach the structure of the text and/or to help students structure their ideas adequately?	**Yes**	Students receive an 'Instagram post template' to structure their draft. It includes a recommendation sentence, three reasons why people should read the book and an engaging conclusion.
7. **Editing and evaluation:** Has the teacher designed any procedure to promote self or peer evaluation?	**Yes**	After they write their first draft, they will receive a peer-assessment checklist in order to evaluate the posts of their classmates. Then, they will also receive a self-assessment checklist that fosters the self-

		reflection of the strengths and weaknesses of the writing outcome.
8. **Responding to the students' writing:** Has the teacher developed explicit criteria for marking, a rubric and/or any specific marking code?	**Yes**	Teacher developed a specific marking code for 'Instagram posts' and a rubric for marking the final posts. Every student will receive feedback in terms of general understanding, specific components of writing (vocabulary, use of language, punctuation…) and effort and interest.

Appendix 2f. 'Super Reading Improvers' analysis.

	Analysis of 'Super Reading Improvers' reading motivation proposal *[Adapted from Kapp (2012)]*	
	Yes/No	**Comments**
1. **Game-based**. Is the proposal a system in which learners are engaged in an abstract challenge, defined by rules, interactivity and feedback? Does it result in a quantifiable outcome?	**Yes**	**-** First, learners are engaged in an abstract challenge: reaching the top of the motivational pyramid in order to get great rewards. - This game is defined by rules. As students read English books and complete the tasks, they will have the opportunity to get stars in their 'Super Reading Improvers' cards. Once they complete ten stars, they will go to the next level of the motivational pyramid. - Teacher is constantly providing feedback to the learners. When students receive 'stars' they are also receiving feedback of their 'Instagram post', 'bookmarks' and creative comprehension questions. The stars is a way to sum up all students' work instead of a grade or mark. - There are lots of quantifiable outcomes: the 'Instagram wall' full of book reviews, the 'readingmeter' which shows all books that they have read during the project, the motivational pyramid and their final reading improver's level.
2. **Goal.** Does the student know exactly what he/she needs to do?	**Yes**	Students know that if they read English books and complete the task, they will obtain stars. These stars are linked to the

		amount of reading effort and interest they have demonstrated. If they get 10 stars, they will jump to the next level so that they will have the opportunity to select a reward. The main goal is reaching the top of the motivational pyramid and becoming part of the reading hall of fame.
3. **Mechanics**. Do the mechanics of the gamification include levels, earning badges, point systems, scores or rewards?	**Yes**	- It includes levels of the motivational pyramid: from Rookie to Legend. - It includes point systems: in this case students have the 'Super Reading Improvers' cards in which they are constantly obtaining stars. - It includes six rewards in each of the motivational pyramid levels. When they reach each level, they can select one reward.
4. **Aesthetics.** Does the gamification include engaging graphics or a well-designed experience?	**Yes**	I designed engaging graphics and materials *(Appendix 3d, 3e, 3f)*: the motivational pyramid, the 'Super Reading Improvers' cards and rewards and the readingmeters.
5. **Engage.** Does the teacher try to gain students' attention and to involve them in the process he/she has created?	**Yes**	I tried to gain their attention and involve them in this motivational process by transforming the atmosphere and layout of the class. First, the motivational pyramid and the reading rewards are on the wall next to the English class door. Next, the readingmeters (one for each class) are stuck along the corridor so that every student in the school can observe them. Last, all books, 'bookmarks' and

		the 'Instagram wall' are at the back of the class. I created a reading atmosphere that could be engaging for them.
6. **Motivate action.** Does the gamification process energise and gives direction, purpose or meaning to behaviour and actions?	**Yes**	**-** Students will want to get rewards by reading all books and completing the majority of tasks. - Students will want to demonstrate to other classmates, teachers and parents their improved reading habit they have developed through 'readingmeters'.
7. **Promote learning.** Does the teacher promote learning while students are into the engaging game space?	**Yes**	Learners could think that they will get stars only if they read English books. It is not the case. Teacher values the amount of reading effort and interest and it entails the completion of reading task, the amount of reading skills developed, the writing quality of the 'Instagram post'…
8. **Solve problems.** Does the game attempt to help students to develop their reading habit?	**Yes**	The gamified proposal attempts to help students to develop their reading habit by demonstrating them that L2 reading could be an interesting and engaging leisure activity. They can share opinions and thoughts with their classmates, they can get rewards and have fun with them and they can show their understanding and developed reading skills to all school.
9. **Recognition.** Does the teacher recognise students' reading achievements along the game?	**Yes**	It is the challenge essence. All reading achievements will be recognised in terms of 'stars' and rewards. Apart from that, there is an intrinsic recognition: the teacher's feedback in each task

		completion pointing out their development and areas for improvement.
10. **Competition**. Does the game promote competitive attitudes?	**Yes/no**	Motivational pyramid could promote competitive attitudes but most of the rewards they get are beneficial for the whole group. Also, the achievements of one student do not affect the improvement of others.
11. **Self-efficacy**. Does the task seem achievable? Does it require a great deal of effort to accomplish?	**Yes**	The task is achievable because it only requires effort and interest. The way students get stars is personalised because teacher can distribute stars taking into consideration the initial level of each student. For example, if a learner is not a good reader at the beginning but he/she demonstrates lots of effort and interest, he/she will get the majority of stars. It is a completely personalised task.
12. **Feedback**. Do students receive immediate and continuous feedback?	**Yes**	The stars, motivational pyramind and readingmeters are the last step of teacher's feedback. Previously, students receive feedback on 'creative comprehension questions'; on 'bookmarks'; and on 'Instagram post'. Once all is revised and corrected, they will get stars and continue their readingmeter. 'Motivational pyramid' and readingmeters are a way to show their development of reading skills and habit.

Appendix 3. Extensive reading program materials and resources.

Appendix 3a. QR codes reading aloud and creative comprehension questions.

QR codes reading aloud		
Book	**Creative comprehension questions**	**QR Code and URL[1]**
'How to catch a star' by **Oliver Jeffers.**	(00:00) The title of this book is *How to catch a star.* What do you think this story is about? (00:41) Look at the group of words **"Hide-and-go-seek"** and try to guess its meaning. <u>Clue:</u> Look at the picture. The boy is hiding behind the tree. (1:19) Why didn't he see a star anywhere? <u>Clue</u>: Something related to **sunrise**... (2:17) **Note**: **"Way out of reach"**: he tried different solutions but it was impossible to grab it. (2:27) **Note**: What is **"lasso the star"?** You just have to look at the picture. What is the main character doing? (3:07) What is the meaning of "**seagull**"? Look at the picture. What is next to the boy? What type of animal is it? Try to guess it. (4:00) **Note**: **Shore**: section of land bordering water. (4:36) Try to imagine the answer to the next question: **How would you catch a star?** Think and write your solution.	URL: https://edpuzzle.com/media/5e67b2a572991f40be9fcef1

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[1] The reader should register himself/herself in the EdPuzzle application. The students will be guided in this digital process creating the account and searching the 'QR codes reading aloud' audios.

'After the fall' **by Dan Santat.**	(00:05) The title of this book is *"After the fall"*. What do you think this story is about? What do you notice about the cover? (1:03) Try to guess the meaning of "**bandages**". Humpty Dumpty has bandages on his face. (1:20) Choose your favourite **cornflakes**. Why did you choose it? (2:51) What is going to happen?. Imagine the possible **accident**. (3:15) Do you recommend him to climb that wall? Why? (4:10) Tell me a situation in which you **overcame a problem** (like Humpty Dumpty did).	URL: https://edpuzzle.com/media/5e69762feb59d940aaa92628
'We're all wonders' **by R.J. Palacio.**	(00:05) Looking at the picture, what do you think this story is about? (00:40) Why do you think he says *"I don't look like other kids"*? How can this be a problem? (1:33) Do you think that what these people do is right? Give me your **opinion** about this situation. (2:07) What is the meaning of **"blast off"**? Look at the picture. What are the main character and Daisy doing? Also, look at the text: "Up! Up! Up! Through the clouds." (3:25) **"People can change the way they see"**. Do you agree? Why? (3:33) I'm a wonder because... (4:08) Create the quote of the year. We're all wonders because...	URL: https://edpuzzle.com/media/5e6816ebd16cc240a96a5a13

'Room on the Broom' **by Julia Donaldson and Axel Scheffler**	(00:06) The title of this book is *"Room on the broom"*. What do you notice about the title? What do you think that could mean? (00:37) What is the meaning of "**broomstick**"? Look at the picture. What are they sitting on? (2:42) Is she going to drop any other objects? (4:21) What is going to happen? Imagine... (5:04) Think of possible **solutions** in order to escape from the dragon. (6:34) Do you think that the animals acted well? Why? (6:56) And what about you? You found a... (7:15) **Invent an English spell.** *For example: Flippity, flappety, fluppety, ACTION!*	URL: https://edpuzzle.com/media/5e6cf275d5d13940ba3b6987
'The gruffalo' **by Julia Donaldson and Axel Scheffer.**	(00:05) The title of this book is *"The Gruffalo"*. What do you think the story is about? Do you see a gruffalo on the cover? What else do you notice? (00:10) What is the meaning of *"take a stroll"*? (Look at the picture. What's the mouse doing?). **(1:03) Note: ROASTED**: cooked meat (in oven, for example). (1:22) The mouse is going to meet another animal, which one do you think it may be? (2:45) The mouse is going to meet another animal, which one do you think it may be? (4:16) What's happening? What will happen next? (5:37) **Note**: **HISS**: snake makes a hissing sound. (6:18) **Note**: **HOOT**: owl's cry. (7:26) Is everyone afraid of the mouse? Would you be afraid of him? Why? (7:56) Do you think that the mouse acted well? Why?	URL: https://edpuzzle.com/media/5e6bdb3f6334a640bd9f60da

***'The Snail and the Whale'* by Julia Donaldson and Axel Scheffler.**	(00:07) The title of this book is *"The Snail and the Whale"*. What do you think the story is about? Do you see a snail and a whale on the cover? What else can you see? (00:14) What is the meaning of "**humpback**"? Divide the word into two parts (Hump + back). Back is a part of the whale body. And hump is a type of back (camels also have got it). (1:52) Where do you think the humpback whale is going to take the snail? How does the snail feel after the whale's invitation? (3:14) What is your **favourite landscape**? (from all described in the book). Why? (4:09) What is your **solution** to the problem? Try to help the snail. (5:49) Look at the picture. Write **five** different objects, animals or things that you can see in the picture. (6:00) Would you travel around the world with the whale? Why?	URL: https://edpuzzle.com/media/5e6d1b501c577f40c1be6702
***'The day the crayons quit'* by Drew Daywalt & Oliver Jeffers.**	(00:06) The title of this book is *"The day the crayons quit"*. What do you think this story is about? Why do you think the crayons quit? (00:57) Think and write three more things that you can colour using the red crayon. (2:06) What is the meaning of "**wheat**". Look at the picture and try to guess it. (3:31) Why do you think white colour is not in the rainbow? (4:01) Think and write three more things that you can colour using the black crayon. (4:42) Think and write three more things that you can colour using the green crayon. (6:01) Try to help the crayons answering the next question: what is the **real colour of the sun**? Write your reasons. (7:17) Do you really think that **pink** is a girls' colour? Why? (7:54) Think and write your **solution** to this problem. Try to make all crayons happy. (8:17) What is your **favourite crayon**? Why?	URL: https://edpuzzle.com/media/5e6e1c8eb97aa0411cf636b1

'The Troll' by Julia Donaldson and David Roberts.	(00:05) The title of this book is *"The Troll"*. What do you think this story is about? Who do you think the main character is? (00:39) What is the meaning of *"goat"*? Is it a person, an animal or a thing? Try to guess it or search on Internet a photo of it. Do you know "The three Billy Goats Gruff"? Watch this video: https://www.youtube.com/watch?v=3QzT1sq6kCY (2:45) Do you like **fish pie**? Write an adjective that describes its taste. (4:22) If you were the pirates' chef, what would you cook? Why? (7:44) Is it a good trap? Why? (9:28) If you were the troll, what would you do in this terrible situation?	URL: https://edpuzzle.com/media/5e6e70607458fc40b8591ebc
'The fantastic flying books of Mr. Morris Lessmore' by W.E. Joyce.	(00:06) The title of this book is *"The fantastic flying books of Mr. Morris Lessmore"*. What do you think this story is about? Do you know that there's a short film based on this book? (00:57) What is the meaning of "**scattered**". Look at the picture and the words of his book. What do they have in common? (1:34) What is your **favourite** "flying" **book**? (3:59) **"Morris liked to share the books with others"**. Does he act well? Do you like to share books with others? Why? (5:58) Try to predict the **end** of the story. What will happen next? (7:15) If your life were a book, what would your **favourite page** be?	URL: https://edpuzzle.com/media/5e6f6e79e46f1741303c9a36

'*Tyrannosaurus drip*' **by Julia Donaldson and David Roberts**	(00:06) The title of this book is *"Tyrannosaurus drip"*. What do you think this story is about? Who do you think the main character is? (00:28) What is the meaning of "**reeds**" and "**weeds**"? Look at the picture. What do duckbill dinosaurs eat? (3:24) Why do Tyrannosauruses name him **"Tyrannosaurus drip"**? (3:57) What are the big **differences** between Tyrannosaurus and duckbill dinosaur? (6:01) Duckbill dinosaurs are in trouble. Think of a possible **solution** to this problem. (7:59) This book teaches us that the stongest person or animal does not always win. Do you **agree**? Why?	 URL: https://edpuzzle.com/media/5e6fbaa746298b3e93b014ca

**Appendix 3b. 'Bookmarks' reading skills task.**

Inference

Readers can "read between the lines" and make guesses based on their knowledge and the text evidence.

❖ *The evidence suggests...*

❖ *This information makes me think...*

❖ *Based on what the story tells and what I know, I think...*

❖ *Although the author doesn't say it I can figure out that... because...*

Write the answer on your sticky note and place it here!

EXAMPLE!

Look at this page of "We're all wonders". The author says the following sentence "I don't look like other kids". The text doesn't say what the differences between the children are. Try to guess the differences between the main character and the rest of children. For example, physical and personality traits.
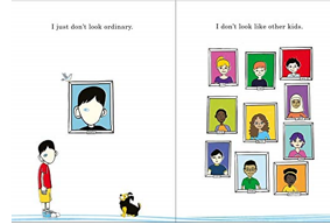
Making connections

Readers can make connections between books and their lives.

❖ *A connection between the book and my life is that...*

❖ *The book reminds me of (a situation of your life)...*

❖ *The story is like... because...*

❖ *I am like... because...*

Write the answer on your sticky note and place it here!

Visualizing

Readers can read words and create pictures in their minds.

Read a sentence of your book and try to illustrate your own mental image without looking at the real picture

Write the answer on your sticky note and place it here!

Problem and solution

Readers can read a story and identify the problem and solution.

- ❖ What's the problem in the story?...
- ❖ How is that problem in the story resolved?
- ❖ The problem is... The solution is...
- ❖ The problem in the story is...
- ❖ The problem is solved when/by......
- ❖ The main conflict is...
- ❖ The problem the characters face is...
- ❖ The solution to the problem is...

Write the answer on your sticky note and place it here!

Structure

Readers can determine the correct order of the steps and events that took place in the text.

- ❖ The parts of the story are...

BEGINNING

first; in the beginning; initially; to begin; to start...

MIDDLE

next; in the middle; after that; then; to continue...

END

last; at the end; to end; to conclude...

Write the answer on your sticky note and place it here!

BEGINNING

_____
_____

MIDDLE

_____
_____

END

_____
_____

Author's purpose

Readers can understand why the author wrote the book.

- ❖ This book was made to (persuade/inform entertain) me. I know that because...
- ❖ The author wants to teach me...
- ❖ The main message of the story is...
- ❖ The story taught me...
- ❖ The author wrote the story to teach me...
- ❖ From the story, the big message to take away is...
- ❖ The author wrote this book to...

Write the answer on your sticky note and place it here!

Character traits

Readers can get to know the different characters in the story.

❖ *The character I admire most is... because...*

❖ *... (name) felt ...(feeling) when...*

❖ *Traits to describe ...(character) are...*

> Write the answer on your sticky note and place it here!

Fact and opinion

Readers can distinguish between true, factual statements and thoughts and feelings about a person or event.

❖ *The facts stated are...*

❖ *I can observe that...*

❖ *It is true that...*

❖ *In my opinion...*

❖ *I believe...*

❖ *Some facts are...*

❖ *My opinion is...*

❖ *I think that...*

> Write the answer on your sticky note and place it here!

Compare and contrast

Readers can identify similarities and differences between characters, texts or events.

❖ *_____ (character/person) is similar to/ different than_____ (character/person) because...*

❖ *_____ (event) is similar to/different from _____ (event) because...*

❖ *_____ (book) is similar to/different from _____ (book) because...*

> Write the answer on your sticky note and place it here!
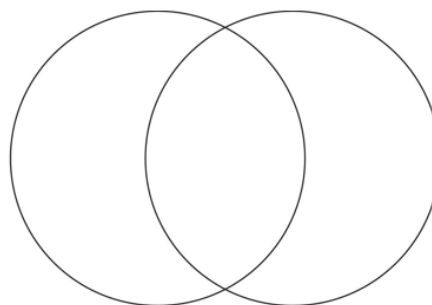
Summarizing

Readers can identify the most important ideas
and retell them in their own words.

- ❖ The story is about...
- ❖ My book is about...
- ❖ Some important ideas are...
- ❖ The key information is...
- ❖ The author's most important ideas were...
- ❖ The supporting details are...

Write the answer on your sticky note and place it here!

Creativity

Readers can create alternative stories using their creativity.

Try to invent an alternative ending to your book using your imagination and creativity

- ❖ In the end...
- ❖ What happened next was that...

Write the answer on your sticky note and place it here!

Using context clues

Readers can use their knowledge and text clues
to figure out the meaning of unknown words.

- ❖ The word... means_____ because...
- ❖ I think it means____because the text said...
- ❖ I think the word... means_____

Write the answer on your sticky note and place it here!

Look for the word parts in the unknown words (suffixes, prefixes, root words...)

Look for pictures that may help you solve the meaning

Look for the definition in the sentence or surroundings words

Look for a synonym/antonym

Look for an example that was given in the sentence

Story elements

Readers can recall the important pieces that make up a story.

- ❖ The characters in the story are...
- ❖ The story takes place in... The setting is...
- ❖ The conflict is...
- ❖ The solution is...
- ❖ The problem is solved when/by...
- ❖ The important parts of the story are...
- ❖ In the beginning/in the middle/at the end

Write the answer on your sticky note and place it here!

Asking questions

Readers can ask questions before, during and after reading.

- ❖ I would like to ask the author...

    - ❖ Who....? Who is/are...? Who did...?

    - ❖ What....? What is/are...? What did...?

    - ❖ Where....? Where is/are...? Where did...?

    - ❖ When....? When is/are...? When did...?

    - ❖ Why....? Why is/are...? Why did...?

    - ❖ How....? How is/are...? How did...?

Write the answer on your sticky note and place it here!

Analyze vocabulary

Readers can analyze words using context clues and word parts.

Look at two words of the book (if it has a prefix or suffix better) and try to guess its meaning

- ❖ Look at what can be guessed from the word itself.
    - ❖ Is it a noun, an adjective or a verb?
    - ❖ Can its form help?
    - ❖ What effect does the prefix/suffix have on the meaning of the word?
- ❖ Look at the context
    - ❖ Is the word repeated anywhere else?
    - ❖ Is there any similarity that can help you deduce the meaning of the word?

Write the answer on your sticky note and place it here!

Walking slowly inside he discovered the most mysterious and inviting room he had ever seen. It was filled with the fluttering of countless pages, and Morris thought he could hear the faint chatter of a thousand different stories, as if each book was whispering an invitation to adventure.

Countless ???
Count (contar) + less (sin)
Countless pages (sin contar páginas? ? ?)
Look at the picture!
Countless pages means "incontables páginas"

Skimming

Readers can go through the text quickly in order to get the main idea of it.

Before you read the text, go through the text quickly and try to find who the main character is and what the story is going to be about.

Write the answer on your sticky note and place it here!

Scanning

Readers can locate specific information.

Before you read the text, go through it and try to find five nouns, four adjectives, three adverbs, two verbs and try to form one imaginary sentence with all of them

Write the answer on your sticky note and place it here!

Agree and disagree

Readers can give their opinion about a book.

❖ *I agree with the writer 100 % that...*
❖ *I agree with the main character but...*
❖ *The writer is absolutely right because...*
❖ *I couldn't agree with the writer more when*
❖ *I totally disagree with the author because...*
❖ *This part of the story is not always true...*
❖ *My opinion is...*
❖ *I don't think that...*

Write the answer on your sticky note and place it here!

Predicting

Readers can use what they know and have read
to think about what is going to happen next.

*Look at the title and cover
and try to think about what is
going to happen in the story*

❖ *Based on the title and cover, I think...*

❖ *I think the story will be about...*

❖ *I think the character will... because...*

❖ *My prediction is that...*

❖ *Probably, the story is about...*

Write the answer on your sticky note and place it here!

Retelling

Readers can retell the important parts of a story

❖ *At the beginning of the story...*

❖ *The characters of the story are...*

❖ *The setting of the story is...*

❖ *The events that happened are...*

❖ *The turning point was when...*

❖ *The problem in the story was...*

❖ *The problem was solved when...*

❖ *The character was feeling... because...*

❖ *At the end of the story...*

Write the answer on your sticky note and place it here!

Appendix 3c. 'Instagram post' writing task.

Introduction

"Instagram post" is a writing activity in which 58 students of 5th grade are going to write an Instagram post with the purpose of sharing with their classmates their opinion and thoughts about the book they have just read. It includes a picture and a text of 40-60 words. In addition, after writing the draft they will have self, peer and teacher assessment. Once it is correct, students will post their final composition and every classmate can give likes and write a comment. It is a relevant activity to the learner's age and interest because it is related to social networks and their current social context. Furthermore, it has an authentic and communicative purpose: students want to recommend or not a book that they have read to all their classmates. Teacher is going to provide them ideas and a clearly defined structure in order to write an appropriate review using the vocabulary and specific language of this type of text.

Learning outcomes

At the end of the lesson, students will be able to:

- ✓ Use vocabulary related to books (character, plot, atmosphere, illustration…) in a book review.
- ✓ Express recommendation using sentences such as "I would recommend this book…" or "You should read this book…".
- ✓ Express opinion about a book that they have read using adjectives (i.e. easy-to-read, exciting, enjoyable…) and grammar structures (i.e. I think, I believe, in my opinion…).
- ✓ Write a comprehensible book review following a defined structure: a recommendation sentence, reasons of reading this book and an engaging conclusion.

Activities

Instagram company: 'Hello children! I'm Elizabeth Smith, the director of Instagram and I know that you read lots of books every year. We have created an Instagram account for you and I want each of you to write a review about every book that you will read during the year. You can post them!. I hope you will do it well! **VOKI**: http://tinyurl.com/ucp6apa

Generating activities

<div style="border:1px solid black; padding:4px;">

Objective: To generate ideas and help learners find out what they want to write about.

</div>

Step 1: Close your eyes and think about the last book that you have read. Write five things that you like most about that book.

<div style="border:1px solid black; padding:4px;">

Objective: To identify the main ideas of a classmate presentation in order to add them to their initial list of ideas.

</div>

Step 2 (Class share): Share your ideas with the rest of the class and listen to your classmates' ideas too. Try to add to your list some good ideas to include in your Instagram post. Indeed, you can add other books and opinions.

<div style="border:1px solid black; padding:4px;">

Objective: To classify all collected ideas into four categories (characters, plot, atmosphere and illustrations).

</div>

Step 3: Fill in this table with words and ideas in *steps 1 and 2*.

Characters	Story/plot	Atmosphere	Illustrations

<div style="border:1px solid black; padding:4px;">

Objective: To practice with grammar and sentence patterns (from word level to sentence level). Also teacher shows features of the text on a chart.

</div>

Step 4: Turn the words and ideas into sentences that show your book recommendation. To do that you might use 'Useful language to recommend a book' (*See Materials and resources*). Share your sentences with the class/with your group.

<div style="border:1px solid black; padding:4px;">

Objective: To present a model (WAGOLL) in order to draw attention to structure and think about the content and context (purpose and audience) of what they have to write (sense of direction). Also, they will be able to classify the content of texts into eight categories related to books.

</div>

Step 5: Read the Instagram posts *(see Materials and resources)* and fill the table writing their ideas:

Characters	Story/plot	Atmosphere	Illustrations
Language	**The end**	**The best part**	**Other related books**

Objective: To generate ideas and help learners find out what they want to write about.

Step 6: Write one more idea in the *'Language, the end, the best part and other related books'* boxes. It must be related to your book choice.

Objective: To practice with grammar and sentence patterns (from word level to sentence level). Also teacher shows features of the text on a chart.

Step 7: Turn the words and ideas into sentences including the new topics. To do that you might use 'Useful language to recommend a book'. Share your sentences with the class/with your group.

Focusing activities

Objective: To identify priorities in what they have to write.

Step 8: Circle or highlight the aspects you want to write about (characters, plot, illustrations, the best part…) and choose the sentence that is fit for your book.

Structuring activities

Objective: To organize ideas in order to produce a formal piece of writing.

Step 9: Look at this Instagram post template (*see Materials and resources*). The first thing that you have to do is to write your imaginary Instagram account. Then, try to

choose an appropriate sentence to recommend or not your book. After that, look at the aspects that you have selected before and try to fit them into the correct box (reason 1, 2 or 3). You should connect the sentences using linkers such as: *also, in addition* (to add information) or *however, on the other hand* (to show contrast). Finally, try to think of an engaging conclusion such as "please, read it!"; "I love it!" or "I hope you will read it!".

Composing and writing activities

Objective: To translate ideas to a provisional text.

Step 10: Look at this Instagram post (*see Materials and resources*). You have to write an Instagram post draft including the structure that we have seen in the previous activity. Take into account the punctuation and spelling because one of your classmates is going to assess you in the next activity.

Revising and editing activities

Objective: To evaluate peer's draft taking into consideration the structure to follow and the reader's perspective.

Step 11: Give your draft to the partner sitting next to you. Each of you must evaluate the draft of your partner. Next to the draft you can find a peer-assessment criteria (checklist) with some items. First, read the item. For instance, "include a recommendation sentence". Then you have to search on the draft if he/she has included a recommendation sentence in his/her draft. If it is true you have to tick the box. If it is not included just go to the next item. After that, think of a suitable Instagram comment in order to make your peer's draft improve. You should follow the following questions: "Can you understand the text?"; "What do you like?"; "What would you change?". Finally, you have to speak with your partner telling him/her your assessment and your Instagram comment with some improvements.

Step 12: Depending on the success of peer-assessment, teacher can give the opportunity to edit the draft before handing in to the teacher. In this moment, peer-assessment checklist can also be useful for self-assessment because it is an appropriate way to be sure that you achieve all writing objectives.

Responding to writing

Teacher will give feedback to his/her students using two different assessment techniques. First, using indirect correction (**marking code**) in order to promote awareness of the learning process. Each code will provide students a clue about what they have to change in order to improve their writing. But the codes will never show the correct answer because as teachers we want that they realise the mistake and they will be able to change by themselves the word or the order of a sentence. After that, teacher should use a **marking rubric**. The rubric focuses on the ability to create meaning (60% of the final grade is compressibility and developing the ideas) and on the process (10% is effort and interest during the process). It is truth that 30% of the final grade is focused on form but with emphasis on the use of vocabulary seen during the lesson and the use of language (expressions of recommendation and linkers). Finally, there is a chart for feedback which is easy to understand for children and it can be useful for them for coming book reviews.

Follow-up activities and integration of skills

This lesson plan allows teachers to generate lots of follow-up activities. My proposal is, with the final compositions of all students, create an imaginary Instagram account. Teacher is going to create an Instagram wall at the back of the class. In this wall students are going to glue their Book reviews and their classmates can write an 'Instagram comment' on a post-it about each post and stick it to the wall. In all cases, the final result is an Instagram account which shows the collection of all book reviews. It allows them to see other writing compositions and interact with their classmates through writing skill.

Resources and materials

1. 'Useful language to recommend a book'

Useful language to recommend a book				
Express opinion	**List ideas**	**Add more opinions**	**Contrasting viewpoints**	**Examples**
I believe… *I think…* *In my opinion…*	*First of all…* *First…* *Second…*	*Also…*	*On the other hand…*	*For example…* *For instance…*
Descriptions		**Recommendations**		
Action-packed *Adventurous* *Amazing* *Surprising* *Breath-taking*	*Confusing* *Easy-to-read* *Enjoyable* *Exciting* *Fascinating*	*I (would) recommend this book because…* *My advice is that…* *You should read this book…* *Don't miss the opportunity to read this book…*		

Brilliant	Mysterious	
Boring	Scary	
Charming	Spectacular	

2. 'Instagram posts'.

@**Sergio11**: I would recommend this book because its character is a monster and it's easy-to-read. The ilustrations are brilliant and the author has two more books about dragons and aliens.

@**Paula88**: Everyone should read this book because of the magical atmosphere and the exciting plot. The best part is when Harry is fighting against Voldemort. I love it!

@**Juanzgz**: Don't miss the opportunity to read this book because the main character is a enjoyable mouse and it has a lot of books. If you don't like one you have hundreds of different and fascinating stories.

@**Celia07**: My favourite book is this. It's an adventurous book for children and the best part is the breath-taking end. It's easy-to-read and the story is really interesting. Please read it!

3. How to structure an Instagram post?

Instagram account	
Recommendation (see "Useful language to recommend a book")	
Reason 1 (character, plot, atmosphere, illustrations)	BECAUSE
Reason 2 (character, plot, atmosphere, illustrations)	
Reason 3 (language, the end, the best part and other books)	
Engaging conclusion (see WAGOLL: I. posts)	

Instagram account	@victorruber98
Recommendation (see "Useful language to recommend a book")	Everyone should read this book
Reason 1 (character, plot, atmosphere, illustrations)	BECAUSE The main character is an enjoyable mouse.
Reason 2 (character, plot, atmosphere, illustrations)	Also it has a magical atmosphere and exciting plot.
Reason 3 (language, the end, the best part and other books)	It's easy-to-read and the best part is when Geronimo fights against the dragon.
Engaging conclusion	Please read it!

4. Instagram marking code.

Instagram marking code

What do you mean?	Wrong punctuation	Spelling mistake	Use connectors	Great idea!
?	.	OOPS!	+	☺
Change the word	Look at this word!	Wrong order	Needs to be reworded	+1 like: I love all paragraph!
↻	◉◉	↔	⊘	♥

5. My first draft with peer-assessment.

Instagram

_____
_____
_____
_____
_____
_____

My Instagram post criteria

⭐	⭐⭐	⭐⭐⭐
❑ Include the Instagram account.	❑ Include the Instagram account.	❑ Include the Instagram account.
❑ Include a 'recommendation' sentence.	❑ Include a 'recommendation' sentence.	❑ Include a 'recommendation' sentence.
❑ Include **one** reason why children should/should not read this book.	❑ Include **two/three** reasons why children should/should not read this book.	❑ Include **two/three** reasons why children should/should not read this book.
	❑ Include an engaging conclusion (i.e. Please, read it!).	❑ Justify the reason he/she chose giving examples of the book.
		❑ Include an engaging conclusion (i.e. Please, read it!).

Instagram comment   👥1 ❤1

Can you understand the text?

What do you like? What would you change?

6. 'Instagram post' rubric for teachers.

Rubric for teachers	Excellent	Good	Adequate	Weak
General development (understanding) **1. Comprehensibility and a sense of audience and style.** **2. Developing the ideas.**	1. Everybody will be able to understand his/her post.	1. Everybody will be able to understand his/her post but some of his/her reasons are not clear.	1. Everybody will be able to understand his/her post with little difficulties.	1. Everybody will not be able to understand his/her post. The ideas are confusing and with no relation between each other.
	2. The Instagram post includes a recommendation sentence, at least two reasons of reading this book and an engaging conclusion.	2. The Instagram post includes a recommendation sentence, one/two reasons of reading this book and an engaging conclusion.	2. The Instagram post includes a recommendation sentence and one reason of reading this book.	2. The Instagram post does not include recommendations and reasons for reading the book.
Specific components in writing **3. Use of vocabulary.** **4. Use of language.** **5. Spelling.** **6. Punctuation.**	3. Student uses a wide range of vocabulary related to books.	3. Student uses an adequate range of vocabulary related to books.	3. Student uses a poor range of vocabulary related to books.	3. Student doesn't use vocabulary related to books.
	4. Student expresses recommendation using sentences such as "I would recommend this book…". Also, student uses a wide range of linkers.	4. Student expresses recommendation and uses an adequate range of linkers.	4. Student expresses recommendation but he/she does not use linkers.	4. Student does not express recommendation and he/she does not use linkers.
	5. There are no spelling errors.	5. There are 1-2 spelling errors.	5. There are 3-4 spelling errors.	5. There are 4 or more spelling errors.
	6. Punctuation marks are used correctly in all text.	6. Punctuation marks are used correctly in most of the text.	6. Punctuation marks are used correctly in some sentences.	6. Punctuation marks are not used correctly in the text.
7. Effort and interest.	7. Student devotes a lot of time and effort to the writing process	7. Student devotes sufficient time and effort to the writing process.	7. Student devotes some time and effort to the writing process but not very thorough.	7. Student devotes little time and effort to the writing process.

7. 'Instagram post' feedback.

Category	Mark	Comments
1. <u>Understanding:</u> Can everyone understand your text? (30 marks)		
2. <u>Ideas:</u> Have you included a recommendation sentence, reasons and an engaging conclusion? (30 marks)		
3. <u>Vocabulary:</u> Have you used vocabulary about books? (10 marks)		
4. <u>Language:</u> Have you used linkers and expressions of recommendation and opinion? (10 marks)		
5. <u>Spelling:</u> Have you written the words correctly? (5 marks)		
6. <u>Punctuation:</u> Have you used the punctuation marks correctly? (5 marks)		
7. <u>Effort and interest:</u> Have you made much effort in your writing? (10 marks)		
Comments:		
The final score		

8. 'Instagram wall account'.
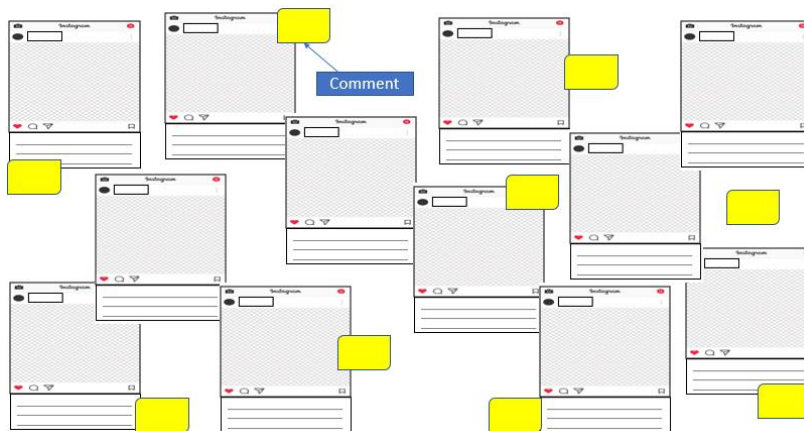
Appendix 3d. 'Super Reading Improvers' motivational pyramid.

LEGEND
EXPERT
SUPER STAR
V.I.P.
PRO
MASTER
RISING STAR
LEADER
LEARNER
ROOKIE

Appendix 3e. 'Super Reading Improvers' cards.

Super reading improvers

NAME:

☆ ☆ ☆ ☆ ☆

☆ ☆ ☆ ☆ ☆

Appendix 3f. 'Super Reading Improvers' stars reward system.

Super Reading Improvers' stars reward system.				
'QR reading aloud' and creative comprehension questions (EdPuzzle)	⭐	**Task completion**	□ The student has successfully answered all creative comprehension questions related to the chosen book through EdPuzzle digital platform.	
	⭐	**Effort and interest**	□ The learner devotes a lot of time and effort to the reading and writing process… ✓ …elaborating completed and meaningful answers. ✓ …expressing their opinions and thoughts. ✓ …demonstrating a creative construction of meaning.	
	⭐	**Learning progress**	□ The teacher can observe and notice the student's improvement on this task and on the learner's reading skills.	
'Bookmarks' task.	⭐	**Task completion**	□ The student has successfully completed the task following the bookmark's instructions.	
	⭐	**Effort and interest**	□ The learner devotes a lot of time and effort to the reading and writing process… ✓ …elaborating completed and meaningful answers. ✓ …expressing their opinions and thoughts. ✓ …demonstrating an effective development of his/her reading skills.	

	⭐ **Learning progress**	☐ The teacher can observe and notice the student's improvement on this task and on the learner's reading skills.
'Instagram post' task.	⭐ **Task completion**	☐ The student has successfully written an 'Instagram post' following the instructions and sharing his/her opinions and thoughts about the book he/she has read.
	⭐ **Effort and interest**	☐ The learner devotes a lot of time and effort to the writing process… ✓ …writing an understandable and meaningful post. ✓ …including a recommendation sentence, one/two reasons of reading the book and an engaging conclusion. ✓ …using and adequate range of vocabulary related to books and linkers.
	⭐ **Learning progress**	☐ The teacher can observe and notice the student's improvement on this task and on the learner's writing skills.
Demonstration of the reading habit.	⭐ **Reading habit**	☐ The student is developing a potential reading habit because… ✓ …he/she is showing interest in taking books from the class library. ✓ …he/she is motivated to complete all tasks. ✓ …he/she is engaged in completing his/her 'readingmeter'.

⭐ **Extra stars (3 max. per book)** ⭐

Instagram comment, 'Bookmarks' comment, 'Instagram post' presentation, interaction with others…

Appendix 3g. 'Super Reading Improvers' motivational rewards.

ROOKIE

"Today a reader, tomorrow a leader"
Margaret Fuller

LEADER

Sit with a friend for a day	Select a fun class activity from a list of choices	Help in the library
Be the line leader or pick your spot in line	Choose your group role	Tell us about your family, hobbies, holidays…

LEARNER

Choose any class role for the week	Complete an assignment with a partner	Read to the class
Permission to go to the toilet	Teacher's help for a day	Get a stamp on your notebook

RISING STAR

Take a homework pass for a day	Select friends to sit with to complete a cooperative group	Use your favourite pen for a week
Play a board game against the teacher	Teacher plays with you for a break	Have a hat's party

MASTER

Be the teacher's helper for a day	Expert time: teach the class about your passion	Read a book of your choice
Pick music to listen to during class	Extra five minutes in reading exam time	Three extra stars

U.I.P.

Teach the class a favourite game and play with them	Play your favourite English video in class	Teacher plays with you for a break
Five extra minutes break time	Sit on a 'V.I.P.' chair	Read a book to the rest of the class

PRO

Sit with a friend for one week	The teacher writes a positive note to your parents	Play a board game with a friend
5 minutes extra reading time for a day	Select your favourite book	Your name on the blackboard for a week

SUPER STAR

| Sit with a friend for a month	5 minutes chat break for the class	One extra point in the following reading exam
Take a homework pass for a week	You are the reader of the month	You can take two books at the same time

EXPERT

Use the teacher's chair for a day	Change seats of everybody!	Organise an English party
Take a photo with the teacher	Be the teacher for a day	Receive an English reading certificate

LEGEND

You will be part of the reading hall of fame of this school!

Hall of FAME

Appendix 3h. 'Super Reading Improvers' readingmeters.
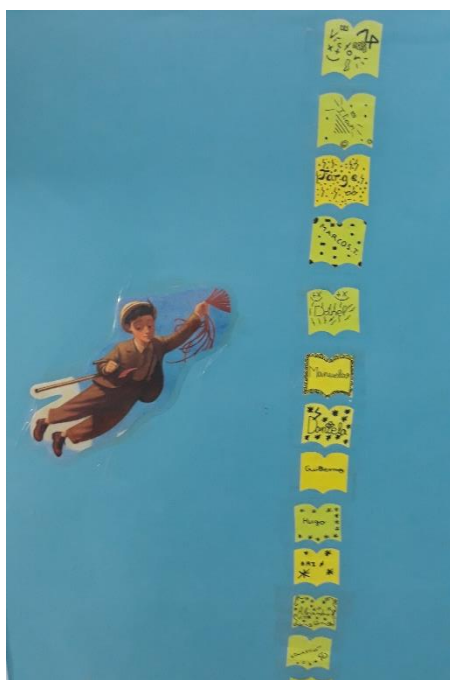
Appendix 4. Tools for evaluating the implementation's effectiveness.

Appendix 4a. Post reading motivation questionnaire (students' version).

Age: _____   **Student number:** _____

Gender: _____

We are interested in your reading after the project. Read each sentence and decide if it talks about a person who is like you or different from you. There are no right or wrong answers.

Here are some ones to try before we start with the ones about reading:

I like ice cream.   1 2 3 4

If the statement is **very different from you**, circle number 1.

If the statement is **a little different from you**, circle number 2.

If the statement is **a little like you,** circle number 3.

If the statement is **a lot like you**, circle number 4.

1. Now I am a better reader. 1 2 3 4
2. During the project, I talked frequently to my friends about what I read. 1 2 3 4
3. During the project, I visited the library with my family more often. 1 2 3 4
4. After reading lots of picture books, I am now ready to read any type of book. 1 2 3 4
5. During this project, I appreciated how important it is to be a good reader. 1 2 3 4
6. During this project, my parents told me what a good job I was doing in reading more often. 1 2 3 4
7. Along this project, I realised that the most important activity in English is reading. 1 2 3 4
8. Now, I do not read English books because I have to. I read books because I like it. 1 2 3 4
9. I have developed a potential reading habit (I want to read more every day). 1 2 3 4

Now we are ready to answer some questions about your reading changes after the project. Remember, when you give your answers you should think about the things you are doing at present. There are no right or wrong answers, we just are interested in YOUR ideas about the project. To give your answer, select ONE or MORE THAN ONE options for each question.

1 How many English books have you read every month during the project?

□ 0-1 books.
□ 1-2 books.
□ 2-4 books.
□ More than four books.

2 Do you read more often? Why? (during and after the project) (You can choose more than one option).

□ The new picture books were more interesting.
□ Someone helped me while I am reading.
□ I had some supporting materials (QR reading aloud, creative comprehension questions through EdPuzzle, bookmarks…).
□ There were rewards (the 'Super Reading Improvers' pyramid).
□ Others: _____

3 If your answer is 0 to 2, why don't you read English books more often?

□ I don't still understand them.
□ Vocabulary/grammar in English books is too difficult, and the supporting material did not help me.
□ I don't like the stories. I prefer other types of books.
□ The project is boring.
□ Others: _____

I liked this project because…	I didn't like this project because…
Possible changes for next projects.	

Appendix 4b. Direct observation tool for the monitoring of the proposal's implementation.

Direct observation tool for the monitoring of the proposal's implementation.				
1. The books selection.				
	Always	**Often**	**Sometimes**	**Never**
1.1. Students express that the selected books are engaging and interesting for them.				
1.2. Learners show interest in taking and reading the selected books.				
1.3. When students finish reading a book, they immediately want to read another one.				
2. QR codes reading aloud and creative comprehension questions.				
	Always	**Often**	**Sometimes**	**Never**
2.1. Students make a lot of effort and show interest in answering the creative comprehension questions through EdPuzzle (trying to write long and meaningful answers, reinterpreting the story and expressing their own opinions and thoughts).				
2.2. Learners show a deep understanding of the story.				
2.3. Students appreciate that the supporting materials are useful to get a general understanding of the story and to guess the meaning of words and sentences.				

3. Bookmarks task.				
	Always	**Often**	**Sometimes**	**Never**
3.1. Students try to elaborate long answers and select the appropriate sentence starters and linkers.				
3.2. Students show a great development in their reading skills such as predicting, inferring and summarizing.				
3.3. Learners say that the 'bookmarks' task helps them to practise and develop their reading skills.				
4. Instagram post task.				
	Always	**Often**	**Sometimes**	**Never**
4.1. Students write understandable Instagram posts expressing their opinions and thoughts about the book they have just read.				
4.2. Learners show a great development in their writing skills such as generating ideas, focusing and structuring.				
4.3. Students share their posts on the Instagram wall and interact with their classmates giving them 'likes' and comments about their work.				
4.4. Learners express that the 'Instagram post' task helps them to express their thoughts about books and to develop their writing skills.				

5. 'Super Reading Improvers' reading motivation proposal.				
	Always	**Often**	**Sometimes**	**Never**
5.1. Students understand and follow the rules respecting their classmates.				
5.2. Learners use the teacher's feedback and the reward system to improve their academic performance along the project.				
5.3. Students' reading motivation seems to increase because of the use of the motivational pyramid and the reward system.				
5.4. Learners express that the motivational pyramid and the rewards increase their desire to read and complete all project tasks.				
5.5. Students say that they like to share their reading habit with all the school staff (teachers, parents and students) through 'readingmeters'.				
5.6. Learners appreciate that this extensive reading proposal helps them to develop their reading habit (during and after the project they read more often).				
Five strengths of the 'Super Reading Improvers' project (after its implementation)				
1. 2. 3. 4. 5.				

Five weaknesses or areas of improvement of the 'Super Reading Improvers' project (after its implementation)
1.
2.
3.
4.
5.
Possible changes in the 'Super Reading Improvers' project (after its implementation)
The books selection.
QR codes reading aloud and creative comprehension questions.
Bookmarks task.
Instagram post task.
'Super Reading Improvers' reading motivation proposal.