MASTER'S THESIS

To What Extent may a Combination of Film and Literature Contribute to Joy of Reading among Reluctant Readers?

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Acknowledgements

Abstract

This thesis seeks to find the answer to the question if film and literature can be used in combination to make reluctant pupils read with joy. The Norwegian National Curriculum for English states that "the development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are increasingly more demanding" (Udir, 2006). To meet the demand from the Norwegian National Curriculum one has to find a strategy to keep an ongoing reading motivation. In this thesis, you can read about how film can be used as a strategy to make students read novels with joy. Furthermore, by using film in combination with the novel, film can be used as a pre-, during- and/or after- reading strategy. Findings from the study show that a combination of film and literature did develop the students' ability to comprehend their reading, and that film functions as a motivator for reluctant readers to read an entire novel. Nevertheless, the students, when given the choice, did prefer film only. However, when not given any choice, the combination of reading and watching did increase the joy of reading among reluctant readers.

Keywords: reading strategies, film, reading motivation, joy of reading.

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1.   Introduction

Research shows that adults who enjoy reading and responding to literature, tend to come from homes where reading occurs (Nodelman & Reimer, 2003, p. 41). Further, their childhood homes contained many books and the adults read often and enjoyed discussing the books. The children were often read to by adults who clearly enjoyed doing it, and the children had access to a variety of texts. Those who want to create readers need to replicate these experiences as much as they can. "Teachers cannot teach what they do not know! Teachers who do not know how to enjoy reading literature, thinking about it, and entering into dialogues about it [sic] should not try to teach those pleasures" (Ibid., pp. 40-41).

In my thesis, I will use the novel *Billy Elliot* by Melvin Burgess (2001), and the film *Billy Elliot* directed by Stephen Daldry (2000) to study if a combination of those two may lead to an increased joy of reading among reluctant readers. To map responses, I have used two kinds of questionnaires, one to start and end the study, and the other one consisted of written student responses to 2-4 questions after each teaching sequence. The latter questionnaire was conducted in a teaching project where five different methods were carried out with a group of twenty-four pupils in seventh grade. The different questionnaires will be presented in chapter 3.

1.1.   Background

The focus of this thesis is based on 21 years of teaching experience in primary school and from two studies (Stangvik, 2014 and 2016). The interest in reluctant readers comes from an on-going concern with pupils' poor reading skills. It seems as if pupils do manage the technical skills of reading, but they do not reflect upon or immerse themselves in the content. They claim that they do not even remember what they just have read. My concerns lead to my following of the START-Comprehending program by Tabatha Scharlach (2008). Based on her program, I did a study in a 6th grade class (Stangvik, 2014). This study will be discussed in section 2.3.1.

Another essential point of my concern as a teacher, is my observation of how pupils embrace their reading. I have observed little or no pleasure involved in pupils' immersing themselves with a text, especially when reading longer texts or excerpts from novels. As a teacher, it is frustrating to suggest a large amount of literature from the school library, and experience that very few

books seem to catch my pupils' interest. However, when pupils are allowed to watch film in lessons they are thrilled with joy. Additionally, I experience that pupils in general are more willing to recommend films than books to use in class. Therefore, in my second study, I investigated how film could make a difference in their attitude towards literature, which will be presented in section 2.3.1 as well. The findings showed a gap between the reading motivation among the girls and the boys in my class, whereas the girls in general stood out as reluctant readers (Stangvik, 2016).

Drawing on the results from the two studies, my aim in this thesis is to find out whether there still is a gap in motivation between the genders in my class. What can, in that case, be done to motivate the girls, or the reluctant pupils in general, to read? Additionally, can film be used as a motivation approach to contribute to reading for joy?

1.2.   The Purpose of the Thesis and its Statement

The purpose of this thesis is then to find out to what extent film can be used to make reading-reluctant students read novels for joy. In the words of researcher Trude Hoel (2012), among the Nordic students, Norwegian students are still among the least engaged in reading for pleasure (Hoel, 2012, p. 5). Despite this, she emphasises that the students have not become more negative towards reading, students' attitudes towards reading motivation are stable. Furthermore, she agrees that it does have a function to put a massive effort in reading, but says teachers need to know what interests the pupils (Ibid.). In a research project she did together with Anne Håland and Anne Charlotte Begnum, she found that out of 244 boys in lower secondary school, 100 percent preferred action and excitement (Hoel, Begnum & Håland, 2012, p. 9).

According to Ingrid Åbergsjord (2015), the ten most borrowed books among children, both boys and girls, between 9-13 years of age, at Oslo public library, were mostly in the humour and action genres. Hoel's findings support this, as she has found that children between 9-13 years of age prefer the humour genre (in Åbergsjord, 2015). However, such books do not seem to capture my female students' interest to the same extent. Are we now witnessing a tendency that girls have been left out of the book market and hence struggle to find motivating and joyful novels to read? Or, could the lack of reading motivation be connected to the methodological choices teachers make when introducing novels in class? My study from 2016 showed that film was a motivator in class, regardless of genre (Stangvik, 2016). Therefore, by combining film and novel as a strategic method, I will investigate if my students then find it more joyful to read a novel.

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Thus, the central question for my thesis is: *To what extent may a combination of film and literature contribute to joy of reading among reluctant readers?*

1.3.   Structure of the Thesis

This master thesis includes six chapters: after the introduction follows the theoretical framework, then a presentation of methods used, next the results will be presented and discussed, and finally the project will be concluded. Let us take a closer look at these chapters: Chapter two starts with a presentation of what the curriculum says about reading strategies and the use of film in class. Then, relevant theory connected to reading strategies, reading motivation, gender differences in reading, and how film can be used to make reluctant readers read for joy will be presented.

Furthermore, in chapter 3, the methods used to investigate how film and novel can contribute to the joy of reading, will be presented. Next, the teaching project where the story of *Billy Elliot* is used in a combination of novel and film, will be specified in chapter 4. The results will then be discussed in the light of the theoretical framework. Finally, a conclusion will be made, and the thesis will be summed up.

2.   Literature Review in the Field Joy of Reading

In the words of Nodelman: "The ability to respond to literature with an understanding of its subtleties, and with flexible attitude to the possibilities of meanings it might convey and emotions it might arose – in other words, the ability to enjoy literature – is a learned skill" (in Wolf, 2004, p. 87). With these words in mind, I focus on studies carried out basically in primary school as they are the most relevant for my study. However, let us first look at the Norwegian National Curriculum.

2.1.   The Norwegian National Curriculum

The Norwegian Ministry of Education and Research (2013) has designed a National Curriculum (LK06) for all subjects from level 1-13. In the curriculum, we find the *purposes* and the *basic skills*, which are applicable for all levels in the Norwegian school system. In addition, there is a third part which gives an overview over *the main subject areas*. When emphasizing what the curriculum points out regarding the joy of reading, the *Purpose* part states that: "Literary texts in

English can instil a lifelong joy of reading and a deeper understanding of others and oneself" (Ibid., p. 1). Next, the basic skills are integrated in the competence aims for the different levels and are divided into five main skills: First, being able to listen, speak and express oneself orally. Next, being able to express oneself in writing, and being able to read. Fourth, being able to use mathematical concepts in numeracy. Fifth, to be able to use a section of digital tools to assist in language learning (Ibid., p. 2). LK06 specifies the following:

> *Being able to read* in English means the ability to create meaning by reading different types of text. It means reading English language texts to understand, reflect on and acquire insight and knowledge across cultural borders and within specific fields of study. This further involves preparing and working with reading English texts for different reasons and of varying lengths and complexities. The development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are advancingly more demanding (The Norwegian Ministry of Education and Research, p. 4).

More, in *Basic digital skills* LK06 the aspect of using film in teaching becomes more clear:

> Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources (Ibid.).

The use of digital sources may as well involve the medium of film, and thus the curriculum gives a justification for using film as a source to written texts and oral communication.

In the last part of the *Main Subject Area* the issue of reading for joy is presented: "The main subject area includes reading a variety of different texts in English to stimulate the joy of reading, to experience greater understanding and to acquire knowledge" (Ibid., p. 2). Whilst the *Basic skills* mentions reading as an essential need to enable pupils "to understand, reflect on and acquire insight and knowledge across cultural borders and within specific fields of study" (Ibid., p. 4), the *Main Subject Area* talks about "the joy of reading" (Ibid.). To develop pupils' *Basic digital skills*, film can be used to add effects to the text as visual and auditory support, but also give a greater understanding of the characters, plot and the cultural settings in the story.

The competence aims after year seven define the specific aims this study had to take into consideration. The relevant aims are to enable the pupils to:

- read and understand different types of texts of varying length from different sources
- express own reactions to English literary texts, films, internet culture, pictures and music (Ibid., p. 8)

To sum up, in a combination with the general and specific part of the curriculum, The Norwegian Ministry of Education and Research gives reason to teach the pupils literature by using film as reading strategy and motivator.

All subjects in the Norwegian curriculum are built on the spiral principle theory from cognitive psychologists. In the following chapter, these theories will be explained. Additionally, connections will be made from theories to the relevance of teaching reading strategies.

2.2. Psychological Theory According Reading Motivation

Vicki Cohen and John Cowen refer to Lev S. Vygotsky as one of the most influential cognitive psychologists in recent time (Cohen & Cowen, 2008, p. 499). He has greatly influenced the way educators approach language learning by teaching language through a socially mediated process. In Vygotsky's work, literacy goes from social interaction to an internalized independent activity (Ibid.). This means that children acquire language and literary experiences by interacting and sharing language with other people by becoming familiar with an activity through socially mediated experiences before he or she is ready to take on the activity independently. According to this, children learn best through social interaction and sharing ideas (Ibid.).

Vygotsky founded the concept of *zone of proximal development*. This theory can be explained as a functional tool to help educators and psychologists to understand what a child can achieve with help from a significant person, compared to what the child manages to do without any help. According to Cohen and Cowen, problem-solving activities can be utilised to demonstrate a child's zone of proximal development (Ibid.). The child can attempt to solve these activities independently or with the guidance of a more skilled person, this person might be a co-student, parent or a teacher. It is when the child is working in the zone of proximal learning that the child's capabilities expand. It is the teacher's job to recognize when the student needs support and when to retreat and let the student work independently. Following this, it becomes the teachers' responsibility to facilitate mediated learning through teaching reading strategies. It is

important that younger readers learn how to extract meaning and knowledge from the texts that they read (Vygotsky, 1978, in Kouzlin, 2001, p. 239). Thus, the teacher provides the support and scaffolding required to ensure that the children's reading skills improve. According to Jerome Bruner (1966), the term scaffolding is often used interchangeably with the zone of proximal development, and in the concept of scaffolding lies a constructive and structured adult-student interaction that strives to help the student reach a specific goal (Hoel, 2002, p. 130).

Alongside Vygotsky, Bruner is also a pioneer in the field of cognitive psychology. Both concluded that the social environment that surrounds the child is of great importance, and both stress the need of adult intervention in the form of supportive guidance (Stray & Wittek, 2014, p. 122). Scaffolding is a tool that teachers should lean on to enable the development of a child's skills1 (Bruner, 1966, in Stray & Wittek, 2014, p. 122, and Hoel, 2002, p. 130). Over the last decade or so, scaffolding has become a well-known term in the world of language acquisition (Bruner, 1966, in Stray & Wittek, 2014, p. 122)

According to Bruner (1966), each individual learner uses a coding system to organise and categorise his or her own knowledge (Bruner, 1966, in Stray & Wittek, 2014, pp. 121-122). When children discover this coding system, it is more effective than being taught by a teacher. More, Bruner (1966) states that the coding system brings on the concept of discovery learning, which can be described as a student's ability to put two and two together and construct their own knowledge (Ibid.). The teacher must provide the pupils with the information needed to solve a task, but, at the same time, let the pupils organize the information themselves. This may facilitate an intellectual growth if the students are able to put together the bits and pieces (Bruner, 1966, in Stray & Wittek, 2014, p. 122).

Discovery learning can be further aided by the use of the spiral curriculum where the basic curriculum ideas should be revisited repeatedly and be built upon. This implicates that at higher

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[1] The term scaffolding first appeared in the literature when Wood, Bruner and Ross described how tutors interacted with pre-schoolers to help them solve a block reconstruction problem (Wood et al., 1976). Bruner states that: "Scaffolding refers to the steps taken to reduce the degrees of freedom when carrying out some task so that the child can concentrate on the difficult skill in the process of acquiring" (Bruner, 1978, p. 19).

levels, the themes turn back on themselves (Bruner, 1960, p. 33). This process should proceed until the student has a thorough understanding of these basic ideas (Ibid.).

Regarding the relevance of structured teaching, Jean Piaget (1952) introduced the term *schema* (Stray & Wittek, 2014, p. 127). His theory states that children learn by actively exploring (assimilation) and develop from one stage to another (accommodation). All children go through the same stages within a certain age. A schema is a basic building block of knowledge which enables us to make a representation of the world. Through experiences, and at a specific age, children store blocks of information as background knowledge (Ibid., p. 128).

Piaget did not explicitly link his theory to education, this has later been done by other researchers. Piaget became extremely important in education when his theories were explained and connected with teaching and learning (Ibid.). However, Piaget's theory was criticised by Vygotsky and Bruner, who claimed that Piaget forgot to consider the effect culture and social settings had on the learning process (Evenshaug & Hallen, 1981/1993, p. 116). Vygotsky strongly believed that learning happens in social interaction which includes language, and that language is the fundament of thought. Further, he believed that learning occurs in interaction with someone more skilful. While Piaget meant that developing through stages will happen regardless of the use of language or social interaction (Ibid., pp. 116-117).

To sum up, I use a combination of the three, Vygotsky, Bruner and Piaget, for my teaching project. When using reading strategies, teachers often start with activating pupils' schema of a certain topic by asking what they already know beforehand (Vygotsky). Based on their experiences, pupils' schema will vary and thus they will refer differently to the same topic (Bruner). Then, when interacting in groups, or sharing thoughts in class, pupils will participate in social interaction. Language will be used to share experiences and thus development will be a continuous process (Piaget).

To conclude, all three approaches are relevant for using reading strategies in class. This means that children acquire language and literary experiences by interacting and sharing schema using their language in conversation with other people. Thus, their zone of proximal development expands through interaction with significant others such as co-students and teachers. In addition to Bruner's theory of the spiral principle in the curriculum, this will make sure pupils will be taught themes again and again, and the theme will be slightly more difficult each time, to expand

the zone of proximate development (Bruner, 1966, in Stray & Wittek, 2014, p. 122). According to The Norwegian Directorate for Education and Training, "the development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are increasingly more demanding" testifies to The Ministry of Education and Research's awareness of the cognitive psychology theory (The Norwegian Ministry of Education and Research, p. 4).

2.3.   Strategies for Reading a Literary Text

According to the cognitive psychologist Ulrich Neisser, "Not only reading, but also listening, feeling, and looking are skilful activities" (Neisser, as quoted in Nodelman & Reimer, 2003, p. 52). He takes Piaget's schema theory into the teaching of literacy. When pupils are exposed to new experiences, schemata develop individually since past schemata affect the future (Ibid.). The information they already have achieved will affect the way pupils read and comprehend a text, "A story or a poem doesn't exist until a reader makes it exist" (Ibid.). Everyone has different experiences of language, different meanings of the same words, and will find a different story in the same text (Ibid., p. 53). Nodelman and Reimer give an example of specific schemata regarding reading a book: "readers of English cannot enjoy the stories in a book before they learn to read them from front to back, reading the words on each side from left to right and from top to bottom" (Ibid.). So, there are several basic schemata that need to be present before one can start learning how to read and interpret a text. Educators need to find suitable books for pupils to read. Many children do not have the literary strategy needed to meet the demands of the book they read (Ibid.). According to Nodelman and Reimer, there is nothing wrong with applying oversimplified meaning-making strategies and get simple meanings out of rich texts. However, more complex strategies will give a better approach to the pleasure offered by literature (Ibid., p. 54).

Tabatha Dobson Scharlach (2008) has done an empirical study in primary school about reading comprehension called "START-Comprehending", which stands for Students and Teachers Actively Reading Text. She investigated the effect a method of strictly followed reading strategies had on pupils' reading comprehension. She divided the study into an eight-step framework by emphasizing pre-, while- and post-reading strategies. The findings showed a large effect on her students' reading comprehension. According to Scharlach's study there is a

significant need for a structured framework in order to enhance reading comprehension (Scharlach, 2008, p. 20).

Scharlach differs between three main parts of reading strategies: *before reading, during reading* and *after reading*. In her study, *before reading* contains the two parts *predicting and inferring*. When predicting, pupils were for instance asked to think about what will happen next in the story, or with a character. When making inferences, pupils were asked to look beyond the text, to read between the lines and understand what the author is sharing with them. Next, *during reading* consists of three main parts: first, *visualizing*, which encourages the pupils to tell what they can see in their minds. Second, *making connections* by letting the students tell what the text reminds them of. Third, *questioning*, the students now state what they wonder about, what questions they have to the text. The final strategy, *after reading*, contains four parts: *Main idea, summarizing, checking predictions* and *making judgements* (Ibid., 25). First, the pupils will reflect on what the main idea of the story was, what did the author want to tell the reader with this particular story. Second, the story will be summarized with ten words, or less. Third, when checking predictions, pupils are asked to go back to the pre-reading part and see if what they predicted the story to be about turned out to be correct or not. Fourth, when making judgements, pupils tell what their favourite part in the story was (Ibid.). Together, all these parts make up a solid framework for teachers to follow when teaching reading comprehension.

According to Nodelman and Reimer, reading a demanding novel is a question of having been taught the right strategies to be able to enjoy the work (Nodelman & Reimer, 2003, p. 33). When teaching literary strategies, it is necessary to know what not to teach as well. Do not ask the pupils to read a novel you have chosen for them and expect them to enjoy reading it. Ardent readers prefer to choose the literature for themselves (Ibid., p. 35). Furthermore, to be asked to decode every unfamiliar word, to read absolutely accurately and to prepare to answer questions does not promote reading for joy (Ibid.). So, how do we teach literary strategies to create enthusiastic readers? Firstly, pointing back to the introduction chapter, studies show that children to a great extent adapt their parents' habits of reading. Therefore, the first of six main strategies Nodelman and Reimer offer in the teaching of literary strategies is to *duplicate the experiences of readers* (Ibid., p. 41). Teachers must try to recreate an environment with many books to maintain the motivation for reading.

The second strategy is *exposure to a variety of books*. When teachers are going to motivate for reading, it is important to give the pupils freedom to choose what literature they want to read (Ibid.). Especially, readers with a more reluctant attitude towards reading will benefit from being given the opportunity to choose from a variety of books. Ron Jobe suggests that teachers and librarians should regularly share own adult reading with pupils by reading their favourite passages from stories and poems (Jobe, as quoted in Nodelman & Reimer, 2003, p. 41). Aidan Chambers applauds this approach, and adds that when children listen to adults reading aloud, they unconsciously become familiar with the rhythms and structure in reading. If the pupils cannot handle the vocabulary level, then audiobooks can be a good strategy, thus they do not need to decode the words themselves. The fact that a child does not read well, does not mean that he or she is not capable of enjoying a complex text (Chambers, as quoted in Nodelman & Reimer, 2003, p. 42).

The third literary strategy is the *consciousness of response*, which means the pupils' consciousness of their own response and the response of others (Ibid., 43). Not all students come from a reading home full of books, and some start school without much familiarity with literature. The demands from the curriculum makes it impossible for teachers to help those children catch up with the ardent readers, hence teachers need to find other ways of promoting literary pleasure (Ibid.). This can be done by raising questions about the text, without expecting specific answers. It can also be done by offering exercises that focus on the students' attention to the text by reading a line, stopping and discussing. Additionally, by offering exercises focused on how the pupils bring their own expectations into the text can be done by making predictions, filling in gaps, visualizing characters and settings, and relating to other texts they have experienced earlier (Ibid.). This strategy is similar to the reading comprehension strategies Scharlach presents in her study. More, it is possible to arrange group discussions where students discuss and give reasons for their responses. A last suggestion is to keep a journal to record their responses and literary thoughts. According to Nodelman and Reimer, people who love to read will want to give responses on their own terms and tell others about the content (Ibid., 37).

The fourth literary strategy is to focus on the text and help pupils find a way to develop an understanding of how a literary text provokes response. Fifth *focusing on connections* means to provide exercises that allow pupils to compare one text to another (Ibid., 45-46). Here,

Nodelman and Reimer suggest the use of film as a comparison medium. The final strategy is to *encourage dialogue* (Ibid., 46-48). To enable dialogue, it is required that pupils have read the same text. So even if the second literary strategy recommends reading various texts of free choice, good reading also demands shared reading experiences. As Nodelman and Reimer noted, it becomes necessary to create an informal atmosphere that makes a dialogue possible (Ibid., 47).

Drawing on the START-Comprehending by Scharlach, I carried out a project in a seventh-grade class, with an additional focus group interview of six pupils from the same class (Stangvik, 2014). The results of the findings showed an improvement in reading comprehension of 30 % after a three-week period, and thus, my findings supported Scharlach's statement. More, my results did show an even greater improvement in reading comprehension than in Scharlach's study. One difference between the two studies is that Scharlach did her research on native English-speaking pupils, while I did mine on English as second language speakers. The improvement in reading comprehension for pupils who have English as their second language, is an indication that the systematic teaching of reading strategies yielded good results and a big improvement in reading comprehension. By following all these steps, the pupils had to immerse themselves in their reading to a greater extent than they normally were used too.

To find out if film could be used as a pre-reading strategy to make reluctant and struggling students become more motivated to read and comprehend novels, I carried out a study in a seventh-grade class (Stangvik, 2016). The results showed that there was a noticeable difference in reading motivation among the girls and the boys in my class. Essentially, the girls requested reading support as film, audio, pictures, and fewer pages in a novel. Similarly, they preferred film instead of books and wanted books that were exciting to read. The boys appeared to be more independent readers, as they focused more on the story told in the novel, and did not request support to the same extent as the girls. Regardless of gender, the majority of the class preferred film over book, and said that film made the novel more motivating. The gender differences took me by surprise, and made me curious about what could be done to render boys' and girls' reading motivation more similar. The results showed that watching a film was a motivation source, and a preferred approach to reading a novel.

2.4.   Gender Differences in Reading

It is a common perception that girls enjoy reading significantly more than boys (Tuula Merisuo-Storm, 2006, p. 111). This claim is based on a study of 10-11-year-old pupils and is especially interesting since Merisuo-Storm's research took place in 2002 in Finland, which is the country that scores best at European school achievement tests. She points to the PISA test (The Program for Student Assessment, of the Organisation for Economic Co-operation and Development [OECD]), where Finnish pupils reach a significantly higher score in reading literacy than their peers in any other country (Ibid., p. 112). The girls scored better than the boys in all OECD countries, but in Finland the gender gap was the widest. According to Merisuo-Storm, this was not due to Finnish boys performing poorly, actually the Finnish boys scored better than any of the boys, and most of the girls in the other OECD countries. The fact is that the Finnish girls stood out as exceptionally good readers compered to all the others (Ibid.).

So, what can we learn from the girls in Finland, what are they doing that gives such successful results? According to Merisuo-Storm's findings, there are several reasons why. To study and be aware of the gender differences is important. Boys are more careful to choose a gender-typical book, they prefer meaningful texts that have a clear purpose, such as getting information and instruction of how to make things (Ibid., p. 113).

She advises teachers to connect reading instructions with boys' interests and hobbies. For instance, by giving meaningful purposes for tasks that demand both reading and writing. Merisuo-Storm refers to Hyatt (2002), who says that for boys there is a contrast between school reading and real-life reading. Boys prefer to read what they have chosen themselves. "In school pupils read mostly books and textbooks, while off school reading involves media, video, television, music lyrics, Internet sites, and popular culture magazines" (Hyatt, 2002, in Merisuo-Storm, p. 113). Merisuo-Storm also refers to Jon Scieszka (2002), who in his study claims that teachers should keep in mind that these are reading materials as well as books (in Merisuo-Storm, p. 123). This means that a pupil can be a reluctant reader at school, but may read with great interest outside school, as long as the reading is related to his own interests. Boys' lack of interest for literary reading at school, will have a negative impact on them as students later in life (Ibid., p. 114). Notably, if pupils are negative towards reading, they would read comics, series

books and magazines if they were available in school libraries (Worthy 1996, in Merisuo-Storm, p. 123).

When Merisuo-Storm asked the most reluctant readers in her study what they preferred to read, the majority said that they preferred to read comics, and a few said humorous stories and adventure books (Ibid., p. 119). This study gives proof of the support pictures and illustrations give to the reader, and thus how they function as a motivator. Traditionally, comics have been seen as having little value as a literary genre, therefore many teachers do not allow them in the syllabus. However, in Finland, the Finnish editions of Walt Disney's Donald Duck magazines have received the "Language Gem of the Year" award from the Department of Finnish at the University of Helsinki, with the argument that they are of high quality and use ingenious language, and both children and adults enjoy the books (Ibid.). Therefore, it is worth to consider giving reluctant readers, mostly boys, a chance to read comics to improve their reading skills. Then, gradually they may learn to enjoy other genres in literature as well (Ibid.).

Merisuo-Storm concludes her study by pointing out the importance for teachers to pay attention to the development of boys' reading skills while they are still young. The age of 10-11 is probably the period when children are the most eager readers. Consequently, it is important to motivate young boys to read and to continue reading as they get older by providing them with literature that matches their interests (Ibid., p. 123). Also, Merisuio-Storm's study shows that "Fluent readers are usually skilful writers and struggling readers are usually poor writers" (Ibid.). She ends her study by stating that it is possible to encourage the most reluctant pupils into enjoying reading by constantly providing the literature they like to read.

The previous studies show that the teacher role is of great importance for the development of pupils' reading skills. Inouk E. Boerma, Jelle Jolles and Suzanne E. Mol (2015) have examined the relationship between teacher perceptions and pupils' reading motivation, with attention to gender differences. In their study, they found three dimensions of reading motivation: reading self-concept, reading task-value and reading attitude. They tested fifth and sixth graders, and their findings showed that the girls scored higher than the boys on reading task-value and attitude. However, they found no gender differences in reading self-concept among boys and girls (Boerma et al., 2015, p. 560). This means that boys and girl at that age felt equally confident towards reading. Boerma et al. believe this was a result of the pupils' young age, and

the fact that the pupils were tested at the start of the school year. Further, they point out that teachers tend to perceive that girls have better reading-comprehension than boys. As a consequence of this, they found that a clear gender-typed pattern appeared in the relation between teacher-perceived reading comprehension and pupils' motivation (Ibid., p. 561). The teachers' perceptions had no influence on boys' reading motivation, whereas the girls got affected. Boerma et al. explain that girls seem to be more receptive to the options of a supportive teacher than the boys. They rely much more on external feedback to judge their performance. In addition, girls do have a tendency to have lower self-expectations than their abilities justify and task success does not automatically lead to higher confidence (Ibid.). This is not the case for boys, who tend to overestimate themselves. They are more independent from the opinions from others, since they tend to develop an internal standard for self-evaluation. To prevent girls from becoming reluctant readers, it is important that teachers are aware of their own attitudes towards poor readers in their classrooms. Since girls' reading-self-concept and task-value are predicted by teacher perceptions, they might develop a negative reading motivation. Consequently, it could probably lead to less frequent reading and therefore fewer opportunities to practise and improve reading skills (Ibid., p. 563). According to Elisha Babad and Paul J. Taylor (1992), pupils as young as fourth graders were able to perceive their teachers' perceptions, even when only non-verbal information was available (in Boerma et al., p. 563).

So far, all research shows that girls are more highly motivated and also reach better reading comprehension, whilst boys stand out as the most reluctant readers. However, Rhona S. Johnstone and Joyce E. Watson (2005) found that a systematic synthetic phonics method produces a gender difference that favoured boys in word reading and spelling, and had the same results on reading comprehension (in Logan and Johnston, 2010, p. 176). "The principle behind the synthetic phonics method is that letter-sound correspondences and blending skills are taught early on at a relatively fast pace so that children quickly have a method to read independently" (Ibid., p. 176). This method strongly emphasises phonetic rules, and teaches how to use a rule governed phonological approach to reading, and this seems to be more in line with boys' natural learning style (Ibid., p. 177). Furthermore, Logan and Johnston point to Gough and Tunmer (1986) who stress that word reading skills are crucial for reading comprehension, improving word reading skills is likely to lead to better reading comprehension (Ibid.). Andrew Lambirth (2012) is a strong advocate for this theory, in an interview with Kathryn Westcott (BBC News

Magazine, 2012), he says that the idea of the synthetic phonics method is that once a child has the skills to decode they can then go on to think about meaning. He explains that children learn to decode words by sounds, and that the letters (graphemes) that represent these phonemes are blended into words. So, "at its most basic, children are taught to read the letters in a word like c-a-t, and then merge them to pronounce the word cat" (Ibid.). The reason why this is interesting for teachers to look into is because they need to be aware of their own teaching methods, so they do not create reading reluctant pupils in the future (Logan & Johnston, 2010, p. 177).

To conclude, several studies have shown that the teachers' role is of great importance, especially for girls' reading motivation. According to research, Vygotsky's zone of proximal development seems to have the best effect on girls, who seem to lean on a significant instructor to a greater extent than boys (Boerma et al., 2016, p. 16). Boys on the other hand, seem to overestimate themselves as readers. Studies show that there is a gap between girls' and boys' reading comprehension, whereas boys stand out as the most poor readers. Boys request literature based on personal interest, they also like comics and humorous literature to read at school, while girls read more demanding literature as longer novels with a few or no illustration support. Additionally, teachers need to check if they are teaching a reading method that favours a specific gender, and then need to be able to adjust their methodology accordingly. When much research shows that boys are poorer readers and more reluctant readers than girls, it needs to be taken seriously.

2.5.   Film as a strategy for joy of reading

Pupils are reluctant readers for various reasons, to give an accurate age of when they seem to start losing motivation is not possible. However, Merisuo-Storm mentions in her study of pupils in fourth grade, that the girls enjoyed reading far more than the boys (Merisuo-Storm, 2016, p. 117). This can give an indication that pupils may start becoming reluctant readers before the age of nine. Hence, primary school has a very important role to play for the future destiny of each child. As stressed in the previous sub-chapter, it is crucial to use the correct reading method when teaching pupils how to read. Then, as Jo Worthy (1996) points out, reluctant readers will benefit from the liberty to choose the texts they are motivated to read. When the reader has become a confident reader, time has come to be exposed to more challenging literature (in Merisuo-Storm, 2016, 123). Essentially, to keep pupils' ongoing motivation for reading, teachers

need to expand their teaching with additional reading strategies. According to Eva Lambertsson Björk, Jutta Eschenbach and Britt Wenche Svenhard, young people watch a lot of film, thus film is an excellent tool in language learning. By using the pupils' own experiences with film, they will become more motivated towards learning (Björk et al., 2014, p. 195).

According to the English curriculum, two of the aims of the language learning training is "to identify and use different situations and learning strategies to expand one's English-language skills", and to enable pupils to express their own reactions to English literary texts, films, internet culture, pictures and music (The Norwegian Ministry of Education and Research, 2013, p. 8). Subsequently, a combination of literature reading and watching film can result in motivated pupils who read for joy. According to Björk et al., film is an excellent tool to achieve essential competence aims in English as a second language (Ibid., p. 195). Let us take a closer look into the theory of the field film and reading motivation.

According to Björk et al., young people find film a welcome substitute to written texts. Thus, pupils will be more motivated for learning, which will influence their attitude towards languages and cultures they meet in a film (Ibid.). Bo Lundahl (2009), states that pupils get more information from television and film, than from newspapers and books. He suggests that film can be used in several ways in teaching literacy, for instance by stressing a specific topic. Instead of watching the whole film, one or two key-scenes can be chosen to highlight characters, a person's actions, a landscape, an environment and more (Lundahl, 2009, p. 380).

Moreover, Lundahl states that film is an excellent source for language learning, to learn both formal and informal language, English language varieties, words, slang, phrases, idioms, and how to act and react in a certain situation (Ibid., pp. 380-381). Björk et al. suggest that film can be used for vocabulary learning by listening to authentic speech and detecting specific words. Thus, film can be used from beginner level and up to adult level (Ibid., p. 201). More, film can be used to promote writing skills by writing dialogues or speech balloons based on a film still, or to interpret what is going on or what will happen next in the picture (Ibid., p. 197). Additionally, film presents examples of body language and non-spoken communication which is of great value when learning which norms go for specific situations. Björk et al. use film in the same way reading-strategies often are worked with by teaching pre-, during- and after-viewing strategies (Ibid., pp. 198-201).

John Golden (2001), states that active readers will make predictions of what will happen next in a story (Golden, 2001, p. 36). The students who manage to immerse themselves in a text will look forward to a great reading experience when starting on a new novel. What about the students that find reading novels difficult and demotivating? What are teachers going to do about them? Golden suggests that reading and film should be used closely together in class because film is more readily accessible than a written text because of its visual nature (Ibid., p. 36).

Anne Nielsen Hibbing and Joan L. Rankin-Erickson (2003) state: "A picture truly is worth a thousand words for students who struggle with reading comprehension" (Hibbing & Rankin-Erickson, 2003, p. 769). Thus, they have found that the use of visual images, among them film, will provide pupils with information on which to build their own internal images (Ibid.). Hibbing and Rankin-Erickson point to Joel Levin and his statement from 1981: "Strategic use of external visual images can provide the background knowledge and memory pegs to help students 'see' what is happening and unlock confusing text [sic]" (Ibid.). So, by supporting pupils with that tool, the teacher provides pupils with essential elements necessary for responding to a text. Another essential point is stated by J. Peeck's review of the affective-motivational, it shows that visual images do have many positive outcomes. Peeck states that pictures can make reading more enjoyable and result in a more positive attitude and thus can influence the time readers are willing to spend on a text. All these effects are particularly beneficial for students who are reluctant readers (in Hibbing & Rankin-Erickson, p. 762).

To summarize, this sub-chapter has explored the importance of using film as a teaching method and as a reading strategy in order to maintain and increase pupils reading motivation and reading comprehension. Hopefully, a combination of film and literature will keep the pupils' attention and thus make the reading itself more inspiring.

3.   Methodology and Research Design

According to Sandra Lee McKay (2006), "Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process" (McKay, 2006, p. 1). The aim with my thesis is to investigate to what extent may a combination of film and literature contribute to joy of reading among reluctant readers.

The empirical part of this study consists of an applied research project carried out in a 7th grade class in Norway. Applied research as a method deals with humans and aims to find solutions of real-life problems (Ibid., p. 4). The study lasted for three weeks, and each week contained two lessons. One of the two lessons lasted for 45 minutes and the second one in 90 minutes. In this thesis, the research done in this particular 7th grade-class, will not define a method for all teachers to follow, rather it gives a picture of what was found in the analysis based on the answers the class gave in this study at this particular time.

3.1.　　Participants

The participants in this study were twenty-four pupils, thirteen girls and eleven boys, in 7thgrade, they were thus between twelve and thirteen years of age. They represent a diversity of ethnicities, academic levels, and interests which are representative for a larger group of the student population. As McKay has noted, it is important to try to sample a group that in some way is representative for a larger population (Ibid., p. 37). Thus, the class is what researchers call a *sample of convenience*, they are a group of pupils I have access to (Ibid., p. 37). Except for a few pupils, they have all been at the same school since first grade and have had only two English subject teachers during their schooling. Therefore, the students are all assumed to be a homogenous group as they are in the same class, being taught by the same teachers who are bound to teach according to the aims in the National curriculum.

The participants in this project remain anonymous throughout the thesis. The pupils will be distinguished in gender-based groups. The answers the boys and the girls give will be counted and presented as quantities in graphs and be compared to each other as boys and girls. Since the participants are under the age of eighteen, parents' consent was secured in writing (see appendix 1).

3.2.　　Materials

The basis of the analysis of this thesis consists of two kinds of questionnaires, one given to the pupils before the study started, and an identical one given to them at the end of the study (appendix 2). In addition, questions were given to the class after each of the five teaching-methods (appendix 3). Primarily, my intention was to create a focus group consisting of 6-8 pupils. However, during the start of the study, it became impossible to move on as planned when

teachers at the school in question fell ill and an assistant had to work as a substitute teacher. Consequently, I had to let the whole class become one joined, very large, focus group. Hence, after five of the six lessons in the study period, the class was given questions to answer individually, these questions became the substitute for the intended interview. The study in class was based on a teaching scheme where different methods of combinations between the novel *Billy Elliot* (Burgess, 2001) and the film *Billy Elliot* (Daldry & Hall, 2000) were tried out in teaching.

To sum up the materials, the study started and ended with the same questionnaire. Additionally, during the study period the class got questions to answer in writing. Then, they gave response to the teaching methods which were used in the study to investigate any change in their reading attitudes. The five teaching methods they gave answer to, will be presented in the teaching outline in sub-chapter 4.2, additionally, in the teaching scheme in appendix 4. Thus, my research is based on findings in questionnaires only.

3.3. Procedure

In this thesis, a quantitative research method was used. The survey consists of a questionnaire given to the whole class at the beginning and also at the end of the project, to measure if a combination of film and novel made any change in pupils' attitude towards reading for joy. In addition, the class' answers during the study, gave an expanded in-depth insight into whether the pupils still are reluctant or not. Additionally, the material gave a broader fundament to decide if there was any change in their reading attitudes towards motivation during the project.

Before moving on to the analysis section, let us look more closely at the methods used.

3.3.1 Questionnaire, the Initial and the Final

The survey was handed out as a paper-questionnaire, and I read the questions aloud and explained when needed. Because of the students' age, the questions were made easy to answer, and I encouraged them to write their answers in English. Yet, there was a danger that the answers could be affected by limited English language proficiency. Subsequently, the students who did not feel confident about writing in English were allowed to write in Norwegian. It was important that vital information not was left out as a consequence of a limited ability to express themselves in English. According to McKay, one way to deal with this problem is to write the questions in

their mother tongue (McKay, 2006, p. 39). I made a point of using different colours in the questionnaires to make them more attractive to answer, and for the pupils not to lose track of the order when answering.

The questions are based on what Zoltan Dornyei (2003) points out as the three types of information a survey can provide; *Factual information, Behavioural information* and *Attitudinal information* (in McKay, 2006, p. 35). When following the pattern of these three types of information in the survey, the questions will follow each other in a logical order. First, the factual information served only to establish gender, since age, language level and background and ethnicity already are known. The behavioural information concerns behaviour towards reading strategies and reading and film habits. The last part of the questionnaire asked for attitudinal answers to find out more about the respondents' opinions and interests towards film and reading. The number of questions made it possible to answer the survey in no more than 30 minutes (Dornyei, 2003, in McKay, p. 40). Consequently, there are only four options for each question and the pupils were asked to circle only one alternative. To see if the students had changed their attitude towards their joy of reading, the same questionnaire was given at the end of the project.

3.3.2 Questions to the Teaching Methods

As mentioned in sub-chapter 3.2, the intended focus group interview had to take the form of a questionnaire. The questions meant for the focus-group, were now given to the whole class. According to James Dean Brown (2001), "language surveys are any studies that gather data on the characteristics and views about the nature of language or language through the use of oral interviews or written questionnaires" (Brown, 2001, p. 2). As described earlier, surveys in form of a questionnaire provide three types of information, factual, behavioural and attitudinal information. In contrast to the initial and final questionnaires, this questionnaire seeks only attitudinal information from the students (Dornyei, 2003, in McKay, p. 35). The questions were intended to uncover the students' opinions and interests towards the teaching methods. Dornyei states that surveys are very efficient to gather a good deal of information in a short time. Teachers can rapidly learn more about students' habits and preferences (Ibid., pp. 35-36). However, disadvantages could be that students and teachers provide unreliable information. Students may report what they think the teacher wants to hear (Ibid., p. 36).

Furthermore, I was aware that I as their teacher in this project was in a position of power and aware of the fact that I could emphasise the pupils to answer what they thought I wanted to hear. It was crucial to me that they offered their own opinions. Then, I wrote the questions at the blackboard and translated them into Norwegian orally. The pupils could choose themselves whether they wanted to answer in English or in Norwegian. To make sure the quality of the quantitative research was taken care of in my study, the data I got from the questionnaires are presented with verbatim accuracy and no corrections are made to change the meaning in the sentence.

3.3.3 Quantitative research

In this sub-chapter, I will give reasons for using quantitative research methods. In my study, twenty-four pupils were investigated in their natural classroom environment. According to Chen and Graves (1995), in quantitative research, the number of participants could be large, and the results can be reported with statistical analysis (Chen & Graves, 1995, in McKay, 2006, p. 6). More, the typical tradition in quantitative research is that the study starts with a research question that is quite specific, and thus surveys can be used to gather responses from students to answer the research question. My research question is; *to what extent may a combination of film and literature contribute to joy of reading among reluctant readers?* By investigating five different teaching methods, I gave the students questions to answer which were possible to count and present in a statistical analysis (Ibid., pp. 6-7).

Furthermore, the questions I designed were both open-ended and close-ended. To categorize the answers the students gave, I divided their answers into three groups: positive, negative and neutral. All answers were counted and summarized into bar-graphs or pie-charts and will be presented and discussed in chapter 5. Additionally, the results from the first questionnaire can be found in appendix 5a, the results from the final one in appendix 5b, and the results from the questionnaires after each teaching-method is attached as appendix 6.

4. Didactic reflections

In this chapter, an overview of the study as a teaching project in class will be given. First, this will be done by a presentation of the chosen film and novel. Then, an outline of how the study was carried out will be presented and then elaborated on with its five methods.

4.1. Presentation of the film and novel

The story Billy Elliot is based on a motion picture screenplay written by Lee Hall and directed by Stephen Daldry for Universal Studios in 2000. The film was first released under another title, *Dancer* (Wikipedia, 2018). To avoid a mix up with another famous film released that year, the producer re-titled *Dancer* to *Billy Elliot*. The film became a great success. Thus, *Billy Elliot* was nominated to several awards and won many of them, it is still an ongoing success as a musical around the world (Wikipedia, 2018).

The novel stays true to the story in the film throughout the whole book. Each of the fifteen chapters in the book is named after one of the characters in the story. Thus, we can read the story from that person's point of view that mainly revolves around Billy, his father Jackie, his brother Tony, and his friend Michael. Accordingly, the novel is true to the written screenplay. The film presents the characters by switching the scenes back and forth between the different role-players as the story unfolds, and we can see the story from that specific character's point of view.

In the story, we follow the protagonist, Billy Elliot, who discovers ballet dancing at the age of eleven. We follow his struggle for acceptance for his choice to stop training boxing, which was expected of him, and to start dancing instead and become a professional dancer at the end. Alongside Billy's story, we learn about the struggle his father and older brother were facing through the coal-miners' strike and how that affected their whole community. Billy Elliot becomes a symbol of hope for a better life outside the fictional town Everington, in the north of England. The spoken dialect in Everington contains a lot of contracted words, in addition to a lot of swearing and slang. Despite this, the language is relatively easy for an averagely skilled seventh grader to understand. As a help to less skilled readers, an easy-reader version of the novel has been produced (Burgess, retold by Karen Holmes, 2008). The easy-reader version also contains fifteen chapters, and it has 49 pages whereas the original novel has 155 pages. The running time of the film is 1 hour and 46 minutes. Approximately, every twenty minutes of the film refers to three chapters in the novel. More, the content of the two versions of the novel is identical and equally true towards the film. How the combination of film and novel was carried out in class, as a study and teaching-project, will be further elaborated on in the next sub-chapter.

4.2. Teaching outline

The study started with the students answering the initial questionnaire, then they got an outline for the study and an overview of the three following weeks. Next, they became presented to the story of Billy Elliot and its main characters, the content was placed in a timeline, both geographically and historically. Then, in the following three weeks, the students worked with five different methods of combining film and novel. These methods were divided into six lessons, each lesson was dedicated to three new chapters from the novel and the corresponding sequences from the film (see the teaching scheme in appendix 4).

As mentioned in the previous sub-chapter, both the novel and the film contained slang, swearing, contracted words and grammatical errors as a consequence of language varieties. To make sure my students fully comprehended the story, I started each lesson by pre-teaching words that I knew could be difficult for the class to understand. For instance, the slang "scab" needed to be put into context with the miners' strike (Burgess, p. 9). Additionally, some grammatical varieties needed to be explained, like "[…] these are *me* dad's" (p. 20) and "Dunno" (p. 33).

To introduce the study in class, they watched the Billy Elliot trailer (NBC Universal, 2011). After watching the 2 minutes long trailer, the class predicted if they thought the film was worth watching or not.

A detailed teaching scheme for the study period can be seen in appendix 4. The aim was to see if one of the methods was preferable for contributing to joy of reading, especially for reluctant readers. The methods were as follows:

1. Read three chapters from the novel, then watch the same part from the film.
2. Watch the next three chapters from the film, then read the same part in the novel.
3. Read the next three chapters and pay extra attention to the details in the story, then recognize these details in the film and discuss in groups what had been spotted.
4. Replacing film with book, and book with film by reading the next two chapters, then watch chapter 12 from the film.
5. Read and leave the very last chapter unread. Predict how the story ends by writing their own end to the novel and then compare their end with the film.

After each of the five methods listed above, the class answered 2-3 questions individually in writing. (In some of the questions the number of responses will vary because students got ill and had to stay home). Their answers have been categorised and will be presented and discussed in chapter 5. All the questions which were asked after each teaching methods can be seen in appendix 3, and what the class answered specifically on each question can be read in appendix 6.

To present the questions the class answered, it is necessary to elaborate on each of the five methods further.

Method 1: Chapters one, two and three were given as homework to read. Additionally, tasks from the easy-reader version were given to all in class to answer as homework. The tasks were divided into before you read-tasks, while you read-tasks and after reading-tasks. Next lesson, after talking about the content and sharing answers from the homework-tasks, the class watched eighteen minutes of the film, which was exactly the same part they had read at home. Then I asked these two questions:

1. Now, you have read and watched the same story, in that specific order, what do you think about this method?
2. Did you enjoy the story?

Method 2: For this part, the class saw the film first, then read the same text at home which was chapters four, five and six. They did similar tasks as for method 1 at home. In the following lesson I asked these questions:

1. When you answered the homework-tasks, which made it easier for you to answer, the novel or the film?
2. Did you read the novel with more joy after watching the film?

Method 3: For this part, the aim was to see if reading were more joyful when they got a specific reading-task during reading. For homework, they got this description: Read carefully chapters 7-9. Pay extra attention to the details in the story. At school, you are going to recognize these details in the story and discuss in groups what you have spotted.

The next lesson, I asked these questions:

1. What details from the book did you spot in the film? Discuss in your group what similarities and differences you spotted. This question was discussed in groups of 3 and 4. (No written answers were required for this question, just oral participation in group work).
2. When looking for details, did you read your homework with joy yesterday?
3. Did you understand the film better after having read the text at home?

Method 4: The aim for this part was to see if the novel could replace the film and vice versa. Often in class, teachers are on a tight schedule, and time is always an issue. By replacing film with book, and book with film, teachers will save time when the aim is to get know the content of a novel.

The homework was to read the next two chapters, chapters 10 and 11. In the next lesson, I played the part from the film which replaced chapter 12 and left chapters 10 and 11 unseen. Then, I asked these three questions.

1. What do you think about reading one part, and watching the next?
2. Do you want to see the part of the film that you did not see today, chapters10 and 11?
3. Do you want to read the part that you did not read, chapter 12?

Method 5: In this last part of the project, there are only three chapters left of the novel, and hence from the film as well. At that time, we were working cross-curricula with the theme film and screenplay. First, they read the two of the remaining chapters and left the last one unread. Second, they wrote the end of the story in the way they wanted it to end. They were going to focus on characters, points of view, angle of filming, place, time of the day and which music would be fitted. Next, I played the rest of the film, and they compared their own screenplay with the film. Last, in groups they discussed how their scene turned out compared with the film. As a final task for the class, I gave them questions to answer about their attitude towards reading and watching Billy Elliot.

1. Did you read Billy Elliot with joy?
2. Did you watch Billy Elliot with joy?
3. Did the film make the novel more joyful to read?
4. Did the novel make the film more joyful to watch?

Finally, I summed up the five methods and asked which of the methods they liked the best. The next day, they answered the final questionnaire which was similar to the initial one (appendix 2).

5. Results and Discussion

In the following sub-chapters, the results from the questionnaires will be presented, analysed, and discussed. Additionally, all results can be seen in appendices 5a and 5b, and in appendix 6.

5.1. The Results and Discussion from the Initial and the Final Questionnaire.

The initial questionnaire and the final questionnaire are identical, and they were answered with an interlude of four weeks. The aim was to investigate pupils' reading habits and to see whether or not there had been any changes in pupils' attitudes in relation to experiencing joy of reading after having participated in the study. In the questionnaire, there are twenty-eight statements that the students have classified according to four different criteria; from *strongly agree*, *agree*, *disagree* and *strongly disagree*, or by selecting answers from given options. Three of the statements require written comments from the students. To each statement, the girls' responses are presented first before the boys', then findings in their opinions will be compared and discussed. In the tables, the initial questionnaire is presented in blue, whilst the final questionnaire is presented in orange. What the students answered will be elaborated in the following sub-chapters.

5.1.1. Results and Discussion of Statements 1-7.

The same thirteen girls and eleven boys answered both the initial and the final questionnaires as can be seen in statement 1 (appendices 5a and 5b). Questions 2-7 were based on the studeown attitudes towards reading books, and their family reading habits. This *factual information* seeks to give a background for the students' reading environment (Dornyei, 2003).

Statement 2: I love to read English books.
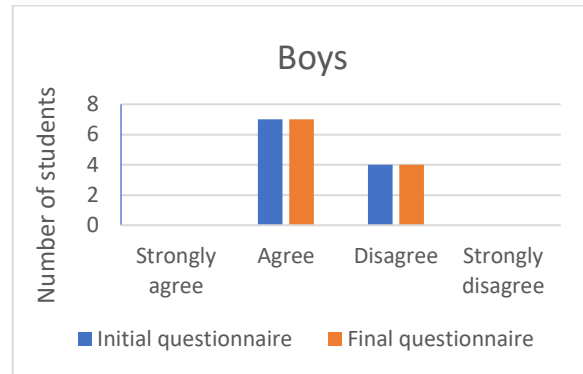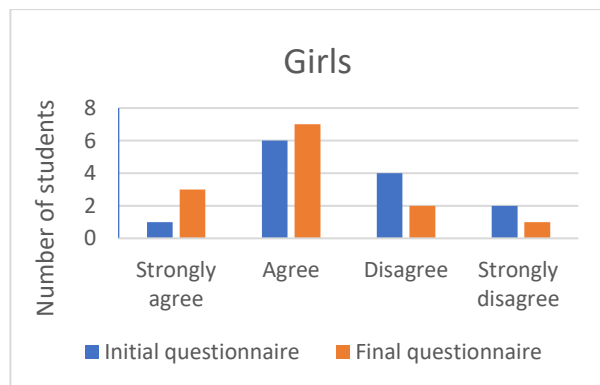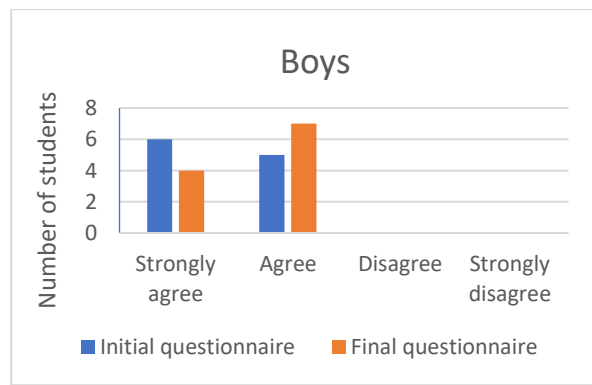
Table 1:

Girls

Table 2:

Boys
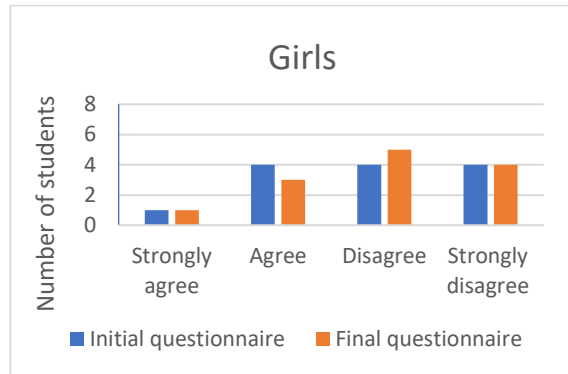
Table 1 shows that the majority of the girls are negative towards reading English books. After the study, one girl changes her mind from *agree* to *disagree*. This leaves four girls out of thirteen who are positive towards reading English books, which on the other hand, makes the remaining nine girls (a percentage of 62%) negative towards love to read English books. Table 2 shows how the boys reacted to the same statement as the girls in Table 1. Seven boys answered that they *agreed* to the statement, and four *disagreed*. None of the eleven boys answered that they *strongly agreed* nor *strongly disagreed*. Thus, the majority of the boys love to read books, whilst the majority of the girls disliked it. In the final questionnaire, a percentage of 62% girls *disagreed* or *strongly disagreed*, in contrast, only 34 % of the boys disagreed. While the boys' attitudes towards the same statement remain the same before and after the study, one girl switches from *agree* to *disagree* and thereby made the girls, as a group, even more negative towards reading after the study had been completed.

Statement 3: I read English well.

Table 3:

Girls

Table 4:

Boys

The aim in statement 3, was to find out how the students rated themselves as English readers, and to investigate whether the study has had any influence on their perception of their own reading skills. As shown in Table 3, in the initial questionnaire, one girl *strongly agreed*, six girls *agreed*, four *disagreed* and two *strongly disagreed* that they read English well. When they answered the final questionnaire, their attitudes towards this statement have changed in a positive direction. Now, three girls answer that they strongly agree, seven girls answer *agree*, two *disagreed* and one *strongly disagreed*. After the study period, three more girls saw themselves as better readers than before the study started. In the final questionnaire, 77 % of the girls rated themselves as good English readers, while in the initial questionnaire only 54 % did the same. An explanation to this, could be that some of the girls got the easy-reader version of the novel to read instead of the original novel. One can assume that they found the text easy to comprehend and hence felt they could read better than they expected beforehand. More, the girls that were more skilled and confident readers might also have upgraded their answers as they felt they had comprehended the original novel satisfactorily.

According to Table 4, in the initial questionnaire, six boys *strongly agreed* that they are good readers, and five *agreed* to the statement. After the study, only four said that they *strongly agree*, and seven said they *agreed*, none answered *disagree* or *strongly disagree*. Consequently, two boys have gone from *strongly agree* to *agree*, still, all eleven boys see themselves as good readers. It is interesting, however, to see that the boys give answers that indicate a change in their perception towards themselves as good readers.

After finishing the novel, one can argue that the boys' view on their own reading skills have become more realistic and thus results in a decrease in reading confidence. Likewise, the same can be said about the girls; they have become more realistic towards their reading skills and thus have increased their reading confidence (Table 3). Still, the percentage of boys who think they read well is 100 % against the girls with their 77 %. Nevertheless, all the students managed to complete the entire novel. When they were left with the feeling that they have become better readers after the study than they were before, the novel must have been easy enough to comprehend and interesting enough to finish.

**Statement 4: My parents love to read books.**

Regarding both the initial and the final questionnaire, the girls gave the same answers. Three girls answered that they *strongly agreed* to this statement, and the remaining ten girls answered that they *agreed*. Thus, they all gave answers that indicate that they come from homes with parents who are used to read literature and do it so frequently that their children have noticed. The boys gave answers that indicate that they have a different view of their parents, and the results vary from the initial to the final questionnaire. In the initial questionnaire, five boys answered *strongly agreed*, four boys *agreed*, two answered *disagree*, and none of them answered *strongly disagree*. In the final questionnaire, one boy changed his mind from strongly agree, to agree, and one more changed his answer from *disagree* to *strongly disagree.* Hence, after the study, the boys' responses count nine positive answers, and two negative ones (their parents do not read books). To sum up all the girls, and nine out of eleven boys, have parents that love to read books.

Statement 5: My parents read a lot to me when I was little.

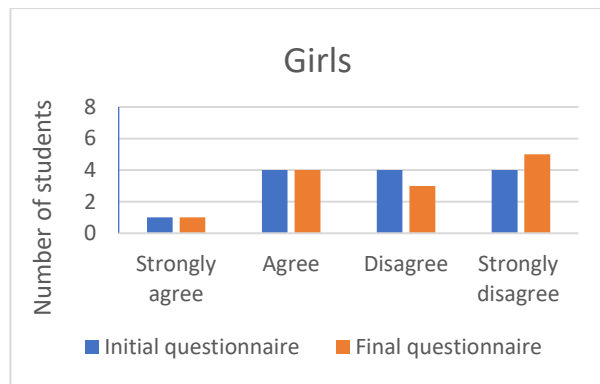**Table 5:**
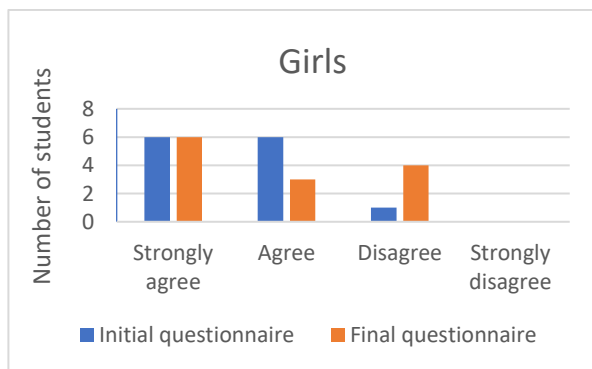
Table 6:
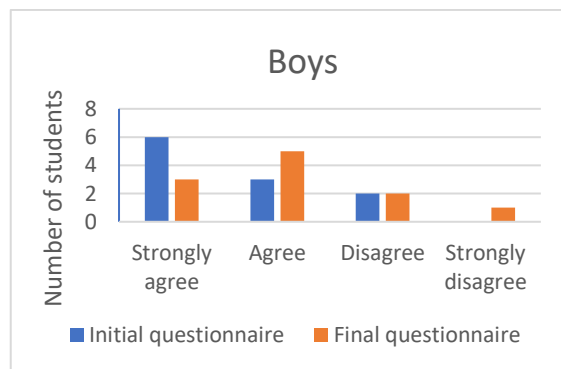
In the initial questionnaire, six girls answered *strongly agree*, six *agreed*, and one *disagreed*. As shown in Table 5, in the final questionnaire, six girls state that they were read to as children. However, three girls answered that they agreed, which is three less than before the study started. Four girls answered *disagree*, whilst only one answered the same in the initial questionnaire. So, three girls now claimed that they were not read to when children. A possible explanation for this could be that they now have been given time to think through their childhood reading memories. More, they have had the possibility to ask their parents whether they were read to or not, and to what extent that happened.

Table 6 shows the same tendency as in Table 5, with decreasing results in the final questionnaire. The majority of boys answered (six) that they *strongly agreed* to the statement in the initial questionnaire. However, after the study, the answers they gave were less positive, three of the boys have modified their views from *strongly agree* to *agree*, and *strongly disagree*. One can assume that the boys have had the same possibility as the girls to reflect upon this statement, and thus during and/or after the study, remembered more from their early childhood and hence changed their response to the statement.

Statement 6: In my home, we use to talk about what we have read.

Table 7:   **Table 8:**
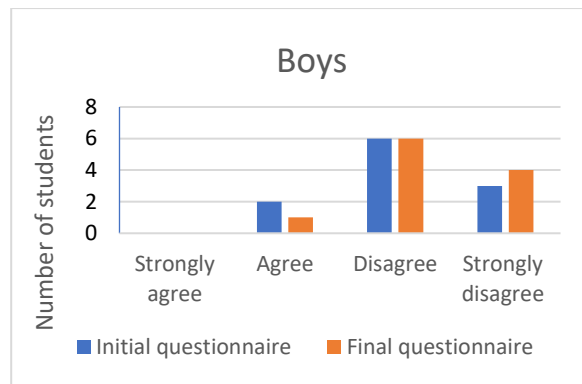

As shown in Table 6, five girls talk about what they have read with their family. Eight girls answer that they do not talk about what they have read with their family. In the initial questionnaire, four girls answered that they *disagreed* to this statement, and five *strongly disagreed*. After the study, one girl changed her response from *disagree* to *strongly disagree*.
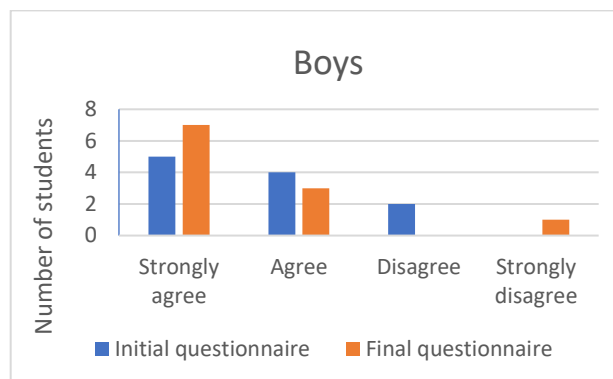
In the initial questionnaire, two boys answer *agree* and thus do talk about what they read at home. In the final questionnaire, one boy changed his mind and answered disagree or strongly disagree. The result after the study shows that only one boy talks about what he read at home, and ten boys do not (Table 7). In class, six out of twenty-four (25 %) do talk about what they read or have read, and eighteen (75 %) do not.

Statement 7: I have a lot of books at home that I can read.
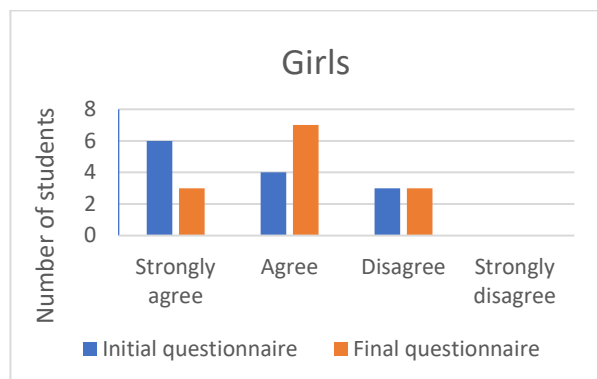
Table 8:   **Table 9:**

In Table 8, ten girls answered positively to this statement, which means that they experienced that they do have a lot of books to read at home. In the initial questionnaire three girls answered *strongly agree*, while in the final questionnaire they had changed their responses to *agree*. Three girls out of the thirteen, disagree to the statement in both questionnaires, which indicates that they need to go elsewhere than in their homes to find books to read.

Table 9 shows the boys' answers to this question. In the initial questionnaire, five boys answered *strongly agree* and four answered *agree*, which makes a total of nine boys answering that they do have books in their homes that they can read. Two boys *disagree* and thus say that they are not provided with books at home. In the final questionnaire, ten boys say that they have a lot of books to read at home, while one now goes to *strongly disagree*.

Discussion of statements 2 - 7.

The results show that, four out of thirteen girls love to read English books, and seven out of eleven boys said the same. This supports my initial assumption (Stangvik, 2016) which indicated that the girls in the group were more reluctant towards reading English texts than the boys. Even though they do not love to read English (statement 2, table 1), most stated *strongly agree* or *agree* to the statement that they read English well. According to research of reading motivation and gender differences done by Boerma et al. (2015), no gender differences in reading self-concept among boys and girls were found among the students (Boerma et al., 2015, p. 560). This means that boys and girls felt equally confident towards reading in that research. However, in this study, even if the findings show a positive reading self-concept for all students (statement 3),

the girls now stand out as more negative towards reading after the study had ended (statement 2, table 1).

Regarding statements four to seven, the aim was to investigate if the students' parents had any influence on reading motivation. According to Nodelman & Reimer, research shows that adults who enjoy reading and responding to literature, tend to come from homes where reading occurs. The majority of the students in my study are provided with books at home, which should provide a good foundation for my students regarding reading motivation. However, it seems like there is no habit of discussing or reflecting upon the books at home with their parents. Out of twenty-four, only six say in the final questionnaire they, to some degree, talk about books at home. It seems like reading literature mostly is a private matter, one does read, but does not talk about it in every day family life.

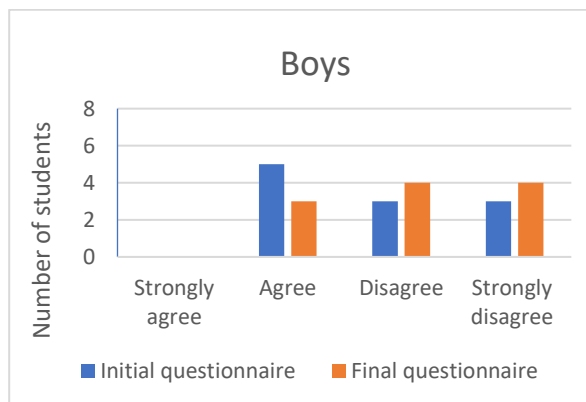### 5.1.2. Results and Discussion of Statements 8-22

The next fifteen statements from the initial and the final questionnaires (appendix 2) were designed to provide information about reading strategies, and reading and film habits.

Statement 8: I think it is easy to find a book I like at the school's library.
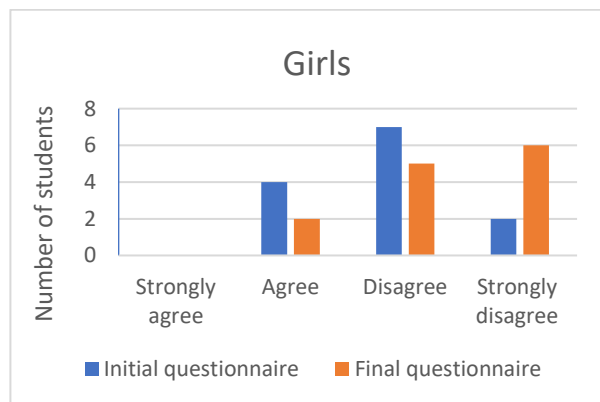
**Table 10:**   **Table 11:**

In the initial questionnaire, the girls gave answers that indicated a more positive attitude towards the school library than in the final questionnaire. Before the study started, four girls *agreed* that it was easy to find a book in the school's library, after the study, only two *agreed* to that. No one *strongly agreed* in any of the two questionnaires. Seven girls *disagreed* and two *strongly disagreed* in the initial questionnaire. They changed their view in their final response to five girls that *disagreed*, and six girls *strongly disagreed*. The girls' responses indicate that all, except two, are satisfied when it comes to finding interesting books at the schools' library.

In table 11, it is evident that boys and girls are similar. In the initial questionnaire five boys *agreed* to the statement, in the final questionnaire, only three boys *agreed*. Eight out of eleven boys claimed that they could not find books to read in the schools' library: *Four disagreed* with the statement, and four *strongly disagreed*.

Statement 9: I prefer to choose for myself what to read.
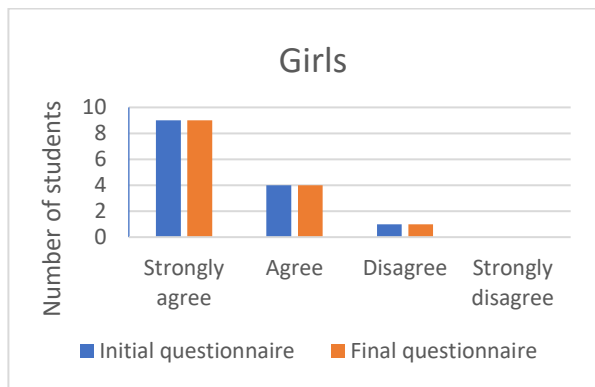
**Table 12:**   **Table 13:**
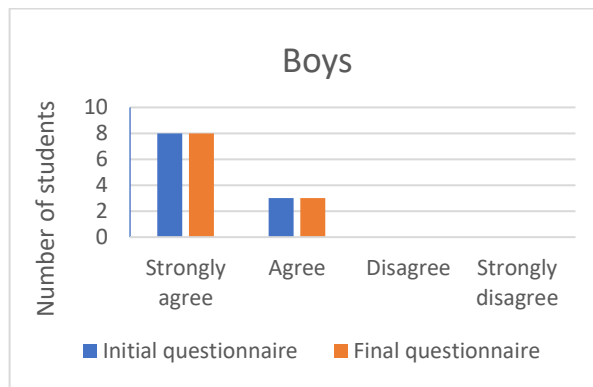
In tables 12 and 13, both girls and boys gave the same responses. This indicates strong opinions among the students. They do not change their minds about their reading preferences. The majority in class answered positively by responding *agree* and *strongly agree* to the statement. However, one girl *disagreed* (Table 12).

Statement 10: I like to read the texts in the English-subject textbook.

None of the students responded *strongly agree* in any of the questionnaires. Furthermore, five girls and four boys answered *agree* in both questionnaires, which means that they do like to read in their textbooks, but to a limited extent. Six girls responded with *disagree* in both questionnaires, whereas six boys answered the same in the initial questionnaire, and five in the final one. This leaves two girls who *strongly disagree* in both, and one boy who went from *disagree* to *strongly disagree* which made two boys with the same response in the final questionnaire. Regardless of gender, it is evident that more than half of the students dislike the texts in the English-subject textbook.

Statement 11: I am looking forward with joy to read a novel I think is good.
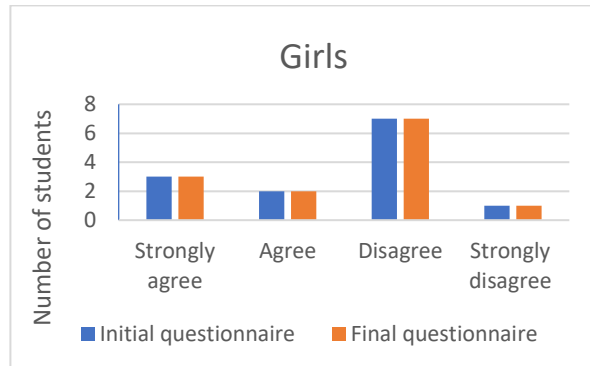
**Table 14:**   **Table 15:**
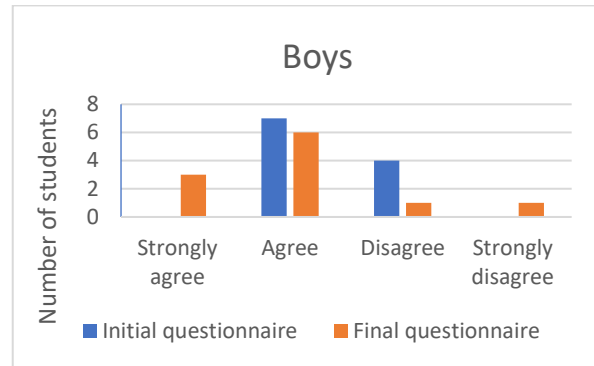
In table 14, we see that the girls give the same response after the study as before the study started. The majority disagreed to the statement, and eight of thirteen girls (62 %) do not look forward with joy to read a novel they think is good. However, five girls (38 %) did look forward with joy.

In Table 15, the boys have given their responses to statement 11. Before the study started, seven of the boys responded *agree*, and four said they *disagreed*, thus they kept to the "middle road". After the study their answers were spread over all four alternatives: Three boys *strongly agreed* (27 %), six *agreed* (55 %), one *disagreed* (9 %) and one *strongly disagreed* (9 %). Two boys (18 %) did still not look forward with joy to read a novel they thought was good, while nine boys (82 %) did. Compared to the girls, the boys, in the group, are more positive towards reading with joy both before and after the completion of the study.

Statement 12: I am looking forward with joy to watch a film I think is good.
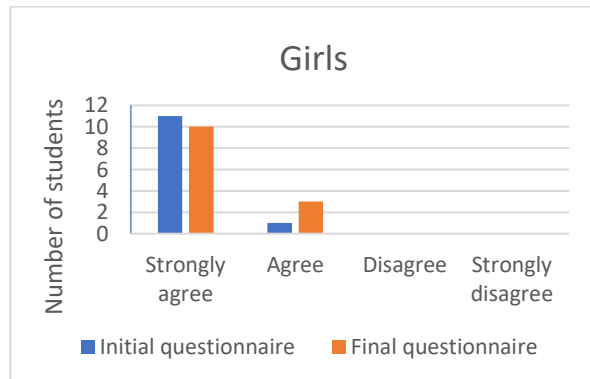
Table 16:   **Table 17:**
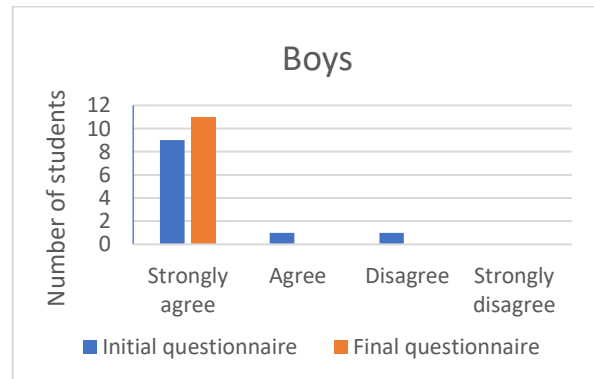
Tables 16 and 17 show a clear response from the students. After the study, all students said they were looking forward with joy to watch a film they thought was good. Ten girls *strongly agreed*, and three *agreed*, whereas all the boys *strongly agreed* in the final questionnaire. So, film stands out as more joyful than the novel.

Statement 13: When I am reading a novel, and have to take a break, I am looking forward to reading more later.

In the initial questionnaire, one girl responded *strongly agree*, five girls *agreed*, six girls *disagreed*, and one *strongly disagreed*. After the study, three girls answered *strongly agree*, and three *agreed*. The remaining girls answered the same in the final questionnaire as in the initial one. Thus, six girls (46 %) were positive towards the statement, and seven (54 %) were not. The boys responded differently. Eight boys firstly *agreed*, then six *agreed* after the study. Three answered *disagree* in both questionnaires, and one answered *strongly disagree*, while there were none who strongly disagreed in the initial questionnaire. This leaves seven boys (64 %) positive to the statement, to a certain degree, and four boys (36 %) negative.

Statement 14: When I am watching a film, and have to take a break, I am looking forward to watching more later.

A majority of girls and boys gave positive responses in both questionnaires. The exception was the two girls who replied *disagree* to the statement before the study started. After the study, one girl changed her mind and answered *agree* and thus left only one girl left at *disagree*. More, seven girls answered *strongly agree* in the initial questionnaire, and this number increased to ten in the final questionnaire. Four girls firstly *agreed*, and two changed their minds and answered differently the second time, thus leaving two left on *agree*. To sum up the girls' responses, twelve girls stated that they were looking forward to watching a film after a break, while one girl did not look forward to this at all.

The feedback the boys gave was overwhelming positive in both questionnaires. They gave the same answers before and after the study. Nine boys chose *strongly agree*, and two chose *agree*. Hence, all of the boys and twelve of thirteen girls are looking forward to watching more of the film after a break.

Statement 15: **When I have finished reading a book I really like, I feel?**

      Describe the feeling the best you can.

To this statement the students gave short descriptions of their feelings (appendices 5a and 5b). Their responses are here categorized in four groups:

1. Feel sad, because the book has come to its end.
2. Feel happy, proud, excited because the book was good, or to have managed to finish reading it.
3. Want to read the sequel or watch the film, no feelings described.
4. Other, have not answered the question, but given other information.

In the initial questionnaire two girls responded within category 1, one of those girls gave additional information which makes her fit in both group 1 and group 2. She felt sad because the book was finished, but also happy because she liked the book. Thus, six girls responded within category 2, which was a positive feeling about the book they had just read. No answers fitted into group 3, and four girls gave only additional information, which places them into group 4. One girl did not want to comment on this statement and left it open. In the final questionnaire, all thirteen girls gave a response to this statement. Now, there was only one girl who did not comment on the statement and thus fits into group 4. Two girls wanted to read the next book in the series, and one gave additional information that she did not feel anything in relation to the text. Four girls were happy to have finished the book (group 2). In group 1, six girls felt sad because the book was finished. It is in this group that we see the most significant shift towards students expressing their feelings in relation to a novel.

In the first questionnaire, two boys failed to comment on this statement. Thus, I received nine responses. None of the boys answered that they felt sad when finishing reading a good novel (group 1). However, seven boys said they felt happy when finishing a good novel (group 2). One boy wanted to read the next book in the series (group 3), and one said he did not know what to feel (group 4). In the final questionnaire, ten boys gave their responses to the statement. One boy expressed sadness (group 1), and five boys felt happy when finishing reading a good book (group 2), two boys said they wanted to read the next book or watch the film (group 3). Two boys did not comment on the statement.

Table 18: Sums up statement 15:

FINAL QUESTIONNAIRE: TOTAL SCORE OF ALL THE STUDENTS:

Group 4: 13 %

Group 3: 17 %

Group 1: 31 %

Group 2: 39 %
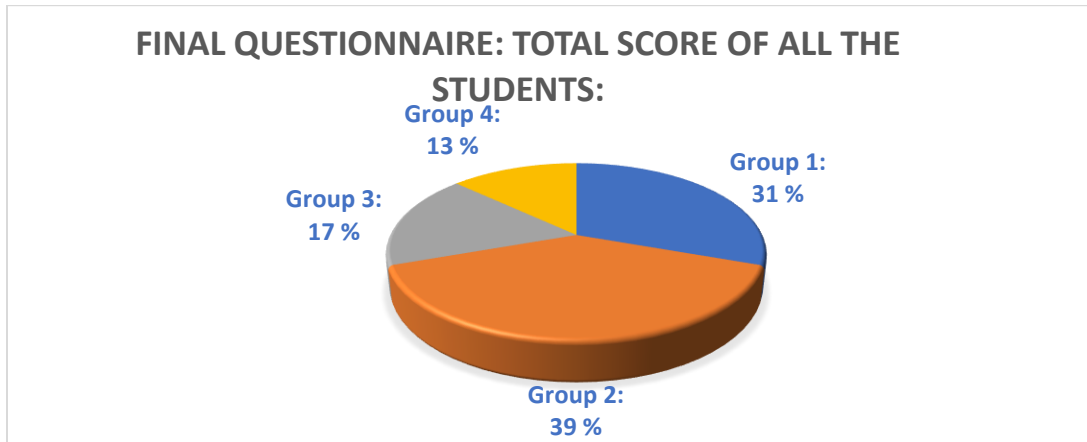
To sum up this statement, we see that before the study started, the majority in class, thirteen students, expressed happiness over having finished reading a book. After the completion of the study, nine students give the same response. After the completion of the study, seven (one boy and six girls) say they feel sadness when finishing a novel they really liked. Table 18 shows a total score in class after having finished the study.

Statement 16: **When I have finished watching a film I really liked, I feel?**

Describe the feeling the best you can:

Table 19:

FINAL QUESTIONNAIRE: TOTAL SCORE OF ALL THE STUDENTS:

Group 4: 4 %

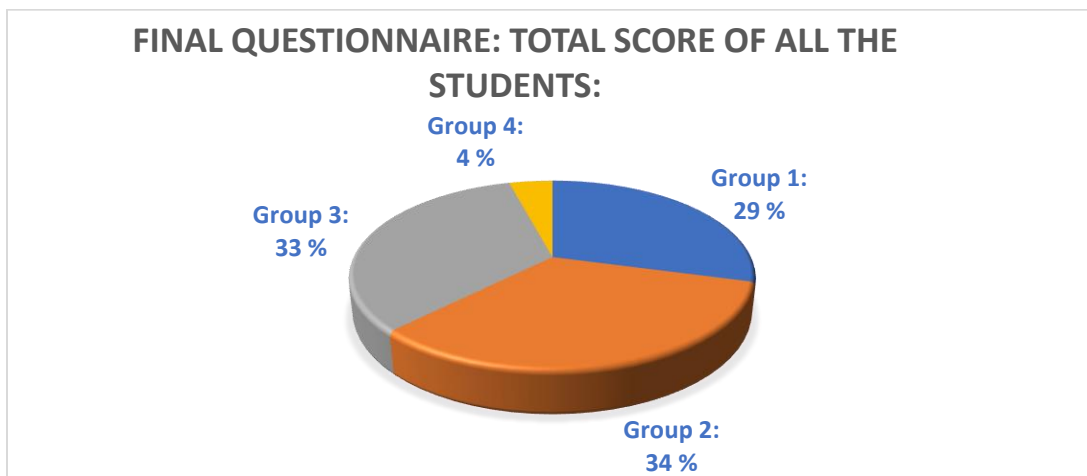Group 3: 33 %

Group 1: 29 %

Group 2: 34 %

Table 19 shows a total score from all students as one group, regardless of gender. This statement was categorized into four groups following the same pattern as for statement 15:

1. Feel sad, because the film has come to its end.
2. Feel happy or excited, because the film was good.
3. Want to watch the next film in the series, no feelings are described.
4. Other, have not answered the question, but given other information.

In both the initial and the final questionnaire (appendices 5a and 5b), most of the girls gave responses that fitted into group 1 or group 2. Whereas the boys gave most responses to group 2 and 3. Furthermore, in both questionnaires, the majority in class assumed that they would feel happy when they had finished a film they really liked. Additionally, the feeling of sadness due to ending the film, was still the second preferred response after the study ended. What was new, was that the students gave responses that revealed that they wanted the film to continue in a sequel (Table 19, group 3). Before the study started, four students (two girls and two boys) gave responses within group 3. After the completion of the study, eight students (four boys and four girls) claimed that they longed for the next film in a series. Comparing Table 19 with Table 18, we see that twice as many students described a wish for the film to be continued in a series, than for the book to be continued in a sequel.

Statement 17: If I could choose between a book or watching a film, I would prefer:

Evidently, the majority preferred film over book. The exception was tree girls answering book in the initial questionnaire, and two continued with the same response in the final questionnaire. After the study, twenty-two answered that they would choose film over book, and the two remaining students still chose the book.

**Statement 18: This makes me curious about a book:**

The alternatives mapping curiosity were divided into three groups:

1. The book cover.
2. Information from friends and others.
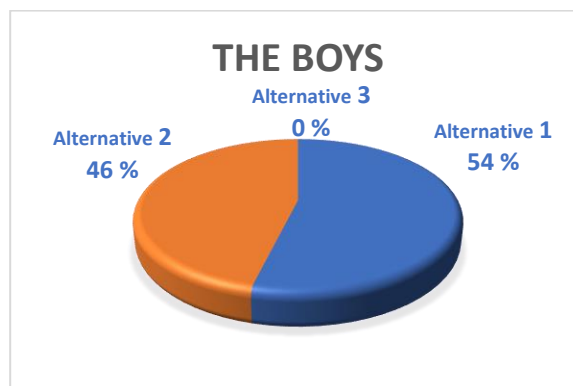3. The illustrations.

Further, if the students wanted to give additional reasons, they could write them directly in the questionnaires. Here the students could choose more than one option. Hence, I present their answers in percentages.

Statement 18: This makes me curious about a book:
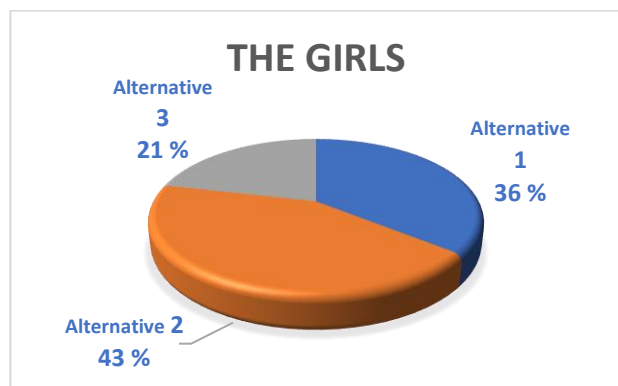
Table 20:   **Table 21:**

The results in Table 20 and Table 21 are from the final questionnaire. However, the responses before and after the study, did not vary with more than two pupils changing between the alternatives. As we can see in Table 20, the girls responded to all three alternatives, they gave additional information as well: Three girls said that they read at the back of the book, one said she read the title, and one found support in a known author that she had read and liked from before. The boys did not give any additional information. Furthermore, the girls found support in the illustration inside the book, which no boys gave any response to. The majority of the girls find the cover of the book most motivating (alternative 1), and the majority of the boys become curious about a book by the fact that they have heard about it from others (alternative 2).

**Statement 19: This makes me curious about a film:**

For this statement, I made three alternatives to fit the film genre. They still match the alternatives in statement 18.

1. The trailer.
2. Hearing about it from others.
3. Advertising.

As for statement 18, the students who wanted to give additional reasons, could write them directly in the questionnaires. There were no such additional reasons here. Also, here the comments will be presented in percentages, as the students could choose more than one alternative.

Statement 19:
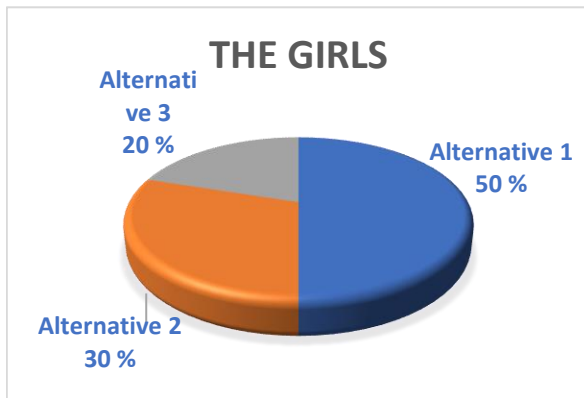
Table 22:   **Table 23:**
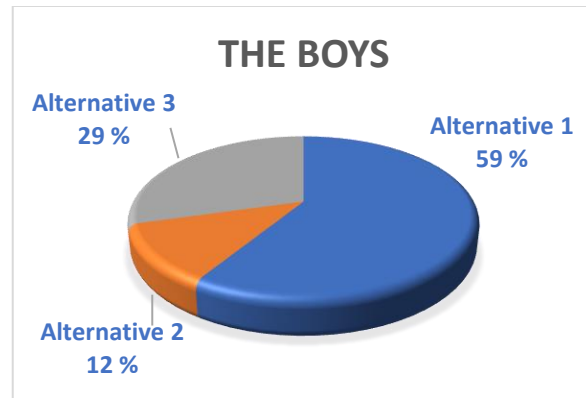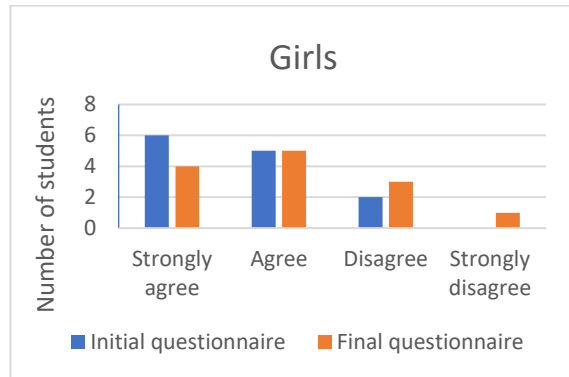

Table 22 and Table 23 show the results from the final questionnaire. Alternative 1 shows that both the girls and the boys, 50 % and 59 %, become curious about a film based on the trailer. When comparing alternative 1 in Table 22 and in Table 20, we see that the girls prefer visual support to become curious about a film or a book. Furthermore, there is a significant difference between genders in alternative 2. Based on the results one can draw the conclusion that when it comes to film, the girls are more affected by what other peoples' opinion about a film is, than what the boys seem to be. Table 23 shows the opposite of the findings in statement 18, Table 21: regarding books, there 46 % of the boys responded to alternative 2. In alternative 3, which was advertising, the girls increased their responses with one vote, while the boys increased their responses from zero to five after the study ended. These findings show that the boys do get affected by visual support when it comes to film, and not in the same extent when it comes to books.
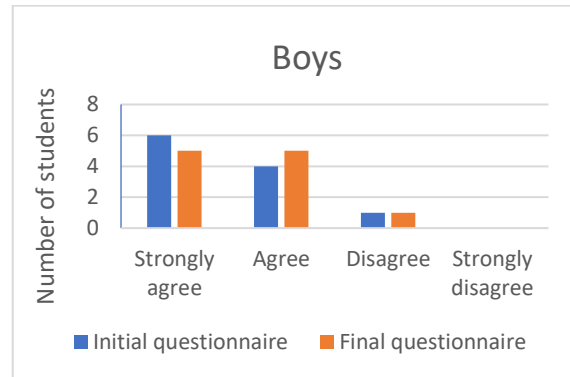
Statement 20: I think it is easier to understand the text in the novel when I have seen the film first:

Table 24:

Girls

Number of students — Strongly agree, Agree, Disagree, Strongly disagree
■ Initial questionnaire ■ Final questionnaire

Table 25:

Boys

Number of students — Strongly agree, Agree, Disagree, Strongly disagree
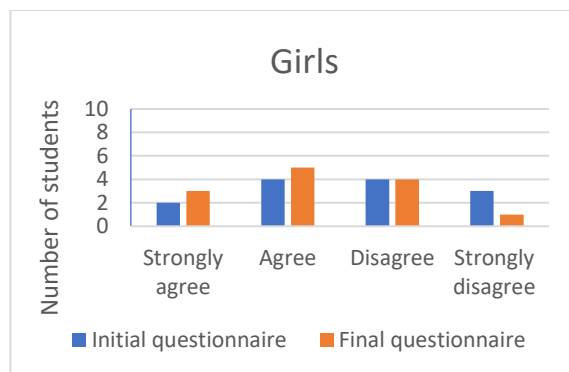■ Initial questionnaire ■ Final questionnaire

Here we see that after the study, two of the girls went from *strongly agree* and changed their responses to become less affirmative. Now, three girls *disagreed* or *strongly disagreed* with the statement. In the study, film was tried out as a pre-reading strategy to see if the students would understand the novel better. After the study, the majority of the girls actually think the film will make them understand the novel better.

Also, the majority of the boys agreed with the statement (only one did not *agree*). However, one boy became less persistent after the study and answered *agree* instead of holding on to *strongly agree* from the initial questionnaire.

To sum up statement 20, the majority of students in this study find film as a very useful strategy to understand a novel better. Only five students did not agree to the statement. So, now having discussed comprehension, let us move on to motivation and the joy of reading.

Statement 21: I think it is less exciting to read the novel when I have seen the film first:

Table 26:

Girls

Number of students — Strongly agree, Agree, Disagree, Strongly disagree
■ Initial questionnaire ■ Final questionnaire

Table 27:

Boys

Number of students — Strongly agree, Agree, Disagree, Strongly disagree
■ Initial questionnaire ■ Final questionnaire
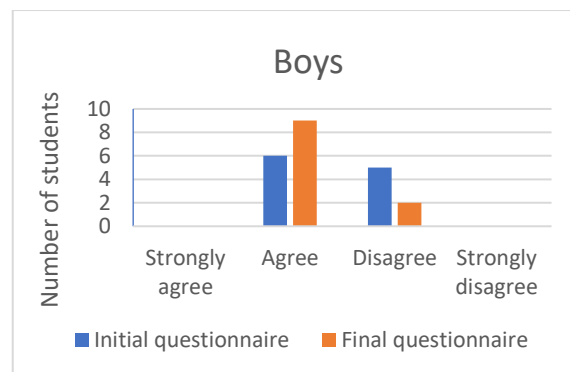
The majority of the girls think it is less exciting to read a novel after having seen the film first. In table 24, we see that the majority of the girls find it easier to understand the text in a novel when they have seen the film first. However, Table 26 shows that the girls do not find it more exciting, which may be explained by them already knowing the conten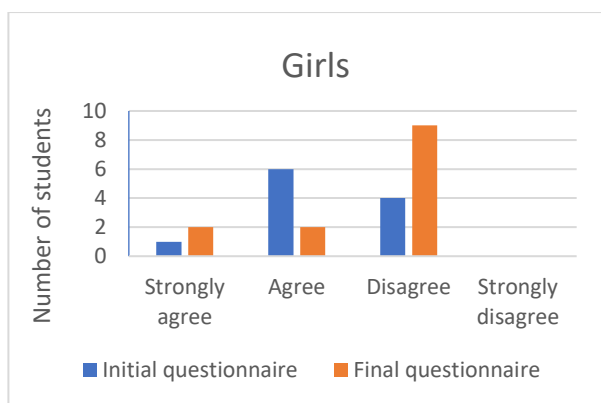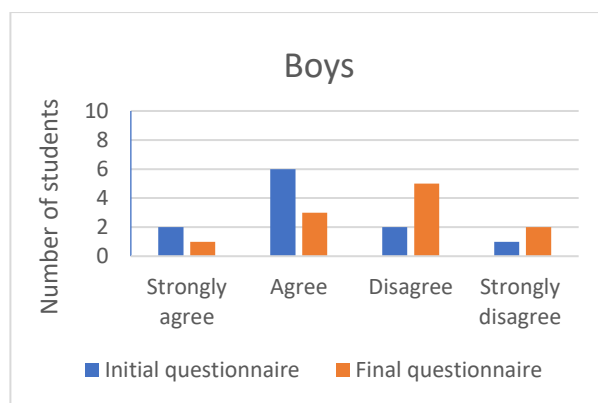t of the story. As we can observe in Table 27, the boys become more similar in their response after the study. Three boys initially disagreed, but now they agreed to the statement. Which leaves three students who are more or less neutral in relation to the statement.

Statement 22: I think I will like a combination between novel and film best.

Table 28:   **Table 29:**

After the study, nine girls do not want a combination between a novel and a film, while four girls do. Before the study started, seven girls thought that could be a good idea. Table 29 shows that seven boys did not think the statement appealed to them. However, in the initial questionnaire, eight boys thought that the combination was a good idea. It becomes clear that the experiences they got from the study have made the students change their minds.

Discussion of statements 8 – 22.

As stated earlier in the text, studies show that children to a great extent adapt their parents' habits of reading. We see that even if most of the students in this study are provided with books from their home, they want to choose themselves what to read (Tables 12 and 13, statement 9). At school, teachers should try to expose the students to a variety of books and thus create an environment with many books to maintain the motivation for reading (Nodelman & Reimer, 2003, p. 41). For those who have not been exposed to many books when children, a variety of books will not at all be relevant if the books do not catch their interest. The findings in statement 10, revealed a joint agreement among the students that it was not easy to find a book they liked

in their school's library. When teachers motivate for reading, it is important to give the pupils freedom to choose from a variety of books. Ron Jobe suggests that teachers and librarians should regularly share own adult reading with pupils by reading their favourite passages from stories and poems (Jobe, as quoted in Nodelman & Reimer, 2003, p. 41). Teachers do have the possibility to borrow books from the public library to lend out to their students. Nevertheless, in this case, the school should take the students responses about the school's library seriously and thus provide the students with books they want to read.

Regarding the English-subject textbook, the majority of the students did not like the texts in the book. Merisuo-Storm refers to Hyatt (2002), who says that for boys there is a contrast between school reading and real-life reading. Boys prefer to read what they have chosen themselves. "In school pupils read mostly books and textbooks, while off school reading involves media, video, television, music lyrics, Internet sites, and popular culture magazines" (Hyatt 2002, in Merisuo-Storm, p. 113). This means that a student can be a reluctant reader at school, but may read with great interest outside school, as long as the reading is related to his, or her, own interests. Notably, if pupils are negative towards reading, they would read comics, series books and magazines if they were available in school libraries (Worthy 1996, in Merisuo-Storm, p. 123). Following this advice, teachers with reluctant readers, would perhaps do better in class if they used literature to a greater extent. Thereby, they could let go of the textbook as a preferred teaching tool.

Furthermore, the boys stand out as more positive towards reading than the girls (see statements 11 and 13), they look forward to reading a book they think is good, and they look forward to continuing reading after a break. The girls in class do not do that to the same degree as the boys. It is a common perception that girls enjoy reading significantly more than boys (Tuula Merisuo-Storm, 2006, p. 111). In my student group this is not true. The majority of the girls are reluctant towards reading, even if they rate themselves as good readers. When it comes to film, the attitude changes and becomes much more positive. They do look forward to watching a film, and they do look forward to continuing after a break. So, do the boys, they are positive towards both reading books and watching films. According to my material, the girls are reluctant to reading, but also, highly motivated towards watching film. Some girls even argue that they prefer film because then they did not have to read.

According to Merisuo-Storms study, boys request literature based on personal interest, they also like comics and humorous literature to read at school, while girls read more demanding literature as longer novels with a few or no illustration support (Ibid., p. 119).

Based on the students' response in my study, the illustrations and the cover of a book attract most of the girls, and the boys got most curious from the cover and when they had heard about the novel from other people. Based on these findings, the conclusion can be drawn that the girls need visual support as pictures and maybe colours to choose a book. When Merisuo-Storm asked the most reluctant readers in her study what they preferred to read, the majority said that they preferred to read comics, and a few said humorous stories and adventure books (Ibid., p. 119). Her study gives proof of the support pictures and illustrations give to the reader, and thus how they function as a motivator. In my study, the boys rely and trust other people's opinions, and choose books based on their feedback. None of the boys mentioned that the illustrations were important for them. However, the boys do get curious about a film based on trailer and advertising, which are two highly visual experiences.

In statement 20, I asked if film can make the novel more comprehensible for the students. The majority in class, regardless of gender, agreed to this statement. Golden (2001) suggests that reading and film should be used closely together in class because film is more readily accessible than a written text because of its visual nature (Golden, 2001, p. 36). Moreover, Anne Nielsen Hibbing and Joan L. Rankin-Erickson (2003) state that: "A picture truly is worth a thousand words for students who struggle with reading comprehension" (Hibbing & Rankin-Erickson, 2003, p. 769). Thus, they have found that the use of visual images, among them film, will provide pupils with information on which to build their own internal images (Ibid.). So, even if the boys did not request visual support to the same extent as the girls did, they nevertheless found film a preferred way to understand the content of a novel. Even though the class agreed that it would be less exciting to read the novel after having seen the film, they did find the film a good source to comprehend the novel. Very few in the study wanted a combination between the two, and a conclusion to draw from that is that they prefer films rather than the books.

Results and Discussion of Statements 23-28

The upcoming statements are based on what Zoltan Dornyei (2003) points out as the last of the three types of information a survey can provide; *Attitudinal information* (in McKay, 2006, p. 35). The last part of the questionnaire asks for attitudinal answers to find out more about the respondents' opinions and interests towards film and reading.

Statement 23: If I can choose a way to know the story from a novel, I will prefer:
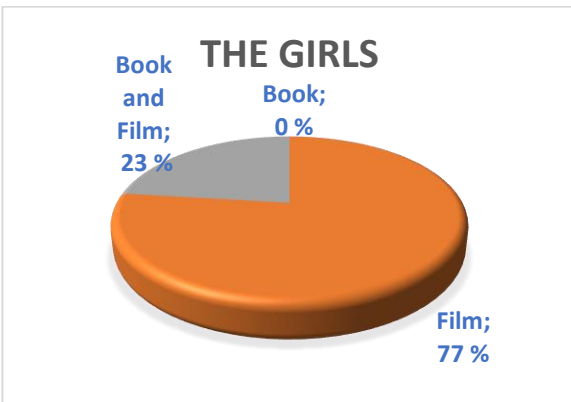
Table 30:   **Table 31:**
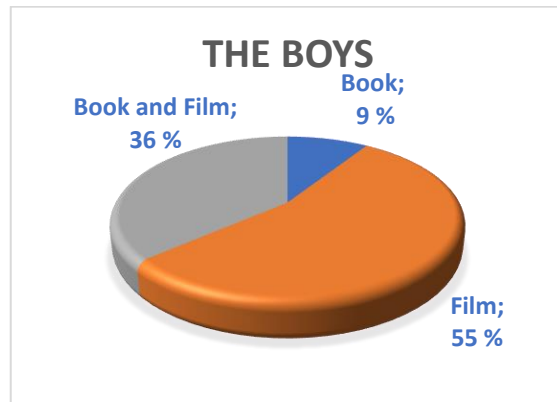
Table 30 and Table 31 show what the students responded to the statement after the completion of the study. In the initial questionnaire, two girls preferred *Book* as a way to know a story. However, in the final questionnaire, none chose that alternative. The boys did response with two more voices to the alternative *Film* in the initial questionnaire than in the final questionnaire. After the study, they chose *Book and Film* instead of *Film* alone. We see that *Book and Film* was to prefer before *Book*, and the majority in class would have chosen *Film* to know the content of a novel.

Statement 24:   Watching a film will make me want to read the sequel before it becomes a film.

Table 32:

Girls

Table 33:

Boys
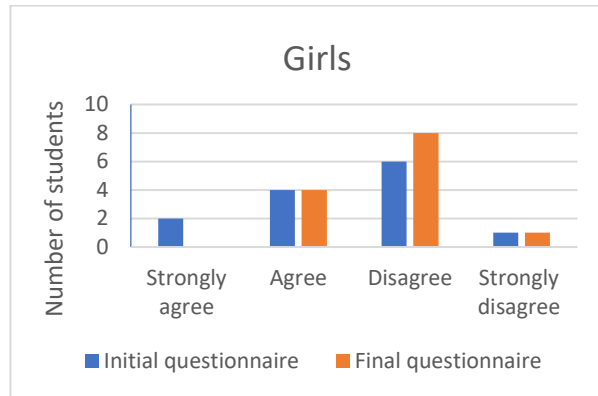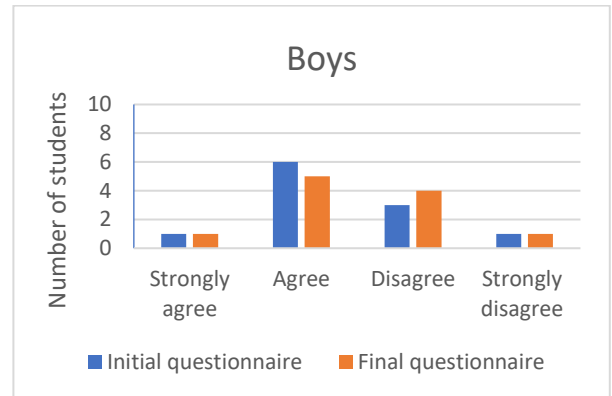
When comparing Table 32 and Table 33, we see that most of the girls do not want to read the sequel before it becomes a film. Before the study started, six girls responded positively to this, however, after the study, two changes their minds. Thus, a total of nine *disagreed* to the statement. Regarding the boys (Table 33), we see that the majority, with one voice, would like to read the sequel before it becomes a film.

Statement 25: When I have read the novel, and seen the (same) film, I prefer:

In this statement, the students could choose between *the film*, *the novel* and *a combination between the two*. In the initial questionnaire, twenty students out of twenty-four preferred *the film* before *the novel* or *a combination between the two*. Three girls and one boy wanted a combination, which was a surprise since the girls have been pro film during all their responses throughout the questionnaire. In addition, one girl preferred *the novel*, whereas none of the boys did.

Statement 26: I prefer this genre more than the others:
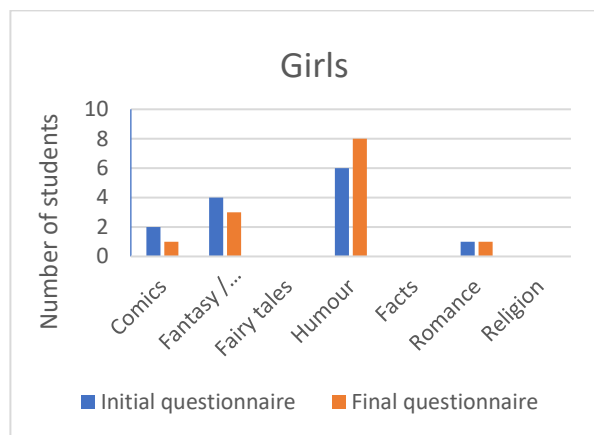
Table 34:   **Table 35:**
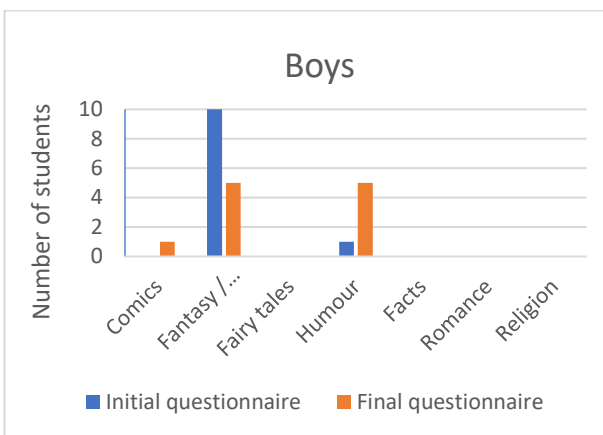
As Table 34 shows, the girls prefer the *Humour* genre the most, second *Fantasy/Science Fiction,* then *Comics* and *Romance*.

In Table 35, initially, the *Fantasy/Science fiction* genre was preferred by most of the boys. After the study, as many as five boys changed their minds and switched to *Humour*. Hence, the *Fantasy/Science fiction* and *Humour* were preferred with an equal number of votes.

Statement 27: These things make me happy when I read:

For this statement the students were asked to give a written answer. They wrote a sentence which explained their feelings both before the study and after its completition, their full answers can be seen in appendices 5a and 5b. When comparing the answers from the girls with the boys' answers, we see that the girls responded with more words, and more frequently in complete sentences, the boys answered more in keywords.

In the initial questionnaire, most of the students wrote a specific *genre* as the reason for feeling happy when reading. Other reasons they gave were: *to understand the text*, *a good ending, a good and exciting story*, *becoming a part of the story* they read, and when the book was in a *series* they could continue reading after finishing a novel. In the final questionnaire, most of the comments were the same as in the initial questionnaire. However, three of the girls wrote that *to finish a book* makes them happy. After the study, they had just finished reading a novel, so that feeling was still fresh in their minds when answering the last questionnaire.

Statement 28: These things make me happy when I watch a film:

Regarding film, three girls and one boy emphasised the fact that they did *not have to read* when watching a film, they could just *relax and listen instead of reading*. One girl wrote that she preferred Norwegian films to *avoid reading*. An additional reason was that films could be a *shared experience with friends*. Action, drama and humour were the genres mentioned. One girl found it exciting to compare the book with the film to find differences between them.

In the final questionnaire, none of the students mentioned that they do not have to read as a reason for feeling happy, two wrote that films are so much better than books. The majority of the students wrote a *genre* that made them happy, action, humour, fantasy, and that the *film had to be exciting and have a good ending*.

Discussion of statements 23 - 28.

When the students can choose how to be told a story, most will choose film over novel. As mentioned earlier in sub-chapter 2.5, Lundahl (2009) states that pupils get more information from television and film, than from newspapers and books, and he suggests that film can be used in several ways in teaching literacy (Lundahl, 2009, p. 380). Moreover, according to Björk et al., young people watch a lot of film, thus film is an excellent tool in language learning. By using the pupils' own experiences with film, they will become more motivated towards learning (Björk et al., 2014, p. 195). When the majority in the study seek film before novel, teachers have to listen to the students and add film in teaching schemes. Even though the boys seem to be more focused on the story itself, they do prefer film when they are given the option. The girls seem to prefer film as the only option in a greater extent than the boys, and they write in their response that film make them understand more of the story.

The majority of my students preferred the genres fantasy, science fiction, and humour. In Merisuo-Storm's study, the most reluctant readers preferred to read comics, humorous stories and adventure books (Merisuo-Storm, 2006, p. 119). Her study gives proof of the support pictures and illustrations give to the reader, and thus how they function as a motivator. We see that the pupils in the two studies want almost the same genres to read, the major difference is that Merisuo-Storm's reluctant readers were boys, while in my study the girls are the most reluctant readers.

In statements 27 and 28, I asked the students to describe what made them feel happy when reading and when watching film. What was obvious, when asking for feelings towards film, the answers were often given as a comparison with books and reading. When asking for the students' feelings towards reading, no one mentioned film. More girls than boys stand out with stronger feelings towards film. The girls stress that fact by writing in their responses that film is better than books and that they prefer film in order to avoid reading.

5.2. The Results and Discussion of the Questionnaire to the Five Teaching Methods

Carrying out the study in class, a combination of the novel and the film.

When working with the novel and the film in class, the lessons were divided over a three-week period.

The Billy Elliot film trailer started the project. After watching the 2 minutes long trailer, the class was asked whether they thought the film was worth watching or not. Eight out of twenty-four did not like the trailer and hence thought the film would be not worth watching. After finishing the study, it turned out that all twenty-four students liked the film and considered it worth watching.

All written answers to the five teaching methods can be seen in appendix 6.

Method 1:
Reading chapters 1-3 in the novel, then watching the corresponding part of the film.
After homework and having watched the part of the film (00:18 minutes), corresponding to the novel (chapters 1-3), the students answered two questions: "Now, you have read and watched the same story, in that specific order, what do you think about this method?" And: "Did you enjoy the story?" The answers they gave were categorized and put in three groups.

Group 1: Yes

Group 2: No

Group 3: Other. Those who gave other answers than *yes* or *no*.

Now, you have read and watched the same story, in that specific order, what do you think about this method?

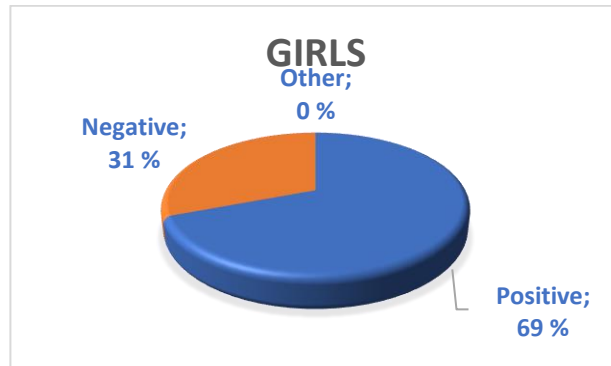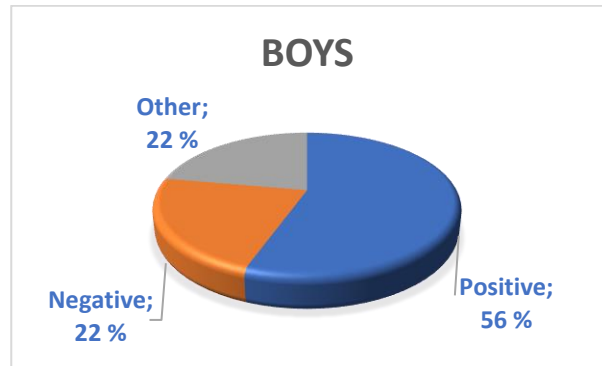**Table 36**   **Table 37**

As Table 36 and Table 37 show, most of the students were positive towards reading first and then watching the film. In comparison with the boys (Table 37), a higher percentage of the girls (Table 36) found this teaching method a good way to get to know the content of the story. More girls than boys did not like this method and thus gave negative responses to the question. Two boys did not answer the question with clear positive or negative responses and are thus placed in the group "Other". To the question if they enjoyed the story, all girls and ten out of eleven boys answered yes.

Method 2:

Watch the next three chapters from the film, then read the same part in the novel.

In this part, the students watched the film at school before going home to read the corresponding text in the novel (chapters 4-6). Additionally, they were asked to write answers to during- and after reading tasks. When meeting again at school, the students were asked: "Now, you have watched and read the same story, in that specific order. When you answered the homework-tasks, which made it easier for you to answer, the film or the novel?" All students, except two girls, wrote that the film made it the easiest to answer the questions (appendix 6, Method 2).

The next question was: "Did you read the novel with more joy after watching the film?" The girls answered Y*es* and *No*, equal in numbers, and one girl did not answer the question with *Yes* or *No*. To the same question, all boys answered *Yes*, except for one boy who answered *No* (appendix 6: Method 2, question 2).

Method 3:

Pay extra attention to the details in the story, then recognize these details in the film.

For this part, the aim was to see if reading became more joyful when the students got a specific reading assignment during reading. For homework, they were told to read the next three chapters and pay extra attention to the details in the story. At school, they were going to watch the film and look for the details they noticed from the book. They discussed and compared what they had recognized in groups. When the lesson came to its end, they were asked to write the answers to the following questions:

1. Did you read your homework with joy yesterday?
2. Did you understand the film better after having read the text at home?

For question 1, seven out of twelve girls answered *Yes*, and three answered *No*. Six of the boys wrote that they read with joy, and three wrote that they did not read with joy.

Question 2 was about if they understood the film better after having read the corresponding text at home, five girls answered *Yes* and five answered *No*, and one girl wrote that it did not make any difference for her. Seven boys answered *No*, and two answered *Yes*.

Method 4:

Replacing film with book, and book with film.

The homework for this method was to read chapters 10 and 11 before the next lesson. In class, the part from the film corresponding to chapter 12 was shown. Then, the students answered these three questions:

1. What do you think about reading one part, and watching the next?
2. Do you want to see the part of the film that you did not see today, chapter 10 and 11?
3. Do you want to read the part that you did not read, chapter 12?

To question 1, almost all the students wanted to only watch the film (appendix 6, Method 4). Only a few students stated that they liked this method.

To question 2, all students stated that they wanted to watch the film. However, in question 3, none of them wanted to read the part of the novel they did not read and only watched. The results imply that watching the film gave the best support in comprehending the story of Billy Elliot.

Method 5:

Read and leave the very last chapter unread. Predicting how the story ends by writing their own end to the novel and then comparing their ending with the film.

In this last part of the project, there were only three chapters left of the novel (chapters 13-15), and hence from the film as well. This time, the students read chapter thirteen and fourteen at school, and then watched the corresponding part of the film. Furthermore, they were told to write a prediction of how the story would end. Then, after watching the last part of the film (chapter 15), the students compared their predicted ending with how the film actual ended. Later in class, they discussed in groups the differences between their predicted and the actual ending.

To sum up and end the study in class, the students were asked some additional questions about the novel and the film.

Questions answered after finishing the project:

1. Did you read Billy Elliot with joy?
2. Did you watch Billy Elliot with joy?
3. Did the film make the novel more joyful to read?
4. Did the novel make the film more joyful to watch?

To question 1, seven girls answered that they read Billy Elliot with joy, and six did not read with joy. Regarding the boys, five answered *Yes* and six answered *No*. Question 2: All the girls answered that they watched the film with joy, and nine out of elven boys answered the same. To the question if they thought the film made the novel more joyful to read, the majority of the class answered *No*, while five girls and five boys answered *Yes*. To the question if the novel made the film more joyful to watch, the majority in class answered no, while four girls and four boys answered *Yes*.

As a final question and to end the study, the students were asked which of the five methods they liked the best. The answers they gave were categorized into three groups:

1. Read the novel, then watch the film.
2. Watch the film, then read the novel.
3. To watch film only.

GIRLS

Read, then watch 15 %

Film only 54 %

Watch, then read 31 %

BOYS

Read, then watch 27 %

Film only 55 %

Watch, then read 18 %
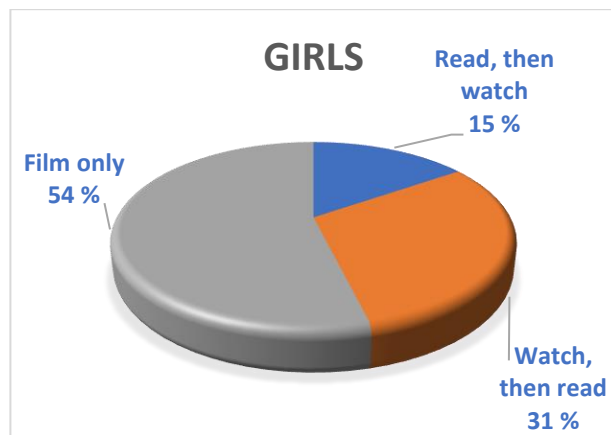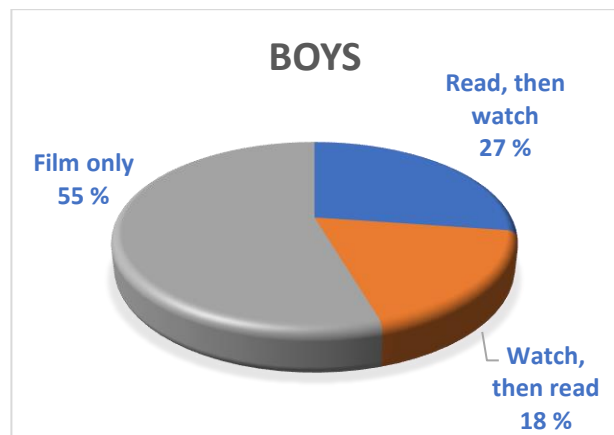
Table 38 shows the results from the girls, and Table 39 shows the boys' results. We see that all the students preferred only to watch the film. Furthermore, the second most preferred method was to *watch and read*. The least preferred method was to *read and watch.* Neither to *replace book with film and film with book*, nor to *predict the end* was mentioned as a preferred method by any of the students. To watch the film only was not an option in any of the five teaching methods. Nevertheless, the students wrote that they wanted to watch the film only when asked.

Discussion of the results from the five teaching methods.

At the beginning of the study, when the students had seen the trailer of Billy Elliot, they had a positive attitude towards both reading the novel and watching the film. Method 1 was to read a part of the novel (chapters 1-3) and then watch the corresponding part of the film. In the subsequent lesson, the majority of the students gave positive responses to enjoying both reading the novel and watching the film. Several of the students wrote that they found this method to be the best option to comprehend the content of the story.

In method 2, All students wrote in their responses that watching the film gave the most support when answering their homework tasks. More, the majority of the students responded that they read the novel with joy after first having watched the film. However, half of the girls stated that they did not read with joy, a reduction from method 1 where all girls stated that they enjoyed reading the novel. Reluctant or less skilled readers who find reading difficult or demotivating, seem to find support in reading and watching film closely together. Golden (2001) states that film is more readily accessible than a written text because of its visual nature (Golden, 2001, p. 36). An example of Golden's statement can be found in one of the students' responses to

teaching method 2: "It was easier to answer the questions when I have seen the film first, because I remember better what I have seen than what I have read" (appendix 6, method 2, question 1).

The third teaching method in the study, was about giving the students a reading assignment. They were told to pay extra attention to the details in the story and subsequently told to recognize these details when watching the film. According to Hillary Wolfe (2016), to give writing tasks according to reading instructions, make pupils visualize while reading (Wolfe, p. 13). Specific reading assignments can be motivating. Thus, the students search the text for details to then look for in the film. According to Kåre Kverdokken (2012), "A reading assignment involves more active students and gives students different reading experiences. This can in turn increase the possibilities for a self-initiated, intuitive reading behaviour" (Kverndokken, 2012, in The Norwegian Ministry of Education and Research, 2012, p. 9). According to the students' responses, being given a reading assignment made the majority of both the girls and the boys read with joy.

The fourth method was to replace film with book and book with film. The students' responses showed that they did not want to read the part of the novel they watched in the film, but they strongly wanted to watch the part of the film covering what they had already read in the novel. As mentioned in sub-chapter 2.5, young people watch a lot of films, thus film is an excellent tool in language learning. By using the pupils' own experiences with film, they will become more motivated towards learning (Björk et al., 2014, p. 195). Furthermore, according to the English curriculum, two of the aims of the language learning training is "to identify and use different situations and learning strategies to expand one's English-language skills", and to enable pupils to express their own reactions to English literary texts, films, internet culture, pictures and music (The Norwegian Ministry of Education and Research, 2013, p. 7). Subsequently, a combination of reading literature and watching film can result in motivated pupils who read with joy. According to Björk et al., film is an excellent tool to achieve essential competence aims in English as a second language (Björk et al., p. 195). Even if the students in the study did prefer film, they still liked the combination of reading and watching. Some of the students answered that they found the film supportive in order to better comprehend the text.

The last method which were tried out in the study, was to let the students read the two first of the last three chapters of the novel. Then, they were asked to predict how the story ended by writing their own end to the novel and then compare it with the actual ending of the film. Golden (2001), states that active readers will manage to make predictions of what will happen next in a story (Golden, 2001, p. 36). The students who manage to immerse themselves in a text will look forward to a great reading experience when starting on a new novel. Accordingly, seven out of twelve girls stated that they read the last two chapters in the novel with joy, and five out of eleven boys stated the same. In the study, tasks which involve predicting the end of a story, seem to appeal more to the female students than to the boys. This implies that the girls respond more enthusiastically to tasks which promote visualizations. In all questionnaires, the girls' responses indicate that they prefer visual support as illustrations when choosing a novel to read.

When summing up the methods in this study, the students preferred to watch film only. The reluctant students find watching film helpful to know the story, and hence be more able to answer questions in after-reading tasks. Moreover, based on the students' responses, watching a film make them more motivated to read a corresponding novel. Reading only does not appeal to the students, nevertheless, they are more prone to read the novel as long as it is combined with watching the film.

6. Conclusion

The aim for this thesis was to investigate to what extent a combination of film and literature could contribute to joy of reading among reluctant readers. In this thesis, a quantitative research method has been used to gather information from the students before the study started, during the study and when the study was finished. The information was compared in order to reveal similarities and differences in the students' joy of reading.

More, the effect of teaching reading strategies has also been emphasised in thesis. As can be seen in the students' responses, film is strongly preferred as a motivating reading support to better comprehend the content of a novel. By combining film and novel, the students were given the visual support and the auditive support they needed to comprehend and complete the novel. The girls' responses revealed that they found motivation in visual support the film provided to better comprehend the novel. Although the boys enjoyed reading novels without the need for visual

support, they preferred film as a source to know the story from a novel when they had the opportunity to choose. Despite this, the majority of the students did read Billy Elliot with joy. However, they expressed that watching the film did not make the novel more joyful to read, and that reading the novel did not make the film more joyful to watch. Still, the girls as a group, are more negative towards reading English books after the study had been completed than before the study started. In short, all students in this study preferred film over novel.

To sum up the research question: To what extent may a combination of film and literature contribute to joy of reading among reluctant readers? According to the students' responses after completing the five teaching methods, the majority of the students answered that they read the novel with joy, but they preferred to only watch film. In this study a varied combination of film and literature, contributed to increase the joy of reading among reluctant readers.

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Appendices

Appendix 1: Parents' consensus.

Til foresatte i 7. klasse

MASTERPROSJEKT I KLASSE 7A

Hei, som dere kanskje vet så er jeg er masterstudent i Engelsk ved Høgskolen i Østfold. Nå vil jeg gjennomføre et undervisningsprosjekt i klassen som skal behandles og skrives om i min avhandling. Undervisningsprosjektet er utformet i henhold til lærerplanen og er i tråd med kompetansemålene Utdanningsdirektoratet har satt for 7. trinn. Begge 7.klassene på skolen skal gjennomføre prosjektet, men bare materiale fra klasse 7X vil bli brukt som forskningsmateriale under forutsetning av at dere foresatte gir tillatelse til det. Både skolen, stedet og elevene blir anonymiserte. Bare alder, kjønn og antall på elevene blir nevnt siden det er relevant for avhandlingen. Det blir ikke nevnt persondetaljer som kan identifisere enkeltelever. Eksempler på hvordan elevene blir omtalt i oppgaven: 4 av 11 jenter/gutter mener at..../ 5 av 24 elever mener at....

Prosjektet er godkjent av mine veiledere på Høyskolen i Halden, Eva Margareta Lambertsson Björk og Jutta Cornelia Eschenbach. I tillegg er det godkjent av konstituert rektor på «NAVN PÅ SKOLE», «NAVN PÅ REKTOR».

OM PROSJEKTET

Prosjektet er en avsluttende del av masteravhandling i *Engelsk som fremmedspråk i skolen.* Selve avhandlingen vekter 30 studiepoeng. Masterstudiet er et samarbeidsprogram mellom Linnéuniversitetet, Gøteborgs Universitet og Høgskolen i Østfold (HiØ). Målet med prosjektet i klassen er å undersøke om film kan brukes i undervisningen for å fremme leseglede for engelsk litteratur, spesielt blandt umotiverte lesere. Filmen *Billy Elliot* (Stephen Daldry) og boka *Billy Elliot* av Melvin Burgess vil brukes i en kombinasjon.

Forskningsspørsmålet mitt er: *To what extent may a combination of film and literature contribute to joy of reading among reluctant readers?*

SAMTYKKE

Dette skjemaet ber om foresattes samtykke til at elevens arbeid, svar og kommentarer om holdninger til lesing av engelsk tekst, kan brukes anonymt som del av min masteravhandling i *Fremmedspråk i skolen* ved HiØ. Om samtykke ikke blir gitt, vil eleven likevel ta del i prosjektet på skolen, men da uten at materialet kan bli brukt i avhandlingen.

Med vennlig hilsen
Ann Iren M. Stangvik

Leveres tilbake innen fredag 03.03.2017

Samtykke gis: **Ja** eller **Nei** (Ring rundt svaret dere gir)

_____ _____

(Elevens navn) (Foresattes signatur)

Appendix 2: Questionnaire, the initial and the final

Questionnaire about using film and novel in English Language Teaching.
Questionnaire for 7.th grade, 13th March 2017

Draw a circle around only one alternative at every question:

1	What is your gender? **GIRL** or **BOY**
2	I love to read English books. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
3	I read English well. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
4	My parents love to read books. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
5	My parents read a lot to me when I was little. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
6	In my home, we use to talk about what we read or have read. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
7	I have a lot of books at home that I can read. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
8	I think it is easy to find a book I like at the school's library. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
9	I prefer to choose for myself what to read. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
10	I like to read the texts in the English subject textbook. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
11	I am looking forward with joy to read a novel I think is good. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
12	I am looking forward with joy to watch a film I think is good. 1 2 3 4

	Strongly Agree Agree Disagree Strongly Disagree
13	When I am reading a novel, and have to take a break, I am looking forward to reading more later. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
14	When I am watching a film, and have to take a break, I am looking forward to watching more later. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
15	When I have finished reading a book I really liked, I feel? Describe the feeling the best you can:
16	When I have finished watching a film I really liked, I feel? Describe the feeling the best you can:
17	If I could choose between reading a book or watching a film, I would prefer: **Book** or **Film**
18	This make me curious about a book: The cover I have heard about it from other people The illustrations Other reasons:
19	This make me curious about a film: The trailer I have heard about it from other people Advertising Other reasons:
20	I think it is easier to understand the text in the novel when I have seen the film first. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
21	I think it is less exciting to read the novel when I have seen the film first. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
22	I think I will like a combination between novel and film best. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
23	If I can choose a way to know the story from a novel, I will prefer:

	(Circle only one) Book - Film - Book and Film - e-book - audiobook - Audiobook and book/e-book
24	Watching a film will make me want to read the sequel before it becomes a film. 1 2 3 4 Strongly Agree Agree Disagree Strongly Disagree
25	When I have read the novel, and seen the (same) film, I prefer? The novel The film A combination between the two.
26	I prefer this genre more than others: (Circle only one) Comics – Fantasy/Science fiction – Fairy Tales – Humour – Facts – Romance – Religious
27	These things make me feel happy when I read: 1. 2. 3.
28	These things make me feel happy when I watch a film: 1. 2. 3.

Thank you so much for answering these questions, you have been very helpful!

I am so grateful! 😊

Appendix 3: Questionnaire: Teaching Methods

Method 1:

1. Now, you have read and watched the same story, in that specific order, what do you think about this method?
2. Did you enjoy the story?

Method 2:

1. When you answered the homework-tasks, which made it easier for you to answer, the novel or the film?
2. Did you read the novel with more joy after watching the film?

Method 3:

1. What details from the book did you spot in the film? Discuss in your group what similarities and differences you spotted. This question was discussed in groups of 3 and 4. (No written answers were required for this question, just oral participation in group work).
2. When looking for details, did you read your homework with joy yesterday?
3. Did you understand the film better after having read the text at home?

Method 4:

1. 1. What do you think about reading one part, and watching the next?
2. Do you want to see the part of the film that you did not see today, chapters10 and 11?
3. Do you want to read the part that you did not read, chapter 12?

Method 5:

1. Did you read Billy Elliot with joy?
2. Did you watch Billy Elliot with joy?
3. Did the film made the novel more joyful to read?
4. Did the novel made the film more joyful to watch?

Finally, I summed up the five methods and asked which of the methods they liked the best.

The next day, they answered the final questionnaire which was similar to the initial one (appendix 2).

Appendix 4: Teaching Scheme

Teaching scheme

Week 1: Lesson 1, 45 minutes.   **Introducing *Billy Elliot.***

How:

- ✓ 5 minutes: Presentation of project and introduction of novel and film
- ✓ 5 minutes: Showing of the official Billy Elliot trailer (2:33): (https://www.youtube.com/watch?v=Im7n8HGOQMs).
- ✓ 5 minutes: Sharing thoughts in a class discussion about the trailer, then predicting if they are going to like the film or not.
- ✓ 10 minutes: Vocabulary pre-teaching of especially unknown words as *Dunno, me dad's, to slide/slid, scab, strike, miners, bloody*, *womb.*
- ✓ 5 minutes: Handing out the novel, both the easy-reader version from Pearson English readers retold by Karen Holmes (2008), and the original novel by Melvin Burgess (2001).
- ✓ 5-10 minutes: Collaborating tasks, working on *pre-reading activities* designed for chapters 1-3 (Holmes, 2008, pp. 50-51).
- ✓ Individually reading in their novels.
- ✓ Homework: Read the first three chapters and do the *while you read* tasks. Before ending the lesson, read through the tasks and make sure everyone understands.

Why:

Starting the study with presenting the schedule, will define an overview for each pupil. Predictability gives the pupil a sense of limited timeline and this might cause more motivation towards the study.

When working at pre-reading activities, pupils' background knowledge is activated. By doing this as an oral task in class, pupils will share thoughts and at the end of the sequence they all got the same background before starting reading in the novel. More, the upcoming teaching can be connected to the previous knowledge.

Week 1: Lesson 2 and 3, 90 minutes.

Method 1: Read the novel, then watch the film.

What: Novel: chapters 1 – 3, film: 00:00 – 00:18.

How:

- ✓ 15 minutes: Sharing homework answers in peers and in full class.
- ✓ 10 minutes: Sum up the content of the novel in peers and in full class.
- ✓ 20 minutes: Watching the first eighteen minutes of the film *Billy Elliot* (Lee Hall, Universal Studios, 2000), which is exactly the same part they read at home.
- ✓ 25 minutes: Working with the *after you read*-tasks, and then share answers in class.
- ✓ 20 minutes: Write answers to these two questions individually:
    1. Now, you have read and watched the same story, in that specific order, what do you think about this method?
    2. Did you enjoy the story?

    No homework was given since there was a public holiday that weekend.

Why:

To check that they all understood the tasks that where given for homework, I use teaching time to talk through all the tasks and their answers regarding *While you read* and *After you read*. These tasks were similar to the upcoming tasks connected to the next lessons, thus it was worth spending time to make sure everyone had understood what to do.

Week 2: Lesson 1, 45 minutes.

Method 2: Watch the film, then read the novel.

What: Novel: chapters 4 – 6, film: 00:18 – 00:40.

How:

- ✓ 5 minutes: Explaining the procedure for this lesson; watching film, then read the same part in the novel. Shortly repeat the content from chapters 1-3.
- ✓ 5 minutes: Discussing the *Pre-reading* questions from chapters 4-6.
- ✓ 25 minutes: Watch the next 22 minutes in the film which equals the chapters 4-6.
- ✓ 5 minutes: Reading through the homework, and make sure everyone understands what to do. Pre-teach difficult words.
- ✓ Homework: Read chapters 4-6, answer the *while you read* and *after you read*- tasks.

✓ 5-10 minutes: Individually reading in their novels and continue to the break.

Why:

The first lesson starts with reading in the novel, then watching the film. Now, in order to see if the opposite method has any effect on their motivation towards the novel, I will play the film first, then let the students read the novel.

Week 2: Lesson 2, 45 minutes.

Method 2: Watch the film, then read the novel.

What: Summing up the last lesson, go through the homework. Furthermore, ask questions to compare the previous method.

How:

✓ 10 minutes: Comparing homework in peers. Then, sharing answers in full class.

✓ 15 minutes: Answering questions individually:

1. When you answered the homework-tasks, which made it easier for you to answer, the novel or the film?
2. Did you read the novel with more joy after watching the film?

✓ 5-10 minutes: Reading in the novel while waiting for all to finish.

✓ 15 minutes: Go through the *pre-reading* tasks to chapters 7-9 in full class.

✓ Review the *While reading* and the *After reading* questions.

✓ Homework: Read chapters 7-9, pay extra attention to the details in the story which you will discuss in groups next lesson.

Why:

I want to scaffold the routine with the pre-reading, while-reading and after-reading strategies. Then, I want the pupils to collaborate orally, not only in reading and writing.

Base on the answers they will give at the three questions, will make me able to investigate which effect reading and watching has compered to watching and reading.

Week 2: Lesson 3, 45 minutes.

Method 3: Read and pay extra attention to the details in the story, then recognize these details in the film.

What: Novel: chapters 7 – 9, film: 00:40 – 01:01. Oral activity in groups, make sure everyone speaks English, watching film and talk about details in the film, answer individually on two questions.

How:

- ✓ 10 minutes: Comparing and sharing thoughts around their answers to the *while reading* and *after reading* homework questions.
- ✓ 20 minutes: Watching film, the part which correspond to chapters 7-9.
- ✓ 15 minutes: Groups of 3 and 4 discussing specific similarities and differences they spotted when comparing this part in the novel with the film.
- ✓ 15 minutes: Answering these two questions individually:
     1. When looking for details, did you read your homework with joy yesterday?
     2. Did you understand the film better after having read the text at home?
- ✓ Homework: Read chapters 10 and 11.

Why:

I want to see if a specific reading assignment can be a motivating task for the students. Thus, the pupil searches the text after details to look for in the film. According to Kåre Kverdokken, "a reading assignment involves more active students and gives students different reading experiences. This can in turn increase the possibilities for a self-initiated, intuitive reading behavior" (2012, p. 9). To check if this task makes the students read with more joy, I will analyse their responses to especially question 1.

Week 3: Lesson 1, 45 minutes.

Method 4: Replacing film with book, and book with film.

What: Novel: chapters 10 – 11, film (chapter 12): 01:16 – 01:27. Watching film, answering individually to 3 questions, work with reading strategy tasks, and make own predictions.

How:

- ✓ 10 minutes: Watching the part of the film which replaces chapter 12.
- ✓ 15 minutes: Answering questions individually:
     1. What do you think about reading one part, and watching the next?

2. Do you want to see the part of the film that you did not see today, chapters 10 and 11?

3. Do you want to read the part that you did not read, chapter 12?

- ✓ 15 minutes: Do the *while reading* and the *after reading* tasks together in peers.
- ✓ 5 minutes: Homework: No homework that day because of a public holiday.

Why:

For this lesson, I want to investigate the pupils' motivation to read one part and watch the next or watch one part from a film and read the next part. By analysing the answers the students give at the three questions, I can investigate if this method does have an effect.

Week 3: Lesson 2 and 3, 90 minutes.

Method 5: Predict how the story ends, then compare with the film.

What: Novel: chapters 13 - 15, film: 01:27 – 01:40:30. Oral activity in peers and groups, writing task, watching film and give an individual answer to a question.

How:

- ✓ 15-20 minutes: Reading two of the three last chapters in the novel.
- ✓ Watching the corresponding chapters in the film (01:27-01:37).
- ✓ 20 minutes: Predict how the story will end by writing a 2-3 minutes long screenplay from that scene. Focus on characters, their who's point of view, angle of filming, place, time of the day, environment, and music.
- ✓ 10 minutes: In groups: Sharing their screenplays.
- ✓ 5 minutes: Watching the rest of the film (01:37:50 – 01:40:30) and comparing their own screenplay with the film's.
- ✓ 5 minutes: Discussing how their scene turned out compared with the film.
- ✓ 10 minutes: Summing up by repeating all 5 methods. Answering questions individually:

1. Did you read Billy Elliot with joy?
2. Did you watch Billy Elliot with joy?
3. Did the film make the novel more joyful to read?
4. Did the novel make the film more joyful to watch?
5. Which method did you like the best?

Why:
According to Hillary Wolfe (2016), writing tasks to reading instructions make pupils visualize while reading (Wolfe, p. 13). By giving this task to the class, my intentions are to make them pay extra attention to the text while reading and hence, hopefully find that task motivating and joyful.
The next day: Answering the final questionnaire.

Appendix 5a: Results from The Initial Questionnaire

Questionnaire about using film and novel in English Language Teaching.
Questionnaire for 7.th grade, 13th March 2017

Draw a circle around only one alternative at every question:

1	What is your gender?
	GIRL 13 or **BOY 11**

2	I love to read English books:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=0	G=4 / B=7	G=4 / B=4	G=4 / B=0

3	I read English well:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=6	G=6 / B=5	G=4 / B=0	G=2 / B=0

4	My parents love to read books:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=5	G=10 / B=4	G=0 / B=2	G=0 / B=0

5	My parents read a lot to me when I was little:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=6 / B=6	G=6 / B=3	G=1 / B=2	G=0 / B=0

6	In my home, we use to talk about what we read or have read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=0	G=4 / B=2	G=4 / B=6	G=4 / B=3

7	I have a lot of books at home that I can read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=6 / B=5	G=4 / B=4	G=3 / B=2	G=0 / B=0

8	I think it is easy to find a book I like at the school's library:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=0 / B=0	G=4 / B=5	G=7 / B=3	G=2 / B=3

9	I prefer to choose for myself what to read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=9 / B=8	G=4 / B=3	G= 0/ B=0	G=0 / B=0

10	I like to read the texts in the English-subject textbook:

	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=0 / B=0	G=5 / B=4	G=6 / B=6	G=2 / B=1

11	I am looking forward with joy to read a novel I think is good:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=0	G=2 / B=7	G=7 / B=4	G=1 / B=0

12	I am looking forward with joy to watch a film I think is good:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=11 / B=9	G=1 / B=1	G=1 / B=1	G=0 / B=0

13	When I am reading a novel, and have to take a break, I am looking forward to reading more later:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=0	G=5 / B=8	G=6 / B=3	G=1 / B=0

14	When I am watching a film, and have to take a break, I am looking forward to watching more later:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=7 / B=9	G=4 / B=2	G=2 / B=0	G=0 / B=0

15 When I have finished reading a book I really liked, I feel? Describe the feeling the best you can:

Girls:
I am happy that I found the book.
I decide whether it was good or not.
I feel sad because I am finished with it, and happy for the same reason.
I concentrate
I do not feel anything special.
Yes, I am done!
I think it was a very good book!
If it was a long book, and I managed to finish it, I feel proud.
I feel a little sad because I liked the book, but I look forward to reading the next book in the series.
I can feel sad because it is over, and happy because I liked the book.
It is wonderful to have finished a book.
I do not know what to feel, it depends on the book.

Boys:
I want to read the next one in the series.
I do not know.
Well!
I feel joy.

	It feels wonderful to finish the book. I feel happy because now I can go outside to play. I feel happy because I am finished reading a book. Finally finished! Wonderful!
16	When I have finished watching a film I really liked, I feel? Describe the feeling the best you can: **Girls:** I feel happy. I feel sad because it has ended. I am happy because I can watch it 5 more times. That feeling: Now is it over and I want to see one more. I want to see the next one if it is a series. I want to see it once more. If there is a sequel, I am looking forward to it to be published. I LOVE it! I feel it was very fun, and that I want to see another one. I can feel sad because it is over, and happy because I liked the film. It also made me think that I want to see it again. I feel a little sad because I liked the film, but I look forward to watching the next book in the series. **Boys:** I feel want to watch the next film in the series. I wish it would never end. Happy! I feel very well and happy! I feel I want to see the next film. I wish it would last longer. I feel happy, and sometimes scared. I am happy, because now I can go outside and play. I wish I was a part of the film. So cool, I want to be like the characters in the film.
17	If I could choose between reading a book or watching a film, I would prefer: **Book** or **Film** **G=3 / B=0** **G=10 / B=11**
18	This make me curious about a book: The cover I have heard about it from other people The illustrations **G=6 / B=5** **G=5 / B=8** **G=4 / B=0** Other reasons: **Girls:** I read on the back of the book x 3. I read the title.

	If I like the author I would like to read more of him/her.				
19	**This make me curious about a film:**				
	The trailer	I have heard about it from other people		Advertising	
	G=11 / B=11	G=7 / B=3		G=3 / B=0	
	Other reasons: No one in the class gave any optional reasons.				
20	**I think it is easier to understand the text in the novel when I have seen the film first:**				
	1	2	3	4	
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	G=6 / B=6	G=5 / B=4	G=2 / B=1	G=0 / B=0	
21	**I think it is less exciting to read the novel when I have seen the film first and the opposite:**				
	1	2	3	4	
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	G=2 / B=0	G=4 / B=6	G=4 / B=5	G=3 / B=0	
22	**I think I will like a combination between novel and film best:**				
	1	2	3	4	
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	G=1 / B=2	G=6 / B=6	G=4 / B=2	G=2 / B=1	
23	**If I can choose a way to know the story from a novel, I will prefer:** (Circle only one)				
	Book -	Film -	Book and Film		
	G=2 / B=1	G=8 /B=8	G=3 / B=2		
24	**Watching a film will make me want to read the sequel before it becomes a film:**				
	1	2	3	4	
	Strongly Agree	Agree	Disagree	Strongly Disagree	
	G=2 / B=1	G=4 / B=6	G=6 / B=3	G=1 / B=1	
25	**When I have read the novel, and seen the (same) film, I prefer:**				
	The novel	The film	A combination between the two.		
	G= 0 / B=1	G=10 / B=9	G=3 / B=1		
26	**I prefer this genre more than others:** (Circle only one)				
	Comics – Fantasy/Science fiction – Fairy Tales – Humour – Facts – Romance – Religious				
	G=2 / B=0 G=4 / B=10 0/0 G=6 / B=1 0/0 G=1/0 0/0				

27	These things make me feel happy when I read:
	Girls:
	Crime, humour and illustrations.
	That I have understood the content of the book.
	Action and drama.
	Crime, excitement, and that I have finished the book.
	I am not so found of reading.
	Danger, drama and action.
	That it is a good ending. I like funny and humorous ends.
	I like a happy ending.
	I like it when the characters are happy, and a happy ending. Drama.
	When I imagine what happens in my head, when it is more books to read in a series, and that I can see myself in the story.
	I am happy when the book is exciting and funny.
	I like to make pictures from the story in my head. I like it when the book is exciting. I like it when the book is about 20-500 pages.
	Boys:
	Feel free. I can travel into the book.
	The humour and the action make me happy.
	I feel excited. I like it when it is good and funny.
	I do not care!
	The drama and the text I read.
	A great story, good characters, and a happy ending.
	Humour, action and the details.
	Drama, humour and when it gets really exciting.
	Action, humour and drama x 4.

28	These things make me feel happy when I watch a film:
	Girls:
	A bit crime, humour and an exciting story.
	I like the fact that it is a film. I can relax and watch the film. I like the end.
	I like the excitement and when it is drama.
	I can relax and do not have to read because I can hear instead of to read. I understand most of it.
	I like to see if there is a difference between the film and the novel. Exciting.
	Drama, dangerous and action.
	Exciting and funny scenes, humour.
	Funny, drama and a happy end. X2.
	When I watch a film together with my friends.
	I like it when it is exciting and funny. I like to see the different characters too.
	I like it when it is funny, action, fantasy and maybe a little bit romance. I like gymnastic movies too.
	I like it when the film is in Norwegian and I do not have to read, then it is easier to get the content of the story.
	Boys:
	It is so cool! I love funny moments and cool action scenes.
	I like the humour, action and fantasy.
	I look forward to what will happen, that is exciting.
	I do not care!
	The story, and the trailer to the next film.
	Action, humour, and watching a good film together with friends.
	Action, humour, and good graphic.
	Action, humour and fantasy x 4.

Thank you so much for answering these questions, you have been very helpful!

I am so grateful! 😊

Appendix 5b: Results from the Final Questionnaire

The Final Questionnaire about using film and novel in English Language Teaching.
Questionnaire for 7.th grade, April 2017

1	What is your gender?			
	GIRL 13 or **BOY 11**			

2	I love to read English books:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=0	G=3 / B=7	G=5/ B=4	G=4/ B=0

3	I read English well:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=4	G=7 / B=7	G=2 / B=0	G=1 / B=0

4	My parents love to read books:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=4	G=10 / B=5	G=0 / B=1	G=0 / B=1

5	My parents read a lot to me when I was little:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=6 / B=3	G=3 / B=5	G=4 / B=2	G=0 / B=1

6	In my home, we use to talk about what we read or have read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=1 / B=0	G=4 / B=1	G=3 / B=6	G=5 / B=4

7	I have a lot of books at home that I can read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=7	G=7/ B=3	G=3 / B=0	G=0 / B=1

8	I think it is easy to find a book I like at the school's library:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=0 / B=0	G=2/ B=3	G=5 / B=4	G=6 / B=4

9	I prefer to choose for myself what to read:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=9/ B=8	G=4 / B=3	G=1 / B=0	G=0 / B=0

| 10 | I like to read the texts in the English-subject textbook. ||||

	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=0 / B=0	G=5/ B=4	G=6 / B=5	G=2 / B=2

11	I am looking forward with joy to read a novel I think is good:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3/ B=3	G=2/ B=6	G=7 / B=1	G=1 / B=1

12	I am looking forward with joy to watch a film I think is good:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=10 / B=11	G=3 / B=0	G=0 / B=0	G=0 / B=0

13	When I am reading a novel, and have to take a break, I am looking forward to reading more later:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=1	G=3 / B=6	G=6 / B=3	G=1 / B=1

14	When I am watching a film, and have to take a break, I am looking forward to watching more later:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=10 / B=9	G=2 / B=2	G=1 / B=0	G=0 / B=0

15	When I have finished reading a book I really liked, I feel? Describe the feeling the best you can:

Girls:
Sad, because it is done!
Happy
Yes, I am finally done! 3 girls answered that.
I feel good
I am a bit sad because it is finished, and there is nothing more to read
I think Billy Elliot was a great book.
I feel nothing, but I want to read more in the same series.
I feel good, because now I can read the next book in a series
I feel sad because it is over.

Boys:
I feel sad because it is done!
I feel mostly excited.
I feel proud that I managed to finish it.
I think that the book was good.
I hope it will come more books about the same.
I feel I am one of the characters in the book.
I want to watch the film.

	I am happy I think it is wonderful to have finished the book.
16	When I have finished watching a film I really liked, I feel? Describe the feeling the best you can: **Girls:** Okay! I like it. I feel happy, and I want to watch it more. Wow, that was a cool film. I found it funny, and then I want to watch another one. I like to think about the film. I am a bit sad because it is nothing more to watch. I want to see the film several times. I feel both good and bad I feel good I feel sad because it is over. **Boys:** I am disappointed that is over. I am happy I want to see the next film I feel like I want to see the next film. I hope it will come a second one. I think that this film was good. I need to watch the next I feel excited I feel it is sad because it is done.
17	If I could choose between reading a book or watching a film, I would prefer: **Book** or **Film** G=2 / B=0 G=11 / B=11
18	This make me curious about a book: The cover I have heard about it from other people The illustrations G=5 / B=7 G=6 / B=6 G=3 / B=0 Other reasons: Girls: Leser bakpå: x3
19	This make me curious about a film: The trailer I have heard about it from other people Advertising G=10 / B=10 G=6 / B=2 G=4 / B=5 Other reasons: No one in the class gave any optional reasons.

20	I think it is easier to understand the text in the novel when I have seen the film first:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=4 / B=5	G=5 / B=5	G=3 / B=1	G=1 / B=0

21	I think it is less exciting to read the novel when I have seen the film first:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=3 / B=0	G=5 / B=9	G=4 / B=2	G=1 / B=0

22	I think I will like a combination between novel and film best:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=2 / B=1	G=2 / B=3	G=9 / B=5	G=0 / B=2

23	If I can choose a way to know the story from a novel, I will prefer: (Circle only one)
	Book - Film - Book and Film
	G=0 / B=1 G=10 /B=6 G=3 / B=4

24	Watching a film will make me want to read the sequel before it becomes a film:			
	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree
	G=0 / B=1	G=4 / B=4	G=8 / B=4	G=1 / B=1

25	When I have read the novel, and seen the (same) film, I prefer:
	The novel The film A combination between the two.
	G= 1/ B=0 G=10 / B=10 G=2 / B=1

26	I prefer this genre more than others: (Circle only one)
	Comics – Fantasy/Science fiction – Fairy Tales – Humour – Facts – Romance – Religion
	G=1 / B=1 G=3 / B=5 0/0 G=8 / B=5 0/0 G=1/B=0 0/0

27	These things make me feel happy when I read:
	Girls:
	When I understand everything. When no one is interrupting me. When it is funny or exciting.
	Comedy, when someone is happy.
	When I am done.
	That I am soon finished. When it is only one page left. Yay, I am finished!
	When the book is almost finished. When it is very exciting. When I am finished.
	I am happy when I read humour, romance, and the book itself.
	The book makes me happy. I can make pictures in my head when I read.

	Humour, exciting plot, little text. I feel happy when the book is funny. I feel happy about good things, exciting things and action. The book makes me feel happy. **Boys:** Action, humour, fantasy. Action, comics, humour. If things happen like I hoped. Things are going great. Funny things. Humour Joy and excitement. The story, the action and the humour. That it is a good book. The story, action and happy things. Humour, fantasy and that the book is well written.
28	These things make me feel happy when I watch a film: **Girls:** When it is funny. When I understand what it is about. When no one interrupts me. Everything! When it is a good film I want to see it two more times. Films is so much better than books. I feel: wow, that was a great film! I will watch it again later. Film is so much better than a book. The excitement, the music and to relax. Humour, comics and romance. The film, that I can watch it. Humour, excitement and comedy. It is funny. Good things, action, exciting things! The film, I can watch it with my friends. **Boys:** Action, humour, fantasy. Action, comics, humour. Every ting, but it depends on the film. I like good things. Humour and excitement. I like to pay attention to the film, it is exciting. Funny films. When it is exciting. When it is scary, and you jump in your chair. When I feel like I can do everything. The humour, fantasy, fairy tale. The story, the action and happy endings. Humour and fantasy.

Thank you so much for answering these questions, you have been very helpful!

I am so grateful! 😊

Appendix 6: Results from Questionnaires to the Teaching Methods

<u>Billy Elliot, a combination of the novel and the film.</u>

Method 1:

Question 1: You have read and watched the same story, in that specific order, what do you think about this method?

Girls:

3 answered this: I think it is better to watch the film first, then read.

It's ok

I did understand more when I saw the film than when I read the novel.

2 answered this: I think this is great.

It is ok, but I do not understand it.

I think it is great to read and then watch the film.

I think this is a great method, because we can see the difference.

I think this is a good method, because the book and the film usually have some similarities.

I think it is good to read first and then watch the film because then I understand more.

It is ok, but next time I will see the film and then read the book.

Boys:

I think it was great, but I would like to watch the film first.

I think it is ok to read first and then watch the film, because when I watch the film it will be easier to understand.

I think the book and the film was very similar, but the film was better.

It was nice to see that the book and the film was so similar.

I do not like to read and watch film, I want to only watch film.

I think it is a great method, because when you read first we get more details about the story.

I think it is better to watch the film first, then read the book.

I think it was nice to read first, because the book is the original thing.

I think it is a good way to learn English.

Question 2: Did you enjoy this story?

Girls:

Yes: 13   No: 0

Boys:

Yes: 10   No: 1

Method 2:

Question 1: When you answered the homework-tasks, which made it easier for you to answer, the novel or the film?

Girls:

It was easier to answer the questions when I have seen the film first, because I remember better what I have seen than what I have read.

I don't really know, but I think so because I remember better from the film.

Yes, it was easier, because then I know more and remember more. It was easier to find the answer when I saw the film first.

No, because everything wasn't similar to the book.

Yes, it was best to see the film first because then it is easier to understand it.

Yes, it was easier! Thus, I do not need to spend time reading.

Yes, it was easier because then I do not need to read.

Yes, I found it easier to answer the questions since I understood more.

Yes, because I knew what the story was about.

Yes, because in the film you understood better because you could see what happened.

No, I think it was easier when we read first and then saw the film. That is because I like to read first, I think that is much easier.

Yes, because I understand much more.

Yes, that was easier because I learned more.

Boys:

Yes, because then I watched the movie, and then I read the same story.

It was easier when I saw the film first because then it was easier to understand the text.

Yes, because I remember more from the film.

Yes, because then we get more information when we watch first and read afterwards because the book was different.

I could kind of get the pictures in my head easier and it was easier to answer the questions.

Yes, because I understood more when I watched the film first.

Yes, it was easier, because now I knew the story.

When I saw the film first, it was easier to understand the content of the text. Thus, it was easier to answer the questions.

I think it was easier to answer the questions when I had seen the movie first. That is because it is more fun to watch a movie than reading a book.

Yes, it was easier to answer the questions when I had seen the film first. It was also easier to understand the text when I had seen the film first.

Question 2: Did you read the novel with more joy after watching the film?

Girls:

It was not funnier to read when I have watched the film first, but it was ok.

It was easier to answer the questions when I had seen the film first. However, it was ok to read as well, so yes!

I think that I read with the same amount of joy as usual.

Yes, because I understood more!

No, but I don't know how to describe it.

No, because it is hard to read English and it is boring.

Firstly, it was better to watch the film, then it was easier to read.

Yes, it was easier, but also kind of boring because I already knew what was going to happen.

Yes, it was less stressful to read since I had seen the film at school.

Yes, because it was easier since we had seen the film at school.

No, because then I knew what will happen. And I like to read before I see the film.

No, because I did not quite understand and it was boring to read and such for answers.

Yes, I think it was great and good to watch the movie first.

Boys:

Yes, because I got the same plot.

If I am not on holiday, I never like to read. I actually don't like reading! But this was a great book.

Yes, since it was easier.

Yes, because we got different information and that was great.

It was easier to read when I knew what was going to happen.

Yes, I read with joy!

It was better to read when I had seen the film first.

I was not excited to read the text, but I did read with joy!

Yes, I did!

Yes, it was funnier to read when I had seen the film first.

Method 3:

For this part, the aim was to see if reading were more joyful when they got a specific reading-task during reading. For homework, they got this description: Read well chapters 7-9. Pay extra attention to the details in the story. At school, you are going to recognize these details in the story and discuss in groups what you have spotted.

The next lesson, I asked these questions:

- What details from the book did you spot in the film? Discuss in your group what similarities and differences you spotted. (This question was discussed in groups of 3 and 4. It was not required any written answers to this question, just oral participating in group).
- Did you read your homework with joy yesterday?
- Did you understand the film better after having read the text at home?

These are the answers they gave to question 2 and 3:

Question 2: Did you read your homework with joy yesterday?
Girls:

Yes, because I like the story.

Yes, I read with joy, because I like to read.

Yes, this was fun to read.

The book is a little boring, so I read with just a little joy.

Yes, because I like to read.

It was ok to read.

No, I think it was boring.

No, it was just normal to read.

It was ok to read, I was not exactly thrilled, maybe 30 % out of 100%.

Yes, because now we read first, and I like that so much more than to watch the film first.

I did not look forward to reading, because it is hard to read English.

Yes, it was ok to read. It was exciting, and I did understand it.

Boys:

Yes, I did.

No, because I do not like to read.

I never read with joy if I am not in Greece. It is so boring to read, but I liked the movie.

Yes, I read with a little bit of joy, because it is exciting right now.

It was better to watch the film first, because then it was easier to read the book.

Yes, I read with joy. I like the book.

Yes, I read with joy because it was an exciting text.

I read with joy, because it was drama and fight scenes, and I find that exciting.

Yes, it was easier to read the text because I knew what was going to happen.

Question 3: Did you understand the film better after having read the text at home?
Girls:

I don't think that make a difference.

Yes, I understood the film better.

Yes!

Yes!

Yes!

No, I did not understand the film any better because of the book.

Not, really, because I had understood it anyway.

No!

No, maybe just a little.

No, because I do not understand the text, it is difficult. However, the film is ok.

Yes, it was easier to understand the film when I had read first.

Boys:

No, I didn't.

No

It was not easier to understand the film when I had read the book first. I understood the film.

I did not understand more.

I understand more if I see the film first.

Yes, I did understand more of the film when I had read in the book.

No, I understood it better when I saw the film first.

No, there are more details in the book.

I did understand the film better when I had read the text first.

Method 4:

The aim for this part was to see if the novel could replace the film and vice versa. Often in class, teachers have a tight schedule, and time is always an issue. By replacing film with book, and book with film, teachers will save time when the aim is to get know the content from a novel.

The homework was to read the next two chapters, chapter 10 and 11. In the next lesson, I played the part from the film which replaced chapter 12. Then, I asked these two questions.

1. What do you think about reading one part, and watching the next?
2. Do you want to see the part of the film that you did not see today, chapters 10 and 11?
3. Do you want to read the part that you did not read, chapter 12?

Answers to question 1: What do you think about reading one part, and watching the next?
Girls:

I do not think this is ok, I want to watch the whole film. I almost do not understand anything of wat I read.

I want to see the movie to understand better.

I did not like that. I did not understand everything when I read and I wanted to watch that in the film.

I did not like that, I will see the film!

This was stupid, because I do not understand everything when I read.

Since I have read the book so far, it would be sad not to read all, but it would be ok.

Not okay!

It is okay, but I want to see it too.

I do not like this very much, because it would have been fun to watch the film.

It is kind of stupid, since it is fun to watch the film. If you watch the film, you will comprehend more of the content of the story.

I do not really care, I like both.

Boys:

I think that is a bad idea, because I like to compare the film with the text.

It is not all right, I like best to watch the film.

It was dumb not to see the film. I really want to watch that part because it is easier to understand the text when I have watched the film.

I did not like that. I pay more attention when I watch film.

I think this is bad, I want to see the whole movie!

It is okay, but when I see the film I kind of understand more of what I have read.

I think it is better to watch the whole film, but I am fine with it.

It is the same for me, I do not care.

Answers to question 2: Do you want to see the part of the film that you did not see today, chapter 10 and 11?

Girls:

I will rather watch the whole film.

Yes, I want to see that too.

Yes!

Yes!

Yes, yes! I would just see the film and not read at all.

Yes, I want to see the film.

Yes, I would.

Yes, because I want to see the film.

Yes, because I like to watch the film.

Yes, I want to see the film.

Maybe, it might be a little different than the novel?

Yes, the film gives me more information.

Boys:

Yes, I would! Because it is fun to compare the film with the text.

Yes, I want that.

Yes, and it would be enough to just watch the film.

Yes, I want that!

Yes, I want to watch the part we missed from the movie.

Yes, I want to see that part.

It is the same for me.

Yes, I want to see everything from the film.

Answers to question 3: Do you want to read the part that you did not read, chapter 12?

Girls:

No, it will not hurt my feelings if I do not read…

No, because now I know what will happen.

No, I would prefer the film

No, no, no!

Yes, I want to read the part. I want to read and then see the film.

No!

No, I don't think I will, but I am not sure.

Yes, I will read too, I think it is fun to read.

No, I want to watch the film in one piece, then I will understand more.

No, it is ok not read because we have already got enough information.

Yes, I could, but it is not important.

No, because we have seen the film.

Boys:

No, because it is boring to read.

No, I'll be fine with just watching the film.

No, I don't need that.

No, it is enough just to watch the film.

No, it is not so much fun to read.

No, I do not want to read because now I know what will happen.

Yes, I want to read it, because then I get more information.

No, I like that I do not want to read.

Yes, I can do that, but I feel I do not need to.

Method 5:

In this last part of the project, there are only three chapters left of the novel, and hence from the film as well. At that time, we were working cross-curricula with the theme film and screenplay. First, they read the two of the remaining chapters and left the last one unread. Second, they wrote the end of the story in the way they wanted it to end. They were going to focus on characters, points of view, angle of filming, place, time of the day and which music would be fitted. Next, I played the rest of the film, and they compared their own screenplay with the film. Last, in groups they discussed how their scene turned out compared with the film.

Then, the students answered questions about their attitude towards reading and watching Billy Elliot.

Questions answered after finishing the project.

1. Did you read Billy Elliot with joy?
2. Did you watch Billy Elliot with joy?
3. Did the film made the novel more joyful to read?
4. Did the novel made the film more joyful to watch?

Girls:

1. Yes: 7   No: 6
2. Yes: 13 No: 0
3. Yes: 5   No: 8
4. Yes: 4   No: 9

Boys:

1. Yes: 5   No: 6
2. Yes: 9   No: 2
3. Yes: 5   No: 6
4. Yes: 4   No: 7

As a final question for the class and to end the project, I asked which method we have tried out they liked the best, and the answers were as follows:

Girls:

2 pupils thought it would be best to read first, then watch the film.

4 pupils wanted to watch the film first, then read the text.

7 pupils answered that they only wanted to watch the film, and gave the reason that film was most fun.

Boys:

3 pupils thought it would be best to read first, then watch the film.

2 pupils wanted to watch the film first, then read the text.

6 pupils answered that they only wanted to watch the film and gave the reason that that film was most fun.