

# Transcript: Meaningful practice II—*Using, adapting (and creating) literary and other challenging texts*

Length of Talk: 55 minutes

Presenter: Suzanne Graham

## **Slide 1 (0.21):**

Hello, I'm Suzanne Graham and I'm going to talk about using, adapting (and creating) literary and other challenging texts. I'm going to be talking through a presentation that I created and delivered last autumn in Oxford, talking about some of the work that I have done with literary texts.

## **Slide 2 (0.06):**

So literary and other challenging texts, why use them and how?

## **Slide 3 (0.52):**

Some of the key questions that we are going to address in this session are as follows:

First of all, what our rationale for using literary and other challenging texts might be? Second, whether using such texts actually leads to better language learning, and if it does, in what ways? And under what circumstances? And what kind of outcomes might we expect to find from using that kind of text? And then we are going to look at what some of the conditions for effective use might be—in other words, how exactly should we be using them? And finally, we will end up with a summary and things to think about for using this kind of text in your own classroom.

## **Slide 4 (0.44):**

Let's think about the place of literature and challenging texts in the Teaching Schools Council's Pedagogy Review. We can see that there is a place within that review and the recommendation that content that pupils encounter should be interesting and stimulating and give them knowledge of the history and literature of the target language's culture without compromising

vocabulary and grammar. Actually, translation can be helpful to teach learners to pay attention to the detail of meaning and to help them extend their vocabulary and understanding through reading short texts and literature.

#### **Slide 5 (1.32):**

Let's start by thinking about some essential questions: what might we include in literary and challenging texts? Whether we actually think it is important to use them in our teaching? Whether they are used currently in our teaching, and if so, how successfully? Whether we feel that with our learners at least, they do help them to develop their language? Whether our learners actually enjoy reading literary texts and whether we feel they've actually got the necessary skills to understand them in the first place?

It is important to note, although we cannot actually discuss these questions in reality in this remote context, that we would interpret literary texts quite broadly. From our perspective we see them as authentic or semi-authentic texts that have potential intrinsic interest for learners. We are not just talking about high literature. I'd also like to emphasize that the way in which we use any kind of text is an essential consideration; literary and authentic materials of themselves won't necessarily have a beneficial effect. Throughout this presentation we are going to try to develop a deeper understanding of the answers to these questions and provide some research evidence to do that.

#### **Slide 6 (2.31):**

So let's start by thinking about the research evidence that we do have about using literary and other challenging texts. We probably know that they are included in key curriculum frameworks so the National Curriculum (2014), the new GCSE, and A-level emphasize their use. But actually, the evidence for their beneficial effect is in fact rather limited, especially if we judge them in comparison with less authentic or literary materials. The focus on research up until now has been on adults and whether using such materials has an impact on motivation. There has really been much less research on whether they have an impact on language development and on the language development of school-age learners. As I have said the research has not really compared using literary or authentic texts with more functional texts,

that is texts that are factual and whose main purpose is to inform or persuade rather than to stimulate an emotional or imaginative response.

As we have already said, how to use the text is a key consideration and that is something that researchers do agree on. The 'how' of use is crucial. But actually there is debate about the most appropriate form of deployment and there are differences in opinion about whether literature should be studied as language, whether the focus should be on vocabulary, grammar, comprehension, or whether it should have a more personal focus where learners are asked to read the material, to interpret it, and to relate it to their personal lives and feelings. Generally speaking, it is probably worth pointing out that textbooks that do include literature tend to have a language and factual information-gathering focus rather than a more personal or emotional focus.

#### **Slide 7 (2.14):**

Let's think about what a rationale might be for including literary or authentic materials in our teaching. The first rationale might be from a motivational point of view, providing contact with culture and interesting content. Why are those things important? Well, we know from research that lack of interest, as well as feeling low in self-confidence or self-efficacy, predict giving up modern foreign languages at GCSE. We also know by contrast that learners who are motivated to carry on with language study are motivated by intrinsic interest including interest in the target language culture. We also know that as learners move from primary to secondary school there tends to be less focus on cultural aspects and that this transition phase is also linked with a reduction in intrinsic motivation, studies have found that and report that.

We also know that alongside ease of learning, learners' sense of personal relevance and their perceptions of lessons are key reasons to study at GCSE or not. The question arises then whether using literary or challenging authentic materials could actually increase personal relevance, enhance perception, and sense of achievement for learners. And I think it is worth returning to a quote that appears in one of NCELP's other presentations about reading: "if we want learners to get better at reading and to do more of it, as well as teaching them techniques to read we have to give them interesting reading materials." So that is an important consideration as well.

#### **Slide 8 (2.40):**

If we then move onto a second aspect of our rationale we might want to think about the way in which motivation is linked with experience, emotion and feelings, or affect. So, research suggests that emotions and enjoyment are closely linked, but on the other hand it has been observed that language lessons are often lacking in an emotional component and are emotion free and therefore potentially quite boring. Frequently in our language lessons we don't ask learners to make very much emotional investment. There is little surprise or risk-taking and therefore enjoyment may be more limited. We also know that self-efficacy for expressing thoughts and feelings as well understanding authentic materials is also an important element for predicting whether learners feel confident enough to take on a language at GCSE. Learners do actually value the ability to say what they are feeling and to understand authentic materials.

Literature and authentic materials arguably do provide lots of opportunities for the expression and experiencing of emotion, empathy for others, intercultural understanding and also creativity. Therefore, they potentially offer opportunities for more spoken interaction. But that isn't always necessarily the case and here we come back to the argument about how we use such texts and not necessarily just about whether use them. So in the two studies that I cite one found that reactions to literature were quite polarized, some learners really liking them and some learners not liking them at all. And that actually if teachers just use authentic materials to ask very closed and restricted questions the interaction is in fact very limited. Again, to emphasize that how literary and authentic texts are used, is absolutely crucial.

### **Slide 9 (2.05):**

Let's turn now to thinking about learning outcomes, what exactly is learnt through using literary or authentic texts. For this you might want to have a look at the research summary on [Handout 1](#) by Paran (2008). Obviously you haven't got time within this presentation to read that but I would summarise the conclusions that are drawn in the following way. I think the key points that Paran draws out are that using literature in language classroom can lead to a heightened responsiveness from learners, emotional engagement, and feelings of authenticity within learners. Most learning seems to occur when the teacher promotes meaningful interaction but it is less effective if lessons are dominated by teachers and there is little time or opportunity for students

to participate actively in class. Gap-fill exercises and those that give learners a clear framework to work within can be effective and other useful techniques highlighted are keeping a diary of responses to the texts read, video and audio recordings of the text covered, and web resources using such materials. Again, the research summary emphasizes that the effective use of literature depends on how it is used and as we have said before there are often mixed attitudes towards the use of literature in language classrooms, although enjoyment and benefits are frequently reported alongside finding reading literature challenging. Let's turn now to some studies that have actually provided some evidence of linguistic learning following working with texts.

**Slide 10 (1.19):**

The first of those studies is one by Maxim (2002). In that study learners who were just starting to learn German in a U.S. university were involved. They had had four weeks of daily study. One group read a novel together in class over ten weeks, whereas another group studied simpler textbook readings. Before and after that intervention learners were assessed through departmental exams in pre and post-test. So, what was found? They found that the literature group did as well as the control group on most tests, including vocabulary tests. There are some limitations, however, as we have noted before. This research is with university learners so it might not be applicable or transferrable to younger learners and we don't know whether there was any impact on oral proficiency because that was not assessed.

**Slide 11 (2.03):**

The study by Woore et al. (2018), the FLEUR study, also looked at linguistic outcomes from reading semi-authentic materials, this time French texts with Year 7 learners. One group received instruction in phonics, another instruction in comprehension strategies, and a third group just read the text with comprehension questions. What did the researchers find? All three groups got better at reading with no difference between how well any group did on reading. For vocabulary, the strategies group made small to medium size gains. The phonics group made medium to large gains. Whereas the control group, the just-reading group, did not really make many gains at all in comparison for vocabulary. For reading-aloud there were gains of a medium size for the phonics group only, as we might expect.

Again, there were limitations, there was no group who had a combined phonics and strategies intervention and previous research would suggest that that might be the best combination. The researchers also found that the positive effects on vocabulary and reading comprehension and reading-aloud did not last when learners reverted to reading their normal textbook materials. Other studies that have looked at the impact of using literary texts include those by Kim (2004), Yang (2001), and Scott and Huntingdon (2002)—you might be interested to look at those and those studies are also mentioned in the handouts that accompany this presentation.

### **Slide 12 (2.01):**

Let's look another aspect of a rationale for using this kind of material, the impact that it might have on vocabulary. What we might call incidental vocabulary learning, where learners pick up words when reading for whole meaning rather than intending explicitly to learn vocabulary, say from a list. Again, there is very limited research to look at vocabulary learning through literary texts but it is another rationale for their use.

Vocabulary learning can result from reading and listening extensively but there are certain conditions that need to be met for this to happen. First, learners actually need to do a lot of reading and listening in order to learn vocabulary incidentally, so they need large amounts of input. That input needs to be comprehensible but also linguistically rich. And learners need to actually pay attention to any new vocabulary in the input. There has to be an element of mental and motivational involvement in that reading for vocabulary to be learnt effectively and that idea of involvement is something I am going to talk about in quite a bit of detail in subsequent slides. You might also want to read the research summary by the researchers that are mentioned here (Huang et al 2012 and Laufer and Hulstijn 2001).

### **Slide 13 (2.21):**

Another important consideration is that extensive reading and listening does not necessarily improve breadth, so how many words learners learn. It isn't a particularly reliable way of picking up new words, but it does develop depth. So it does help learners to develop their understanding of shades of meanings and the ways in which words can be used in collocations or



combinations. It can strengthen existing knowledge, so learners might know more about the words they have already encountered. The more often they meet words in different contexts the stronger their existing knowledge is likely to become. As we said on the previous slide, incidental learning can be improved through high involvement and tasks that not only involve learners in reading extensively but are accompanied by tasks that involve some kind of intentional learning and that also involve multi-modal input. For example, if learners read while listening, if the text and the audio are synchronized together.

As we have said already, we can enhance noticing of words during reading and listening and that that can help if learners have to attach meaning to the word. So they can't just skip over a word that they are not sure about when they are reading and listening. There is also evidence to suggest that training learners in how to work out the meaning of words from context helps them to benefit further from extensive reading and that is something we will come back to later in this presentation.

#### **Slide 14 (2.22):**

We have said that noticing features of language is important for learning but actually it needs a little bit of help. So quite often when we read things or listen to things, lots of words and features of the language are not very noticeable, what we might call non-salient. They may go unnoticed by learners unless we draw their attention to them. You might want to think back to the Grammar CPD to the idea of noticing and attaching meaningfulness to the content.

Literature arguably actually helps with noticing because it offers language, or input, where language is foregrounded. Attention is drawn to unusual words and words are often repeated and therefore new language, or language that hasn't been met very often before, is enhanced or made more noticeable by being used in unusual combinations. For example, you might want to look at a recording of this poem by Rilke about a panther. In these lines here there is lots of repetition of the ä-umlaut sound which when you just read it on the page does not come across very strongly. But actually when you listen to it, the ä-sound "Stäbe" "hält" "gäbe" "Stäben" comes across very noticeably so listening and reading at the same time through this repeated use of that vowel combination by the poet, who uses the repetition

to give a sense of lethargy and fatigue in this animal who is entrapped in a cage in a zoo actually helps learners to notice the ä-umlaut sound much more.

### Slide 15 (1.54):

Let's think a bit more about this idea of involvement and how we might increase that and help learners actually learn more vocabulary from literary and authentic materials. It has been suggested and has been investigated that the amount of involvement depends on three things:

First of all, on the idea of **need**. So how necessary is it to know a certain word to complete a task that is associated with reading material. How much does the learner really need or really choose to do the task? You might want to link this to the idea in the previous CPD, the idea of task essentialness.

Then we have the idea of **search**. How hard does the learner have to work to find the meaning of the word? The more they have to search and the harder they have to work to find out the meaning of the word, the more learning is likely to occur. You might want to link that to the previous CPD to the idea of desirable difficulty or challenge.

Then we have the idea of **evaluation** and evaluation is actually considered to be the most important element that we need to increase. So how hard does the learner have to think about how to use this word in different contexts or about different aspect of its meaning. This links with the idea of the importance of learners meeting the same language in multiple contexts and evaluating how does the word meaning change in different context?

### Slide 16 (2.08):

So a little task for you to do in your own time—what might this look like in practice? We have different scenarios here, different kinds of activities, different texts, and it would be useful for you to think about which scenario, 1 or 2, for each “need” “search” and “evaluate” is higher in each case.

So, if we think about “need”, scenario two would be higher here because first of all the learner is motivated to look up a word and has to be involved in a certain amount of hard thinking in looking up the word. In the first scenario the task is imposed by the teacher and they don't have to think about which word they are going to use.



In the “search” set of scenarios, the first scenario actually has more involvement. The learner has to think harder, they have to look for clues in the words that come before or after the problem word. Whereas in the second scenario they have just been given the meaning in the margin in the text.

If we think about “evaluate” the second scenario actually has a higher level of involvement. There, the learner has to think quite hard to choose the right kind of word to use, they are expressing their feelings therefore there is some kind of emotional engagement whereas in the first scenario they can just guess to a certain extent and they've only got a limited number of words to select from.

### **Slide 17 (1.11):**

To think of another example, this is an extract from some of the FLEUR texts that you might have seen. When we were creating the FLEUR texts and the questions with them, for the group who just read the texts we actually wanted comprehension questions that didn't require much thinking or much involvement. So, if you think about actually how hard it is for learners to find the answer to these questions, the answer is probably going to be that they don't have to work very hard at all.

To answer the question: “when did Phillippe make the famous tightrope walk?” All learners have to do is look for a year or a date which is relatively obvious. The second question: “how old was he?” Again, they've got to look for a number that might be linked to an age, they don't really have to understand any of the language surrounding that number so this kind of activity accompanying reading would actually have quite a low level of involvement.

### **Slide 18 (2.20):**

Let's now turn to some studies that have actually looked at whether using literary or authentic materials in language classrooms in schools actually have an impact on linguistic outcomes. Here I am going to spend some time talking about a study that I have worked on over the past four years with Linda Fisher from Cambridge.

This was a study that we conducted with around 600 Year 9 learners of French and German in around 16 schools in England. We wanted to know

what impact using authentic texts had on learners' reading, writing, vocabulary, and general creativity, as well as their motivation for and beliefs about language learning. So, in our study teachers and their learners were put into one of two groups. The first group used factual texts with no figurative or metaphorical language and a second group used literary texts, more precisely poems that did contain figurative language. Crucially, both text types were on very similar themes and contained language that was of a similar level of difficulty.

We started off by selecting our poems in consultation with teachers and then we found or created semi-authentic factual texts using very similar language and on very similar themes. The themes that we covered were love, death, migration, otherness, and similar themes. They were themes where there would be more possibility of prompting a strong reaction and some kind of emotional response. Critically, both the factual texts group and the poems group used the texts in a what we called a 'functional' and a 'creative' way, and I'll explain more about that later.

#### **Slide 19 (1.45):**

Here we have an explanation of our two approaches: the creative approach really aims to generate personal involvement, to give a stronger need if you like for the learners. There is an attention to the emotional content of the material, to metaphor, to concepts. The teaching that was involved with that creative approach really did things like presenting images and asking about the emotions that they convey, asking learners to focus on the emotional state suggested by the content, and to think about the expressions of emotion in linguistic aspects like intonation in activities, for example, that involve reading the text while listening.

By contrast, in the functional approach the focus was on gathering factual information, looking at grammar and vocabulary at a very functional level. The equivalent kind of activities might be to present images to learners and get them to think about the events and facts that they suggest, give them a pictorial representation of the text and ask them to put those pictures in order with a focus on the sequence of events. And if learners read a text aloud while listening they would be focusing on sound spelling correspondences and not on emotion.

#### **Slide 20 (2.16):**

What did we find? First of all, actually using such challenging texts can help vocabulary growth and pupils can enjoy them. Our findings were most positive for French. For both text types learners' vocabulary size did increase by a large amount, by around 300 hundred words on average over a year. If you think back to the vocabulary CPD where previous research suggests that vocabulary size develops by around 170 words a year then you can see that 300 words is actually quite a lot.

The benefits however did vary across text type, teaching approach, and learners' prior attainment but actually on the whole the creative approach had greater benefits. The creative approach led to greater increases in reported confidence in reading although not actual greater improvement in reading comprehension. For French and German there were no differences in overall enjoyment of literary as opposed to factual texts and the attitudes to different text varied widely. There was quite strong evidence that the learners of French did prefer the creative activities, but the learners of German preferred the functional activities. The learners of French found the creative activities both more enjoyable and more helpful, but the opposite was the case for the learners of German. Perhaps most interestingly, for French in particular, the literary texts led to increases in creativity but reading the factual texts did not. For the learners of French using the literary texts in a creative way led to the greatest increase in general creativity.

**Slide 21 (0.47):**

Now it is over to you to think about the implications of this for your own practice a little bit more. We have on the NCELP site a sample set of activities for exploiting a text 'L'homme qui te ressemble' and there are other sets of materials that use literary and rich texts. You might want to have a look at those and think about how they seem to heighten involvement, engagement, and noticing in learners and there is also a summary of ideas for using literary materials on [Handout 4](#).

**Slide 22 (1.20):**

Let's summarize what we have talked about so far, we have said that literary and other challenging texts can be used successfully with KS3 learners with particular benefits for vocabulary, and perhaps also creativity. But different approaches and text types are needed to suit different types of learners.

Activities that prompt personal, emotional, and imaginative responses are helpful but they need to be used alongside a focus on vocabulary and grammar to cater for those individual differences.

Greater benefits can be gained through using activities before, during, and after reading and listening that maximize involvement from learners: “need” making the language task essential and the task intrinsically interesting; involving “search”, establishing desirable difficulty and challenge in terms of grasping the meaning of a word; and “evaluation”, activities that ask learners to make judgements about language when using it in different contexts.

**Slide 23 (0.45):**

So, if we think about the key questions we posed at the beginning of this presentation, we talked about the rationale for using literary or authentic materials, we have talked about the evidence for whether they help to improve learning and what kind and under what circumstances. We have talked a little bit about the conditions for effective use, thinking about creative versus functional approaches but we are going to think a little bit more about the conditions for effective use in what we are going to look at next and also think about ways forward for teachers.

**Slide 24 (1.38):**

An important condition for effective use of challenging texts is that learners actually need a little bit of help in learning how to understand them. As well as linguistic knowledge, comprehension, comprehending materials involves the ability to engage in a range of strategic processes particularly when reading more challenging texts. While we want learners to use their vocabulary and phonics knowledge when reading, that isn't always possible. Challenging texts may well lead them to read materials where there is unknown vocabulary.

In those contexts, persistence and strategies for working out unknown words can also help, and that is also true for listening. If you think back about what we said earlier when we were talking about learning vocabulary from authentic materials, the point from [Schmitt](#), that training learners in how to work out meaning from context can help them benefit further from extensive reading. We actually need to help them to improve the accuracy with which

they are working out the meaning of words that they don't know, or don't know very well.

**Slide 25 (1.19):**

We might think about that a little bit more by looking at this diagram. Learners' ability to understand and respond to written and spoken texts is influenced by two aspects. First of all, linguistic knowledge, which we have learnt a lot about through NCELP, so their vocabulary knowledge, their grammar knowledge, their phonics knowledge but there is also an aspect of self-regulated learning that is important—setting goals for understanding, monitoring whether they are understanding, feeling confident about understanding, and engaging in self-regulated strategic behaviour.

All those things, in particular perhaps strategic behaviour is believed to help in the development of self-efficacy and self-confidence. I think it is important to point out here that when we know most of the words...[cuts out]

**Slide 26 (1.05):**

An important point to take into consideration is that when learners read a simple text or they know lots of vocabulary, they tend to rely less on strategic behaviour, or strategies, and they can use much more of their linguistic knowledge. However, when they have a more challenging text or when their vocabulary or grammatical or phonics knowledge is much lower, then they are actually going to have to use much more strategic behaviours.

While it's important to increase learners' linguistic knowledge as much as we can, there will be times when learners are faced by words they don't know. We need to prepare them for that and help them to use strategies well and not to rely on just wild guessing.

**Slide 27 (1.23):**

When we are talking about strategies, we are not talking about encouraging learners to guess—rather we are helping them in instances when they don't know 100% of the words, by showing them how to work out meaning in a principled and regulated way that involves monitoring and checking of understanding. In an important study by Erler (2003) she found the KS3 learners did report using quite a lot of guessing strategies so they said that they guessed from pictures what a text was about, they invented meanings,

or they tended just to scan a text for words that look like English and then tried to guess the meaning of the text from them.

Those strategies can be counter-productive if over-used and if used in isolation. It is also risky if learners use those strategies but don't monitor or check that actually the meaning they are coming up with actually makes sense. The strategies that learners need to use a lot is to go back to a word or a section and double-check that the meaning they have come up with actually does make sense.

**Slide 28 (1.05):**

If we ask whether it is useful to teach comprehension strategies, there is some evidence that yes it is useful to do that. Many studies to date, however, are with older more proficient learners and there is a number of very useful review studies that have looked at that and you might want to look at a rather old but useful summary of the evidence of benefits for teaching comprehension strategies. In particular, there is a useful summary which is on Handout 5 of an important study by Macaro and Erler (2008) with KS3 learners and the recent larger-scale FLEUR project which you have already heard about and which I am going to talk a little bit about now. So the [Macaro and Erler \(2008\)](#) study is really worth thinking about in your own time and looking at in Handout 5.

**Slide 29 (1.30):**

So, when texts are linguistically challenging strategies can be taught and can be helpful. In the Macaro and Erler (2008) study they found that text engagement strategies can be taught and can lead to better reading comprehension. Text engagement strategies might involve:

- guessing, or thinking hard and clever guessing, from words around the problem word, so looking at those words.
- Thinking hard about the words that the learner might know, not giving up easily.
- Using a process of deduction: "it can't mean that because it is a verb and the word that I have come up with is a noun."
- Using our common sense and prior knowledge of what usually happens in life and remembering to read the whole sentence to see if the word that I have come up with actually makes sense.



- Critically, in the Macaro and Erler study learners were taught phonics, and taught to sound out the word or phrase, to see if that helped them unlock the meaning of the word.

Those are the strategies that Macaro and Erler found helpful in improving readers' comprehension and also confidence in reading.

**Slide 30 (0.43):**

Their conclusion was that strategy combinations and self-regulation, using strategies well and in a regulated way, were vital for improvement. They claim that learners who experience the strategy instruction were better orchestrators of the strategies they had. They could use strategies in combination, so they could use their knowledge and understanding of vocabulary and grammar in combination with top-down strategies which involve things like using context and general knowledge.

**Slide 31 (1.13):**

In the FLEUR project we wanted to try out some of those words and as you know from previous NCELP input this was a large experimental study with around 900 students across 36 schools over 16 weeks, about 25 minutes a week and the interventions were delivered by the usual in-class teacher. Learners read challenging texts, semi-authentic texts, as we have already said and they experienced either strategy instruction or phonics instruction with those texts or no instruction.

We tested the impact of those interventions on reading comprehension, strategic behaviour, vocabulary and self-efficacy, phonological decoding, and motivation and we also sought student and teachers' views. Just to reiterate, all groups made similar gains in reading comprehension and so we have evidence that using challenging texts can help reading comprehension.

**Slide 32 (1.50):**

I think it is interesting to think about though what impact the different interventions had on self-efficacy, reported confidence in the ability to read the challenging texts that we used. We found that the greatest improvement in self-efficacy came from the strategies intervention and particularly for

learners who started Year 7 with lower general academic attainment and lower French attainment.

If we look at the graphs here, and we look at the graph for the lower attainers so the graph on the right of the screen as you look at it that, we can see in the strategies group there was a very big improvement between Time 1 in blue and Time 2 in orange. Whereas in the phonics group self-efficacy didn't really improve very much at all, nor did it improve very much in the text group. If we look at the graph on the left amongst high-attainers, there were improvements in self-efficacy for all groups, in fact particularly in the phonics group, but that improvement was less marked than it was for low-attainers. This seems to suggest that teaching strategies for comprehension can help self-efficacy, particularly for those who are low-attainers and haven't had much success so far in French at the beginning of Year 7.

**Slide 33 (0.58):**

Let's think a little bit more about what we mean by text engagement regulatory reading strategies in the context of the French FLEUR project. Here is an example text and an example PowerPoint that we used in the project. Learners were presented by the teacher with an aspect of the text and the teacher 'thought aloud' about how to use one of 8 strategies or strategies in combination with the difficult words that are circled on this PowerPoint here. So, they might persevere, they might read on in the text for the meaning of words they don't know, they might look at the words before or after the difficult word, they might use logic etc. And all the time they would need to check that their interpretations made sense in strategy 8.

**Slide 34 (0.23):**

Returning to our key questions, we have now looked at one of the pre-requisites for effective use of literary or authentic texts—learning to comprehend. And we now [cuts out].

**Slide 35 (0.13):**

Going to give you some time to think, you can't perhaps talk to the person next to you but you might want to make some notes of reflection about the ideas [cuts out].

**Slide 36 (1.20):**

Just to summarize again:

- literary and other challenging texts can be beneficial for KS3 learners and the creative multilingualism project and the FLEUR project give quite interesting and promising research evidence for that. There seems to be particular benefits for vocabulary, there may be benefits for consolidating vocabulary, for example when the vocabulary has already been met.
- There are likely to be added benefits when a focus on grammar, vocabulary, and phonics is combined with activities that also prompt personal, emotional, and imaginative responses. The two things together rather than in isolation.
- Different approaches and different text types suit different learners.
- And that we need to maximize involvement by having reading and listening activities before, during, and after texts to maximize 'involvement': to create a need, to create a challenge, and to create opportunities to use language in other contexts.

#### **Slide 37 (1.04):**

Teaching a small number of text engagement, regulatory strategies for comprehension can benefit self-efficacy (one's belief in one's ability to comprehend) and hence improve persistence with challenging texts. Learners need to persist with texts that can prove challenging to them. This particularly may be true for lower attaining learners who actually need help in persisting and who need help in using strategies effectively.

Phonics teaching is important for exploiting challenging texts, including sounding out words to help access meaning, and really in the FLEUR project it's possible and likely maybe that combining phonics and strategies together might have led to improved reading comprehension in the way that the Macaro and Erler study suggests was the case.

#### **Slide 38 (0.35):**

So thinking about your own practice, you might want to think about the questions that we have here:

- How (a) competent (b) confident are your students at reading literature and other challenging texts?

- How might you use some of the ideas that we have talked about in this presentation?
- Where might you want to use them in your Scheme of Work?
- And, how might you monitor and record progress in comprehension and how you could use that to inform your teaching?

**Slide 39 (0.10):**

So, really, I think we have covered all the things that we set out to cover in this presentation [cuts out].

**Slide 40 (0.05):**

There are a number of references that you might want to look at....

**Slide 41 (0.03):**

...in your further work.

**Slide 42 (0.36):**

Finally, to leave you with some thoughts from teachers and a learner, the learner is in blue, from those who were involved in the Year 9 project that I talked about earlier. Some thoughts from them about what it was like to be involved in the project and to use more challenging literary texts.

I hope you have found this presentation useful and please do look at the other materials to do with [Meaningful Practice II](#) on the NCELP website and have a go at using them in your own classroom.