Demi de Quay

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An Integrated Approach to Language, Literature, and

Intercultural Competence in English as a Foreign Language:

The Transfer of LitLab from Dutch to English Literature

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Utrecht University

E. van der Knaap

C. Aaftink

Table of Contents

Acknowledgements

It is done. Finito, finished, over. I can't quite believe it. I feel like Frodo after he climbed Mount Doom and finally, *finally*, flung the ring into the crater. I'm pretty sure I'll collapse as soon as I've handed this in. Can I get an eagle to carry me away, please?

Writing my master's thesis has been an enormous challenge, but one that I enjoyed, too. Honestly, it's been a bit of a roller coaster, going up and down continuously, up to the very end. I've had my fair share of breakdowns and epiphanies, happening in quick succession. I am exhausted. Still, I'm satisfied with what I've produced. It's not perfect, it's not flawless, but it's something I created that might change teaching English for the better – even if it is only in my own lessons, my own school. In fact, my department of English has agreed to test out the reading clubs next school year. In my book, that's a huge win.

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Abstract

Within EFL, there is a lack of material that integrates language, literature, and interculturality. As a step towards filling that gap, ten reading clubs were designed for the upper years of pre-university education in the Netherlands. The reading clubs, inspired by LitLab, were originally created for Dutch-language literature. This study has shown that they can also be used in an EFL-context for English-language novels. Moreover, the results from the questionnaires among (trainee) teachers and students found that there was a moderate to high level of support for implementing the reading clubs. In addition, a top 3 of teacher needs for successful implementation emerged. It consisted of changing the curriculum, concrete lesson plans, and expansion of the book collection at school. These needs should be taken seriously, as teachers ultimately decide if and how they use the innovation in their classroom. Furthermore, teachers indicated that they would expect the reading clubs to have a positive effect on students' intercultural communicative competence as well as their reading motivation. Students were less certain about this. Unfortunately, neither group could be proven right or wrong, since the reading clubs were not tested out in practice. This is the most obvious and significant limitation of the study but also provides the most valuable line of future research.

Key words: intercultural communicative competence, literature, reading motivation, reading clubs, EFL

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Chapter 1: Problem Analysis

1.1 Introduction

I am currently working part-time as a teacher of English as a foreign language (hence: EFL) at a large school in Utrecht. I teach 2-*gymnasium* and 5-*vwo*.[1] In 5-*vwo*, students need to read two English-language novels during the course of the school year. Unfortunately, many students dread the prospect of reading an entire novel in English – let alone two. When asked why, they said that they found reading difficult, boring, and pointless. Sadly, my students are no exception: international research from PISA from 2018 found that Dutch 15-year-olds have the most negative reading attitude among all countries participating in the study (Gubbels et al., 2019). The Netherlands are at the very bottom of the list for reading attitude scores.

National research paints a similar picture: while 82% of primary school students enjoy reading books, this proportion drops to 51% amongst children in secondary school (DUO Onderwijsonderzoek, 2017). Huysmans (2013) found that this transition does not occur abruptly; rather, it is a gradual change. Similarly, reading frequency does not plummet but decreases gradually (Huysmans, 2013). Nearly 70% of 7-year-olds read almost daily. At the age of eleven, this has gone down to roughly 40%. Four years later again, at fifteen, only 20% read almost daily.

This is in line with the finding that among the Dutch, young people do the least

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[1] The Dutch education system is divided into three levels at secondary school: prepatory vocational education (4 years, *vmbo*), senior general education (5 years, *havo*), and university prepatory education (6 years, *vwo*) (Nuffic, n.d.). Each level is split into the lower years (*onderbouw*) and the upper years (*bovenbouw*). For *vwo*, the upper years refer to the last three years, i.e. the fourth, fifth, and sixth year of school.

amount of reading (Leesmonitor, 2020a) with a decline in time spent on reading from 23 minutes per day in 2013 to 14 minutes a day in 2018 (Schaper et al., 2019). It must be noted that these numbers are based on a definition of reading as the reading of books, newspapers and magazines. Social media, e-mail and websites, labelled 'new reading', are excluded from this definition and have been given as separate categories. If our 'new reading' is included, it would seem we spend more time than ever on reading (Leesmonitor, 2020b). Nevertheless, the question remains to what extent the 'new' type of reading is the same as the 'traditional' reading (Leesmonitor, 2020b).

1.2 The Problem

The decline in reading attitude and reading frequency is problematic. In 2019, the Dutch Council of Culture (*Raad van Cultuur*) and the Dutch Council of Education (*Onderwijsraad*) published a report in which they called for "a reading offensive" (Raad van Cultuur & Onderwijs, 2019). The report highlights the trend that young people read less often and with less enjoyment, which has led to a decline in reading ability. Insufficient reading ability, in turn, might impact young people's performance at school and in society. It could even impact society as a whole. For these reasons, the two councils argue for the reading offensive, a targeted initiative aimed at encouraging young people to read more and more often. A few months ago, the Dutch Ministers of Education, Ingrid van Engelshoven and Arie Slob, embraced the reading offensive initiative and expressed their support for it (2019).

While there are no statistics available, it is likely that Dutch students' reading attitude and reading frequency pertaining to Dutch literature is similar or worse to reading attitude and reading frequency for English-language literature. If anything, reading English is more difficult than reading Dutch, or at least students might perceive it as such. They might wonder why they should bother to do reading that they find boring and difficult. However,

considering the position of English as one of the major languages for education, science, tourism, and business, it stands to reason that EFL reading ability and reading attitude should not be neglected.

Unfortunately, I believe the current didactic approach at our school does not foster a love of reading. This is due to a combination of factors, which I have synthesised into a model (see figure 1.1) that aims to show the relationships between them. As it is beyond the scope and size of the current research paper to discuss every facet of the model, the most important factors and relationships are briefly highlighted here. It must be said that this model is based on my personal teaching practice and experience, occurring in my own school specifically. This is a large school for *havo* and *vwo* in the city of Utrecht (in the Netherlands). Nevertheless, the model might be applicable to other schools and other teachers. At the very least, the model illustrates how a decline in reading motivation is not an isolated phenomenon, but rather a manifestation of problems and causes at several levels in a wider context.

At the centre of the model lies students' lack of motivation for reading. One of the underlying causes is that students are not completely free to read what they want. Young Adult novels, for example, are not allowed, as are adult novels that are not deemed of sufficient literary quality. As a result, students often read a book that is not right for them, be it in terms of interest, linguistic level, or literary level.

In addition, no lesson time is given to reading and discussion. Students are not given the chance to talk about the novel they are reading with their teacher or their classmates. That might create the impression that literature does not matter and does not need to be taken seriously; after all, students may reason, if it is a serious, important topic, then why do we not spend time on it during class? Furthermore, excluding reading and discussion time from lessons makes reading an English novel an isolated activity. It becomes a process that students go through without guidance to help understand what they are reading and without stimulants

to engage with literature on a deeper level.

        Finally, students are assessed on their read novels through a book report which

consists of nine generic questions about the novel's content (setting, characters, plotline, etc.)

Figure 1.1

Model of Reading Motivation and the Underlying Causes and Possible Solutions
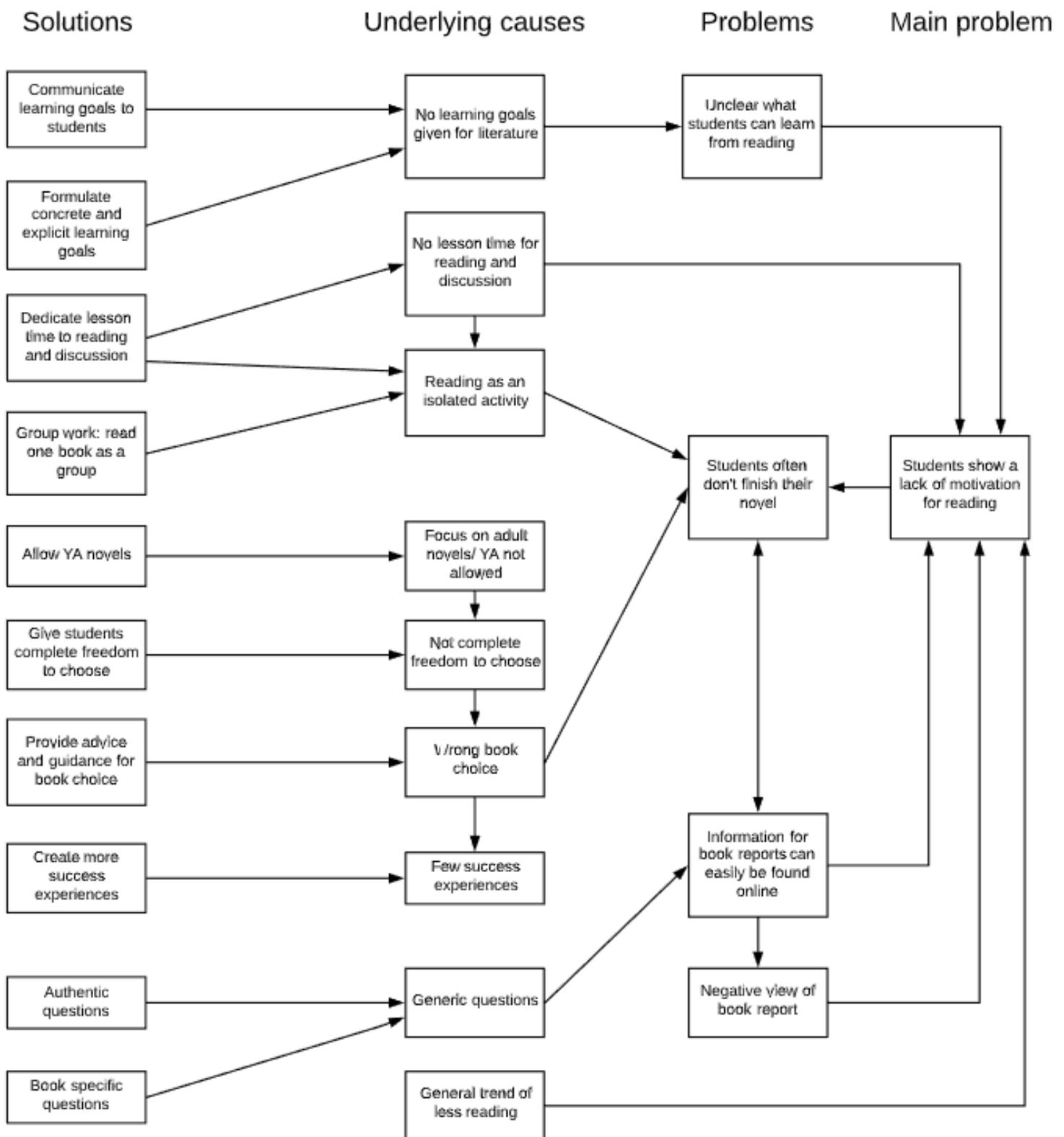
and one question about their opinion on the novel. The answers to the generic questions can be looked up online without too much effort, which eliminates the necessity of reading the novel. It also reinforces the negative view of the book report as being useless and boring, which also does not do the reputation of reading in general any favours.

What stands out is that, due to these choices, students do not truly engage with the novel. As a result, they do not enjoy reading. Neither do they learn much from it that connects to their experiences and the world at large. In turn, they read even less. I wish to change that. It is important that students enjoy literature *and* learn from it. After all, literature has much to offer in terms of learning gains: besides developing one's linguistic proficiency, foreign language literature is also an excellent way to learn about the foreign language culture.

However, my search for material that serves the purposes of fostering reading enjoyment on the one hand and developing intercultural communicative competence on the other was fruitless. The problem, then, is a lack of material that makes literature interesting and appealing for students in the upper years of secondary school, while also using literature as a way to develop intercultural communicative competence. Consequently, it becomes difficult to change the current didactic approach: there is no concrete material to implement in one's teaching practice and developing new material costs time, which teachers, including myself, often do not have.

1.3 Relevance to Teaching Practice

In this thesis, I address the issue described above by designing the material myself. Underlying my design is LitLab, a Dutch website and initiative that was developed by Utrecht University. It is intended to enrich existing teaching methods for literature and supplement them with exciting tasks inspired by literary studies that turn students into researchers (LitLab, 2020a). LitLab is currently limited to Dutch-language literature; however, it is

thought to offer an approach that integrates language, literature, and intercultural

communicative competence, which makes it especially suitable for EFL. More details on

LitLab are given further on in the text.

Chapter 2: Theoretical Framework

The material I will design will be grounded in academic research and theory. The material is intended to serve two purposes: first, it is meant to make literature interesting for students; second, it is meant to build intercultural communicative competence. My ambition is to intertwine these two. Therefore, I intend to design material that makes literature interesting by focusing on developing intercultural communicative competence, which is a means to the end of making literature interesting, but it is also a goal in itself. This section explains the emergence of intercultural communicative competence as a focus for modern foreign languages (hence: MFL), what it is, why it is important, and how it could be connected to foreign language literature.

2.1 EFL in the Netherlands

The Dutch national curriculum for the subject of English consists of six domains, which are: are reading (domain A), listening (domain B), speaking (domain C), writing (domain D), literature (domain E), and orientation on further study and career (domain F) (Meijer & Fasoglio, 2007). The four language skills plus literature are central to the Dutch national exam programme. In the Netherlands, literature is part of the school exams, which means that schools are free to decide how they want to teach and test it. Similarly, the national curriculum does not prescribe how much time should be spent on literary education or how large a part of the school exam it should be.

Perhaps it is not surprising, then, that Bloemert et al. (2016) found that there are huge differences in how many hours teachers spend on literature, with a range from zero to 120 hours per year. Similarly, there is a large variation in the percentage given to the literature component for the final grade for English: some schools assign 0% to this, others 60%, for example. In addition, the researchers devised a framework that synthesised several

categorisations of foreign literature approaches. Their framework distinguishes four approaches: text approach, context approach, reader approach, and language approach. To find out which approaches are used in Dutch secondary education, they asked a total of 106 EFL teachers in the Netherlands to complete their questionnaire. Their findings indicate that "each of the four approaches occurs regularly in the EFL literature lessons, but there is also a wide range in the way EFL literature is approached" (p. 13).

In recent years, a further aspect has emerged as prominent: the focus on intercultural communicative competence. This goes hand in hand with the call for focus on content. Meesterschapsteam MVT (2018), for example, explains that it is impossible to learn a language if we have nothing to write about, talk about, listen to, or read. The current solution, the authors mention, is to 'borrow' content from other subjects, such as geography and history. But, they argue, this is unnecessary: the modern foreign languages possess their own content in the form of interculturality and knowledge of language acquisition.

Schat et al. (2018) express a similar view. They describe the content of MFL as the culture, the inhabitants and the products of the countries in which the foreign languages are the native language. In addition, they argue that one way to generate more attention for target language culture is through teaching literature.

Other scholars have also argued in favour of a curriculum that integrates language, literature, and interculturality, such as Barrette et al. (2010), Gómez (2012) and Hoff (2016). Barrette et al. (2010) present an approach to foreign language literary texts that helps develop language proficiency, content knowledge, and analytical skills by combining the three content areas of literary analysis, stylistics, and culture. They also include a sample lesson plan at the intermediate level as well as recommendations for how to adjust it to the beginning and advanced levels.

Gómez (2012) highlights the importance of including literary texts in teaching MFL,

as it helps learners become aware of the cultural heritage and cultural expressions of the target language culture. His empirical study investigates the use of authentic EFL literary texts in his teaching practice in order to develop intercultural communicative competence.

And finally, Hoff (2016) argues that contact with foreign language texts provides learners with the chance to investigate intercultural communication and its complexities. In other words, foreign language reading constitutes a form of intercultural communication in itself. As such, it should be included and encouraged in foreign language teaching.

2.2 Intercultural Communicative Competence

It might be construed that between the 1980s and the present, the focus within the subject of MFL has shifted from communicative competence to *intercultural* communicative competence (Kwakernaak 2014, 2015). Speakers of a foreign language must not only be able to interpret messages, they must also be able to take their own and other people's cultural background into account. Otherwise, communication might break down.

The increased attention for intercultural communicative competence is both a national and an international trend. Sercu et al. (2005) investigated the perceptions of intercultural communicative competence of MFL teachers from Belgium, Bulgaria, Greece, Mexico, Poland, Spain, and Sweden. They found that teachers in all countries are willing to implement intercultural communicative competence in their teaching; however, the authors point out that their willingness does not translate to action in their teaching practice. Teachers continue to employ a traditional information-transfer pedagogy, focusing on knowledge of the foreign culture, rather than paying attention to intercultural skills and attitudes.

Fasoglio and Canton (2009) signalled the same trend among Dutch teachers of MFL. The results from their study indicate that teachers are aware of the importance of intercultural communicative competence but that they struggle to implement it in their teaching practice.

Additionally, they observed the dominant position of knowledge in comparison with attitudes and skills. In terms of associations with the term intercultural communicative competence, teachers relate it to knowledge most often, followed by skills and attitudes respectively. Moreover, 60.9% of learning activities focus on knowledge. The high percentage serves to emphasise the prominence of knowledge in regard to intercultural communicative competence.

In a more recent study, Schat et al. (2018) investigated the support among Dutch teachers of MFL for a didactic approach that integrates language, interculturality, and literature. They concluded that MFL-teachers deem it important to include intercultural competence in the MFL-curriculum and that there is support to do so through the domain of literature.

Fasoglio and Canton (2009) based their categorisation of knowledge, skills, and attitudes on Byram (1997). He has been very influential in the field of intercultural communicative competence and his work, as exemplified by Fasoglio and Canton (2009), has continued to function as the foundation for more recent research, up to today.

Byram (1997) defines intercultural communicative competence as the ability to interact with people from another country and culture in a foreign language. More specifically, he designed a model of intercultural communicative competence in which he distinguishes five factors that together form intercultural communicative competence: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and education. These factors are referred to as 'savoirs', as shown in the table below.

Figure 2.1

The Five 'Savoirs' of Intercultural Communicative Competence (Byram, 1997, p. 34)

	Skills interpret and relate (*savoir comprendre*)	
Knowledge of self and other; of interaction: individual and societal (*savoir être*)	Education political education critical cultural awareness (*savoir s'engager*)	Attitudes relativising self valuing other (*savoir être*)
	Skills discover and/or interact (*savoir apprendre/faire*)	

2.3 Intercultural Communicative Competence and Literature

Byram (1997) continues to inspire scholars, researchers, and teachers. Forthcoming is Schat et al.'s model of communicating with and about literature, which is based on Byram (1997).

Figure 2.2

Schat et al.'s Model of Communicating with and about Literature (in preparation)

Communicating with literature (CWL)	Attitudes (*savoir être*): the extent to which the student is willing to approach representations of other cultures and one's own in the foreign language literary text with an open and curious attitude.
	Knowledge (*savoirs*): the extent to which the student can use the content of the foreign language literary text to acquire knowledge about other cultures and culture in general.
	Skills of interpreting and relating (*savoir comprendre*): the extent to which the student can interpret the foreign language literary text, to explain it and relate it to documents or events from one's own.
Communicating about literature (CAL)	Skills of discovery and interaction (*savoir apprendre / faire*): the extent to which the student can use the target language to communicate about the foreign language literary text with peers and to acquire new knowledge of culture and ability to acquire new knowledge of a culture and cultural practices.
	Critical cultural awareness (*savoir s'engager*): the extent to which the students can evaluate critically the foreign language literary text on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures.

In her research, the authors set out to investigate if a Content and Language Integrated Learning approach (hence: CLIL) can increase students' linguistic proficiency and intercultural communicative competence. As they explain, CLIL is a didactic approach which is often used in bilingual education. It entails integrating content and language: a foreign language is used to teach content, while the foreign language is learned through the content. The authors add that, in the case of MFL, content refers to knowledge of language, communication, country, and culture.

Schat et al. (in preparation) are not the first to have suggested the use of CLIL for integrating language, literature, and interculturality. González-Rodriguez and Borham-Puyal (2012) consider how CLIL can be used to promote intercultural competence through the use of literary texts. The authors designed and implemented a unit on gender roles to test the effect of this approach on university students' intercultural competence. The results were promising.   However, it must be noted that González-Rodriguez and Borham-Puyal focused on intercultural competence yet refer to the interaction between speakers from different cultures throughout their paper. In their results, they have included students' communicative competence, though it does not become clear what precisely they mean by this or to what distinction between intercultural competence and communicative competence they hold on. No definitions are given. In short, their paper is vague on what these concepts entail exactly. Nevertheless, their research found that the combination of CLIL and literary texts can help erase prejudices, increase empathy, reduce a negative attitude to other cultures, and explore multiple perspectives. As such, the findings could be seen to confirm Schat et al.'s position that literature can foster an open and curious attitude and potentially their critical cultural awareness (see figure 2.2), though these conclusions must be treated with caution for the reasons explained above.

2.4 Reading Motivation

The model presented in the problem analysis touched upon lack of motivation for reading as an issue in the teaching practice. Lack of motivation is also one of the problems that the designed material aims to address. However, motivation comes in many shapes and forms. Arguably, the most basic distinction is between intrinsic motivation, which means doing something because it is interesting or enjoyable, and extrinsic motivation, which means doing something because it leads to a separable outcome (Ryan & Deci, 2000).

2.4.1 L1 Reading Motivation and Reading Comprehension

Previous research has revealed that intrinsic reading motivation can contribute to reading comprehension (Wang & Guthrie, 2004; Taboada et al., 2009; OECD, 2010). Taboada et al. (2009) suggest that internally motivated readers are more committed to reading. Their desire to comprehend the text helps activate the use of reading strategies, which helps readers build a more complete representation of the text and understand it better as a result. Similarly, the results from PISA-research in 2009 show a positive association between intrinsic reading motivation and reading performance as measured by the PISA reading assessment (OECD, 2010). This relationship was found to exist for all countries (except Kazakhstan): students who enjoy reading the most perform significantly better than students who enjoy reading the least (OECD, 2010).

Wang and Guthrie (2004) point out that children may read for multiple reasons. Next to intrinsic motivation, children may also experience extrinsic reading motivation. However, their study had found this type of motivation to be negatively correlated with text comprehension. The next section sheds more light on the relationship between reading motivation and reading comprehension.

2.4.2 L2 Reading Motivation and Reading Comprehension

It must be noted that the studies mentioned above all relate to reading in the L1. In the context of L2, the picture might change. As in L1 reading, L2 intrinsic reading motivation was found to be positively correlated to reading achievement (Lee, 2015; Dhanapala & Hirakawa, 2016; Yau & Lee, 2018), although one study reported that no correlations were found (Park, 2015). However, some studies concluded tentatively that extrinsic reading motivation can play a positive role and facilitate L2 reading (Lee, 2015; Yau & Lee, 2018). Both studies focused on adolescents, while the studies that used university students as participants found no correlation (Park, 2015) or a negative correlation between L2 extrinsic reading motivation and L2 reading performance (Dhanapala & Hirakawa, 2016). Unfortunately, there is no research available on the relationship between L2 reading motivation and L2 reading performance in the context of the Netherlands. Overall, the role of L2 extrinsic reading motivation in L2 reading achievement remains unclear. In relation to L2 intrinsic reading motivation, there is consensus that it is positively related to L2 reading achievement, with some researchers going so far as to call L2 intrinsic motivation "fundamental" (Dhanapala & Hirakawa, 2016).

2.4.3 The Role of Gender for L1 and L2

Gender has also been linked to reading motivation, attitude and ability. Both in the Netherlands (Huysmans, 2013; DUO Onderwijsonderzoek, 2017) and abroad (Logan & Johnston, 2009; de Naeghel et al., 2014, OECD, 2010), boys have been found to have lower intrinsic reading motivation and a more negative reading attitude for their L1. In addition, girls tend to perform significantly better than boys when it comes to L1 reading (Logan & Johnston, 2009; OECD, 2010; Gubbels et al., 2019). Again, this finding applies to both the national and the international context. Research from PISA (OECD, 2010) even revealed that

girls outperform boys in every participating country.

With respect to L2, Yau and Lee (2018) concluded that Taiwanese adolescent girls have significantly higher intrinsic and extrinsic motivation than boys. In a Dutch context, no research into L2 reading motivation is available. However, Van Gelderen et al. (2007) previously found that girls' reading comprehension improved in the third year of secondary school compared to previous years. On the contrary, boys' L2 reading comprehension decreased.

Overall, girls have higher intrinsic motivation and a more positive attitude towards reading than boys in both L1 and L2. Moreover, girls outperform boys in terms of reading comprehension in L1 as well as L2, although it must be said there is not much existing literature on this topic for L2 reading.

2.5 LitLab

In recent years, intercultural communicative competence has emerged as a focal point for the subject of modern foreign languages. Several scholars have jumped on the bandwagon by developing models or didactic approaches that integrate intercultural communicative competence with literature and language. I would like to contribute to this by considering LitLab in light of EFL.

As mentioned previously, LitLab is a Dutch initiative that was developed by Utrecht University. LitLab aims to bridge the gap between Dutch as a school subject and Dutch as a field of study and research (LitLab, 2020a). Intended to enrich existing teaching methods and complement them with exciting tasks inspired by literary studies, it aims to turn students into researchers (LitLab, 2020a).

LitLab features tasks that are divided into two categories: experiments (*proeven*) and reading clubs (*leesclubs*). The experiments revolve around current issues and questions within

literature studies. The reading clubs, on the contrary, focus on specific novels. In four rounds, students engage in conversation about the novel, spurred on by questions that are increasingly complex. LitLab's approach will be further explained in the final thesis.

LitLab is currently limited to Dutch-language literature; however, the chosen approach could also be very valuable to the subject of EFL. LitLab prompts students to see beyond the book and connect it to the world outside the text (LitLab, 2020b). It intends to help students to adopt a critical attitude towards their own and others' ideas (LitLab, 2020b). Both aspects make LitLab well-suited for a didactic approach that integrates language, literature and intercultural communicative competence. As such, the current research project is guided by the following research question: *How can LitLab be used within EFL to develop intercultural communicative competence?*

Underlying the main research question are two subquestions: *What didactic characteristics of LitLab can be transferred to EFL?* and *What requirements should the LitLab EFL reading clubs meet?*

The purpose of the thesis is to design material for the subject of EFL that brings together literature and intercultural communicative competence. In this manner, this thesis aims to take the first step in filling the lack of concrete lesson material for teachers who wish to integrate language, literature, and interculturality.

Chapter 3: Method

3.1 Materials

This section explains which the design choices behind the developed material, the rationale behind the questionnaires as well as the participants and procedure, and how the feedback gathered with the use of the questionnaires has been used. The designed material can be found in appendix 1 to 10.

3.1.1 Learning Goals

The importance of learning goals for successful learning is widely acknowledged. According to Dörnyei (2001, 2008), awareness and clarity of goals are important factors in generating motivation. At the stage of generating motivation, the author advises teachers to formulate explicit class goals that students understand and accept. Students' individual goals, the institutional constraints and the success criteria should all be taken into account. It is even better if teachers regularly draw attention to these goals as a reminder.

But, Dörnyei (2008) adds, it is not enough to generate motivation – it must also be maintained and protected. At this stage, specific and short-term individual goals are key. They can provide immediate extra incentives for putting in the work, the author explains. Geerts and Van Kralingen (2016) add that students perform better when they are working towards a goal. Goals need to be clear and students need to be aware of the criteria for success (Biggs & Tang, 2013). If those conditions are met, learners' motivation will benefit.

The learning goals for the reading clubs will be based on the work of Witte (2008) and Schat et al. (in preparation). Each question in the discussion round has been tied to a specific learning goals by one of these articles. These are included in the appendix in which the reading clubs are presented (the translations are my own).

3.1.2 Reading Clubs

In total, ten reading clubs will be developed based on five novels. Every novel will

have two reading clubs, one on level 3 and one on level 4 of Witte's model of literary

competence.

3.1.3 Criteria for Choice of Novels

The reading clubs are each tied to one particular novel. These novels must be chosen

with care. To this end, criteria were established. They are presented below.

3.1.3.1 Theme. The aim is a wide variety of themes, as defined by LitLab: family &

identity, knowledge & science, past & memory, culture & identity, guilt & crime, activism &

engagement, utopia & dystopia, migration & globalisation, love & power (LitLab, 2020c). A

variety of themes helps to cater to the broad range of interests that students may have, so that

every student can find a book that they would like to read

3.1.3.2 Author. As with theme, the aim is a wide variety of authors. Choosing

different authors is an attempt at showcasing the huge pool of English-language writers.

3.1.3.3 Place in EFL Curriculum. The goal is to have a mixture of books that are

commonly taught in EFL classes and books that are not as well-known. The former category

ensures that titles with which teachers and students are familiar are available, while the latter

offers the chance to explore and discover works never heard of before. The website

www.novellist.nl provides information about a range of English-language literature (novels,

short stories, and plays) for Dutch students and teachers. Among other things, the website lists

the linguistic level and the literary level. The linguistic level is indicated according to the

CEFR. In relation to Witte, the website mentions that the given literary levels largely follow Witte's levels of literary competence but that differences may occur because of the difficulty of reading in a foreign language. This website will be used as a point of reference to establish whether a novel is well-known or not. In addition, to determine a novel's place in the curriculum, it will also be considered if the novel is currently taught at my school.

3.1.3.4 Intended Audience. Many students in secondary school struggle with the transition from children's literature to adult literature that is often expected of them when entering the upper years of *havo* or *vwo* (de With, 2005; van Lierop-Debrauwer quoted in Ros, 2010; Stoter, Kamphuis & Kamphuis, 2008). Several studies have concluded that Young Adult literature can play an important role in bridging this gap (de With, 2005; van Lierop-Debrauwer & Bastiaansen-Harks, 2005; Stoter, Kamphuis & Kamphuis, 2008; Witte, 2008; Laarakker, quoted in Sikkema, 2013).

De With draws attention to the importance of a positive reading attitude and the teacher's role in fostering it. After all, she writes, the more positive a student's reading attitude, the more they will read. Young Adult literature can help create a positive reading attitude and should therefore not be excluded. Van Lierop-Debrauwer and Bastiaansen-Harks (2005) make a similar point, suggesting that Young Adult novels can increase students' motivation to read because the books offer worlds, problems, and characters to which students can relate more easily than those presented in adult novels. Additionally, Young Adults novels can be subjected to literary analysis in a similar way to adult literature. Other scholars agree with this view, saying that the literary qualities of a Young Adult novel are not inferior to its adult counterparts (Stoter, Kamphuis & Kamphuis, 2008). Van Lierop-Debrauwer and Bastiaansen-Harks (2005) even argue that Young Adult literature would be more successful than adult literature in helping children understand and apply literary terminology and analyse

literature.

Sikkema (2013) describes the development of the Young Adult genre from overlooked and underappreciated to acknowledged and valued by the literary community. The question, she continues, is whether this shift has also occurred in the attitude of Dutch teachers to the genre. The results from her study, conducted in 2011, confirm that it has. Compared to 2001, a significant higher number of Dutch teachers accept Young Adult novels as suitable reading material for students in the upper years of secondary school. There are also significantly more teachers who are up to date about new titles in the genre.

All in all, Young Adult novels might provide a valuable bridge for the gap between children's literature and adult literature. For this reason, the current research project aims for a mixture of Young Adult and adult novels.

3.1.3.5 Language Difficulty. The language difficulty is referred to by the levels of the CEFR. At *havo*, graduated students should have achieved a B2-level for reading in the subject of English (Europees Referentiekader Talen, 2010a). For *vwo*, this is C1, provided that students have obtained a generous passing grade; with only a passing grade, their reading is at B2-level (Europees Referentiekader Talen, 2010b). The website from which these end goals have been retrieved was founded in 2009-2010 by Stiching Leerplanontwikkeling, i.e. SLO. The end goals still apply.

The present research project aims for all years of the upper years, not only the exam years. Students in these lower years (e.g. 4-*havo*, 5-*vwo*) might not yet have reached a B2-level. As such, books with either B1- or B2-level of English are deemed suitable for this research project.

3.1.3.6 Literary Difficulty. The literary difficulty is referred to by Witte's levels of

literary competence (2008). These levels were designed with students' native language in mind, i.e. the school subject of Dutch for the present study. For Dutch, *havo*-students should graduate with level 3 and with level 4 at *vwo* (Witte, 2008, p. 107). While Witte's levels are not official end goals for the subject of English in the Netherlands, they can serve as guidelines for EFL. Research into the transferability of literary competence from the native a foreign language has only recently started to emerge but cautiously suggests that transfer from students' native to foreign language does occur. A study by Van der Knaap (cited in Claassen, 2015) found that on average, students in 5-*vwo* had reached the same level of literary competence for German and for Dutch: level 3 of Witte's model. It is plausible that this also applies to English, as Dutch students are likely to be even more familiar with it than with German, due to exposure to the language and its position as core subject. Applying Witte's model to MFL also helps to create uniformity within the different modern foreign languages and between those and the subject of Dutch (Hartog, 2013). It would allow teachers of MFL and of Dutch to work together and select suitable books for each student, which is one of the most important things in stimulating students' literacy development and reading enjoyment (Bolscher et al., 2004; Witte, 2008).

As Witte explains, students' starting situation for literary competence might vary widely. In addition, the present research project is targeted at all years of the upper years. As with linguistic proficiency above, that means that the chosen novels should not be at the final level of literary competence exclusively, but also below that. As a result, novels should belong to the final level (level 4) or one level below (level 3).

3.1.4 Chosen Novels

With the criteria in mind, the five following titles were chosen: *Mosquitoland* by David Arnold, *The Hate U Give* by Angie Thomas, *About a Boy* by Nick Hornby, *The*

Namesake by Jhumpa Lahiri, and *An Absolutely Remarkable Thing* by Hank Green. These novels represent a variety of themes and authors, a combination of known and unknown titles, and a mix of Young Adult and adult literature. All books are at either B1- or B2-level according to the CEFR. Similarly, they are all at either level 3 or level 4 according to Witte's model (2008). The specifics for each book are displayed in table 3.1 on the next page.

Table 3.1

Overview of Chosen Novels

Title & author	Theme (LitLab)	Place in EFL Curriculum	Intended Audience	Language Lifficulty (CEFR)	Literary Difficulty (Witte)
Mosquitoland David Arnold	Family & identity	Unknown	Young Adult	B1	Level 3
When Mim finds out her mum is ill, she sets out on a road trip across America: 947 miles of adventure, wise ladies, shady characters, dingy gas stations, and new-found friends. Along the way, Mim learns a few lessons about herself, her family, and the world.					
An Absolutely Remarkable Thing Hank Green	Culture & identity	Unknown	Young Adult	B1	Level 3
A giant statue appears overnight in New York. And Bejing. And Buones Aires. And a ton of other places all over the globe. 23-year-old April May is the first to stumble upon "Carl", as she calls it, and posts a video about the statue to YouTube. Her work goes viral. Soon enough, April is launched into fame while simultaneously trying to figure out what the Carls are and where they come from.					
The Hate U Give Angie Thomas	Activism & engagement	Known: currently taught at school	Young Adult	B1	Level 3
Starr leads to two lives: one in her black neighbourhood Garden Heights and one in her white rich high school Williamson. When Starr's friend Khalil is shot and killed by a white cop, it sparks outrage across Garden Heights. As Starr struggles to find her voice to fight for justice for Khalil, her two worlds violently come together.					
About a Boy Nick Hornby	Love & power	Known: www.novellist.nl	Adult	B2	Level 4
Where Marcus is twelve, Will is thirty-six. Where Marcus dresses in weird clothes, Will knows just what to wear. And where Marcus thinks Kurt Cobain is a football player, Will has all the records by Nirvana. Through a twist of fate, they find each other more and more in their lives. Reluctant at first, they soon grow close and discover that life might be better if you let people in.					
The Namesake Jhumpa Lahiri	Culture & identity Migration & globalisation	Unknown	Adult	B2	Level 4
In Cambridge, Massachussets, USA, a boy is born. Pressed for time, his parents name him Gogol, after his father's favourite author. Balancing Indian and American culture, Gogol sets out to forge a path different from that of his parents. He becomes Nikhil in the process and makes a life for himself in America.					

3.2 Practicability

  In order to investigate how practicable (trainee) teachers and students perceived the

reading clubs to be and how willing they would be to implement these, two questionnaires

were distributed amongst samples of these populations.

3.2.1 Participants

  3.2.1.1 (Trainee) Teachers. Participants (n = 20) in this study were trainee teachers

and qualified teachers. It must be noted that it is possible to work as a teacher without a

qualification, on the condition that people are in fact enrolled in teacher training. In the

Netherlands, this is allowed for up to two years (Rijksoverheid, n.d.). The social-demographic

characteristics for the participants are presented in table 3.2.

Table 3.2

Social-Demographic Characteristics of (Trainee) Teacher Participants

	n (%)	*M (SD)*	Min	Max
Qualification				
First degree	10 (50%)			
In training for first degree	9 (45%)			
In training for first degree in possession of second degree	1 (5%)			
Age		37.55 (14.37)	24	64
Gender				
Male	4 (20%)			
Female	16 (80%)			
Years of experience	15 (75%)	15.23 (14.36)	1	40
Early career (1-5 years)[a]	7 (35%)	2.79 (1.22)	1	5
Mid-career (6-19 years)	3 (15%)	14.00 (2.00)	12	16
Late career (≥20 years)	5 (25%)	33.40 (5.68)	25	40
Pre-career (<1 year)[b]	5 (25%)	0.10 (0.22)	0	0.5
Years and levels of teaching				
Teaches 4-vwo	10 (50%)			
Teaches 5-vwo	12 (60%)			
Teaches 6-vwo	10 (50%)			
Bilingual education	2 (10%)			
Certificate	7 (35%)			
Cambridge	6 (30%)			

International Baccalaureate	1 (5%)		

Note. *n* = number, *M* = average, *SD* = standard deviation

ªCut-off points for career follow those as used by Hargreaves (2005).

ᵇPre-career treated as a separate category; excluded from average and mean for total years of experience.

Participants were mainly working in the municipality of Utrecht at the moment (n = 12), with some in Weesp (n = 2), in Olst-Wije (n = 1), Amersfoort (n = 1), Bilthoven (n = 1), and Breukelen (n = 1).

3.2.1.2. **Students.** Participants in this study were all students in my 5-vwo class, all of whom were asked to complete the questionnaire. In total, 24 responses were collected. Three of these turned out to be identical, from the open answers to the demographics and every single Likert-scale item. The only explanation seems to be that three students accidentally sent their responses in twice. As a result, the identical responses were excluded from further use. In addition, one participant was doing 5-*vwo* for the second time. Since this might have influenced his reading motivation, intercultural communicative competence, and his attitude towards the reading club, this student was omitted from further analysis. This left a total number of 20 participants. Their social-demographic characteristics are presented in the table below.

Table 3.3

Socio-demographic Characteristics of Student Participants

	n (%)	*M* (*SD*)	Min	Max
Gender				
Male	14 (71%)			
Female	6 (29%)			
Age		17 (0.75)	15	18
5-vwo				
First time	20 (95%)			

Note. *n* = number, *M* = average, *SD* = standard deviation

3.2.2 Instruments

Two questionnaires were used to collect data: one for (trainee) teachers and one for students. Both were designed with the present study in mind. See appendix 11 and 12 for the (trainee) teacher questionnaire (Dutch and English versions) and appendix 13 and 14 for the student questionnaire (Dutch and English version). For the sake of clarity, the rationales of the questionnaires are included in chapter 3.3 and 3.4.

3.2.2.1 (Trainee) Teachers. The goal of the questionnaire for teachers was threefold. First of all, it was used to explore to what extent there is any support for implementing the LitLab-reading clubs. Second of all, the questionnaire was employed to investigate what is needed to facilitate the implementation of the reading clubs. The final goal was to collect feedback on the designed material.

The target group consisted of teachers in the Netherlands with a first-degree qualification currently teaching the upper years of pre-university level and teachers in training for a first-degree qualification.

The questionnaire was written entirely in Dutch. While the target group is expected to have a high enough level of English to complete the questionnaire in English, they might feel more comfortable expressing themselves in their mother language. Moreover, some jargon is specific to the context of Dutch education and does not translate well to English (e.g. *vwo* and *eerstegraadsbevoegdheid*), so having the questionnaire in English might pose unnecessary risks of misunderstanding due to language barrier. By doing the questionnaire in Dutch, these potential issues were bypassed.

3.2.2.2 Students. The goal of the questionnaire for students was threefold. First, the questionnaire was intended to investigate students' support for the reading clubs. The second goal was to collect feedback on the reading clubs in terms of practicability and level. Finally, the questionnaire was used to examine what kind of effect students expected of the reading clubs on their motivation and intercultural communicative competence.

The target group for the questionnaire was my own 5-*vwo* class. Limiting participants to my own 5-*vwo* class was a matter of access: I only teach one class in the upper years. Because of the current COVID-19 pandemic and the unstability and higher workload that come with it, I did not want to ask any colleagues, at my own school or at another school, to distribute the questionnaire among their students. I was already very grateful that they were willing to take twenty minutes to fill out the teacher questionnaire and did not want to put any more pressure on them.

The questionnaire was written entirely in Dutch. As with the teacher sample, all student participants were native speakers of Dutch and they would most likely feel more comfortable expressing their thoughts in their native language. On top of that, having the questionnaire in English would unnecessarily risk misunderstandings due to language barrier, since it could not be guaranteed that all students would be able to understand the questions if written in English. By doing the questionnaire in Dutch, these potential issues were bypassed.

3.2.3 Procedure

3.2.3.1 (Trainee) Teachers. Teachers and trainee teachers were approached in several ways. Direct colleagues at school were sent an e-mail. The message briefly outlined that I had designed material for English literature and that I was interested to hear their opinion about it. The e-mail also contained a link that randomly assigned participants to the teacher

questionnaire about the reading club at level 3 or level 4.

Teachers at two other schools in the Netherlands were contacted by a relative and an acquaintance of mine. They had been contacted beforehand through WhatsApp and had agreed to forward my questionnaire. Neither was a teacher of English, but both worked at their respective schools in another function. They were sent an e-mail with a brief explanation of the reason behind the questionnaire, which they forwarded to their English department.

Finally, trainee teachers were all fellow students of mine. Some were contacted through WhatsApp, others were sent an e-mail. The messages were similar in content as the e-mails described above.

During a period of two weeks, (trainee) teachers could participate in the questionnaire, which took approximately fifteen to twenty minutes to complete. Prior to the survey, participants were informed about the purpose of this research and about data storage. They also needed to give consent to participate.

3.2.3.2 Students. All students were sent a personal chat message over Microsoft Teams, my school's main means of communication with students at the moment. The content of the message ran along the same lines as the one for teachers, albeit phrased differently. Students were aware that I was working on my thesis, as I had mentioned it occasionally during our lessons. The message emphasised that participation was entirely voluntary and anonymous and that it would be very much appreciated. The message contained a link that randomly assigned participants to the student questionnaire about the reading club at Witte's level 3 or level 4. Participating in the questionnaire did not have any consequences for students, either in a positive or a negative sense.

During a period of two weeks, students could participate in the questionnaire, which took approximately ten to fifteen minutes to complete. Prior to the survey, participants were

informed about the purpose of this research and about data storage. They also needed to give

consent to participate.

3.3 Rationale for the Teacher Questionnaire

The next section breaks down the rationale for each section of the teacher

questionnaire separately. Section 1 deals with gaining informed consent from participants to

complete the questionnaire. Section 2 collects participants' background information, such as

type of qualification and age. Section 3, 5, 6, 8, 9, 10, 11, 12, and 13 investigate various

features as listed by Van den Branden (2009). Section 4 and 7 are technical questions that

allow participants to skip sections 5 and 8 if those do not apply to them. Finally, question 14

gauges participants' overall willingness to implement the reading clubs after they have

learned about the theory behind them and seen an example of one.

The majority of the questions were grounded in the work of Van den Branden (2009).

The author describes the diffusion and implementation of innovations amongst teachers.

According to him, teachers have a central role in accepting or rejecting innovations, as they

are the ones who ultimately decide whether or not they bring the innovation into their

classroom. Therefore, it is important to consider the variables that influence teachers'

decisions and the actions they take. Van den Branden presents a list of eight features of

innovations that impact their implementation. Here follows a summary.

1. The relative advantages. Teachers should, ideally, perceive innovations as

   advantageous for their students and themselves.

2. Compatability. Innovations should be new, but not too new. A smooth transition is

   preferred over a sudden landslide.

3. Complexity. The easier an innovation is to understand, the more likely it is to be

   adopted.

4. Triability. If teachers are allowed time and space to try out the innovation, the chance of implementation is increased.

5. Observability. Enabling teachers to observe colleagues trying out the innovation may enhance implementation. Similarly, innovations are more quickly accepted if its effects on student learning are observable.

6. Feasability. Implementing the innovations should be perceived as practically doable.

7. Concreteness. Teachers must have a clear picture of what they and their students are supposed to do in the classroom.

8. Problem-orientedness. This refers to the extent to which the innovation solves a problem or addresses a need that teachers experience. If it does, it stands a better chance of being adopted.

In short, Van den Branden explains, innovations in foreign language education should pay sufficient attention to the practical context within which teachers work. With that in mind, the (trainee) teacher questionnaire has been designed to inquire after these eight features, so that (trainee) teachers' current beliefs, experiences and practice can be taken into account.

In addition, work by Hargreaves (2005) was used to inform the questionnaire. Hargreaves mentions age as one of the most important factors that influences teachers' responses to change. The author distinguishes three "age and stage" groups (p. 970): early, mid, and late career. The early career group consisted of teachers mainly in their twenties, with some late starters in their late thirties and forties. All had between one and five years of teaching experience. The mid career group ranged in between six and nineteen teaching years and the late career group had twenty years or more of teaching experience. No ages were specified for the mid and late career groups.

According to Hargreaves, the early career group is characterised by adaptability and flexibilty towards change, whereas the late career group displays resistance and resilience.

The mid career group are typically more relaxed and comfortable with change, while still having enough enthusiasm and flexibilty to respond generally positively to change.

Hargreaves conducted his research with Canadian teachers in both primary and secondary education. Moreover, his work centres on broad changes in education as a whole, rather than at classroom level. Nevertheless, his study highlights the fact that age and years of experience are important factors in teachers' response to change. He sums up his findings as the three Ms of educational change: mixture (of teacher age groups), mentoring (across the generations), and memory (conscious collective learning from wisdom and experience).

3.3.1 Section 1: Informed Consent

This section ensured that participants gave informed consent to completing the questionnaire. They were informed about the purpose of the survey, how long the data would be stored and how they could reach me if they had any questions. They were ensured anonymity and told how long it would approximately take to fill in the questionnaire.

3.3.2 Section 2: Background Information

3.3.2.1 Question 2.1. The target group for the reading clubs is the upper years of *vwo*. In the Netherlands, only teachers with a first-degree qualification (or trainee teachers in the process of obtaining one) are allowed to teach these years. This first question served to check that all participants were qualified to teach the target group or were training to obtain this qualification.

Trainee teachers might be aware of theory and resources (such as Witte's model and Litlab) that qualified teachers who have been working in the field for a longer time may not. In addition, trainee teachers' attitude might differ from those of their qualified colleagues,

especially those who have been working for a long period.

3.3.2.2 Question 2.2. Since teachers who differ in age and years of experience are likely to respond differently to change (Hargreaves, 2005), it is not unthinkable that these factors also affect how willing teachers are to implement changes on a smaller scale, i.e. the reading clubs in their teaching practice. In order to avoid a skewed picture of teachers' willingness to adopt the reading clubs, the group of participants should represent different age groups. This corresponds to Hargreaves' first of three Ms: mixture.

3.3.2.3 Question 2.3. The latest figures (from 2016; Integraal Personeelstellingen Onderwijs, 2018) show that only 33% of secondary school teachers for the subject of English are male. Asking participants about their gender was done to check whether the sample was representative for the general population. For the purpose of inclusivity, the answer options "I'd rather not say" and "Other" were added.

3.3.2.4 Question 2.4. As with age (Q2.2), a mix of teachers who differ in years of experience is important. After all, trainee teachers and newly-qualified teachers will be working in the field the longest. They are the future of the teaching profession, so their attitude to innovations should not be neglected. Simultaneously, qualified teachers who are in their mid or late career should be included as well. They bring what Hargreaves calls 'memory' to the table: conscious collective learning from wisdom and experience.

3.3.2.5 Question 2.5. It was desirable to gather data from a range of schools: innovations that might work and have support in one school may not be suitable for another. To that end, the questionnaire was going to be sent to my colleagues as well as the English

departments of two other schools and to my fellow students. In order to ensure anonymity, participants were asked to enter the municipality of the school in which they are currently working, rather than the name of the school.

3.3.2.6 Question 2.6. Different years of *vwo* come with different levels of English and different expectations of what students can and cannot do. Moreover, teachers might be happy to experiment with new material in the fourth and fifth year but may be less inclined to do so in 6-*vwo*, i.e. the students' graduation year.

3.3.2.7 Question 2.7. Students who are enrolled in bilingual education reach higher proficiency levels in English more quickly than students who follow the regular programme (Verspoor et al., 2010). At the end of their third year of secondary school, these students generally have a richer vocabulary, do better at writing, compose longer and more complex sentences, use more different verb tenses, and make fewer mistakes. The study found that, in general, the lead that students in bilingual education have gained is retained throughout their entire school career, although it does not increase after the third year. Teachers who teach students in bilingual education might view the reading clubs differently than those who teach only regular classes.

3.3.2.8 Question 2.8. Students who prepare for an internationally recognised certificate, such as the Cambridge or the IELTS certificate, generally take more English classes per week. Although no research has been carried out on the effect this may have on students' proficiency, it seems likely that these students have a higher level of English than their peers in regular English programmes. Moreover, the curriculum for Cambridge or IELTS might differ from the regular curriculum for English. In my school, for example,

Cambridge-classes have four instead of two or three lessons per week and spend more time on literature. As such, teachers of the Cambridge or IELTS certificate might have a different attitude towards the reading clubs than those who teach only regular classes.

Students are often enrolled in the IB programme as part of their bilingual education but this is not always the case. The IB programme follows a curriculum which places much emphasis on literature. For this reason, it is possible that teachers who work with the IB programme perceive the reading clubs differently from those who teach regular classes.

3.3.3 Section 3: Opinions on Reading English-Language Novels

The reading clubs focus on intercultural communicative competence and the reader approach, with some attention paid to the context and text approach. Underlying this belief is that intercultural communicative competence and reading motivation are important.

If teachers do not find these matters important, they might not think that there is a problem that must be solved. As a result, this would lower the chances that they would adopt the reading clubs in their teaching practice. Similarly, this question also gauges how compatible the reading clubs are with teachers' current beliefs and practices. The more compatible, the more likely a teacher would be to implement the reading clubs.

To ensure that the results would be comparable, the question was posed as a ranking question for which participants had to select a top 5 from multiple choices. Another reason for narrowing down the answer items was that leaving the question open might ask too much of the respondents, in terms of time as well as mental exertion. Broadly speaking, the answer options can be divided into two categories: the approach to teaching EFL literature on the one hand and aspects of intercultural communicative competence on the other hand. See table 3.4 for an overview.

Table 3.4

Answer Options for Q3.1

Answer option	Approach to Literature	Component of ICC[a]	Based on
Apply literary terminology	Text	N/A	Bloemert et al. (2016)
Summarise the storyline	Text	N/A	Bloemer et al. (2016)
Gain knowledge of the history of literature	Context	N/A	Bloemert et al. (2016)
Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work	Context	N/A	Bloemert et al. (2016)
Increase reading enjoyment	Reader	N/A	Bloemert et al. (2016)
Form own opinion about literary work	Reader	N/A	Bloemert et al. (2016)
Make reading miles to improve reading skills	Language	N/A	Westhoff (2012); Bloemert et al. (2016); Schat et al. (2018)
Expand grammatical and lexical knowledge	Language	N/A	Schat et al. (in preparation)
Develop an open and curious attitude to (people from) different cultures	N/A	Attitude	Schat et al. (in preparation)
Gain knowledge about (people from) different cultures	N/A	Knowledge	Schat et al. (in preparation)
Be able to relate other cultures to own culture	N/A	Skill	Schat et al. (in preparation)
Be able to discover (elements of) other cultures	N/A	Skill	Schat et al. (in preparation)

[a]ICC = intercultural communicative competence

The answer options for question 3 were mainly based on Bloemert et al. (2016) and Schat et al. (in preparation). As said before, Bloemert et al. distinguish four approaches to teaching foreign language literature. Each approach is represented in the answer options. The total number of characteristics that the authors describe was considered overwhelming for the respondents, especially since the answer options for intercultural communicative competence would also be added. Therefore, the options were narrowed down to two items for each

approach. The answer options were mostly based on the characteristics as described in the detailed overview of the four FL literature teaching approaches (Bloemert et al., 2016, p.10, table 4).

For the language approach, it must be noted that this is slightly different. Where Bloemert et al. write "Making reading miles to improve *language* skills" (p. 10, my emphasis), the answer option has been specified to mean "Making reading miles to improve *reading* skills" (my emphasis). This is based on Westhoff (2012), who argues that the most important thing for developing strong reading skills in a foreign language is making reading miles.

Another source for this slight adaptation is the questionnaire devised by Schat et al. (2018). They asked MFL-teachers to what extent they aim for certain learning goals in their teaching practice of teaching literature. For linguistic proficiencies within literary education, the three given learning goals were: developing reading skills by making reading miles, developing productive skills (speaking and writing), and expanding grammatical and lexical knowledge. The learning goals of developing speaking and writing skills was given the lowest score. This indicates that developing speaking and writing is least often included in teachers' practice when compared to the other two learning goals. As such, the learning goal of developing productive skills was excluded from my questionnaire. Instead, developing reading skills through making reading miles as well as expanding grammatical and lexical knowledge were included as answer options for the language approach.

The answer options with regards to intercultural communicative competence were based on Schat et al. (in preparation). Her model for communicating with and about literature, distinguishes five aspects. Once again, the number of answer options needed to be reduced lest respondents became overwhelmed. Since critical cultural awareness was considered the

most abstract concept, it was decided to exclude it. The other four aspects were turned into answer items.

3.3.4 Section 4: Technicality

The purpose of this section was to distinguish between participants with and without a job as a teacher of English in the upper years of *vwo*. The next section dealt entirely with the teaching practice. It was not relevant to participants who were not currently teaching in the upper years of *vwo.* The questionnaire has been set up in such a way that participants who responded 'no' to this question skipped this section.

3.3.5 Section 5: The Teaching Practice for Reading English-Language Novels

3.3.5.1 Questions 5.1, 5.2. These questions aimed to explore if teachers' opinions on reading English-language novels are consistent with the teaching practice at their school. If they are, then teachers might not want to change the situation by introducing new material, especially if both the teacher's beliefs and the school's practice do not emphasise the same factors as the reading clubs.

3.3.5.2 Questions 5.3, 5.4. These questions inquired about teachers' perceptions of students' extrinsic and intrinsic motivation. If teachers believe there is a lack of motivation for reading English-language novels, then that would confirm there is a problem that needs to be addressed. This would increase the chance of teachers being willing to implement an innovation, i.e. the reading clubs.

3.3.5.3 Question 5.5. This open question was intended to give participants a chance to elaborate on how they perceive the situation and why. However, since the questionnaire was already fairly long and time-consuming at this point, it was deemed best to make it optional to explain their answer further. This type of question appears several times in the questionnaire and will henceforth be referred to as 'optional further explanation'.

3.3.5.4 Question 5.6. Teachers confirming the need for improvement might signify that they would be open to implementing the reading clubs, as there is a problem that needs to be addressed. That increases the chances of an innovation being adopted.

3.3.5.5 Question 5.7. Optional further explanation.

3.3.6 Section 6: Opinions on Intercultural Communicative Competence

This entire section asks participants to rate how much importance they attach to the different aspects of intercultural communicative competence. The aspects given here are the same as the answer options for intercultural communicative competence for Q3.1. If (trainee) teachers do not consider intercultural communicative competence important, then it is likely that they are less inclined to implement the reading clubs. It would not make sense to invest time and effort into adopting material that aims to develop something that they do not prioritise.

3.3.7 Section 7: Technicality.

Same as section 4.

3.3.8 Section 8: The Teaching Practice for Intercultural Communicative Competence

3.3.8.1 Questions 8.1, 8.2, 8.3. These questions explore how well developed teachers think their students' intercultural attitude, knowledge and skills are. If teachers perceive students' intercultural communicative competence to be strong already, they might not have a need for material that aims to foster it.

3.3.8.2 Question 8.4. Same as Q5.6: a need for improvement might signify that teachers would be open to implementing the reading clubs.

3.3.8.3 Question 8.5. Optional further explanation.

3.3.9 Section 9: Witte's Model.

Van den Branden (2009) states that gaining knowledge about an innovation is the crucial first step in the process of implementing an innovation. This section provided the theoretical knowledge that forms the foundation of the reading clubs. It was assumed that teachers would like to know what they would be working with. Additionally, the theory was delivered in a brief explanation that used an example of Witte's levels and relayed specific information on how the levels are connected to the Dutch education system. The reason for keeping it short and simple was to make the information concrete and easy to understand, which aimed to increase teachers' willingness to implement the reading club (Van den Branden, 2009).

Next to providing information, this section also asked how familiar participants were

with Witte's model. The answer options ranged from "I have never heard of it" to "I know what the model entails and I use it regularly". New information is more difficult to process (Van den Branden, 2009), so teachers' familiarity with Witte's model could influence how complex they perceive the reading clubs to be and, by extension, how willing they are to try them out.

3.3.10 Section 10: LitLab

Same as section 9. The only exception is that the answer options excluded "I know what the model entails and I use it every now and then" and "I know what the model entails and I use it regularly" were excluded. Since LitLab is currently limited to Dutch-language literature, it was impossible for teachers to use it for English, so these options were removed.

3.3.11 Section 11: Example of Designed Material

3.3.11.1 Question 11.1. Van den Branden (2009) writes that teachers must be able to translate the theory behind the innovation into concrete actions in the classroom. The theory was given in section 9 and 10. Section 11 illustrated the step of translating the theory into practice by showing a fully fleshed out example of a reading club. In order not to steer the responses in any direction and give participants full freedom and flexibilty in their answer, the question was an open question that inquired about participants' first impression of the reading clubs.

3.3.11.2 Question 11.2. The goal was to collect feedback on the designed material. Two reading clubs, dealing with the same novel, were chosen and at random assigned to the

participants. Using all ten reading clubs was considered to undermine the quality of the

feedback, since that would most likely result in each reading club being feedbacked by one or

two participants. By limiting the examples of designed material to two reading clubs, each

reading club could receive feedback from multiple participants. Additionally, this made it

possible to compare responses better and determine general trends that might emerge.

The question asked participants to rate to what extent seven given learning goals are

reflected in the reading club they have seen. The learning goals consisted of three items for

literary competence according to Witte (2008) and four items for intercultural communicative

competence according to Schat et al. (in preparation). See table 3.5 for an overview.

Table 3.5

Answer Options for Q11.2

Based on	Reading Club Level 3	Reading Club Level 4
Witte (2008)	Project own feelings and experiences onto the book	Project own feelings and experiences onto the book
	Determine the theme(s) with the help of guiding questions	Determine the theme(s) of the novel
	Connect the topic/theme to societal issues	Put oneself in the shoes of the characters and explain behaviour within the text
Schat et al. (in preparation)	Develop an open and curious attitude to (people from) different cultures	Develop an open and curious attitude to (people from) different cultures
	Gain knowledge of other cultures	Gain knowledge of other cultures
	Relate the literary text to own culture	Relate the literary text to own culture
	Discover (elements of) other cultures	Discover (elements of) other cultures

The learning goals for intercultural communicative competence are the same for the

level 3 and the level 4 reading club, since intercultural communicative competence is a focal

point for all reading clubs. However, the specific questions pertaining to intercultural

communicative competence are not necessarily the same for the two reading clubs about one

novel. Some are tied into Witte's levels, which means that questions about intercultural communicative competence on Witte's level 4 are not suitable for the level 3 reading club.

With regard to literary competence, it must be said that both reading clubs reflect more than the three learning goals presented here. As with section 3, the number of answer options needed to be reduced because it was deemed overwhelming and too time-consuming otherwise. The learning goals that were most central to the reading club and/or that occurred most often were chosen to be include in the questionnaire.

The first learning goal is the same for both reading clubs. That has to do with the format of the LitLab-reading clubs: half of the discussion round ("True to life") encourages students to voice their own opinion and relate the novel to their own world and experiences. So even though the learning goal "Project own feelings and experiences onto the book" is derived from level 3, it is very much applicable to a reading club at level 4 as well.

The second learning goal deals with the topic of theme for both levels, but N3 receives more support ("with the help of guiding questions") than level 4. Finally, the third learning goal is entirely different. In the case of the reading club on level 3, the learning goal was related to Witte's dimension of "outer world (general)" (p. 572). For level 4, however, this dimension was left blank. As such, a different learning goal was chosen. It relates to "inner world (personal)" (p. 571).

3.3.11.3 Question 11.3. Optional further feedback.

3.3.12 Section 12: Reasons for Support

3.3.12.1 Question 12.1. Participants are asked to select a top 5 of the most important advantages that the reading clubs would have to offer. Van den Branden (2009) mentions that

these advantages can be diverse, which has been represented in the answer options by including a range of items.

3.3.12.2 Question 12.2. Optional further advantages.

3.3.12.3 Question 12.3. Participants are asked which possibilities they believe the reading clubs would present. This question explores to what extent the reading clubs would be compatible with their current beliefs and practice.

3.3.12.4 Question 12.4. Optional further possibilities.

3.3.12.5 Question 12.5. This question maps what is necessary to increase the feasability of implementing the reading clubs. In practice, it is unlikely that all measures can be put into place, which is why participants are asked to select a top 3. The answer options also stem from Van den Branden's work. The final answer option stems from the first step of providing teachers with information about the innovation but it must be emphasised that "it is not enough to inform teachers about the innovation and then leave them to their own devices" (Van den Branden, 2009, p. 665). For this reason, the other answer options have been put above 7. Answer options 1, 2 and 3 represent compatability. The fourth one focuses on concreteness. Option 5 focuses on the feature of observability, while the sixth answer is related to triability.

3.3.12.6 Question 12.6. Optional further needs.

3.3.13 Section 13: Expected Effects

The reading clubs aim to foster students' intercultural communicative competence as well as increase their reading motivation. That does not mean that teachers believe they will. Under normal circumstances, I would have tested out the reading clubs in practice. I would have conducted empirical research into the effect of the reading clubs on students' intercultural communicative competence and reading motivation. Unfortunately, this was made impossible because of the COVID-19 pandemic. Q13.1 is intended to replicate this empirical research as much as possible.

Naturally, mapping perceptions is not the same as testing reality; it is a measure born out of necessity. Nevertheless, it can provide an indication of what the effect of the reading clubs might be. In any case, teachers' perceptions of the effect play a role in teachers' willingness to implement the innovation. An expected positive effect (stronger intercultural communicative competence and higher reading motivation) would be an advantage and would most likely make teachers more willing to use the reading clubs.

3.3.14 Section 14: Finally

3.3.14.1 Question 14.1. This question gauges participants' overall willingness to implement the reading clubs.

3.3.14.2 Question 14.2. Optional further explanation.

3.4 Rationale for Student Questionnaire

3.4.1 Section 1: Informed Consent

This section ensured that participants gave informed consent to completing the questionnaire. They were informed about the purpose of the questionnaire, how long the data would be stored and how they could reach me if they had any questions. They were ensured anonymity and told how long it would approximately take to fill in the questionnaire.

3.4.2 Section 2: Background Information

3.4.2.1 Question 2.1. As mentioned in a previous chapter, research has found that students' enjoyment in reading decreases as they grow older (Huysmans, 2013; DUO Onderwijsonderzoek, 2017). They also spend less time on reading as a leisure activity. The participants in this study ranged from eight to eighteen years of age. It is plausible that the downward trend that Huysmans (2013) has signalled continues after the age of fifteen. Alternatively, the decline in reading motivation and reading frequency might become stable and plateau. Since this is not known as of yet, it was decided to include age as a factor in the questionnaire, as it is possible that it influences students' reading motivation and reading frequency and therefore their view of the reading clubs.

3.4.2.2 Question 2.2. As mentioned before, research suggests that boys and girls differ in their reading attitude and genre preference: boys tend to prefer non-fiction, while girls prefer fiction (Huysmans, 2013; McGeown, Duncan, et al., 2015; McGeown, Osborn, et al., 2016). Students' gender might influence their view of the reading clubs, which deal exclusively with fiction.

3.4.2.3 Question 2.3. Doing 5-vwo for the second time might influence students' level of English, their motivation for reading, and their intercultural communicative competence.

3.4.3 Section 3: Number of Novels Read

Before asking students about their reasons for (not) reading the English-language novels, it was necessary to establish whether they had or had not done read them. The option of starting a book but not finishing it was included. Students who had finished zero novels this year were directed to a different section that students who had finished one or two novels.

3.4.4 Section 4 and 5: Reading English-Language Novels in Practice

Section 4 and 5 serve exactly the same purpose: exploring what type(s) of motivation students experienced or lacked. However, the sections differed in their audience: section 4 is meant for students who had not finished any novels this year, while section 5 was aimed at students who had read at least one novel. The sections mirror each other almost exactly in their questions with only minimal differences in formulation so as to be in accordance with their audiences.

3.4.4.1 Question 4.1/5.1. Mapping students' current reading motivation is vital to understanding what effect the reading clubs might have on their motivation. To this end, the *motivatietool* or motivation tool was used. The motivation tool is a questionnaire designed for a national research study conducted by Oberon, Utrecht University and University of Leiden (Oberon et al., 2018). It measures four types of motivation: intrinsic motivation, identified motivation, extrinsic motivation, and amotivation. A brief description of each type, as defined by the researchers, is given here.

Intrinsic motivation indicates to what extent students work for the pleasure and satisfaction that the task gives them. Identified motivation indicates to what extent students work because they think it is important. With this type, an external factor (e.g. "my parents think it is important that I work hard for school) has been internalised (e.g. "I think it is important to work hard for school"). While closely related to intrinsic motivation, its source is external, which makes it a type of extrinsic movitation. Extrinsic motivation, then, means that students do the work because it is expected of them, because there is reward to be obtained or because it helps them avoid negative consequences. Finally, amotivation entails that students do not realise why they should do the work. They do not see the connection between their behaviour and the outcome of a task. Being aware of the goal, expecting a reward or believing that they can influence the outcome of the task are all lacking.

The motivation tool consists of four statements per type, amounting to a total of sixteen statements, for which students indicate to what extent it applies to them. The answer options range from 1 ("never applies to me") to 5 ("always applies to me"). Then, the scores per type of motivation can be calculated. For intrinsic, identified and extrinsic motivation, an average above 3 indicates that students are motivated. The same goes for amotivation with average scores below 3.

Finding participants for the questionnaire was, unfortunately, entirely dependent on the goodwill of my students. Especially in the current circumstances, it was important to design a questionnaire that did not ask too much of their time. The questionnaire needed to be short enough to complete in fifteen minutes at the most. To achieve this, only half the statements of the motivation tool were included: two per type of motivation. The statements were rewritten in such a way that they fitted with the situation in which the student had not read any of the English-language book. The statements were presented to participants in a random order and used a five-point Likert-scale as answer options, ranging from "strongly

disagree" (1) to "strongly agree" (5). The essential difference between section 4 and section 5 is that "I didn't read any of the books" (section 4) was changed to "I read (one of) the two books" (section 5). Moreover, statements in section 4 were phrased as a negative, which was not the case for section 5. See table 3.6 for an overview.

Table 3.6

Overview of Statements for Q4.1 and Q5.1

Type of motivation	Q4.1	Q5.1
Intrinsic	I didn't read any of the books, because I didn't like that.	I read (one of) the two books, because I enjoyed it.
Intrinsic	I didn't read any of the books, because I didn't find that interesting.	I read (one of) the two books, because I thought it was interesting.
Identified	I didn't read any of the books, because I didn't think that was important for me.	I read (one of) the two books, because I thought that was important for me.
Identified	I didn't read any of the books, because I didn't think that was good for me.	I read (one of) the two books, because I thought that was good for me.
Extrinsic	I didn't read any of the books, because I didn't care that people expected that from me.	I read (one of) the two books, because that was expected of me.
Extrinsic	I didn't read any of the books, because I didn't care if I would get a good grade.	I read (one of) the two books, because I wanted to get a good grade.
Amotivation	I didn't read any of the books, because I didn't see what good that would do me.	I read (one of) the two books, but actually, I didn't see what good that would do me.
Amotivation	I didn't read any of the books, because personally, I didn't see any good reasons to do that, even though I understand that those probably exist.	I read (one of) the two books, but actually, I didn't see any good reasons to do that, even though I understand that those probably exist.

3.4.4.2 Question 4.2. Optional further explanation.

3.4.4.3 Question 4.3. Students confirming the need for improvement might signify that they would be open to using the reading clubs, as there is a problem that needs to be

addressed. That increases the chances of an innovation being adopted.

3.4.4.4 Question 4.4. Optional further explanation.

3.4.5 Section 6: Intercultural Communicative Competence in Practice

As with motivation, mapping students' current intercultural communicative competence is vital to understanding their response to the reading clubs and the effect that the reading clubs might have on their intercultural communicative competence.

3.4.5.1 Questions 6.1, 6.2, 6.3. These questions ask students for a self-report of their intercultural communicative competence. Following Schat et al. (in preparation), intercultural communicative competence was split up into attitude, knowledge, and skills.

3.4.5.2 Question 6.4. As with Q4.3, an indicated need for improvement might increase the chance of the reading clubs being adopted.

3.4.5.3 Question 6.5. Optional further explanation.

3.4.6 Section 7: Example of Designed Material

Students confirming the need for improvement might signify that they would be open to using the reading clubs, as there is a problem that needs to be addressed. That increases the chances of an innovation being adopted.

3.4.6.1 Question 7.1. Similar to the teacher questionnaire, this open question inquired after participants' first impression of the reading clubs, so that responses were not steered in any direction and participants were given full freedom and flexibilty in their answer.

3.4.6.2 Question 7.2. This question served to find out whether students had a sufficient level of English to understand the questions of the reading clubs and to participate in the discussion.

3.4.6.3 Question 7.3. Optional further explanation.

3.4.6.4 Question 7.4. This question served to examine whether students thought the reading clubs were practicable.

3.4.6.5 Question 7.5. Optional further explanation.

3.4.7 Section 8: Expected Effects

As explained in the rationale for the teacher questionnaire, it would have been preferable to test the effect of the reading clubs through empirical research. Unfortunately, this was not possible due to the corona crisis. This section was intended to replace empirical research.

3.4.7.1 Question 8.1. If students expect the reading clubs to have a strong positive effect on their intrinsic and extrinsic motivation, they might be more willing to try them out in

the classroom.

3.4.7.2 Question 8.2. Optional further explanation.

3.4.7.3 Question 8.3. If students expect the reading clubs to help develop their intercultural communicative competence, their willingness to use it at school might be higher.

3.4.7.4 Question 8.4. Optional further explanation.

3.4.8 Section 9: Finally

3.4.8.1 Question 9.1. This question gauges participants' overall willingness to have the reading clubs used in school after they have seen an example of one. The reading clubs could be used in different ways, as exemplified in the teacher questionnaire. For the student questionnaire, however, different options for implementation had not been mentioned. For this reason, three approaches were specified to obtain a more precise picture of students' views.

3.4.8.2 Question 9.2. Optional further explanation.

Chapter 4: Results

The questionnaires for (trainee) teachers (n = 20) and students (n = 20) had some goals in common. Both were intended to investigate to what extent there was support amongst the participants for using the reading clubs in practice. Another shared goal was to shed light on factors that might influence the support for the reading clubs. Furthermore, feedback was collected from both (trainee) teachers and students. In addition, the teacher questionnaire was used to map what teachers need in order to implement the reading clubs.

4.1 Support

When (trainee) teachers (n = 20) were asked whether they would want to implement the reading clubs, 75% answered "Yes" and 25% gave "I am hesitant" as a response. The answer option "No" did not occur.

Some participants chose to elaborate on their response by providing an explanation. Five of those had answered "Yes" and their comments highlighted various advantages of the reading clubs, such as increasing students' reading motivation, more autonomy for students and more time for teachers to offer students guidance. The other two participants explained why they were hesitant. One said that their school's IB-programme already used a similar method, so she doubted this approach would add anything new. The other clarified that she would not be opposed to using the reading clubs but that she would not want to replace the current curriculum for literature completely. Instead, she suggested a combined approach.

Students were presented with three statements, each detailing a specific type of implementation of the reading clubs. They were asked to indicate to what extent they agreed on a five-point Likert-scale, 1 = *strongly disagree* to 5 = *strongly agree*.

50% said that they would like to use the reading clubs for lesson activities (M = 3.40, SD = .88). 45% were in favour of using the reading clubs for assessment and as a replacement of the current book reports (M = 3.35, SD = 1.35). Finally, 25% agreed that they would like to

see the reading clubs as a way of assessment in addition to the book reports (M = 2.65, SD =
1.04). Overall, the level of support for the reading clubs (in any manner) was found to be low
to moderate.

Only one student elaborated on their response. She was undecided on using the
reading clubs as a replacement of the book reports but agreed that the reading clubs should be
used for lesson activities and as an additional way of assessing literature. She remarked: "You
would learn more [from the reading clubs], so it's good as an addition. For a student, a book
report is easier and gets you a high grade more quickly." (my translation)

4.2 Teaching Practice

Both groups were asked about the teaching practice in relation to intercultural
communicative competence, reading motivation, and the need for improvement.

4.2.1 Rating of Intercultural Communicative Competence

Teachers who were currently working (n = 12) were asked to rate students'
intercultural communicative competence on a five-point Likert-scale with 1 being lowest or
least developed and 5 being highest or most developed. This was done for each of the four
components. Students (n = 20) were asked the same question. Tables 4.1 presents the results.

Table 4.1

Ratings of Students' Intercultural Communicative Competence

Component	Teachers		Students	
	M	*SD*	*M*	*SD*
Attitude	3.67	.65	4.05	.69
Knowledge	2.83	.58	3.45	.83
Skill of relating	2.92	.79	3.90	.72
Skill of discovery	3.33	.49	3.60	.68

4.2.2 Reading Motivation

Both teachers (n = 12, currently working) and students (n = 20) were asked to rate students' reading motivation. Teachers rated intrinsic and extrinsic motivation on a scale from 1 = *no extrinsic/intrinsic motivation at all* to 5 = *much extrinsic/intrinsic motivation*. Students were presented with two statements for four types of motivation: intrinsic, extrinsic, identified and amotivation. One participant had not finished reading novels and was thus presented with negatively phrased statements; these values were reverse coded.

Students indicated on a five-point Likert-scale to what extent they agreed with this, 1 = *strongly disagree* and 5 = *strongly agree*. For all types of motivation, the average score of the two statements was then calculated. For both teachers and students, a higher mean indicates a higher measure of motivation. The results are presented in table 4.2.

Table 4.2

Ratings of Students' Reading Motivation

Motivation	Teachers		Students	
	M	*SD*	*M*	*SD*
Extrinsic	3.67	.65	3.98	.82
Intrinsic	2.67	.89	2.83	1.08

4.2.3 Need for Improvement

Teachers (n = 12, currently working) and students were asked to what extent they believed the way in which reading English-language novels and intercultural communicative competence were taught were in need of improvement at their school. They answered on a five-point Likert-scale, 1 = *strongly disagree* and 5 = *strongly agree*. The results are presented in table 4.3.

Table 4.3

Need for Improvement

Need for Improvement	Teachers		Students	
	M	*SD*	*M*	*SD*
Reading English-language novels	3.75	1.22	3.15	.88
Intercultural Communicative Competence	3.58	1.00	3.25	.85

66% of teachers agreed that how reading English-language novels was taught should be improved, as opposed to 35% of students. For intercultural communicative competence, the percentages of participants who agreed that improvement was necessary were much closer: 42% for teachers and 40% for students.

4.3 Expected Effects

The entire teacher sample (n = 20) and student sample (n = 20) were presented with six statements that the reading clubs would improve students' reading motivation and the different components of intercultural communication. Participants were asked to indicate to what extent they agreed with these statements on a five-point Likert-scale, with 1 = *strongly disagree* and 5 = *strongly agree*. The findings are presented in table 4.4.

Table 4.4

Expected Effects

Expected Effect	Teachers		Students	
	M	*SD*	*M*	*SD*
More intrinsic motivation	3.80	.95	2.98	1.02
More extrinsic motivation	3.80	1.01	3.08	1.16
More open and curious attitude towards (people from) other cultures	3.65	.75	3.15	.81
More knowledge about (people from) other cultures	3.80	.83	3.60	.75
Better able to relate the literary text to their own culture	3.75	.91	3.85	.88
Better able to discover (elements from) other cultures	3.55	.83	3.50	.76

The group of (trainee) teachers expects a positive effect on all six aspects listed (M >

3.50), while the students only expect this effect to occur for knowledge and the skill of

relating. The mean for skill of discovery (M = 3.50) was exactly on the cut-off point, which

could suggest that students are tentative in their expectations regarding this effect.

4.4 Feedback

All (trainee) teachers (n = 20) and all students (n = 20) were asked to study the

designed reading club for *An Absolutely Remarkable Thing* by Hank Green on Witte's level 3

or level 4.

4.4.1 Feedback from Teachers

4.4.1.1 First Impressions. After seeing the reading club, participants were asked what

their first impression was. This was done as an open question, which led to many different responses. The answers have been divided into seven different categories:

1. Nice, fun. Responses in this category tend to use the adjective *leuk*, which roughly translates to 'nice' or 'fun' in English. These responses focus on the enthusiasm that participants have for the reading clubs.

2. Useful, educational. Answers in this category focus on how the reading clubs can foster students' learning about literature.

3. Interesting. This group of responses typically mention words that indicate interest, such as 'interesting' or 'intriguing'.

4. Easy-to-use. This category contains responses that mention how easy the reading clubs are to use.

5. Advantages for students. Responses here refer to advantages for students beyond learning about literature.

6. Obstacles. These answers highlight specific obstacles that participants imagine come with the implementation of the reading clubs.

7. Reservations. Answers in this category display general reservations about using the reading clubs in the classroom.

The first five categories are explicitly positive towards the reading clubs, as opposed to responses in the category of reservations, which are mainly negative. On the contrary, responses in the sixth category (obstacles) are not necessarily positive or negative. Rather, they are neutral: participants might give obstacles as a reason for their reservations but also as a way of improving something they would enjoy. The overview of first impressions (n = 20) can be found in table 4.5 on the next page.

Table 4.5

First Impressions of the Reading Clubs

Category	*N*			Total % of responses	Example quotes[b]
	N3	N4	Total		
Positive			18[a]	90	
Nice, fun	8	3	11	55	"Nice!" "It makes me very enthusiastic!" "Cool! Especially if more choice and differentation are coming."
Useful, educational	1	5	6	30	"Nice ideas that shed light on various aspects of the book." "Nice, varied and useful way of discussing literary works. The different tasks create more depth."
Interesting	3	0	3	15	"Intriguing, let's try it!" "It's a good concept and it seems super interesting to use it in practice."
Easy-to-use	0	1	1	5	"Very userfriendly. Easy to use in class."
Advantages for students	2	1	3	15	"I think this can work well. It forces students to read in groups. When students get stuck, they can support each other. This might cause students to develop an aversion to 'obligatory' literature less quickly."
Neutral			4	20	
Obstacles	4	0	4	20	"Nice, only they need to read the whole book first and only then do the tasks, that is a long stretch for many students. Better to have tasks after every chapter."
Negative			2	10	
Reservations	2	0	2	10	"Fine, just need to wait and see if students find the questions interesting and want to take it seriously."

[a]The total number of responses in the main categories is the sum of responses that mention one or more of the subcategories. For example, a response that reflects the subcategory of "nice, fun" as well as "useful, educational" is counted once, not twice, for the main category of positive responses.

[b]The responses were originally given in Dutch. The author has included an English translation here.

Participants' first impressions of the reading clubs were varied but overall positive. A large majority of 90% described the reading clubs in a positive manner, which included descriptions of the reading clubs as nice or fun, useful or educational, interesting, easy-to-use, and advantageous for students (in other ways than learning). 10% of the participants expressed reservations about the reading clubs. Finally, a fifth of participants signalled potential obstacles that the reading clubs might present to students.

4.4.1.2 Learning Goals. As another way of collecting feedback, participants were asked to indicate to what extent several learning goals were reflected in the reading clubs. The results are presented in table 4.6 for the reading club on level 3 (n = 13).

Table 4.6

Learning Goals Reflected in Reading Club on Level 3

Learning Goal	Reflected in the Reading Club					
	Yes		Somewhat		No	
	n	%	*n*	%	*n*	%
Project own feelings and experiences onto the book	11	85	2	15	0	0
Determine the theme(s) with the help of guiding questions	10	77	2	15	1	8
Connect the topic/theme to societal issues	8	62	3	31	2	15
Develop an open and curious attitude to (people from) different cultures	5	38	8	62	0	0
Gain knowledge of other cultures	6	46	4	31	3	31
Relate the literary text to own culture	6	46	6	46	1	8
Discover (elements of) other cultures	8	62	4	31	1	8

A minority of participants said 'yes' with respect to the learning goal "develop and open and curious attitude" being reflected in the reading club on level 3. This was similar for the reading club on level 4. For this reading club, this was also for the reading club of 'gain knowledge of other cultures'. Table 4.7 shows the results for the reading club on level 4 (n = 7).

Table 4.7

Learning Goals Reflected in Reading Club on Level 4

Learning Goal	Reflected in the Reading Club					
	Yes		Somewhat		No	
	n	%	*n*	%	*n*	%
Project own feelings and experiences onto the book	7	100	0	0	0	0
Determine the theme(s)	5	71	2	29	0	0
Put oneself in the shoes of the characters and explain behaviour within the text	5	71	2	29	0	0
Develop an open and curious attitude to (people from) different cultures	3	43	4	57	0	0
Gain knowledge of other cultures	3	43	4	57	0	0
Relate the literary text to own culture	5	71	2	29	0	0
Discover (elements of) other cultures	4	57	3	43	0	0

4.4.1.3 General Points for Improvement. Six participants (three for level 3, three for level 4) provided general points for improvement for the reading club. Several points of criticism and suggestions were expressed. One participant commented that the questions did not seem entirely objective but covertly supported the protagonist's point of view. Another point of criticism conveyed that the questions for the quiz round might be too specific, causing students to believe they had not read the book well enough. Someone else remarked that self-discovery, which the target group could also use, was absent from the reading club.

Some suggestions were made as well. One participant proposed to support the questions visually, e.g. with pictures or a video. Another said that they would like to see elements from the text approach in reading clubs of level 4 or 5. They also suggested to provide more space for students' individual opinions about the novel, rather than having them review the book together as the only option. Another suggestion that was made was to include more open-ended, creative tasks, e.g. with drama and creative writing.

4.4.2 Feedback from Students

4.4.2.1 First Impressions. The answers have been divided into different categories, some of which overlap with the categories of the teachers' responses. They have been put in the same order as the categories for teachers as much as possible.

1. Nice, fun. (See 4.4.1.1 for explanation.)

2. Useful, educational. (See 4.4.1.1 for explanation.)

3. Advantages of group work. These answers highlight the group work as an advantage of implementing the reading clubs.

4. Improvement of current situation. This category contains responses that mention that the reading clubs would be an improvement of the current situation without saying that the reading clubs themselves are valuable – only that they are preferable to the current practice. These responses also come without an explanation of why the reading clubs would be an improvement.

5. Obstacles. (See 4.4.1.1 for explanation.)

6. Reservations. (See 4.4.1.1 for explanation.)

7. Other. This category includes responses that were difficult to interpret, so that it was

unclear whether the remark was meant in a positive way or as feedback for improvement.

As with the teachers' categories, 'nice, fun' and 'useful, educational' are positive categories, as is 'group work as an advantage'. The positive categories are followed by two neutral categories: 'improvement of current situation' and 'obstacles'. These responses do not reveal whether the reading clubs are considered nothing but the lesser of two evils or whether they are valued as improvement because of their format and content. Next, there is one negative category, 'reservations', which is similar for the teachers. The final category is 'other', which was reserved for responses that could not with certainty be classified as any of the above. The results are given in table 4.8 (n = 20).

Table 4.8

First Impressions of the Reading Clubs

Category	N			Total % of responses	Example quotes[b]
	N3	N4	Total		
Positive			13[a]	65	
Nice, fun	5	3	8	40	"Good idea." "I think it's a really nice idea."
Useful, suitable	1	5	6	30	"Very educational" "I think you learn more from it because you can motivate each other to read and you can't 'copy' a book report, you need to be able to support your [opinion] well."
Group work as an advantage	1	3	4	30	"Fun because of the interaction with others." "With a group of 4 to 6 people you can also have good conversations about the questions, especially during the discussion."
Neutral			5	25	

Improvement of current situation	1	1	2	10	"That they [the reading clubs] need to be very specific for every book but that is better than the global questions we have now." "More fun than writing reports."
Obstacles	1	2	3	15	"I'm afraid that many people would not read the book at all and quickly look up a review, for example."
Negative			4	20	
Reservations	1	3	4	20	"I think it's easier to read a book in your own time."
Other	1	0	1	5	"I would like it to discuss the book orally so that I can show my line of thought better."

[a]The total number of responses in the main categories is the sum of responses that mention one or more of the subcategories. For example, a response that reflects the subcategory of "nice, fun" as well as "useful, educational" is counted once, not twice, for the main category of positive responses.
[b]The responses were originally given in Dutch. The author has included an English translation here.

Students' first impressions were varied but leaning towards positive: 65% of students reflected one or more of the positive categories. Only 20% are explicitly negative about the reading clubs, using words such as "boring" to describe them. Some participants draw attention to potential obstacles that might be in the way of carrying out the reading clubs. One response could not be classified as any particular category and was put in 'other'.

4.4.2.2 Level of English. On average, students reported that their level of English was good enough to understand the questions of the reading club (M = 4.25, SD = .44), with a cumulative 100% indicating that they agreed or strongly agreed with the statement. For participating in the discussion in English, a combined total of 85% agreed that their level of English was good enough for this. 1 student (5%) neither agreed nor disagreed and 2 students (10%) disagreed. All three had seen the reading club on Witte's level 4. The mean score was 3.90 (SD = .79).

4.4.2.3 Quality of Questions. On average, the questions of the reading clubs were thought to be clearly formulated (M = 3.90, SD = .45), possible to answer (M = 4.05, SD = .61) and to encourage discussion among students (M = 3.65, SD = .59). A combined total of 85% agreed that the questions were formulated clearly and that they were possible to answer, while 15% neither agreed nor disagreed with the statements. The cumulative percentage of participants who thought that the questions encouraged discussion was lower at 60%, with 40% neither agreeing nor disagreeing.

4.4.3 Implications of Feedback for Choice of Novels

Among other things, the questionnaires were used to gather feedback on the reading clubs. Some suggestions referred to how the reading clubs could be used, rather than their actual content. These have been omitted here, as the content, rather than the use of the reading clubs was the point of focus for improvement. After all, material can always be used in many different ways.

Since the level of English and the quality of the questions was generally believed to be acceptable by students (see previous section), improvement in these areas was not necessary. Another aspect of the reading clubs about which feedback had been collected related to the learning goals, and to what extent they were reflected in the reading club teachers had seen.

"Develop an open and curious attitude to (people from) other cultures" was the one learning goal that did not obtain a majority of (trainee) teachers who indicated that it was fully present in the reading club. This was the case for the reading club on both level 3 and on level 4. This implies that the learning goal would need to be more prominently visible in the reading clubs in general to achieve it. However, the American culture in the novel *An Absolutely Remarkable Thing* might be too similar to the Dutch culture. Similarities might stand out more strongly than differences, which can make it difficult for students to detect the

latter. In turn, that could hinder cultivating an open and curious attitude to the American

culture presented in the book. In other words, *An Absolutely Remarkable Thing* may be more

appropriate for developing students' literary competence rather than their intercultural

communicative competence.

The same issue might hold true for the novels *About a Boy* and *Mosquitoland*, whose

protagonists also live in a world that is quite similar to those of many students in the

Netherlands. *The Hate U Give* and *The Namesake*, on the other hand, most likely present

worlds and cultures with which students are not as familiar. As such, the choice for *An*

Absolutely Remarkable Thing, *About a Boy* and *Mosquitoland* may have been misguided. For

future design, it would be strongly advised to opt for novels that explore a culture that is more

different from the Dutch one.

4.5 Teacher-Specific Questions

4.5.1 Familiarity with Witte's Model and LitLab

70% of participants (n = 20) knew what Witte's model entailed and some indicated

that they use every now and then (20%). Another 15% had heard of it, although they were

unsure what it was exactly. For LitLab, the findings showed a different picture: 65% had

never heard of LitLab, while the remaining 35% had heard of it but did not know what it

entailed. In short, participants were quite familiar with Witte's model but not so much with

LitLab.

4.5.2 Importance of Intercultural Communicative Competence

(Trainee) teachers (n = 20) were asked to indicate how important they found the four

different components of intercultural communicative competence on a five-point Likert-scale, with 1 = *not at all important* to 5 = *very important*. The results are presented in table 4.9.

Table 4.9

Importance of Intercultural Communicative Competence

Component of Intercultural Communicative Achievement	*M*	*SD*	%
Attitude	4.70	.57	95
Knowledge	4.00	.97	75
Skill of relating	4.20	1.01	85
Skill of discovery	3.95	.89	80

Note. % = Cumulative percentages of participants who answered "somewhat important" and "very important".

With M > 3.5, all components were considered important. Intercultural attitude stands out as most important with the highest mean and percentage and lowest standard deviation.

4.5.3 Importance of Reading English-Language Novels

Participants (n = 20) were asked to create a top 5 of learning goals they believed to be most important about reading English-language novels for students in the upper years of *vwo*. Within this top 5, 1 = *most important* and 5 = *least important.* Seven participants did not complete this question correctly, instead selecting several items as number 1 or number 2, etc., e.g. they would have three benefits selected as number 1 and four as number 2. In essence, they had not selected a top 5. This left thirteen participants for analysis.

To establish an overall top 5 (displayed in table 4.10, n = 13), the number of times each learning goal appeared in a personal top 5 was counted. The highest count went to number 1, the second highest to number 2, etc. If learning goals were tied for number of times they appeared, their mode was considered next. If it was still a draw, the decision was based

on the mean score: the lower the score, the more important the learning goal was thought to

be.

Table 4.10

(Trainee) Teachers' Beliefs: Overall Top 5 of Learning Goals

			Descriptives		
Learning Goal	No. in overall top	%	Mode	*M*	*SD*
Increase reading enjoyment	1	85	1	2.27	
Form own opinion about literary work	2	69	2	2.11	
Make reading miles to improve reading skills	3	69	3	3.33	
Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work	4	62	1, 2, 3, 4	2.50	
Be able to relate other cultures to own culture	5	38	4	3.40	

Note. % = Percentage of participants who put the benefit in their personal top 5.

4.5.4 Possibilities for Implementation

(Trainee) teachers (n = 20) were asked to select the possibilities for implementation

that they thought relevant and applicable. There was no limit to how many boxes they could .

Table 4.11 presents the findings.

Table 4.11

Possibilities for Implementation

Possibility	Selected	
	n	%
Reading club as input for lesson activities around intercultural communicative competence	14	70
Have students discuss their book in their reading club group during class	14	70
Reading club as input for lesson activities around speaking	12	60

Reading club as formative assessment of literature	12	60
Reading club as input for speaking assessment (possibly in combination with literature)	11	55
Reading club as input for lesson activities around writing	10	50
Reading club as addition to the current method of assessing literature	10	50
Reading club as summative assessment of literature	9	45
Reading club as input for portfolio about intercultural communicative competence	6	30
Reading club as input for writing assessment (possibly in combination with literature)	8	40

After, participants were asked if there were any other possibilities that they saw that had not been mentioned yet. Two suggestions were made: organising the reading club as an extracirrucular activity for students who enjoy reading and using short stories to get the reading clubs going.

4.5.5 Benefits of Implementation

(Trainee) teachers (n = 20) selected a top 5 of what they thought to be the most important benefits of implementing the reading clubs. Six participants did so incorrectly, which left fourteen participants for analysis. The top 5 was determined in the same fashion as the top 5 of learning goals. The results can be found in table 4.12 (n = 14) on the next page.

Table 4.12

Overall Top 5 of Benefits of the Reading Clubs

		Descriptives		
Benefit	No. in overall top	%	Mode	*M*	*SD*
Students connect the book to themselves and the world.	1	100	4	2.71	
Students will be more motivated to read their book.	2	79	2	2.45	
Student engage with the deeper layers of the book.	3	79	1, 3	2.73	
Students will enjoy reading their book more.	4	71	1	2.40	
Students develop their intercultural communicative competence.	5	57	3	3.13	

Note. % = Percentage of participants who put the benefit in their personal top 5.

Next, participants were asked if there were any benefits they saw that did not appear in the given options. One participant responded that the teacher would not have to come up with all the questions about the novel themselves. Another said that it would give students more responsibility over their own learning process.

4.5.6 Needs for Implementation

Participants (n = 20) selected a top 3 of things they would need in order to implement the reading clubs at their school (future school if they were trainee teachers), with 1 being the most important and 3 the least important in this top 3. Five participants did not fill in the question correctly and were excluded from the results, leaving fifteen participants for analysis. The top 3 was established in the same manner as the top 5 of learning goals and benefits of implementation. Table 4.13 shows the overall top 3.

Table 4.13

Overall Top 3 of Needs for Implementation

Need	No. in overall top	%	Mode	*M*	*SD*
			Descriptives		
Changing the curriculum/PTA	1	80	2	1.92	
Concrete lesson plans and/or lesson activities about the reading clubs	2	73	1	1.57	
Expansion of the book collection at school	3	47	1	1.57	

Note. % = Percentage of participants who put the benefit in their personal top 5.

As a follow-up question, participants were asked if there was anything else they would need in order to implement the reading clubs in their teaching practice. Two responses were given. The first mentioned that implementation would take a change of school culture in relation to reading, the second suggested to make a video of the reading clubs in practice to help persuade colleagues.

4.6 Hesitant and Resistant Participants

4.6.1 Teachers

Five teachers indicated that they were hesitant towards implementing the reading clubs. Two explained their response. As mentioned in 4.1, one said that her school's IB-programme already used a similar approach, so she did not think the reading clubs would contribute much. The other explained she was not opposed to the reading clubs but would prefer an approach that combined those with the current literature curriculum. There would be little point in including these individuals in an attempt to find out why participants were hesitant, as they both explained the reason behind their hesitation. That would leave three

participants for an analysis of the factors of the questionnaire that could explain their

hesitation, which is far too little to result in anything substantial. As such, it was decided to

forego this analysis.

4.6.2 Students

Students indicated their support for three types of implementation on a five-point

Likert-scale from 1 = *strongly disagree* to 5 = *strongly agree.* Students who responded 1 or 2

were considered reluctant towards the specified type of implementation of the reading clubs,

while students who put a 3 were considered hesitant. Some studies have found that students'

attitude to an innovation can change over time, even if they were resistant towards the

innovation at the start (Keeney-Kennicutt & Gunersel, 2008; Ellis, 2015). In order to respond

adequately to students' trepidation, we must understand why they experience it. This reason,

in combination with the considerable number of students who did not support the reading

clubs, was the driving force behind the analysis of the group of hesitant and resistant students.

The students were analysed in three groups, one for each type of implementation

(replacement, addition, lesson activities). All three groups consisted of a mix of boys and girls

and a mix of students who had seen reading club on Witte's level 3 and those who had seen

the example on level 4. On top of this, the different types of motivation were similar for all

three groups. The results signify that no group experiences intrinsic motivation ($M < 3$), but

extrinsic motivation is experienced by all groups ($M > 3$). Identified motivation is only

experienced by the group who did not support the reading clubs as replacement but is absent

for the other two groups. For amotivation, $M < 3$ indicates that students are motivated, which

is the case for all three groups.

In addition, it was found that across the three groups, students did not expect most of

the positive effects that the reading clubs might have on motivation and intercultural

communicative competence. Only intercultural knowledge and the skill for relating were expected by a majority to be positively influenced by the reading clubs. For intercultural knowledge, it was found that $M > 3.5$ in only one of the three groups, whereas $M < 3.5$ for the skill of relating in two of the three groups. In conclusion, the group of hesitant and resistant students only expected a positive effect of the reading clubs on the skill of relating.

4.7 Omitted Results

The question about the importance of learning goals of reading English-language novels in the teaching practice was filled out so poorly that only six participants were left for analysis. The point of this question was so that the overall top 5 of learning goals in practice ($n = 6$) could be compared with the overall top 5 of learning goals according to teachers' beliefs ($n = 13$). Since six was too small a number to lead to any useful insights, it was decided to forego this comparison. Consequently, the question about reading English-language novels and the teaching practice ($n = 6$) was omitted from this chapter. For the sake of completion, the outcomes (table 4.14 and 4.15) can be found in appendix 15.

Chapter 5: Discussion

As a step towards tackling the lack of material within EFL that integrates language, literature, and interculturality, five English-language novels were chosen and ten reading clubs were designed for these. For each title, there was one reading club on Witte's level 3 and one reading club on level 4. In separate questionnaires, (trainee) teachers (n = 20) and students (n = 20) were presented with the reading club about *An Absolutely Remarkable Thing* by Hank Green on either level 3 or level 4.

5.1 Findings

As 75% of teachers indicated that they would want to use the material in their teaching practice, the group of (trainee) teachers demonstrated a high level of support for implementing the reading clubs. The other 25% were hesitant. However, this finding should be treated with caution: intention to do something is not the same as doing it. The number of teachers who would actually implement the reading clubs might not be as high in practice.

With regard to how implementation could be shaped, two types of possibilities emerge that are thought viable by (trainee) teachers. The first relates to assessment (speaking, formative for literature) and the second revolves around lesson activities (centred on speaking, writing, intercultural communicative competence, and the reading club groups).

The amount of support for implementation amongst students was much lower. Only 25 to 50% of students indicated that they would want to use the reading clubs at school: 25% for the reading clubs as an addition, 45% for the reading clubs as a replacement and 50% for reading clubs as lesson activities. Many students seemed to be on the fence about the reading clubs: for each type of implementation, 30% to 40% of students neither agreed nor disagreed with the statement that they would like to see the reading clubs used at school.

The relatively low level of support among students might derive from a number of

factors. Firstly, students expected a positive effect from the reading clubs only on intercultural knowledge (M = 3.60, 70%) and intercultural skill of relating (M = 3.85, 80%). With 60% but M = 3.50, the expected positive effect found for intercultural skill of discovery was questionable. The other aspects of more intrinsic motivation, more extrinsic motivation, and a more open and curious attitude were not expected by a majority of students, with M < 3.5 for all three. In short, the students only expected two positive effects. With regard to Rogers' Theory of Perceived Attributes (2003), it is possible that students did not consider the relative advantages of the innovation large enough to support the change.

Secondly, only 35% of students (M = 3.15) agreed that the teaching of reading English-language novels was in need of improvement. 40% neither agreed nor disagreed and 25% disagreed. This might suggest that many students are not unhappy with the current situation, which produces little incentive for change (Akerlind & Trevitt, 1999). Alternatively, students might be unable to envision what such improvements would be or look like in practice.

Other reservations that students may feel could be connected to various factors as identified in Ellis's (2015) barrier framework. For example, students might be under the impression that the reading clubs would mean a higher workload than the book reports (perceived workload in Ellis's framework) or that it is more difficult to get a high grade (perceived risks). Some students commented that they would rather work alone than in a group, which relates to Ellis's 'influence of others'. Unfortunately, these suggestions are mostly speculation, as the questionnaire did not explore them explicitly. As explained in further detail in 'Pedagogical implications', students' resistance should be further investigated, so that teachers can take accurate measures in dealing with them.

Finally, male students were overrepresented in the student sample. Boys are known to be less avid readers with lower intrinsic motivation and a more negative attitude to reading

(Logan & Johnston, 2009; Huysmans, 2013; de Naeghel et al., 2014; Duo Onderwijsonderzoek, 2017). The abundance of male students may have negatively influenced the amount of support that was found for the reading clubs.

While all students reported that their level of English was high enough to understand the questions of the reading clubs, a few students indicated that they did not believe their English to be good enough to participate in the discussion. Considering the small fraction of students concerned, it seems unlikely that the level of English of the reading clubs is too difficult. Rather, it is more likely that that these students are poor at speaking or perceive themselves to be so. In order to ensure that no student is left behind, teachers should take appropriate measures such as scaffolding and pre-teaching vocabulary. The questions were generally found to be clearly formulated and possible to answer. They were also believed to encourage discussion among students. In other words, the quality of the questions was found to be sufficient.

In contrast with the student sample, (trainee) teachers were found to have high expectations of the effects the reading clubs. For all six aspects of motivation and intercultural communicative competence which were included in the questionnaire, at least 50% expected an increase or further development. The mean scores are also high, i.e. M > 3.5, for each effect.

Another discrepancy between (trainee) teachers' and students' views became apparent in the beliefs that improvement in didactics was necessary. With 66% of working teachers agreeing that the teaching of reading English-language novels was in need of improvement, they seem more decided on this matter than students (35%).

Interestingly, the percentages with regard to improvement for intercultural communicative achievement were similar: 42% of teachers and 40% of students agreed that this was needed. Even the groups of participants who are unsure were similar in size: 50% of

teachers neither agreed nor disagreed, while this was 40% for students. One possible explanation is that intercultural communicative competence has only recently become prominent in MFL teaching. This development is due to the increased globalisation and the co-occuring vital role of English in the 21st century, which is why intercultural communicative competence should be included in the subject of EFL (SLO 2015; Meesterschapsteam MVT, 2018). Since intercultural communicative competence is relatively new to the subject of EFL, teachers and students might not yet be certain what to expect from it. Teachers, in particular, might not have a fixed idea of what 'good' intercultural education looks like.

Regardless, intercultural communicative competence was on average thought to be important by the teacher sample, as the results from the questionnaire show. This is in accordance with previous research (Sercu et al., 2005; Fasoglio & Canton, 2009). However, while Fasoglio and Canton (2009) describe the dominant position of intercultural knowledge among Dutch teachers of MFL, the findings from the present studies point towards intercultural attitude as the most important aspect. Perhaps a shift has occurred in the last eleven years since Fasoglio and Canton published their study, although the sample used here is too small to draw any firm conclusions. It might be worthy to pursue this issue further in future research.

The five teachers who were hesitant about implementing the reading clubs were mixed in age (26 – 60 years) and years of experience (2.5 – 31 years). They also taught a mixture of 4-, 5-, and 6-vwo as well as a mixture of regular *vwo*-classes, classes enrolled in bilingual education, classes preparing for the Cambridge-certificate and classes following the IB-programme. A characteristic the participants shared was that they had been shown the reading club on level 3; however, since thirteen participants of the entire sample were shown this reading club and only seven were shown the one on level 4, it is difficult to establish whether

this is a pattern or a mere coincidence. Further research should be conducted to shed more light on this, e.g. by using a larger sample and an even distribution of the example reading clubs.

The common denominator for this group was that they did not see any need for improvement in how reading English novels or intercultural communicative competence is taught at their school. This suggests that they do not think there is a problem that needs to be addressed or solved. Van den Branden's (2009) problem-orientedness could be applicable here: innovations that can solve a problem that teachers experience stand a better chance at being adopted. Since these five teachers did not consider there to be a problem, they most likely did not think the innovation solved anything, which reduced their support for it.

The students who did not support the implementation of the reading clubs were analysed in three groups, one for each type of implementation. All three groups were mixed in gender and which reading club (level 3 or level 4) they had seen. All three groups were also divided on the topic of need for improvement for how reading English-language novels and intercultural communicative competence are taught. There was neither a majority for agreement or disagreement that schools needed to improve in these respects. Additionally, these students did not expect the reading clubs to have a positive effect on their motivation and intercultural competence, with the exception of the intercultural skill of relating.

Motivation was similar across the groups. Extrinsic motivation was most strongly present in all, while intrinsic motivation was weaker. This was similar to the findings for the whole sample, which is in line with previous research on L2 reading motivation (Park, 2015). Interestingly, teachers seem aware of the difference between students' extrinsic and intrinsic reading motivation, as the findings show that they rated the former higher than the latter.

The lack of intrinsic motivation is reason for concern. Research has shown that intrinsic motivation is positively correlated to text comprehension, for both L1(Wang &

Guthrie, 2004; Taboada et al., 2009; OECD, 2010) and L2 (Lee, 2015; Dhanapala &

Hirakawa, 2016; Yau & Lee, 2018). Lee (2015). In other words, the higher the intrinsic

reading motivation, the higher the reading performance. For this reason, teachers would do

well to encourage students' intrinsic reading motivation for English. Lee (2015) explains that

this might be difficult: "[A]ctual use of English, far from being a means of pleasure in daily

life, is typically restricted to the classroom" (p. 67). While these comments refer to the

context of Korea specifically, they could apply to the Netherlands as well, although likely to a

lesser extent. After all, Dutch students are exposed to English as "a means of pleasure"

through media such as TV shows, films, and songs on a daily basis. Nevertheless, watching

English-language TV or film or listening to English-language music are hardly the same as

reading an English-language book. It seems plausible that few Dutch students read in English

for pleasure, although no research is available on this topic. Their English reading, then, is

most likely limited to the classroom and school work, which might be detrimental to their

intrinsic motivation.

5.2 Pedagogical Implications

5.2.1 School-Wide

For a successful implementation, it is necessary to pay attention to the needs of the

teachers who are going to implement to innovation (McKinnon, 1997). For this reason, a top 3

of teachers' needs for implementing the reading clubs was established, based on the results of

the questionnaire. Schools and departments who are considering the implementation of the

reading clubs are strongly urged to take these into consideration.

The top 3 of needs consisted of adjustment of the curriculum/PTA, concrete lesson

plans and lesson activities, and expansion of the book collection at school. The adjustment of

the curriculum and PTA fits with the principle of constructive alignment, which entails that the learning activities, the assessment tasks and the intended learning outcomes all match (Biggs & Tang, 2013). The reading clubs are new learning activities that aim for learning goals that are potentially different from the school's or department's current learning goals for EFL literature. As such, schools and departments of English would do well to change the curriculum and the PTA accordingly if they are serious about implementing the reading clubs.

Concrete lesson plans and lessons activities have been reported to be vital to the successful implementation of an innovation. Van den Branden (2009) lists concreteness as one of the eight features that influence teachers' willingness to adopt an innovation. He explains: "Many innovations have proven problematic because teachers were not provided with tools that can be readily used in the classroom." (p. 665) Another study likewise recommends offering teachers much guidance on how an innovation should be implemented, making it as concrete and specific possible (Könings et al., 2007). In other words, providing teachers with the reading clubs is not enough; rather, concrete lesson plans and lesson activities should be prepared and made accessible as well.

Finally, the top 3 highlighted the importance of a rich book collection to which students have access at school. A limited book collection presents several problems. First of all, the fewer books to which students have access, the less choice they have in what they will read. That might prove fatal to their (budding) interest in reading and literature, as choice and self-selection of books have been found essential in getting students to read and have come recommended by various scholars and practitioners (Lima, 2010; Fisher & Frey, 2012; Van den Eijnden, 2014; Merga, 2016). A limited book collection also makes it more difficult to provide each student with the right book at the right time, which is vital for students' literacy development and reading enjoyment (Bolscher et al., 2004; Witte, 2008).

In short, a well-stocked school library is fundamental to the successful implementation

of the reading clubs. A practical concern is that if students are to read a novel in groups of four to six people, there should be at least six copies available. Students should not be expected to purchase the book themselves, as not every student's financial situation allows for this. E-books are an option but do not seem to be favoured by secondary school students (DUO Onderwijsonderzoek, 2017).

Apart from teachers' needs, students' needs and reservations should also be taken into account, as mentioned briefly before. Akerlind and Trevitt (1999) explain that introducing a new method or new material into the classroom can lead to stress and hamper the learning process for students. By implementing an innovation, teachers are "setting up a situation of potential conflict with many students' past experiences and associated attitudes and values around teaching and learning" (p. 97). It is essential that teachers acknowledge students' worries and the demands that the innovation may place on them. Failing to do so undermines the educational success of the innovation.

Keeney-Kennicutt and Gunersel (2008) and Ellis (2015) similarly emphasise the need for acknowledging the risks for students as well as supporting them throughout the process of implementation. Both studies found that students' attitude and perceptions towards an innovation can change over time, despite any resistance experienced initially. Teachers who are thinking about implementing the reading clubs would do well to explore their students' views on it and anticipate how they can mitigate any worries and risks the implementation might bring for students.

5.2.2 Classroom-Specific

When using the reading clubs in class, teachers should be ready to provide scaffolding to students who are weaker or less confident in their use of English, particularly in terms of speaking English. For example, teachers could choose to pre-teach vocabulary that might

come in handy for discussing the novel or have students draw up a personal vocabulary list for this that they could revise. Students could also be allowed to prepare and use small palm cards with some key words and phrase on it. As they grow in confidence, teachers could decide to reduce the use and size of these palm cards more and more.

Furthermore, teachers should create a safe environment. That might go without saying in education in general but is of particular importance here, as the reading clubs sometimes touch upon sensitive topics. On top of that, students may find it frightening to hold a conversation with their peers in English, especially if they doubt their own abilities. Teachers ought to make it clear it is okay to make mistakes and should actively see to it that students do not mock each other for potential errors.

The group work is essential to the reading clubs and groups should be chosen with care. Two factors should be considered. First, students should be on the same level of literary competence: a student on level 3 should not do a reading club on level 4 and vice versa. It might be wisest if the teacher is in charge of making groups, since students tend to flock to friends rather than fellow classmates on the same level. Second, it is important to put students who feel comfortable with each other together as much as possible. This is because of the presence of potentially sensitive topics and the importance of a safe environment, as explained above. The difficulty here is that the first and the second factor are at odds with each other: the two needs might clash. Teachers need to be able to navigate this, which requires a good understanding of the dynamics of a class. For this reason, it might be best to use the reading clubs later in the school year rather than at the start.

5.3 Limitations and Future Research

Several limitations of the present research should be acknowledged. An obvious one is that the designed material was not tested out in practice, due to the Covid-19 pandemic.

Because of this, the effects of the reading clubs on students' reading motivation and intercultural communicative competence could not be empirically researched. The present study attempted to remedy this by inquiring about the expected effects, which relied on teachers' perceptions and students' self-report. It goes without saying that this approach cannot truly replace empirical research. Putting the reading clubs into practice and evaluating their effects would therefore be a desirable line for future research.

Another limitation was similarly caused by the Covid-19 pandemic, as the coronacrisis strongly reduced the possibility of using interviews as a way of gathering data. Interviews would have been well-suited to investigate teachers' and students' reasons for supporting or rejecting the reading clubs and might have been more illuminated more than the questionnaires were able to do. Conducting interviews could be a valuable way of continuing this research, especially for teachers who decide to adopt the reading clubs into their teaching practice. Their and their students' experiences could then be documented and used to improve the reading clubs. In particular, a combination of quantitative and qualitative data might prove very valuable. The questionnaires, for example, could be the starting point for researching teacher and student opinions; interviews with people selected from the pool of participants for the questionnaires could then complement the findings.

In addition, the questionnaire had some flaws. Unfortunately, it became clear that many teachers had not filled in the questions asking for a top 5 or a top 3 correctly. While it is possible that some participants did not read the instructions carefully, it is likely that the format of the questions contributed to faulty responses: participants were asked to select a top 5 or top 3, but the format allowed for multiple answers to be selected as number 1 (or any other number). As a result, many participants had several number 1s, for example, which made it impossible to determine their top 3 or top 5. This finding highlights the importance of a questionnaire that is set up well, not only in terms of the questions it asks and how, but also

with respect to the technological format.

Furthermore, the random link assigner that was intended to ensure an equal division of the two different reading clubs amongst the participants did not work for the (trainee) teachers. Consequently, thirteen (trainee) teachers (65%) saw the reading club on Witte's level 3, while only seven (35%) were presented with the one on level 4. That made it more difficult to compare the groups with each other and to discover any patterns. Simultaneously, another limitation is touched upon here: the fact that all participants, teacher and student alike, saw merely one reading club. More would have been desirable, as that would have given participants a more complete picture of the material. However, that would have made the questionnaire too long and potentially formed a barrier for completing it. Nevertheless, the results must be interpreted in light of this limitation as well as the others.

There were some limitations to the samples used in this study as well. Both the (trainee) teacher sample and the student sample were small, with only twenty participants in each. Moreover, both groups were a convenience sample, as participants were mainly found through the author's personal network and participation was entirely voluntary. Furthermore, male students were overrepresented in the student sample. Balancing the number of boys and girls when investigating students' opinions of the reading clubs would be a valuable pursuit for future research. In the teacher sample, on the other hand, men were underrepresented: only 20% of participants was male, while this is 33% on national level (Integraal Personeels-tellingen Onderwijs, 2018).

Additionally, the entire student sample came from one school; in fact, they all came from one class. As said, the author had used her personal connections to gather participants, which resulted in asking her own 5-*vwo* class to complete the questionnaire. As such, the student sample was far from representative of the Dutch 5-*vwo* student population. Research by De Naeghel et al. (2014) suggests that the school environment explains 14% of the overall

variability between students' intrinsic reading motivation. In other words, what individual schools do in terms of approach and policy with regard to reading matters. For the present study, this means that the research was quite severely limited by having included students from only one school, as the students' school culture and their teacher (i.e. the present author) may have affected their responses. Including students from other schools might lead to different results, which makes for interesting future research.

Another avenue for further research could be expanding the number of reading clubs by including more novels. The present study focused on five English-novels, which is unlikely to be enough to cater to every student's needs and interests in an average class of thirty, even when students read in groups. To make the fruits of this study last, it is imperative to continue to design and add reading clubs to the current number. The reading clubs could also be made more inclusive of other genres besides novels of fiction, such as graphic novels and creative non-fiction. It would be interesting to examine how these would be received and what effects they might have on students' reading motivation and intercultural communicative competence.

Chapter 6: Conclusion

Intercultural communicative competence is becoming more and more important in the subject of EFL. While research has found that teachers believe intercultural communicative competence could be taught through the use of literature (Schat et al., 2018), material that helps achieve this is currently lacking, unfortunately. This thesis set out to fill this gap by developing educational material for the subject of EFL that integrates language, literature, and intercultural communicative competence. The material has taken the shape of LitLab's reading clubs, with a total number of ten reading clubs designed for five English-language novels. The main research question guiding this thesis was as follows: *How can LitLab be used within EFL to develop intercultural communicative competence?* There were two subquestions: *What didactic characteristics of LitLab can be transferred to EFL?* and *What requirements should the LitLab EFL reading clubs meet?*

In answer to the main research question, it was found that there are several possibilities for implementing the reading clubs. There were two overarching categories: lesson activities and assessment. For the first category, teachers indicated the reading clubs could be used as lesson activities for intercultural communicative competence, reading groups, speaking, and writing. For the second category, teachers mentioned using the reading clubs as input for speaking assessment, formative assessment of literature, and additional assessment for literature (next to the current method of assessment).

Furthermore, teachers thought that the reading clubs would have a positive effect on intrinsic motivation, extrinsic motivation, intercultural attitude, intercultural knowledge, intercultural skill of relating the literary tekst to one's own culture, and the intercultural skill of discovering other cultures. In addition, teachers listed developing students' intercultural communicative competence as the fifth most important benefit of the reading clubs. Students did not share their optimism that the effect of the reading clubs would extend to all six aspects included; on average, they indicated to expect a positive influence on their intercultural

knowledge and the skill of relating. Since the reading clubs could not be tested out in practice, neither group could be proven wrong or right. These findings must therefore be treated with caution, although they do imply that there is educational value in the reading clubs. To verify this, empirically investigating the effects of the reading clubs would be the most obvious and perhaps most valuable line of future research.

With respect to the first subquestion, several characteristics of the reading clubs that could be transferred to an EFL-context emerged. The most prominent one was that students make connections between themselves, the novel and the world. This is an essential characteristics of the LitLab-reading clubs (LitLab, 2020c) and was listed as the most important benefit of the reading clubs by teachers. Another feature of the reading clubs which was found to be transferrable was engaging in discussion about the novel as a group. The group work is a highly important part of the LitLab-approach and was explicitly highlighted as an advantage of the reading clubs by a fifth of teachers and a third of students. Teachers and students alike suggested that the group work would be likely to motivate students more to read the novel. Both groups also implied that it could contribute to students' understanding of the novel and engaging with the book in more depth. Related to this is the final aspect that can be used in EFL, which was the open type of question that does not necessarily have a right or wrong answer. Fenner (2001) calls these 'authentic questions', which are essential to encouraging dialogue and exchange of views between students. They are typical of the LitLab-reading clubs (LitLab, 2020c). Several teachers and students indicated that these questions could help students to explore multiple perspectives on the novel and approach issues from different angles.

In relation to the second subquestion, various requirements came to light as requirements for the reading clubs when employed in EFL. First of all, the reading clubs should include all the characteristics described in the previous paragraph: they should help

students make connections between themselves, the novel, and the world and encourage students to engage in discussion through the use of authentic questions.

In addition, the EFL reading clubs should include questions that aid students in developing their intercultural communicative competence. Consequently, the reading clubs should be based on novels that deal with interculturality in one way or another. One way of ensuring this could be to use authentic texts, i.e. texts that are unaltered, written by and for native speakers of the target language and not intended for foreign language learners (Adams, 1995). According to Beresova (2015), authentic texts are compatible with the focus on interculturality and communication, as they provide learners with the natural use of the target language and expose them to the target cultuere. Brandl (2008) also lists authentic materials as one of the characteristics of communicative language teaching. As such, authentic texts are essential to the reading clubs.

Finally, the reading clubs should be written at an adequate level of English, i.e. B1 and B2 according to the CEFR for the upper years of *vwo*. Students need to be able to understand the questions. The questions, in turn, need to be accessible enough that students are able to discuss their responses to them in English. Holding an in-depth conversation about a novel in English might be challenging, perhaps even daunting, to learners at first, so the teacher should make sure to provide sufficient scaffolding and encouragement.

Overall, the reading clubs received moderate to high support from teachers and students. They were found suitable to be used in the field of EFL, where they will hopefully make a significant contribution to integrating language, literature and interculturality. My department of English is convinced and is going to implement the reading clubs next school year. Hopefully, more schools will be soon to follow. After all, wouldn't it be *An Absolutely Remarkable Thing* if we could start something new?

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Appendix 1

Reading Club Level 3 for An absolutely remarkable thing *by Hank Green*

Introduction

"This probably seems weird to you, as you are familiar with the April May of video and social media. Always confident, clear, and comfortable. How could that person possibly act so confident and yet be so deeply insecure?" (p. 112)

An Absolutely Remarkable Thing brings us sci-fi in the form of giant alien robot statues and humanity's response to them. April May, a twenty-three-year-old art graduate, is the first to stumble upon the statue in New York. She names it Carl and posts a video about it to YouTube. Her work goes viral. Soon enough, April is launched into fame while simultaneously trying to figure out what the Carls are and where they come from.

Hank Green's novel deals not only with extra-terrestrial life and mystery, but also with fame and social media. What does fame do with a person? How do we stop ourselves from losing sight of who we truly are when the image we present to the world is so different? What if social media is bad for us but we just don't know how to quit? *An Absolutely Remarkable Thing* invites you to think about issues in our modern world that we aren't always ready to deal with.

Round 1: Quiz

1. What three chemical elements does Carl ask for at the start of the novel?
Iodine, americium, uranium
2. For what product did April, Maya and Andy make an advertising campaign as a study project?
Bubble Bum
3. What does the movement that is against the Carls call itself?
The Defenders
4. What thing does only April see in the Dream?
 A plane (bonus points: Boeing 767)
5. What happens on July 13?
The bombing of four Carls around the world

Round 2: Question time

What bits of *An Absolutely Remarkable Thing* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. April gets more and more addicted to social media as the story progresses. How would you describe your own use of social media? Would you say you're addicted?
Project own feelings and experiences (p. 571 N3 Witte)

2. Read the quote from the introduction again. What's the biggest difference between how you present yourself on social media and how you are or feel in real life?
Project own feelings and experiences (p. 571 N3 Witte)

3. In *An Absolutely Remarkable Thing*, we follow April's rise to fame. Have you ever dreamt of being famous? Has this book changed how you feel about that?

Project own feelings and experiences (p. 571 N3 Witte)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)

4. April switched a lot between majors, studying advertising, photography, and illustration for a short while, before settling on design. How do you experience the process of choosing what you want to study? Do you recognise the pressure that April has felt?
Project own feelings and experiences (p. 571 N3 Witte)

5. Do you agree with April's view of the Carls? Or do you agree with the Defenders?
Project own feelings and experiences (p. 571 N3 Witte)

6. "But I *wanted* to turn the fight into a breakup – the idea of "us" couldn't compete with the idea of "April May" – so I burned it all down." (p. 116) What do you think of April's way of breaking up with Maya? Is this an acceptable way to break up with someone?
Explore character's moral behaviour and open it up to discusion (p. 571 N3 Witte)
Compare behaviour and events to 'the' (subjective) reality and norms and values (p. 571 N3 Witte)

7. What have you learned about the USA from this book? To what extent has this book changed your view of American culture?
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Expand horizon (p. 176 N3 Witte)

8. Jennifer Putnam, April's agent, persuades April to tell everyone she's gay, rather than bi. She argues that her bisexuality might be a weakness through which she can be attacked, because not everyone in America is okay with it.
Do you think the situation about homo- and bisexuality here is different than in the USA? If so, how is it different?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

Food for Thought (stof tot nadenken)

1. The Carls turn out to be aliens. Do you think *An Absolutely Remarkable Thing* presents a realistic scenario for humanity's First Contact with extraterrestrial life? If not, how do you think it would happen?
Project own feelings and experiences (p. 571 N3 Witte)

2. In *An Absolutely Remarkable Thing*, we see how a variety of countries deal with the arrival of the Carls. How would you expect the Netherlands to react?
Relate FL text to own culture (Schat et al., in preparation)

3. "I honestly didn't know that there was a difference between being on cable news and being on network late night. To me, TV was TV. I had no idea that was I was about to do was a big deal. For all these reasons – the practice of the week before, my immunity to its power over me and the pull of the power it offered – I suddenly became pretty good at television." (p. 47)

At the start of the book, April is ignorant of the workings of TV industry and social media. In what other ways does ignorance play a role in the novel?
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)

4. The novel illustrates the influence of social media and the press on public opinion. How would you describe this influence? Where do you see this influence in real life?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)

5. What might the author be trying to say about social media? Do you agree with his message?
Determine the theme(s) with the help of guiding questions (p. 568 N3 Witte)
Project own feelings and experiences (p. 571 N3 Witte)

6. In *An Absolutely Remarkable Thing*, the Carls lead to a clash in ideas in society. Some believe they are here to unite humanity across the globe, others consider them potential threat to life on earth. Can you link this polarisation to any current affairs going on in the world, nationally and internationally?
Connect the topic/theme to (current) societal issues(p. 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

7. The city in the Dream consists of buildings from a wide range of human cultures. April describes an Italian villa, American fast-food restaurants, temples, and mosques. It seems the Carls have drawn inspiration from many cultures around the world. What bits of your culture would you expect or like to see in the Dream?
Relate FL text to own culture (Schat et al., in preparation)

8. After finishing a bachelor's degree in Fine Arts, April is left with an enormous student debt. In the USA, tuition fees cost an average of 33.000 dollars per year. Compare this to the Netherlands, where nearly all courses cost €2000 per year. What consequences might American tuition fees have for the individual and for society?
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)

Round 4: Review

How many stars would you give *An Absolutely Remarkable Thing*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 2

Reading Club Level 4 for An absolutely remarkable thing *by Hank Green*

Introduction

"This probably seems weird to you, as you are familiar with the April May of video and social media. Always confident, clear, and comfortable. How could that person possibly act so confident and yet be so deeply insecure?" (p. 112)

An Absolutely Remarkable Thing brings us sci-fi in the form of giant alien robot statues and humanity's response to them. April May, a twenty-three-year-old art graduate, is the first to stumble upon the statue in New York. She names it Carl and posts a video about it to YouTube. Her work goes viral. Soon enough, April is launched into fame while simultaneously trying to figure out what the Carls are and where they come from.

Hank Green's novel deals not only with extra-terrestrial life and mystery, but also with fame and social media. What does fame do with a person? How do we stop ourselves from losing sight of who we truly are when the image we present to the world is so different? What if social media is bad for us but we just don't know how to quit? *An Absolutely Remarkable Thing* invites you to think about issues in our modern world that we aren't always ready to deal with.

Round 1: Quiz

1. What three chemical elements does Carl ask for at the start of the novel?
Iodine, americium, uranium
2. For what product did April, Maya and Andy make an advertising campaign as a study project?
Bubble Bum
3. What does the movement that is against the Carls call itself?
The Defenders
4. What thing does only April see in the Dream?
 A plane (bonus points: Boeing 767)
5. What happens on July 13?
The bombing of four Carls around the world

Round 2: Question time

What bits of *An Absolutely Remarkable Thing* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. April gets more and more addicted to social media as the story progresses. How would you describe your own use of social media? Would you say you're addicted?
Project own feelings and experiences (p. 571 N3 Witte)

2. Read the quote from the introduction again. What's the biggest difference between how you present yourself on social media and how you are or feel in real life?
Project own feelings and experiences (p. 571 N3 Witte)

3. In *An Absolutely Remarkable Thing*, we follow April's rise to fame. Have you ever dreamt of being famous? Has this book changed how you feel about that?

Project own feelings and experiences (p. 571 N3 Witte)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)

4. Why does April believe the Carls are good? Do you agree with her?
Put oneself in the shoes of the characters and explain behaviour within the text (p. 571 N4 Witte)
Project own feelings and experiences (p. 571 N3 Witte)

5. Do you think April is a good person? Why (not)? Try to refer to specific actions she's done or choices she's made.
Examine characters' moral behaviour (p. 570 N4 Witte)

6. "But I *wanted* to turn the fight into a breakup – the idea of "us" couldn't compete with the idea of "April May" – so I burned it all down." (p. 116)

Why does April break up with Maya? Would you have done the same?
Put oneself in the shoes of the characters and explain behaviour within the text (p. 571 N4 Witte)
Mirroring: what would I do? (p. 571 N3 Witte)

7. What have you learned about the USA from this book? To what extent has this book changed your view of American culture?
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Expand horizon (p. 176 N3 Witte)

8. Jennifer Putnam, April's agent, persuades April to tell everyone she's gay, rather than bi. She argues that her bisexuality might be a weakness through which she can be attacked, because not everyone in America is okay with it.
Why do you think Jennifer Putnam wants April to portray herself as gay rather than bi? Why does this upset April? Do you think this would be different in the Netherlands?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

Food for Thought (stof tot nadenken)

1. In *An Absolutely Remarkable Thing*, we see how a variety of countries deal with the arrival of the Carls. How would you expect the Netherlands to react?
Relate FL text to own culture (Schat et al., in preparation)

2. "I put on a stern face and said, 'Maya, I didn't ask for any of this.'" (p. 194)
Is April just a pawn in the game that the Carls are playing or is she an active agent whose choices influence what happens? How does reading from April's point-of-view affect how we see this?
Be aware of the consequences of the choice of perspectives for the reliability (p. 570 N4 Witte)

3. The word "post-truth" was named the word of the year in 2016. The term "post-truth era" refers to a time and environment in which experts are dismissed, alternative facts are offered, and public figures can give their opinion on pretty much anything. Another characteristic is a lack of interest in evidence.

How accurately does *An Absolutely Remarkable Thing* portray the post-truth era? And to what extent is the novel critical of it?

Critical cultural awareness: evaluate FL text on the basis of practices/products in other cultures (Schat et al., in preparation)

5. The city in the Dream consists of buildings from a wide range of human cultures. April describes an Italian villa, American fast-food restaurants, temples, and mosques. It seems the Carls have drawn inspiration from many cultures around the world. What bits of your culture would you expect or like to see in the Dream?
Relate FL text to own culture (Schat et al., in preparation)

6. The Dream is called an infection, because "[it] did indeed pass from person to person exactly as if it were an airborne disease" (p. 184).
The Dream is not the only thing in the book that spreads; other things do, too. In what other ways does infection play a role in the novel?
With focused support discover minimally explicit motives and assign them meaning (p. 568 N4 Witte)

7. "Green's heroine, April, has a lot in common with [Hank] Green himself. Like Green, she finds herself popular overnight after a video she makes with a friend goes viral. … Like [Green], April makes the choice to utilize her newfound fame in service of a progressive cause."

Hank Green is quite famous himself. He is mainly known for his presence on YouTube, where he is part of the duo Vlogbrothers. As he says in the interview, *An Absolutely Remarkable Thing* is inspired by his own experiences with fame and social media.

With this information in mind, what might the author be trying to say with this book?
Determine the theme(s) of the novel (p. 568 N4 Witte)

8. In what way is the final chapter different from the rest of the book? What effect does that have on the reader?
Notice strongly marked breaks in style (p. 569 N4 Witte)
Evaluate the structure with an eye for its functionality (p. 574 N4 Witte)

Round 4: Review

How many stars would you give *An Absolutely Remarkable Thing*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 3

Reading Club Level 3 for The hate u give *by Angie Thomas*

Introduction

"I told the truth. I did everything I was supposed to do , and it wasn't fucking good enough. Khalil's death wasn't horrible enough to be considered a crime. But damn, what about his life? He was once a walking, talking human being. He had family. He had friends. He had dreams. None of it fucking mattered. He was just a thug who deserved to die."

In *The Hate U Give*, we follow Starr, a girl who is living in two worlds: the black, poorer neighbourhood of Garden Heights and the white, richer world of her fancy high school. These two worlds come together in a painful clash when her friend Khalil is shot by a white cop. Khalil was unarmed.

As Starr tells us of the aftermath of Khalil's death – the funeral, the protests, the trial of the police officer – a picture of racism and police brutality in Americ ais painted. The novel raises questions about justice and fairness, racism and prejudice. The book is a wake-up call to open our eyes. It encourages us to speak up. As Starr says, what is the point of having a voice if you don't use it?

Round 1: Quiz

1. What badge number does the police officer who shot Khalil have?
One-Fifteen
2. What does Khalil say T.H.U.G.L.I.F.E. stand for?
The hate u give little enfants fucks everyone
3. Who represents Starr in the trial for the grand jury?
April Ofrah
4. Why does DeVante ask Starr's father for help?
Because he wants to leave the gang (bonus point: the King Lords)
5. Which TV show is Starr a big fan of?
The Fresh Prince of Bel-Air

Round 2: Question time

What bits of *The Hate U Give* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)
1. With which world are you more familiar, Garden Heights or Chris's and Uncle Carlos's neighbourhood? Were there any things in particular in the book that you recognised?
Project own feelings and experiences (p. 571 N3 Witte)

2. "'My uncle's a cop. I know not all cops are bad. And they risk their lives, you know? I'm always scared for my uncle. But I'm tired of them assuming. Especially when it comes to black people.'" (p. 285)
What is your experience with the police? Has this book changed how you feel about the police?
Project own feelings and experiences (p. 571 N3 Witte)
Literature offers knowledge about yourself and the world and makes you think (p. 575 Witte)

3. Starr eventually breaks off her friendship with Hailey. What did you think of Hailey? Would you have done the same as Starr?
Project own feelings and experiences (p. 571 N3 Witte)
Mirroring: what would I do? (p. 571 N3 Witte)

4. "Being two different people is exhausting." (p. 296)
What does Starr mean here? Can you relate to that?
Project own feelings and experiences (p. 571 N3 Witte)

5. The community in Garden Heights is very important to Starr's life. What communities are you a part of? How do they play a role in your life?
Project own feelings and experiences (p. 571 N3 Witte)

6. How did reading this book make you feel? Do you think that your skin colour played a role in how you felt?
Project own feelings and experiences (p. 571 N3 Witte)

7. "Chris presses his forehead against mine. 'I'm sorry.' 'You didn't do anything.' 'But I feel like I should apologize on behalf of white people everywhere.' 'You don't have to.' 'But I want to.'" (p. 371)

What does Chris feel he needs to apologise for? Do you agree with him?
Project own feelings and experiences (p. 571 N3 Witte)

8. What have you learned about the USA from this book? To what extent has this book changed your view of American culture?
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Expand horizon (p. 176 N3 Witte)

Food for Thought (stof tot nadenken)
1. Starr's neighbourhood is called Garden Heights. The locals often call it "the Garden" for short. A garden is a place in which things grow, blossom and flower.

Who and what do we see growing, blossoming and flowering in Garden Heights?
With focused support assign meaning to conspicuous metaphors (p. 568 N3 Witte)

2. Starr moves between two different worlds: the black, poorer world of Garden Heights and the white, richer world of Williamson. Starr adjusts her behaviour and speech to these worlds. The phenomenon of speaking differently in different communities or with different people is called "code-switching". Starr says: "I just have to be normal Starr at normal Williamson and have a normal day. That means flipping the switch in my brain so I'm Williamson Star. Williamson Star doesn't use slang … Slang makes her 'hood'". (p. 73)

Why does Starr need to code-switch? What does that tell us about American society? Does this also apply to the Netherlands?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

3. While *The Hate U Give* is a work of fiction, the book contains references to real events and people. One example is Emmett Louis Till. Starr says: "I once posted a picture of Emmett Till, a fourteen-year-

old black boy who was murdered for whistling at a white woman in 1955. His mutilated body didn't look human." (p. 80) When the white men who had kidnapped, mutilated and murdered Emmett Till were brought to court, they were found "not guilty".

In May 2020, George Floyd, a 46-year-old black male, died after a white police officer hand-cuffed him and kneeled on his neck. George Floyd's death sparked protests across Minneapolis, the city where he lived and the incident happened.

To what extent does the case of Khalil mirror the case of Emmett Till and George Floyd? How much has the situation about racism and (police) brutality against black people changed since the 1950s?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Connect to historical knowledge (p. 176, 572 N3 Witte)
Use FL text to acquire knowledge (Schat et al., in preparation)

4. In the 1967, Martin Luther King gave a speech at Stanford University. Read a short explanation about who he was here. Part of his speech runs as follows: "I think America must see that riots do not develop out of thin air. Certain conditions continue to exist in our society which must be condemned as vigorously as we condemn riots. But in the final analysis, a riot is the language of the unheard. And what is it that America has failed to hear?" [2]

How is this quote relevant to *The Hate U Give*? In the novel, what is it that America has failed to hear?
Connect to historical knowledge (p. 176, 572 N3 Witte)

Explanation: Martin Luther King was a leading figure in the movement for Civil Rights Movement in the USA. Very simply put, he wanted black people to have the same rights as white people. He also wanted black people to be treated the same as white people. He believed peaceful protest was the way to achieve this.[3]

5. Starr gets upset because of a remark Hailey makes about Starr eating fried chicken. This relates to the stereotype that black people love fried chicken. To understand why that stereotype is damaging and hurtful, you need to delve into the history behind it. Read a short explanation[4] here.

Explanation: The stereotype dates back to a film from 1915, called *Birth of a Nation*. The film is now widely recognised as racist, because it portrays the supposedly heroic founding of the Ku Klux Klan. In one scene, a group of black elected officials is having a debate about new laws, but they do so in a very chaotic and rowdy way. This was intended to show the audience why it was dangerous to give black people the right to vote. The black people in this scene are drinking alcohol, putting their feet on their table and taking their shoes off – and eating fried chicken. The difficulty is that fried chicken is a food you eat with your hands, and therefore it's seen as dirty. Linking fried chicken to black people suggests that they have no table manners because they are not and cannot be civilised, which makes them inferior to other people and undeserving of respect.[5]

In light of this information, why can stereotypes be a problem in both your personal life and in society? What stereotypes are common in and about the Netherlands?
Connect to historical knowledge (p. 176, 572 N3 Witte)

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[2] Source: King, 1968.
[3] Source: Rotham, 2015.
[4] An explanation could pop up in a box if the reading clubs were to be used online. For offline use, it could be on a separate card.
[5] Source: Demby, 2013.

Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

6. "You'd think it was a concert the way people react, rapping along and jumping to the beat. DeVante and Seven yell out the lyrics. Chris nods along and mumbles the words. He goes silent ever time Cube says 'nigga'. As he should." (p. 388)

At first, the word started off as something to describe black people, "negro", with no value attached to it. As early as the 17th century, it changed to "nigger" to be used in a very negative way on purpose. The word "nigger" is linked to violence and brutality inflicted on black people. The word has, in short, a history soaked in blood and pain.[6]

Based on the excerpt from the novel and the short history, what are the unwritten rules in America when it comes to who can use the word? Do these rules apply to the Netherlands as well?
Connect to historical knowledge (p. 176; 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

7. How does being black or white determine your life in the USA? Is the situation the same in the Netherlands?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

8. Tupac was part of a band called Thug Life that also published an album called *Thug Life: Volume 1*. The rapper also had a tattoo of the words 'Thug Life'. In 1994, he explained what the letters stand for: The Hate U (you) Give Little Infants Fucks Everybody. Khalil also talks about this in the novel.

What does the acronym THUG LIFE warn us about? Is that warning still relevant? How is it linked to the title of the novel?
With focused support assign meaning to conspicuous motives(p. 568 N3 Witte)
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)

Round 4: Review

How many stars would you give *The Hate U Give*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

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[6] Source: Price, 2011.

Appendix 4

Reading Club Level 4 for The hate u give *by Angie Thomas*

Introduction

"I told the truth. I did everything I was supposed to do , and it wasn't fucking good enough. Khalil's death wasn't horrible enough to be considered a crime. But damn, what about his life? He was once a walking, talking human being. He had family. He had friends. He had dreams. None of it fucking mattered. He was just a thug who deserved to die."

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As Starr tells us of the aftermath of Khalil's death – the funeral, the protests, the trial of the police officer – a picture of racism and police brutality in Americ ais painted. The novel raises questions about justice and fairness, racism and prejudice. The book is a wake-up call to open our eyes. It encourages us to speak up. As Starr says, what is the point of having a voice if you don't use it?

Round 1: Quiz
1. What badge number does the police officer who shot Khalil have?
One-Fifteen
2. What does Khalil say T.H.U.G.L.I.F.E. stand for?
The hate u give little enfants fucks everyone
3. Who represents Starr in the trial for the grand jury?
April Ofrah
4. Why does DeVante ask Starr's father for help?
Because he wants to leave the gang (bonus point: the King Lords)
5. Which TV show is Starr a big fan of?
The Fresh Prince of Bel-Air

Round 2: Question time

What bits of *The Hate U Give* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)
1. With which world are you more familiar, Garden Heights or Chris's and Uncle Carlos's neighbourhood? Were there any things in particular in the book that you recognised?
Project own feelings and experiences (p. 571 N3 Witte)

2. "'My uncle's a cop. I know not all cops are bad. And they risk their lives, you know? I'm always scared for my uncle. But I'm tired of them assuming. Especially when it comes to black people.'" (p. 285)
What is your experience with the police? Has this book changed how you feel about the police?
Project own feelings and experiences (p. 571 N3 Witte)
Literature offers knowledge about yourself and the world and makes you think (p. 575 Witte)

3. Starr eventually breaks off her friendship with Hailey. Why does she do that? Would you have done the same as Starr?

Put oneself in the shoes of the characters and explain behaviour within the tekst (p. 571 N4 Witte)
Mirroring: what would I have done? (p. 571 N3 Witte)

4. "Being two different people is exhausting." (p. 296)
What does Starr mean here? Can you relate to that?
Project own feelings and experiences (p. 571 N3 Witte)

5. The community in Garden Heights is very important to Starr's life. What communities are you a part of? How are communities important to someone's identity?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

6. How did reading this book make you feel? Do you think that your skin colour played a role in how you felt?
Project own feelings and experiences (p. 571 N3 Witte)

7. "Chris presses his forehead against mine. 'I'm sorry.' 'You didn't do anything.' 'But I feel like I should apologize on behalf of white people everywhere.' 'You don't have to.' 'But I want to.'" (p. 371)

What does Chris feel he needs to apologise for? Do you agree with him?
Project own feelings and experiences (p. 571 N3 Witte)

8. What have you learned about the USA from this book? To what extent has this book changed your view of American culture?
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Expand horizon (p. 176 N3 Witte)

Food for Thought (stof tot nadenken)
1. Initially, Uncle Carlos defends One-Fifteen's actions. Later, he punches One-Fifteen when he finds out that he aimed his gun at Starr. What do you think of that? Is it ever okay to fight violence with violence?
Examine characters' moral behaviour (p. 570 N4 Witte)

2. In the 1967, Martin Luther King gave a speech at Stanford University. Read a short explanation about who he was here. Part of his speech runs as follows: "I think America must see that riots do not develop out of thin air. Certain conditions continue to exist in our society which must be condemned as vigorously as we condemn riots. But in the final analysis, a riot is the language of the unheard. And what is it that America has failed to hear?"[7]

How is this quote relevant to *The Hate U Give*? In the novel, what is it that America has failed to hear?
Connect to historical knowledge (p. 176; 572 N3 Witte)
Use FL text to acquire knowledge (Schat et al., in preparation)

Explanation: Martin Luther King was a leading figure in the movement for Civil Rights Movement in the USA. Very simply put, he wanted black people to have the same rights as white people. He also

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[7] Source: King, 1968. The reference is not included for students, which is why it has been put in a footnote here.

wanted black people to be treated the same as white people. He believed peaceful protest was the way to achieve this.[8]

3. While *The Hate U Give* is a work of fiction, the book contains references to real events and people. One example is Emmett Louis Till. Starr says: "I once posted a picture of Emmett Till, a fourteen-year-old black boy who was murdered for whistling at a white woman in 1955. His mutilated body didn't look human." (p. 80) When the white men who had kidnapped, mutilated and murdered Emmett Till were brought to court, they were found "not guilty".

In May 2020, George Floyd, a 46-year-old black male, died after a white police officer hand-cuffed him and kneeled on his neck. This happened in Minneapolis. The police officer was fired and charged with murder and manslaughter. George Floyd's death sparked protests across Minneapolis and other cities.

To what extent does the case of Khalil mirror the case of Emmett Till and George Floyd? How much has the situation about racism and (police) brutality against black people changed since the 1950s?
Connect the topic/theme to (current) societal issues(p. 572 N3 Witte)
Connect to historical knowledge(p. 176; 572 N3 Witte)
Use FL text to acquire knowledge (Schat et al., in preparation)

4. In her author's note, Angie Thomas says the following about *The Hate U Give*: "As we witness injustice, prejudice, and racism rear their ugly heads again in this political climate both in the US and abroad, I think it's even more important to let young people know that they aren't alone in their frustration, fear, anger, and sadness. We must also provide glimmers of light in the midst of the darkness. I hope that I've done that. But my ultimate hope is that every single person who reads *The Hate U Give* walks away from it understanding those feelings and sharing them in some way. And then, maybe then, Emmett Louis Till can truly become history." (2017)

What message does the author want to convey with *The Hate U Give?* What motives in the book contribute to this message?
See connections between theme and motives (Witte p. 568 N4)
Use author interviews or websites as source of information (p.576 N4 Witte)

5. Can a novel like *The Hate U Give* help address the issues about racism and police brutality in the USA? Would the novel be received differently in the Netherlands?
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)
Reflecteren over de maatschappelijke functie van literatuur (p. 572 N5 Witte)
Relate FL text to own culture (Schat et al., in preparation)

6. "You'd think it was a concert the way people react, rapping along and jumping to the beat. DeVante and Seven yell out the lyrics. Chris nods along and mumbles the words. He goes silent ever time Cube says 'nigga'. As he should." (p. 388)

Short history: At first, the word started off as something to describe black people, "negro", with no value attached to it. As early as the 17th century, it changed to "nigger" to be used in a very negative way on purpose. The word "nigger" is linked to violence and brutality inflicted on black people. The word has, in short, a history soaked in blood and pain.[9]

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[8] Source: Rotham, 2015.
[9] Source: Price, 2011.

Based on the excerpt from the novel and the short history, what are the unwritten rules in America when it comes to who can use the word? Do these rules apply to the Netherlands as well?
Connect to historical knowledge(p. 176; 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

7. Throughout the novel, Starr continues to refer to the officer who shot Khalil as "One-Fifteen". What does this do to the character?
Be aware of the consequences of the choice of perspectives for the reliability (p. 570 N4 Witte)

8. Starr gets upset because of a remark Hailey makes about Starr eating fried chicken. This relates to the stereotype that black people love fried chicken. To understand why that stereotype is damaging and hurtful, you need to delve into the history behind it. Read a short explanation[10] here.

Explanation: The stereotype dates back to a film from 1915, called *Birth of a Nation*. The film is now widely recognised as racist, because it portrays the supposedly heroic founding of the Ku Klux Klan. In one scene, a group of black elected officials is having a debate about new laws, but they do so in a very chaotic and rowdy way. This was intended to show the audience why it was dangerous to give black people the right to vote. The black people in this scene are drinking alcohol, putting their feet on their table and taking their shoes off – and eating fried chicken. The difficulty is that fried chicken is a food you eat with your hands, and therefore it's seen as dirty. Linking fried chicken to black people suggests that they have no table manners because they are not and cannot be civilised, which makes them inferior to other people and undeserving of respect.[11]

In light of this information, why can stereotypes be a problem in both your personal life and in society? What stereotypes are common in and about the Netherlands?
Connect to historical knowledge(p. 176; 572 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)

Round 4: Review

How many stars would you give *The Hate U Give*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

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[10] An explanation could pop up in a box if the reading clubs were to be used online. For offline use, it could be on a separate card.
[11] Source: Demby, 2013.

Appendix 5

Reading Club Level 3 for Mosquitoland *by David Arnold*

Introduction

 "And then yesterday happened. Sunrise Mountain happened. I walked into a room, and my life changed. (You should be ready for this. Sometimes you walk into a room one person, and when you come out the other side, you're someone else altogether.) My Objective, once achieved, turned out to be something else entirely." (p. 323)

In *Mosquitoland*, we follow Mim on her road trip across America. Armed with nothing but her stepmum's stolen money, her wit and her journal, Mim hops aboard a Greyhound to see her mum in Chicago, Illinois. Distance: 947 miles. Over the course of the journey, Mim meets a multitude of people who, for better or for worse, leave their impact on her life, her heart and her mind. By the end of it, she has learned some valuable lessons about herself and those around her.

Mosquitoland illustrates the effect of travelling on how we view ourselves and the world. It highlights the importance of friendship. It brings to light the difficult questions: who am I? What's best for me? What is the right choice? Above all, it encourages us to check in with ourselves: am I okay? What if I'm not?

Round 1: Quiz

What does Mim call it when she draws on her face with lipstick?
War paint
Which two big music stars do Mim and her mum love?
Elvis Presly and Johnny Cash
What is the name of the car in which Mim, Beck and Walt drive?
Uncle Phil
Why does Mim refer to Beck as '17C' at first?
Because that was his seat number on the bus and she didn't know his name yet
How does Mim escape from Poncho Guy's assault?
She throws up into his mouth (and then runs away when he is distracted)

Round 2: Question time

What bits of *Mosquitoland* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. Mim doesn't get along with her dad and dislikes her stepmum. Do you ever clash with your parents? What are those fights about?
Project own feelings and experiences (p. 571 N3 Witte)

2. Mim's mum and dad treat her very differently. What are some of those differences? Who do you think is the better parent?
Project own feelings and experiences (p. 571 N3 Witte)

3. "And even though things are heavy right now, it occurs to me how happy I am just to be with my friends." (p. 260)

Mim is talking about friendship here. In your opinion, when is someone a good friend?
Project own feelings and experiences (p. 571 N3 Witte)

4. "A thing's not a thing until you say it out loud."
What might Mim mean by this? Do you agree?
Project own feelings and experiences (p. 571 N3 Witte)

5. What was Mim's dilemma after the incident with Poncho Man? Would you have made the same decision?
Explore characters' moral behaviour and open it up to discussion (p. 571 N3 Witte)
Mirroring: what would I have done?(p. 571 Witte)

6. "I pick up my backpack and walk halfway around the tank when his voice stops me. "You wanna know what's inside?" … "You could tell me," I say, rounding the tank. Then, slipping on Albert's aviators, I throw open the trapdoor. "But I probably wouldn't believe you." (p. 165-166)
We never find out what's in the wooden box that Arlene wanted to give to Ahab.
What do you think is in it? What could the box symbolise?
With focused support assign meaning to conspicuous motives(p. 568 N3 Witte)

7. Mim is a teenager growing up in America. In what ways is her life the same as your life in the Netherlands? How is it different?
Skills of interpreting and relating; use FL text to acquire knowledge (Schat et al., in preparation)

8. Mim calls the British couple she meets "His Ugly Teeth" and "Her Ugly Teeth". This relates to the stereotype that British people have bad teeth. What stereotypes might people have about you (because of your nationality/skin colour/gender/sexuality/religion)? Have you ever experienced the negative side of stereotypes?
Project own feelings and experiences (p. 571 N3 Witte)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)

Food for Thought (stof tot nadenken)

1. Which character has had the biggest impact on Mim's life?
Evaluate the influence of events and characters on the protagonist (p. 570 N3 Witte)

2. "I am Mary Iris Malone, and I see all things new." (p. 342)
In what ways has Mim changed over the course of the story? Could this change have happened without the road trip?
Evaluate the influence of events and characters on the protagonist (p. 570 N3 Witte)

3. What have you learned about the USA from this book? To what extent has this book changed your view of American culture?
Use FL text to acquire knowledge (Schat et al., in preparation)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Expand horizon (p. 176 N3 Witte)

4. On her journey, Mim stops in the cities that are iconic for Elvis Presley and Johnny Cash. The two music legend could be said to be part of America's cultural heritage. If you're unsure about what

cultural heritage is, you can find a short explanation[12] here. Which Dutch musicians or bands would you put on a Dutch list of cultural heritage?
Relate FL text to own culture (Schat et al., in preparation)

Explanation: Cultural heritage refers to aspects of culture that can be passsed down from generation to generation. This includes things like clothes, paintings, and statues, but also traditions, songs, and dance. Some Dutch examples are: the wind mills on Kinderdijk, the Rietveld-Schröderhuis in Utrecht, the canals of Amsterdam, Chinese-Indonesian restaurants, Carnaval, and our love for cheese and cycling.[13]

5. When Mim enters the rehabilitation clinic where her mother is staying, the first thing she notices is the eagles that are painted on the walls. She calls it "majestic, patriotic, and above all, obnoxious" (p. 313).
The bald eagle has long been a symbol of the USA: it was chosen as the national emblem in 1782. Why might that be? What norms and values does the eagle represent?
Use FL text to acquire knowledge (Schat et al., in preparation)

6. *Mosquitoland* takes place in the USA. Here, it is common that children say the Pledge of Allegiance at the start of each school day. The text runs as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all." Should we start a similar tradition in the Netherlands, such as singing the national anthem at school, like politician Sybrand Buma (CDA) has suggested?
Relate FL text to own culture (Schat et al., in preparation)

7. Read the following quote from one of Mim's letters: "I was so proud of this heritage, Iz, do you know what I did? I started lying about the degree of Cherokee blood in my veins. I was something like one-sixteenth, but honestly, who wasn't, right? So I claimed one quarter. … But even today, there are times – most notably when I wear my war paint – when I really feel that Cherokee blood coursing through my veins, no matter its percentage of purity." (p. 100-101)

Now read this introduction to life of the Native Americans:
https://www.bbc.co.uk/bitesize/guides/zshwv9q/revision/1

Why, considering their history, do Native Americans still face disadvantages? Why might white people claiming rights based on their Native American roots be controversial?
Use FL text to acquire knowledge (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Connect the topic/theme to (current) societal issues (p. 572 Witte)

8. The term 'Route 66' has become synonymous with the American road trip. The name refers to America's most iconic highway. It's a journey spanning the width of the USA, from Los Angeles in the west to Chicago in the east. Mim's journey goes south to north, rather than east to west, but the destination is the same: Chicago. To what extent is *Mosquitoland* an ode to the American road trip?
Critical cultural awareness: evaluate FL text on the basis of practices/products in other cultures (Schat et al., in preparation)

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[12] Again, this information could show up as a pop-up box if the reading clubs were put online. For offline use, it could be on a separate card.
[13] Source: Kenniscentrum immaterieel erfgoed Nederland, n.d.

Round 4: Review

How many stars would you give *Mosquitoland*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 6

Reading Club Level 4 for Mosquitoland *by David Arnold*

Introduction

"And then yesterday happened. Sunrise Mountain happened. I walked into a room, and my life changed. (You should be ready for this. Sometimes you walk into a room one person, and when you come out the other side, you're someone else altogether.) My Objective, once achieved, turned out to be something else entirely." (p. 323)

In *Mosquitoland*, we follow Mim on her road trip across America. Armed with nothing but her step-mum's stolen money, her wit and her journal, Mim hops aboard a Greyhound to see her mum in Chicago, Illinois. Distance: 947 miles. Over the course of the journey, Mim meets a multitude of people who, for better or for worse, leave their impact on her life, her heart and her mind. By the end of it, she has learned some valuable lessons about herself and those around her.

Mosquitoland illustrates the effect of travelling on how we view ourselves and the world. It highlights the importance of friendship. It brings to light the difficult questions: who am I? What's best for me? What is the right choice? Above all, it encourages us to check in with ourselves: am I okay? What if I'm not?

Round 1: Quiz

What does Mim call it when she draws on her face with lipstick?
War paint
Which two big music stars do Mim and her mum love?
Elvis Presly and Johnny Cash
What is the name of the car in which Mim, Beck and Walt drive?
Uncle Phil
Why does Mim refer to Beck as '17C' at first?
Because that was his seat number on the bus and she didn't know his name yet
How does Mim escape from Poncho Guy's assault?
She throws up into his mouth (and then runs away when he is distracted)

Round 2: Question time

What bits of *Mosquitoland* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. Mim doesn't get along with her dad and dislikes her stepmum. Do you ever clash with your parents? What are those fights about?
Project own feelings and experiences (p. 571 N3 Witte)

2. Mim has a rocky relationship with her dad but a very close bond with her mum. Do you think it's a problem when a child has a better relationship with one parent than with the other? Or is that normal?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

3. How does Mim's friendship with Beck and Walt grow throughout the book? Do you think that Mim's experience is unique or do all friendships develop in a similar way?
Identify relationships between characters (p. 570 N4 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

4. "A thing's not a thing until you say it out loud."
What might Mim mean by this? How important do you think this idea is for dealing with mental health problems?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

5. Why does Mim decide not to turn in Poncho Man to the police? Would you have done the same?
Put oneself in the shoes of the characters and explain behaviour within the text (p. 571 N4 Witte)
Project own feelings and experiences (p. 571 N3 Witte)

6. "So I float in silence, watching the final touches of this perfect moonrise, and in a moment of heavenly revelation, it occurs to me that detours are not without purpose. They provide safe passage to a destination, avoiding pitfalls in the process." (p. 131)
When you consider your own travels, do you think Mim is right that detours are an important part of the journey? How do detours shape Mim's story?
Project own feelings and experiences (p. 571 N3 Witte)
With focused support discover explicit motives and assign them meaning (p. 568 N3 Witte)

7. Mim is a teenager growing up in America. In what ways is her life the same as your life in the Netherlands? How is it different? Which place do you think is better to grow up in?
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

8. Mim calls the British couple she meets "His Ugly Teeth" and "Her Ugly Teeth". This relates to the stereotype that British people have bad teeth.
What stereotypes have you come across in life so far? What's the best way to deal with stereotypes, either from yourself or others?
Project own feelings and experiences (p. 571 Witte)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

Food for Thought (stof tot nadenken)

1. We read *Mosquitoland* from Mim's perspective. We don't get to hear any other characters' thoughts or point-of-view. What effect does this have on how you read the story?
Be aware of the consequences of the choice of perspectives for the reliability (p. 570 N4 Witte)

2. "Well, me being the kind of girl I am, I half heard what they said, half thought about it, half processed the information, and half obeyed it. I closed one eye and looked directly at the eclipse with the other. Now, I'm half blind." (p. 42)

Mim is talking about phsyical blindness here, since only one of her eyes is still working properly. In a figurative sense, what other things does Mim not see fully? In what ways is her half-blindness important to the story?
With focused support discover minimally explicit motives and assign them meaning (p. 568 N4 Witte)

3. Mim makes many choices during the road trip. Which choice would have changed Mim's journey the most if she had chosen differently?
Reflect on alternatives (choices, behaviour) (p. 571 N4 Witte)

4. In an interview about the novel, the author David Arnold says: "I never sat down to write a book about mental illness, but as I got to know Mim – specifically, her relationship with her parents – it became clear that this was part of her story."

What impact might the book have on the public debate about mental health, especially among young people?
Use author interviews or websites as source of information (p. 576 N4 Witte)
Reflect about the societal function of literature (p. 572 N5 Witte)

5. "*Mosquitoland* is an accurate representation of American culture."

Do you agree or disagree with this statement? If there are any differences in opinion among your group, where do those differences come from?
Exchange and critically compare interpretations, judgements, reading experiences (p. 576 N4 Witte)
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)

6. *Mosquitoland* takes place in the USA. Here, it is common that children say the Pledge of Allegiance at the start of each school day. The text runs as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."
Should we start a similar tradition in the Netherlands, such as singing the national anthem at school, like politician Sybrand Buma (CDA) has suggested?
Relate FL text to own culture (Schat et al., in preparation)

7. Read the following quote from one of Mim's letters: "I was so proud of this heritage, Iz, do you know what I did? I started lying about the degree of Cherokee blood in my veins. I was something like one-sixteenth, but honestly, who wasn't, right? So I claimed one quarter. … But even today, there are times – most notably when I wear my war paint – when I really feel that Cherokee blood coursing through my veins, no matter its percentage of purity." (p. 100-101)

Now read this introduction to life of the Native Americans:
https://www.bbc.co.uk/bitesize/guides/zshwv9q/revision/1

Why, considering their history, do Native Americans still face disadvantages? Why might white people claiming rights based on their Native American roots be controversial?
Use FL text to acquire knowledge (Schat et al., in preparation)
Literature offers knowledge about yourself and the world and makes you think (p. 575 N3 Witte)
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)

8. The term 'Route 66' has become synonymous with the American road trip. The name refers to America's most iconic highway. It's a journey spanning the width of the USA, from Chicago in the east to Los Angeles in the west. Mim's journey goes south to north, rather than east to west, but the destination is the same: Chicago.
To what extent is *Mosquitoland* an ode to the American road trip?
Critical cultural awareness: evaluate FL text on the basis of practices/products in one's own and other cultures (Schat et al., in preparation)

Round 4: Review

How many stars would you give *Mosquitoland*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 7

Reading Club Level 3 for About a Boy *by Nick Hornby*

Title: *About a Boy*
Author: Nick Hornby
Level 3 Witte

Introduction

"Will looked at this strange little group, his gang for the day, and tried to make some sense of it. All these rippes and connections! … Will couldn't recall ever having been caught up in this sort of messy, sprawling, chaotic web before; it was almost as if he had been given a glimpse of what it was like to be human." (p. 264)

Marcus is a twelve-year-old who is totally out of touch with what other twelve-year-olds like, do, wear, watch, or listen to. In Cambridge, that was fine. But in London, it's a whole different story. Having a depressed mum on top of your own personal school bullies and mean teachers doesn't help either.

Enter Will, the world's coolest thirty-six-year-old. Slowly but steadily, Will and Marcus become part of each other's lives and it causes both of them to change. *About a Boy* shows us how small coincidences can have big consequences. It encourages us to think about change, about life and about our connections to other people. Will doesn't see "the point" of life, but what if it's up to you to make one?

Round 1: Quiz

Why does Will have so much money?
Because his dad wrote a very famous Christmas song that is still bringing in money
Where did Marcus and Fiona used to live before they moved to London?
Cambridge
What artist is Ellie a big fan of?
Kurt Cobain
What do some bullies steal from Marcus?
His new shoes
What does Fiona do for a living?
She's a music therapist

Round 2: Question time

What bits of *About a Boy* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. Marcus dresses differently at the end of the novel than at the start. In your experience, does it matter a lot what you wear to school? What do Marcus's clothes and shoes and the change they undergo in the novel symbolise?
Project own feelings and experiences (p. 571 N3 Witte)
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)

2. Marcus is a teenager growing up in England. In what ways is his life the same as your life in the Netherlands? How is it different?

Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

3. Marcus sees life as a pyramid: you need people around you to hold you up and stop you from falling. It doesn't matter who these people are, as long as they are there and don't leave without having somebody take their place. Do you agree with Marcus's view? Why (not)?

Project own feelings and experiences (p. 571 N3 Witte)

4. When some bullies bother Marcus and take his glasses from him, Ellie gets his glasses back for him and then punches the boys. Have you ever had to deal with a bully? Would you do what Ellie did? Is it okay to use violence under these circumstances?

Explore characters' moral behaviour and open it up to discussion (p. 571 N3 Witte)
Mirroring: what would I have done? (p. 571 Witte)

5. How would you describe Fiona as a parent? Is she a good mother?

Project own feelings and experiences (p. 571 N3 Witte)

6. Would you like to have a life like Will when you grow up? Why (not)?

Project own feelings and experiences (p. 571 N3 Witte)

7. Marcus fights with his mum and dad sometimes. Do you ever fight with your parents? What are those arguments about?

Project own feelings and experiences (p. 571 N3 Witte)

8. Marcus doesn't like being an only child. Do you have any siblings? Do you agree with Marcus that it's better to have brothers and sisters?

Project own feelings and experiences (p. 571 N3 Witte)

Food for Thought (stof tot nadenken)

1. Which character has had the biggest influence on Marcus's life: Clive, Fiona, Will, or Ellie? Why?

Evaluate the influence of events and characters on the protagonist (p. 570 N3 Witte)

2. E It's not unusual that children go against their parents or their teachers during their teen years. That's part of the process of establishing their identity. Ellie does this, too. She deliberately breaks the rules and argues with people, mostly with her mum and teachers, but also with other children. Does Ellie represent the average teenager? Is her behaviour okay?

Explore characters' moral behaviour and open it up to discussion (p. 571 N3 Witte)

3. When the head mistress has a conversation with Marcus about being bullied, she suggests that Marcus keeps out of their way. "'I have tried.' That was all he could say for the moment. He was too frustrated to say any more. 'Maybe you haven't tried hard enough.'" (p. 139)
Based on this, what kind of person would you say the head mistress is? What impression of the school as a whole does this create?

Describe characters in concrete terms (p. 570 N3 Witte)
Literature makes you think (p. 575 N3 Witte)

4. Ellie goes against the school rules by wearing a Kurt Cobain-sweater instead of her school uniform. School uniforms are common in the UK. Should we also have school uniforms in the Netherlands? What would be the advantages and disadvantages?

Use FL text to acquire knowledge (Schat et al., in preparation)
Relate FL text to own culture (Schat et al., in preparation)

5. England has a strong class society. Read a short explanation of what that means here.
To what class does Marcus belong? And Will? Do we also have a strong class society in the Netherlands?
Relate FL text to own culture (Schat et al., in preparation)

6. "After [Christmas] presents they had lunch, […] and then they had Christmas pudding with five-pence pieces hidden in it (Marcus had two in his portion), and then they pulled crackers and put the hats on, except Will wouldn't wear his for very long. He said it made his head itch. After they'd watched the queen on TV (nobody wanted to, apart from Lindsey's mum, but whatever old people wanted they got, in Marcus's experience), Clive rolled a joint, and there was a bit of a row." (p. 164)

Marcus's Christmas is a very typically British Christmas. Based on the quote above, what things do British people typically do with Christmas that we don't do in the Netherlands? And is there anything that is done in both countries?
Use FL text to acquire knowledge (Schat et al., in preparation)
Relate FL text to own culture (Schat et al., in preparation)

7. Read the quote from the introduction again.
Connections and relationships are central to *About a Boy*. What message does the book have to say about this topic?
Determine the theme(s) of the novel with the help of guiding questions (p. 568 N3 Witte)

8. Suicide and depression are important to the story of *About a Boy*. Think of Fiona's depression and her suicide attempt, but also of Kurt Cobain. There's a certain taboo in British and Dutch society about these topics; at the very least, many people find it uncomfortable to talk about.
How does the novel portray mental health issues? Does that taboo still exist nowadays or has it disappeared since the 90s?
Literature makes you think (p. 575 N3 Witte)
Connect the topic/theme to (current) societal issues (p. 572 N3 Witte)

Round 4: Review

How many stars would you give *About a Boy*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 8

Reading Club Level 4 for About a boy *by Nick Hornby*

Introduction

"Will looked at this strange little group, his gang for the day, and tried to make some sense of it. All these rippes and connections! … Will couldn't recall ever having been caught up in this sort of messy, sprawling, chaotic web before; it was almost as if he had been given a glimpse of what it was like to be human." (p. 264)

Marcus is a twelve-year-old who is totally out of touch with what other twelve-year-olds like, do, wear, watch, or listen to. In Cambridge, that was fine. But in London, it's a whole different story. Having a depressed mum on top of your own personal school bullies and mean teachers doesn't help either.

Enter Will, the world's coolest thirty-six-year-old. Slowly but steadily, Will and Marcus become part of each other's lives and it causes both of them to change. *About a Boy* shows us how small coincidences can have big consequences. It encourages us to think about change, about life and about our connections to other people. Will doesn't see "the point" of life, but what if it's up to you to make one?

Round 1: Quiz

Why does Will have so much money?
Because his dad wrote a very famous Christmas song that is still bringing in money
Where did Marcus and Fiona used to live before they moved to London?
Cambridge
What artist is Ellie a big fan of?
Kurt Cobain
What do some bullies steal from Marcus?
His new shoes
What does Fiona do for a living?
She's a music therapist

Round 2: Question time

What bits of *About a Boy* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life (feest der herkenning)

1. Marcus is made fun of by other kids at school because of the clothes and shoes he wears. In your experience, does it matter a lot what you wear to school? Do you see this focus on appearance outside of school as well? What is the connection between clothing and identity?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

2. Marcus is a teenager growing up in England. In what ways is his life the same as your life in the Netherlands? How is it different?
Relate FL text to own culture (Schat et al., in preparation)
Use FL text to acquire knowledge (Schat et al., in preparation)

3. Marcus sees life as a pyramid: you need people around you to hold you up and stop you from falling. It doesn't matter who these people are, as long as they are there and don't leave without having somebody take their place.Do you agree with Marcus's view? Why (not)?
Project own feelings and experiences (p. 571 N3 Witte)

4. When some bullies bother Marcus and take his glasses from him, Ellie gets his glasses back for him and then punches the boys. Have you ever had to deal with a bully? Is it ever okay to use violence?
Examine characters' moral behaviour (p. 570 N4 Witte)

5. We see a lot of parents in *About a Boy*, like Fiona and Clive, for example, but also Suzie and Rachel. What things should a good parent do or be? Or does it depend entirely on the child what a good parent is?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

6. Would you like to have a life like Will when you grow up? Why (not)?
Project own feelings and experiences (p. 571 N3 Witte)

7. Marcus fights with his mum and dad sometimes. How do his parents feel when that happens? Do you ever fight with your parents? How might they experience those arguments?
Project own feelings and experiences (p. 571 N3 Witte)
Approach situations (empathically) from different perspectives (p. 182 N4 Witte)

8. Marcus doesn't like being an only child. He wishes he had a brother a sister. Can you relate to this feeling? How would Marcus's life have turned out differently if he had had siblings?
Reflect on alternatives (choices, behaviour) (p. 571 N4 Witte)
Project own feelings and experiences (p. 571 N3 Witte)
Interpret the FL text (Schat et al., in preparation)

Food for Thought (stof tot nadenken)

1. How is Fiona portrayed in *About a Boy*? How would this image be different if you read from Fiona's point-of-view?
Be aware of the consequences of the choice of perspectives for the reliability (p. 570 N4 Witte)

2. Near the end of the novel, Marcus goes to Cambridge to see his father. Ellie comes with him. On the train to Cambridge, Ellie suddenly decides that she doesn't want to go anymore and gets off at the next stop, still a while away from Cambridge. Marcus gets off, too, and stays with her.
Why does Marcus follow Ellie? How would the story have ended differently if he had decided to stay on the train?
Put oneself in the shoes of the characters and explain behaviour within the tekst (p. 571 N4 Witte)
Reflect on alternatives (choices, behaviour) (p. 571 N4 Witte)

3. When the head mistress has a conversation with Marcus about being bullied, she suggests that Marcus keeps out of their way. "'I have tried.' That was all he could say for the moment. He was too frustrated to say any more. 'Maybe you haven't tried hard enough.'" (p. 139)
Was it right of Mrs Morrison to say this? Who is responsible for stopping the bullying: the children themselves, the parents, or the school?
Examine characters' moral behaviour (p. 570 N4 Witte)

4. Ellie goes against the school rules by wearing a Kurt Cobain-sweater instead of her school uniform. School uniforms are common in the UK. Should we also have school uniforms in the Netherlands?

What would be the advantages and disadvantages?
Use FL text to acquire knowledge (Schat et al., in preparation)
Relate FL text to own culture (Schat et al., in preparation)

5. England has a strong class society. Read a short explanation of what that means here.
To what class does Marcus belong? And Will? Is there also a (strong) class society in the Netherlands?
Use FL text to acquire knowledge about C2 (Schat et al., in preparation)
Interpret the FL text (Schat et al., in preparation)

6. "After presents they had lunch, […] and then they had Christmas pudding with five-pence pieces hidden in it (Marcus had two in his portion), and then they pulled crackers and put the hats on, except Will wouldn't wear his for very long. He said it made his head itch. After they'd watched the queen on TV (nobody wanted to, apart from Lindsey's mum, but whatever old people wanted they got, in Marcus's experience), Clive rolled a joint, and there was a bit of a row." (p. 164)

Marcus's Christmas is a very typically British Christmas. Based on the quote above, what things do British people typically do with Christmas that people don't do in the Netherlands? And is there anything that is done in both countries?
Use FL text to acquire knowledge (Schat et al., in preparation)
Relate FL text to own culture (Schat et al., in preparation)

7. Read the quote from the introduction again.
What message does the book have to say? What motives contribute to this?
Determine the theme(s) of the novel (p. 568 N4 Witte)
Make connections between theme and motives (p. 568 N4 Witte)
Interpret the FL text (Schat et al., in preparation)

8. Will's sarcasm is persistent throughout the novel, most notably at the start. Why does Will use so much sarcasm when he interacts with other people? How does that affect his relationships?
With focused support discover minimally explicit motives and assign them meaning (p. 658 N4 Witte)
Put oneself in the shoes of the characters and explain behaviour within the tekst (p. 571 N4 Witte)
Interpret the FL text (Schat et al., in preparation)

Round 4: Review
How many stars would you give *About a Boy*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 9

Reading Club Level 3 The namesake *by Jhumpa Lahiri*

Introduction

"He hates that his name is both absurd and obscure, that it has nothing to do with who he is, that it is neither Indian nor American but of all things Russian." (p. 76)

In Cambridge, Massachussets, USA, a boy is born. Pressed for time, his parents name him Gogol, after his father's favourite author. Balancing Indian and American culture, Gogol sets out to forge a path different from that of his parents. He becomes Nikhil in the process and makes a life for himself in America.

The Namesake delves into issues like identity, culture, and family and explores how these influence our lives. What if you want to escape some of it? Is that okay? How do you do that? How can you be part of a community without losing yourself? At the same time, the novel encourages us to walk a mile in someone else's shoes and see the world from their point of view. All in all, the book gives us plenty to think about.

Round 1: Quiz

1. Why does Gogol only get a pet name when he is born and not "a good name"?
Because the letter with his good name in it (from his great-grandmother) was lost in the mail
2. From which city are Gogol's parents?
Calcutta
3. What does Gogol do for a living?
He's an architect
4. How does Gogol's father die?
From a heartattack; sudden and alone
5. Why do Gogol and Moushumi get divorced?
Because Moushumi cheats on him

Round 2: Question time

What bits of *The Namesake* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life

1. Have you got a pet name or nickname? What's the story behind it? If you don't have one, what could be your pet name?
Project own feelings and experiences (p. 571 N3 Witte)

2. Gogol is caught between two cultures, the American and Bengali one. Sometimes, this leads to conflict. Can you relate to Gogol's experience? Is there anything in particular that you recognise from your own life?
Project own feelings and experiences (p. 571 N3 Witte)

3. Have you ever had to start anew, be it in a new country, a new city or town, at a new school or a new sportsclub? What was that like?
Project own feelings and experiences (p. 571 N3 Witte)

4. In his teens, Gogol changes his name to Nikhil. Would you do the same if you had an uncommon name like Gogol? Why (not)?
Mirroring: what would I have done? (p. 571 N3 Witte)

5. How would you describe the relationship between Gogol and his parents? Are they good parents, in your opinion?
Project own feelings and experiences (p. 571 N3 Witte)

6. When Ashima and Ashoke arrive in the USA, they know very little about the country and its culture. Sometimes, this causes some confusion for them and American people. What should someone who has just moved to the Netherlands know about Dutch culture?
Relate FL text to own culture (Schat et al., in preparation)

7. "There is no baptism for Bengali babies, no ritualistic naming in the eyes of God. Instead, the first formal ceremony of their lives centers around the consumption of solid food." (p. 38)
What foods does your culture have that are connected to a specific kind of event or ceremony?
Relate FL text to own culture (Schat et al., in preparation)

8. What have you learned about Bengali culture? And about American culture? What made the biggest impression on you?
Use FL text to acquire new knowledge about other cultures (Schat et al., in preparation)

Food for Thought

1. Why are names so important in *The Namesake*? What do they represent?
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)

2. How is Gogol's life influenced by his unusal name? Is this influence positive, negative, or both?
Evaluate the influence of events and characters on the protagonist (p. 570 N3 Witte)

3. When Gogol goes to school for the first time, his parents ask the principal to use the name Nikhil in school. The principal goes against their wishes and calls him Gogol instead. Was this the right thing to do or was it wrong? Why?
Explore characters' moral behaviour and open it up to discussion (p. 571 N3 Witte)

4. What does the book with short stories from Nikolai Gogol symbolise to Gogol? How does that change as Gogol grows up?
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)

5. Identity is a central topic in *The Namesake.* What message does the novel have to say about identity?
Determine the theme(s) of the novel with the help of guiding questions (p. 568 N3 Witte)

6. In what ways does food play an important role in the novel? What are some of the differences between the American and Bengali views of food? Which view is most similar to that of your own culture?
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)
Relate FL text to own culture (Schat et al., in preparation)

7. When Ashima and Ashoke move to America, they bring many of their traditions and habits from India with them. What is an example of this? And which traditions and habits would you want to hold on to if you moved to another country?
Relate FL text to own culture (Schat et al., in preparation)

8. "Judy eyes the buffet, bites into something that turns out to be a shrimp cutlet. 'I thought Indians were supposed to be vegetarian', she whispers to Alan." (p. 39) Judy expresses a stereotype about Indian people here. How might stereotypes be harmful? Why is it important to be aware of them?
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)

Round 4: Review

How many stars would you give *The Namesake*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 10

Reading Club Level 4 for The namesake *by Jhumpa Lahiri*

Introduction

"He hates that his name is both absurd and obscure, that it has nothing to do with who he is, that it is neither Indian nor American but of all things Russian." (p. 76)

In Cambridge, Massachussets, USA, a boy is born. Pressed for time, his parents name him Gogol, after his father's favourite author. Balancing Indian and American culture, Gogol sets out to forge a path different from that of his parents. He becomes Nikhil in the process and makes a life for himself in America.

The Namesake delves into issues like identity, culture, and family and explores how these influence our lives. What if you want to escape some of it? Is that okay? How do you do that? How can you be part of a community without losing yourself? At the same time, the novel encourages us to walk a mile in someone else's shoes and see the world from their point of view. All in all, the book gives us plenty to think about.

Round 1: Quiz

1. Why does Gogol only get a pet name when he is born and not "a good name"?
Because the letter with his good name in it (from his great-grandmother) was lost in the mail
2. From which city are Gogol's parents?
Calcutta
3. What does Gogol do for a living?
He's an architect
4. How does Gogol's father die?
From a heartattack; sudden and alone
5. Why do Gogol and Moushumi get divorced?
Because Moushumi cheats on him

Round 2: Question time

What bits of *The Namesake* did you not really understand? Come up with a question about the novel and work together to find an answer.

Round 3: Discussion
True to Life

1. Have you got a pet name or nickname? What's the story behind it? If you don't have one, what could be your pet name?
Project own feelings and experiences (p. 571 N3 Witte)

2. Gogol is caught between two cultures, the American and Bengali one. Sometimes, this leads to conflict. Can you relate to Gogol's experience? Is there anything in particular that you recognise from your own life?
Project own feelings and experiences (p. 571 N3 Witte)

3. Have you ever had to start anew, be it in a new country, a new city or town, at a new school or a new sportsclub? What was that like?
Project own feelings and experiences (p. 571 N3 Witte)

4. In his teens, Gogol changes his name to Nikhil. Why does he do that? Would you do the same if you had an uncommon name like Gogol? Why (not)?
Put oneself in the shoes of the characters and explain behaviour within the tekst (p. 571 N4 Witte)
Mirroring: what would I have done? (p. 571 N3 Witte)

5. How would you describe the relationship between Gogol and his parents? Are they good parents, in your opinion? What makes people good parents?
Project own feelings and experiences (p. 571 N3 Witte)
Be able to abstract from own feelings and experiences (p. 571 N4 Witte)

6. When Ashima and Ashoke arrive in the USA, they know very little about the country and its culture. Sometimes, this causes some confusion for them and American people. What should someone who has just moved to the Netherlands know about Dutch culture?
Relate FL text to own culture (Schat et al., in preparation)

7. "There is no baptism for Bengali babies, no ritualistic naming in the eyes of God. Instead, the first formal ceremony of their lives centers around the consumption of solid food." (p. 38)
What foods does your culture have that are connected to a specific kind of event or ceremony?
Relate FL text to own culture (Schat et al., in preparation)

8. What have you learned about Bengali culture? And about American culture? What made the biggest impression on you?
Use FL text to acquire new knowledge about other cultures (Schat et al., in preparation)

Food for Thought

1. What is the importance of names in *The Namesake*? How are names connected to identity?
With focused support assign meaning to conspicuous motives (p. 568 N3 Witte)
Make connections between theme and motives (p. 568 N4 Witte)

2. When Gogol goes to school for the first time, his parents ask the principal to use the name Nikhil in school. The principal goes against their wishes and calls him Gogol instead. Why does she not honour Ashima and Ashoke's request? What argument in favour of and against this decision could you give?
Put oneself in the shoes of the characters and explain behaviour within the text (p. 571 N4 Witte)
Approach situations (empathically) from different perspectives (p. 182 N4 Witte)

3. In his teens, Gogol changes his name to Nikhil. Yet the novel continues to refer to him as Gogol, not Nikhil. What does that suggest? What effect does this have on the reader?
Evaluate techniques for storytelling (p. 187 N4 Witte)

4. Compare the arranged marriage of Ashoke and Ashima to the self-chosen marriage of Gogol and Moushumi. How does the book present these types of marriages differently? What advantages and disadvantages does each type have?
Approach situations (empathically) from different perspectives (p. 182 N4 Witte)

5. Would Ashima and Ashoke have had a different experience if they had moved to the Netherlands instead of the USA? If so, what would have been different?
Relate FL text to own culture (Schat et al., in preparation)
Reflect on alternatives (choices, behaviour) (p. 571 N4 Witte)

6. How is food connected to the theme of identity in the novel? What are some of the differences between the American and Bengali views of food? Which view is most similar to that of your own culture?

Make connections between theme and motives (p. 568 N4 Witte)
Relate FL text to own culture (Schat et al., in preparation)

7. When Ashima and Ashoke move to America, they bring many of their traditions and habits from India with them. What is an example of this? And which traditions and habits would you want to hold onto if you moved to another country?
Relate FL text to own culture (Schat et al., in preparation)

8. "Judy eyes the buffet, bites into something that turns out to be a shrimp cutlet. 'I thought Indians were supposed to be vegetarian', she whispers to Alan." (p. 39) Judy expresses a stereotype about Indian people here. How might stereotypes be harmful? Why is it important to be aware of them?
Approach representations of other cultures and one's own with open and curious attitude (Schat et al., in preparation)

Round 4: Review

How many stars would you give *The Namesake*? Decide as a group and then explain your arguments for your choice. What did you think was very good? What was not so great? Did the discussion change your individual opinion about the novel? If so, how? Try to give examples and arguments from your responses to the discussion round.

Did you think of a good discussion question that wasn't included? Let us know and then we'll consider adding it!

Review: ☆☆☆☆☆

Explanation:

Discussion question:

Appendix 11

Questionnaire for (Trainee) Teachers: Dutch Version

Sectie 1: Informed consent

In het kader van mijn masterscriptie van de lerarenopleiding Engels aan de Universiteit Utrecht heb ik nieuw materiaal ontwikkeld voor het vak Engels. Dit materiaal is gemaakt in de vorm van zogeheten leesclubs. De doelgroep van dit materiaal is de bovenbouw van het vwo.

Het eerste doel van deze vragenlijst is om te peilen in hoeverre er draagvlak is om dit materiaal te implementeren en wat er voor nodig is om deze implementatie te faciliteren. Het tweede doel is het verkrijgen van feedback op het materiaal.

Alle resultaten worden vertrouwelijk en anoniem verwerkt. De antwoorden zijn dus niet te herleiden tot specifieke individuen. De gegevens worden maximaal een half jaar bewaard. Voor vragen ben ik bereikbaar op d.a.dequay@students.uu.nl.

Het duurt ongeveer 20 minuten om de enquête in te vullen. Alvast ontzettend bedankt!

Heb je de bovenstaande uitleg gelezen en ga je hiermee akkoord?

Sectie 2: Achtergrondinformatie

Ben je
- Leraar met een eerstegraadsbevoegdheid
- Leraar met een tweedegraadsbevoegdheid
- Leraar-in-opleiding voor een eerstegraadsbevoegdheid
- Leraar-in-opleiding voor een eerstegraadsbevoegdheid reeds in het bezit van een tweedegraadsbevoegdheid

Wat is je leeftijd in jaren?

Wat is je geslacht?
- Man
- Vrouw
- Zeg ik liever niet
- Anders, namelijk:

Hoeveel jaren ben je al werkzaam als docent Engels?

In welke gemeente ben je werkzaam?

Aan welke jaarlagen geef je les? Vink aan.
- 4-vwo
- 5-vwo
- 6-vwo
- N.v.t.

Geef je ook les aan klassen die tweetalig onderwijs volgen?
- Ja

- Nee
- N.v.t.

Geef je ook les aan klassen die zich voorbereiden op een internationaal erkend certificaat voor Engels?
- Ja, het Cambridge-certificaat
- Ja, het IELTS-certificaat
- Ja, het International Baccalaureate-certificaat
- Nee
- N.v.t.

Sectie 3: Opvattingen m.b.t. lezen van Engelstalige romans
Wat is volgens jou het belang voor de vwo-leerlingen in de bovenbouw van het verplicht zelfstandig lezen voor het vak Engels van Engelstalige boeken? Stel een top 5 samen, met op 1 het belangrijkste aspect. Kies 0 als antwoord voor alle aspecten buiten je top 5.

- Literaire terminologie toepassen
- Verhaallijn samenvatten
- Kennis van literatuurgeschiedenis opdoen
- Oog hebben voor de historische, culturele, sociale en maatschappelijke aspecten van een literair werk
- Leesplezier vergroten
- Eigen mening over literair werk vormen
- Leeskilometers maken om leesvaardigheid te verbeteren
- Grammaticale en lexicale kennis uitbreiden
- Een open houding t.o.v. (mensen uit) andere culturen ontwikkelen
- Kennis van andere culturen opdoen
- Verbanden kunnen leggen tussen andere culturen en de eigen cultuur
- (elementen van) andere culturen kunnen ontdekken

Sectie 4
Ben je op dit moment werkzaam als docent Engels in de bovenbouw van het vwo?
Ja → doorgestuurd naar volgende sectie
Nee → doorgestuurd naar sectie 6

Sectie 5: Praktijk m.b.t. lezen van Engelstalige romans
Wat zijn de belangrijkste doelen van het verplicht zelfstandig lezen van Engelstalige romans voor het vak Engels in de bovenbouw van het vwo op jouw school? Stel een top 5 samen, met op 1 het belangrijkste aspect. Kies 0 als antwoord voor alle aspecten buiten je top 5.

- Literaire terminologie toepassen
- Verhaallijn samenvatten
- Kennis van literatuurgeschiedenis opdoen
- Oog hebben voor de historische, culturele, sociale en maatschappelijke aspecten van een literair werk
- Leesplezier vergroten
- Eigen mening over literair werk vormen
- Leeskilometers maken om leesvaardigheid te verbeteren

- Grammaticale en lexicale kennis uitbreiden
- Een open houding t.o.v. (mensen uit) andere culturen ontwikkelen
- Kennis van andere culturen opdoen
- Verbanden kunnen leggen tussen andere culturen en de eigen cultuur
- (elementen van) andere culturen kunnen ontdekken

Zijn er nog andere doelen die hierboven niet genoemd zijn?

Hoe extrinsiek gemotiveerd schat je jouw vwo-leerlingen uit de bovenbouw in voor het lezen van Engelstalige romans?
1 = helemaal niet extrinsiek gemotiveerd
2 = weinig extrinsiek gemotiveerd
3 = gemiddeld extrinsiek gemotiveerd
4 = enigszins extrinsiek gemotiveerd
5 = zeer extrinsiek gemotiveerd

Hoe intrinsiek gemotiveerd schat je jouw vwo-leerlingen uit de bovenbouw in voor het lezen van Engelstalige romans?
1 = helemaal niet intrinsiek gemotiveerd
2 = weinig intrinsiek gemotiveerd
3 = gemiddeld intrinsiek gemotiveerd
4 = enigzsins intrinsiek gemotiveerd
5 = zeer intrinsiek gemotiveerd

Licht eventueel je antwoorden hierboven toe.

Geef aan in hoeverre je het met de volgende uitspraak eens bent: "De manier waarop het lezen van Engelstalige romans in de bovenbouw van het vwo behandeld wordt op mijn school is toe aan verbetering."
1 = zeer oneens
2 = enigszins oneens
3 = niet oneens, niet eens
4 = enigszins eens
5 = zeer eens

Licht eventueel je antwoord hierboven toe.

Sectie 6: Opvattingen m.b.t. interculturele communicatieve competentie
Met interculturele communicatieve competentie wordt gedoeld op het vermogen om te kunnen communiceren met mensen uit een andere cultuur. In de vakliteratuur wordt dit doorgaans uitgesplitst naar houding, kennis en vaardigheden.

In hoeverre vind je het belangrijk dat interculturele communicatieve competentie nagestreefd wordt in het curriculum van het vak Engels voor de bovenbouw van het vwo?
1 = helemaal niet belangrijk
2 = niet erg belangrijk
3 = niet onbelangrijk, niet belangrijk
4 = enigszins belangrijk
5 = zeer belangrijk

In hoeverre vind je de verschillende onderdelen van interculturele communicatieve competentie belangrijk in het curriculum van het vak Engels voor de bovenbouw van het vwo?

Een open en nieuwsgierige houding ontwikkelen
Kennis van andere culturen opdoen
In staat zijn om verbanden te leggen tussen andere culturen en de eigen cultuur
In staat zijn om (elementen van) andere culturente ontdekken

1 = helemaal niet belangrijk
2 = niet erg belangrijk
3 = niet onbelangrijk, niet belangrijk
4 = enigszins belangrijk
5 = zeer belangrijk

Sectie 7
Deze vraag wordt met opzet nog een keer gesteld zodat lio's die niet voor de klas staan de praktijkgerichte vragen kunnen overslaan.
Ben je op dit moment werkzaam als docent Engels in de bovenbouw van het vwo?
Ja → doorgestuurd naar volgende sectie
Nee → doorgestuurd naar sectie 9

Sectie 8: Praktijk m.b.t. interculturele communicatieve competentie
Hoe zou je de interculturele houding van je vwo-leerlingen uit de bovenbouw tegenover (mensen uit) andere culturen omschrijven?
1 = Zeer gesloten en ongeïnteresseerd
2 = Enigszins gesloten en weinig geïnteresseerd
3 = Niet open, niet gesloten en niet geïnteresseerd, niet ongeïnteresseerd
4 = Enigszins open en redelijk geïnteresseerd
5 = Zeer open en erg geïnteresseerd

Hoeveel interculturele kennis hebben je vwo-leerlingen uit de bovenbouw over (mensen uit) andere culturen?
1 = Zeer weinig kennis
2 = Weinig kennis
3 = Niet veel, niet weinig kennis
4 = Veel kennis
5 = Zeer veel kennis

In hoeverre zijn je vwo-leerlingen uit de bovenbouw in staat om de volgende interculturele vaardigheden in te zetten?

Verbanden leggen tussen andere culturen en de eigen cultuur
(elementen van) andere culturen te ontdekken

1 = Niet in staat
2 = Nauwelijks in staat
3 = Voldoende in staat

4 = Goed in staat
5 = Uitstekend in staat

Geef aan in hoeverre je het met de volgende uitspraak eens bent: "De manier waarop interculturele communicatieve competentie in de bovenbouw van het vwo behandeld wordt op mijn school is toe aan verbetering."

1 = zeer oneens
2 = enigszins oneens
3 = niet oneens, niet eens
4 = enigszins eens
5 = zeer eens

Licht eventueel je antwoord hierboven toe.

Sectie 9: Het model van Witte
Het model van Theo Witte (www.lezenvoordelijst.nl) beschrijft zes ontwikkelingsfasen van de literaire competentie van leerlingen. Niveau 1 (N1) is hierbij het laagste niveau en niveau 6 (N6) het hoogst. Ook aan boeken en boekopdrachten kan een niveau worden toegekend. Het model is oorspronkelijk ontwikkeld voor literaire competentie in de moedertaal, maar blijkt ook toepasbaar op het vreemdetalenonderwijs.

De overstap naar een hoger niveau kan op twee manieren: door een boek of een opdracht op een hoger niveau te kiezen. Een leerling die al een tijd op N3 leest en N3-opdrachten maakt, heeft dan twee opties: ofwel een N3-boek lezen en N4-opdrachten maken, ofwel een N4-boek lezen en N3-opdrachten maken.

Voor de bovenbouw van het vwo zijn N4 en N5 van toepassing. Het minimale eindniveau voor vwo is N4, met N5 als streefniveau. Echter moet daarbij de kanttekening geplaatst worden dat er in de praktijk in de meeste klassen leerlingen met drie tot vier verschillende leesniveaus zitten.

In welke mate ben je bekend met het model van Witte?
1 = Ik heb hier nog nooit van gehoord
2 = Ik heb hier wel eens van gehoord, maar weet niet precies wat het inhoudt
3 = Ik weet wat het model inhoudt, maar gebruik het verder niet
4 = Ik weet wat het model inhoudt en gebruik het af en toe
5 = Ik weet wat het model inhoudt en gebruik het regelmatig

Sectie 10: LitLab
LitLab (www.litlab.nl) heeft als doel om bestaande methoden aan te vullen en te verrijken met opdrachten die leerlingen enthousiasmeren en hen tot literatuuronderzoekers maken.

Eén onderdeel van LitLab zijn de leesclubs. Voor een leesclub werken leerlingen samen in groepjes van vier tot zes personen en lezen gezamenlijk één roman. Na afloop gaan ze aan de hand van (discussie)vragen met elkaar in gesprek over het boek. Dit doen ze in het Engels. Leerlingen sluiten de leesclub af door samen tot een oordeel over het boek te komen.

Op dit moment is LitLab beperkt tot Nederlandstalige literatuur.

In welke mate ben je bekend met (de aanpak van) LitLab?
1 = Ik heb hier nog nooit van gehoord
2 = Ik heb hier wel eens van gehoord, maar weet niet precies wat het inhoudt
3 = Ik weet wat LitLab inhoudt

Sectie 11: Voorbeeld van ontworpen materiaal
N3
Via onderstaande link kan je de door mij ontworpen leesclub voor de Young Adult-roman An Absolutely Remarkable Thing van Hank Green bekijken. Zowel het boek als de vragen van de leesclub sluiten het beste aan bij N3 volgens het model van Witte.
https://docs.google.com/document/d/1IxgYPZjnbBTcp5LMojw6VvPD8K3hmxdOqwSQzfKiJpI/edit?usp=sharing

Zoals gezegd is het minimale eindniveau voor vwo N4. Om daarnaartoe op te bouwen is het prettig om ook boeken en opdrachten van lagere niveaus ter beschikking te hebben. Om die reden heb ik gekozen voor een boek en opdrachten op N3.

Bestudeer het voorbeeld rustig om een idee te krijgen van de LitLab-leesclubs.

Gebaseerd op de uitleg en het gegeven voorbeeld, wat is jouw eerste indruk van de LitLab-leesclubs?

Komen de volgende leerdoelen terug in deze leesclub?

- Project own feelings and experiences op het boek
- Determine the theme(s) of the novel aan de hand van steunvragen
- Onderwerp/thematiek in verband brengen met maatschappelijke (actuele) thema's
- Een open en nieuwsgierige houding naar (mensen uit) andere culturen en landen ontwikkelen
- Kennis over andere culturen opdoen
- Verband leggen tussen literaire tekst en eigen cultuur
- (elementen van) andere culturen ontdekken

1 = Ja
2 = Enigszins
3 = Nee

N4
Via onderstaande link kan je de door mij ontworpen leesclub voor de Young Adult-roman An Absolutely Remarkable Thing van Hank Green bekijken. De roman sluit het beste aan bij N3, de vragen bij N4.

https://docs.google.com/document/d/1fqHx63E4XJMUeqgj5qVUFOrpgMgO0vZoTuyoid9Z8J8/edit?usp=sharing

Zoals gezegd is het minimale eindniveau voor vwo N4. Om daarnaartoe op te bouwen is het prettig om ook boeken en opdrachten van lagere niveaus ter beschikking te hebben. Om die reden heb ik gekozen voor een boek op N3 en vragen op N4.

Bestudeer het voorbeeld rustig om een idee te krijgen van de LitLab-leesclubs.

Gebaseerd op de uitleg en het gegeven voorbeeld, wat is jouw eerste indruk van de LitLab-leesclubs?

Komen de volgende leerdoelen terug in deze leesclub?

- Eigen gevoelens en ervaringen projecteren
- Thematiek van het boek bepalen
- Zich verplaatsen in personages en gedrag kunnen verklaren binnen de tekst
- Een open en nieuwsgierige houding naar (mensen uit) andere culturen en landen ontwikkelen
- Kennis over andere culturen opdoen
- Verband leggen tussen literaire tekst en eigen cultuur
- (elementen van) andere culturen ontdekken

1 = Ja
2 = Enigszins
3 = Nee

Zijn er nog algemene verbeterpunten die je graag wilt noemen?

Sectie 12: Draagvlak

Wat zijn volgens jou de voordelen van het implementeren van de LitLab-leesclubs op jouw school? Stel een top 5 samen, met op 1 het belangrijkste aspect. Kies 0 als antwoord voor alle aspecten buiten je top 5.

- Leerlingen werken samen in groepjes
- Leerlingen krijgen meer plezier in het lezen van hun boek
- Leerlingen worden meer gemotiveerd om het boek te lezen
- Leerlingen houden zich bezig met de diepere lagen van het boek
- Leerlingen leggen verbanden tussen het boek, de wereld en zichzelf
- Leerlingen ontwikkelen hun interculturele communicatieve competentie
- De leesclub kan als input dienen voor spreekvaardigheid
- De leesclub kan als input dienen voor schrijfvaardigheid
- Ik kan betere begeleiding bij de boekkeuze bieden door het kleinere aantal boeken dat per klas gelezen wordt
- Ik krijg zelf meer plezier in het behandelen van het lezen van boeken.

Zijn er verder nog voordelen die je ziet van de leesclubs die hierboven niet genoemd zijn?

Wat zijn volgens jou de voornaamste mogelijkheden om de leesclub te implementeren op jouw (toekomstige) school? Vink aan wat volgens jou van toepassing is.
- leesclub als summatieve toetsing van literatuur
- leesclub als formatieve toetsing van literatuur
- leesclub als aanvulling op huidige toetsing van literatuur
- leesclub als input voor spreekvaardigheidstoets (eventueel i.c.m. literatuur)
- leesclub als input voor schrijfvaardigheidstoets (eventueel i.c.m. literatuur)
- leesclub als input voor lesactiviteiten m.b.t. spreekvaardigheid
- leesclub als input voor lesactiviteiten m.b.t. schrijfvaardigheid
- leesclub als input voor lesactiviteiten m.b.t. interculturele communicatieve competentie

- leesclub als input voor portfolio over interculturele communicatieve competentie
- tijdens de les leerlingen in hun leesclubgroepje regelmatig over het boek laten praten

Zijn er verder nog mogelijkheden die je ziet die hierboven niet genoemd zijn?

Wat is er volgens jou voor nodig om de leesclubs te implementeren op jouw (toekomstige) school? Stel een top 3 samen, met op 1 het belangrijkste aspect. Kies 0 als antwoord voor alle aspecten buiten je top 3.

- Aanpassing van het curriculum/PTA
- Aanpassing van de huidige didactiek m.b.t. het lezen van romans
- Uitbreiding van de boekencollectie op school
- Concrete lesplannen en/of lesactiviteiten m.b.t. de leesclubs
- Mogelijkheid om collega's die de aanpak toepassen te observeren
- Mogelijkheid om de leesclubs uit te proberen
- Bijscholing

Zijn er verder nog zaken nodig om de leesclubs te implementeren die hierboven niet genoemd zijn?

Sectie 13: Verwachte effect

Geef aan in hoeverre je het met de volgende uitspraken eens bent.

1 = zeer oneens
2 = enigszins oneens
3 = niet oneens, niet eens
4 = enigszins eens
5 = zeer eens

- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo meer extrinsieke motivatie hebben om hun Engelse boek te lezen.
- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo meer intrinsieke motivatie hebben om hun Engelse boek te lezen.
- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo een opener en nieuwsgierigere houding ontwikkelen naar (mensen uit) andere culturen.
- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo meer kennis opdoen over (mensen uit) andere culturen.
- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo beter in staat zijn om verbanden te leggen tussen de literaire tekst en hun eigen cultuur.
- Door de leesclubs zullen leerlingen in de bovenbouw van het vwo beter in staat zijn om (elementen uit) andere culturen te ontdekken.

Sectie 14: Ten slotte

Zou jij deze aanpak willen implementeren op jouw (toekomstige) school?
1 = Ja
2 = Ik twijfel
3 = Nee

Licht eventueel je antwoord toe.

Appendix 12

Questionnaire for (Teacher) Trainees: English Version

Section 1: Informed consent

For my master's dissertation of English teacher training at Utrecht University I have developed new material for the subject of English. This material has been made in the form of so-called reading clubs. The target group for this material is the upper years of pre-university education (vwo).

The primary goal of this questionnaire is to gauge to what extent there is support among (trainee) teachers to implement this material and what is needed to facilitate the implementation. The secondary goal is to collect feedback on the material.

All results are processed anonymously and confidentially. The answers cannot be traced to specific individuals. The data are stored for a maximum of half a year. For questions, you can reach me on d.a.dequay@students.uu.nl.

It takes approximately 20 minutes to fill in the questionnaire. Thank you so much in advance!

1.1 Have you read the explanation above and do you agree to the terms?

Sectie 2: Achtergrondinformatie

2.1 Are you
- A teacher with a first-degree qualification
- A teacher with a second-degree qualification
- A trainee teacher for a first-degree qualification
- A trainee teacher for a first-degree qualification who already has a second-degree qualification

2.2 What is your age in years?

2.3 What is your gender?
- Male
- Female
- I'd rather not say
- Other:

2.4 How many years have you been working as a teacher of English?

2.5 In which municipality are you currently working?

2.6 Which years do you teach? Vink the appropriate boxes.
- Year 4 of pre-university education (4-vwo)
- Year 5 of pre-university education (5-vwo)
- Year 6 of pre-university education (6-vwo)
- N/A

2.7 Do you also teach classes who are enrolled in bilingual education?
- Yes
- No
- N/A

2.8 Do you also teach classes who are preparing for an internationally acknowledged certificate for English?
- Yes, the Cambridge-certificate
- Yes, the IELTS-certificate
- Yes, the International Baccalaureate-certificate
- No
- N/A

Section 3: Opinions on reading English-language novels

3.1 What do you believe is the importance of obligatory independent reading of English-language novels for the subject of English for pre-university students in the upper years? Select a top 5, with the most important aspect on number 1. Choose 0 for all aspects outside of your top 5.

- Apply literary terminology
- Summarise the storyline
- Gain knowledge of the history of literature
- Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work
- Increase reading enjoyment
- Form own opinion about literary work
- Make reading miles to improve reading skills
- Expand grammatical and lexical knowledge
- Develop an open and curious attitude to (people from) different cultures
- Gain knowledge about (people from) different cultures
- Be able to relate other cultures to own culture
- Be able to discover (elements of) other cultures

Section 4

4.1 Are you currently working as a teacher of English in the upper years of pre-university education?

Section 5: The teaching practice with regards to reading English-language novels

5.1 What are the most important goals of obligatory independent reading of English-language novels for the subject of English in the upper years of pre-university education at your school? Select a top 5, with the most important aspect on number 1. Choose 0 for all aspects outside of your top 5.

- Apply literary terminology
- Summarise the storyline
- Gain knowledge of the history of literature
- - Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work
- Increase reading enjoyment
- Form own opinion about literary work
- Make reading miles to improve reading skills
- Expand grammatical and lexical knowledge
- Develop an open and curious attitude to (people from) different cultures

- Gain knowledge about (people from) different cultures
- Be able to relate other cultures to own culture
- Be able to discover (elements of) other cultures

5.2 Are there any other goals that have not been mentioned above?

5.3 How extrinsically motivated do your estimate your pre-university upper years students to be for reading English-language novels?

1 = no extrinsic motivation at all
2 = little extrinsic motivation
3 = average extrinsic motivation
4 = some extrinsic motivation
5 = much extrinsic motivation

5.4 How intrinsically motivated do your estimate your pre-university upper years students to be for reading English-language novels?

1 = no intrinsic motivation at all
2 = little intrinsic motivation
3 = average intrinsic motivation
4 = some intrinsic motivation
5 = much intrinsic motivation

5.5 If you like, you can explain your answers given above here.

5.6 Please indicate to what extent you agree with the following statement: "The way in which reading English-language novels in the upper years of pre-university eduation is dealt with at my school is in need of improvement."
1 = strongly disagree
2 = slightly disagree
3 = don't disagree, don't agree
4 = slightly agree
5 = strongly agree

5.7 If you like, you can explain your answers given above here.

Section 6: Opinions on intercultural communicative competence
Intercultural communiicative competence means the ability to communicate with people from a different culture. In the scientific literature, this is usually divided into attitude, knowledge, and skills.

6.1 To what extent do you find it important that the curriculum for the subject of English in the upper years of pre-university education aims for intercultural communicative competence?

1 = not at all important
2 = not very important
3 = not unimportant, not important
4 = slightly important
5 = very important

6.2 To what extent do you find the different components of intercultural communicative competence important in the curriculum of the subject of English for the upper years of pre-university education?

Developing an open and curious attitude to (people from) different cultures
Gaining knowledge about (people from) different cultures
Being able to relate other cultures to own culture
Being able to discover (elements of) other cultures

1 = not at all important
2 = not very important
3 = not unimportant, not important
4 = slightly important
5 = very important

Section 7
This question is asked again on purpose, so that trainee teachers who are not currently teaching can skip the practice-oriented questions.

7.1 Are you currently working as a teacher of English in the upper years of pre-university education?

Section 8: The teaching practice with regards to intercultural communicative competence
8.1 How would you describe the intercultural attitude towards (people from) other cultures of your students in the upper years of pre-university education?

1 = Very closed and no interest at all
2 = Slightly closed and little interest
3 = Not open, not closed and not interested, not uninterested
4 = Slightly open and fairly interested
5 = Very open and very interested

8.2 How much intercultural knowledge of (people from) other cultures do your students from the upper years of pre-university education have?

1 = Very little knowledge
2 = Little knowledge
3 = Not much knowledge, not little knowledge
4 = Some knowledge
5 = A lot of knowledge

8.3 To what extent are your students from the upper years of pre-university education able to use the following intercultural skills?

Relate other cultures to own culture
Discover (elements of) other cultures

1 = Unable
2 = Barely able
3 = Sufficiently able

4 = Very able
5 = Perfectly able

8.4 Indicate to what extent you agree with the following statement: "The way in which intercultural communicative competence in the upper years of pre-university eduation is dealt with at my school is in need of improvement."

1 = strongly disagree
2 = slightly disagree
3 = don't disagree, don't agree
4 = slightly agree
5 = strongly agree

8.5 If you like, you can explain your answers given above here.

Section 9: Witte's model
Theo Witte's model (www.lezenvoordelijst.nl) descibres six stages of development of students' literary competence. Level 1 (N1) is the lowest level and Level 6 (N6) the highest. Books and book tasks can also be scaled on one of the levels. The model was originally developed for literary competence in students' native language but has been found applicable to modern foreign language teaching.

Moving to a higher level can happen in two ways: by choosing a book or a task at a higher level. A student who has been reading at N3 and making N3-tasks for a while has two options: either reading N3-books and doing N4-tasks, or reading N4-books and doing N3-tasks.

For the upper years of pre-university education, N4 and N5 are relevant. The minimal level at which pre-university students should finish is N4, with N5 as the level to strife for. However, it must be noted that in practice, most classes have students with three to four different levels.

9.1 To what extent are you familiar with Witte's model?
1 = I have never heard of it
2 = I have heard of it but I'm not sure what it entails exactly
3 = I know what the model entails but I don't use it
4 = I know what model entails and I use it every now and then Ik weet wat het model inhoudt en gebruik het af en toe
5 = I know what the model entails and I use it regularly

Section 10: LitLab
The goal of LitLab (www.litlab.nl) is to complement and enrich existing materials with tasks that make students enthusiastic and turn them into researchers of literature.

One component of LitLab are its reading clubs. For a reading club, students work together in groups of four to six people and they read one novel together. Afterwards, they engage in conversation with each other based on the (discussion)questions. They do so in English. Students finish the reading club by deciding on a star rating for the book together.

At the moment, LitLab is limited to Dutch-language literature.

10.1 In welke mate ben je bekend met (de aanpak van) LitLab? To what extent are you familiar with (the approach of) Litlab?
1 = I have never heard of it

2 = I have heard of it but I'm not sure what it entails exactly
3 = I know what LitLab entails

Section 11: Example of designed material
N3
Using the link below, you can view the reading club that I designed for the Young Adult novel An Absolutely Remarkable Thing by Hank Green. Both the book and the questions of the reading club fit best with N3 according to Witte's model.
https://docs.google.com/document/d/1IxgYPZjnbBTcp5LMojw6VvPD8K3hmxdOqwSQzfKiJpI/edit?usp=sharing

As has been said, the minimal level to achieve for pre-university education is N4. In order to reach that level gradually, it is nice to have books and tasks at a lower level available. That is why I have chosen for a book and tasks at N3.

Please study the example carefully to get an idea of the LitLab-reading clubs.

11.1 Based on the explanation and the given example, what is your first impression of the LitLab-reading clubs?

11.2a Are the following learning goals reflected in this reading club?

- Project own feelings and experiences onto the book
- Determine the theme(s) with the help of guiding questions
- Connect the topic/theme to societal issues
- Develop an open and curious attitude to (people from) different cultures
- Gain knowledge of other cultures
- Relate the literary text to own culture
- Discover (elements of) other cultures

N4
Using the link below, you can view the reading club that I designed for the Young Adult novel An Absolutely Remarkable Thing by Hank Green. The novel fits best with N3, the questions with N4.
https://docs.google.com/document/d/1fqHx63E4XJMUeqgj5qVUFOrpgMgO0vZoTuyoid9Z8J8/edit?usp=sharing

As has been said, the minimal level to achieve for pre-university education is N4. In order to reach that level gradually, it is nice to have books and tasks at a lower level available. That is why I have chosen for a book at N3 and tasks at N4.

Please study the example carefully to get an idea of the LitLab-reading clubs.

11.1 Based on the explanation and the given example, what is your first impression of the LitLab-reading clubs?

11.2bAre the following learning goals reflected in this reading club?

- Project own feelings and experiences onto book
- Determine the theme(s) of the novel
- Put oneself in the shoes of the characters and explain behaviour within the text
- Develop an open and curious attitude to (people from) different cultures

- Gain knowledge of other cultures
- Relate the literary text to own culture
- Discover (elements of) other cultures

1 = Yes
2 = Somewhat
3 = No

11.3 Are there any general points for improvement that you would like to mention?

Section 12: Support

12.1 What do you believe are the advantages of implementing the LitLab-reading clubs at your school? Select a top 5, with the most important aspect on number 1. Choose 0 for all aspects outside of your top 5.

- Students work together in groups.
- Students will enjoy reading their book more.
- Students will be more motivated to read their book.
- Student engage with the deeper layers of the book.
- Students connect the book to themselves and the world.
- Students develop their intercultural communicative competence
- The reading club can serve as input for speaking tasks and activities
- The reading club can serve as input for writing tasks and activities
- I can offer better guidance for students' book choice because of the smaller number of books that is read per class
- I will enjoy dealing with reading books more

12.2 Are there any other advantages of implementing the reading clubs that you see that haven't been mentioned here?

12.3 What do you think are the main possibilities for implementing the reading clubs at your (future) school? Check the boxes.
- Reading club as summative assessment of literature
- Reading club as formative assessment of literature
- Reading club as addition to the current method of assessing literature
- Reading club as input for speaking assessment (potentially in combination with literature)
- Reading club as input for writing assessment (potentially in combination with literature)
- Reading club as input for lesson activities around speaking
- Reading club as input for lesson activities around writing
- Reading club as input for lesson activities around intercultural communicative competence
- Reading club as input for portfolio about intercultural communicative competence
- Have students discuss their book in their reading club group during class

12.4 Are there any other possibilities that you see that haven't been mentioned here?

12.5 What do you think is needed to implement the reading clubs in your (future) school? Select a top 3, with the most important aspect on number 1. Choose 0 for all aspects outside of your top 3.

- Changing the curriculum/PTA
- Changing the current didactic approach to reading novels
- Expanding the book collection at school
- Concrete lesson plans and/or activities about the reading clubs
- Opportunity to observe colleagues who use the reading clubs
- Opportunity to try out the reading clubs
- Training (on how to use the reading clubs)

12.6 Is there anything else that is needed to implement the reading clubs that hasn't been mentioned here?

Section 13: Expected effect

13.1 Indicate to what extent you agree with the following statements.

1 = strongly disagree
2 = slightly disagree
3 = don't disagree, don't agree
4 = slightly agree
5 = strongly agree

- Because of the reading clubs the students in the upper years of pre-university education will have more extrinsic motivation to read their English books.
- Because of the reading clubs the students in the upper years of pre-university education will have more intrinsic motivation to read their English books.
- Because of the reading clubs the students in the upper years of pre-university education will have a more open and more curious attitude towards (people from) other cultures.
- Because of the reading clubs the students in the upper years of pre-university education will gain more knowledge about (people from) other cultures.
- Because of the reading clubs the students in the upper years of pre-university education will be better able to relate the literary tekst to their own culture.
- Because of the reading clubs the students in the upper years of pre-university education will be better able to discover (elements of) other cultures.

Section 14: Finally

14.1 Would you want to implement this approach at your (future) school?

1 = Yes
2 = I'm hesistant
3 = No

14.2 If you like, you can explain your answers given above here.

Appendix 13

Questionnaire for Students: Dutch Version

1. Informed consent stukje

Voor mijn masterscriptie van de lerarenopleiding Engels aan de Universiteit Utrecht heb ik nieuw materiaal ontwikkeld voor het vak Engels. Dit materiaal is gemaakt in de vorm van "leesclubs" voor de bovenbouw van het vwo.

Met deze vragenlijst wil ik achterhalen wat leerlingen vinden van de leesclubs. Verderop wordt nader uitgelegd wat zo'n leesclub precies inhoudt.

Alle antwoorden worden vertrouwelijk en anoniem verwerkt. Ze zijn dus niet te herleiden tot specifieke individuen. De gegevens worden maximaal een half jaar bewaard. Voor vragen ben ik bereikbaar op d.a.dequay@students.uu.nl.

Het duurt ongeveer 10 tot 15 minuten om de enquête in te vullen. Alvast ontzettend bedankt!

Heb je de bovenstaande uitleg gelezen en ga je hiermee akkoord?

2. Achtergrondinformatie

Wat is je leeftijd?

Wat is je geslacht?
- Man
- Vrouw
- Zeg ik liever niet
- Anders, namelijk:

Doe je 5-vwo voor de eerste keer?
- Ja, voor de eerste keer
- Nee, ik ben blijven zitten en doe 5-vwo voor de tweede keer

3. Aantal boeken gelezen
Dit schooljaar moest je voor Engels twee romans lezen.
- Hoeveel boeken ben je dit jaar begonnen met lezen, maar heb je niet uitgelezen?
0/1/2
- Hoeveel boeken heb je dit jaar uitgelezen?
0 → sectie 4
1/2 → sectie 5

4. Motivatie
Geef van de onderstaande stellingen [in willekeurige volgorde] aan in hoeverre je het ermee eens bent.

INM – Ik heb geen van de boeken uitgelezen, omdat ik dat niet leuk vond.
INM – Ik heb geen van de boeken uitgelezen, omdat ik dat niet interessant vond.
EXM – Ik heb geen van de boeken uitgelezen, omdat het me niet uitmaakte dat mensen dat van mij verwachtten.
EXM – Ik heb geen van de boeken uitgelezen, omdat het me niet uitmaakte of ik een goed cijfer zou halen.

AM – Ik heb geen van de boeken uitgelezen, omdat ik niet in zag wat dat mij zou opleveren.
AM – Ik heb geen van de boeken uitgelezen, omdat ik persoonlijk geen goede redenen zag om dit te doen, ook al snap ik dat die er vast wel zijn.

GEM – Ik heb geen van de boeken uitgelezen, omdat ik niet dacht dat dat belangrijk voor me is.
GEM – Ik heb geen van de boeken uitgelezen, omdat ik niet dacht dat dat goed voor me is.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe.

Geef aan in hoeverre je het met de volgende uitspraak eens bent: "De manier waarop het lezen van Engelstalige romans wordt behandeld op mijn school is toe aan verbetering."

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoord toe.

5. Motivatie
Geef van de onderstaande stellingen [in willekeurige volgorde] aan in hoeverre je het ermee eens bent.

INM – Ik heb (een van) de twee boeken uitgelezen, omdat ik dat leuk vond.
INM – Ik heb (een van) de twee boeken uitgelezen, omdat ik dat interessant vond.
EXM – Ik heb (een van) de twee boeken uitgelezen, omdat dat van me verwacht werd.
EXM – Ik heb (een van) de twee boeken uitgelezen, omdat ik een goed cijfer wilde halen.
AM – Ik heb (een van) de twee boeken uitgelezen, maar eigenlijk zag ik niet in wat dat mij zou opleveren.
AM – Ik heb (een van) de twee boeken uitgelezen, maar eigenlijk zag ik geen goede redenen om dit te doen, ook al snap ik dat die er vast wel zijn.
GEM – Ik heb (een van) de twee boeken uitgelezen, omdat ik dacht dat dat belangrijk voor me is.
GEM – Ik heb (een van) de twee boeken uitgelezen, omdat ik dacht dat dat goed voor me is.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe.

Geef aan in hoeverre je het met de volgende uitspraak eens bent: "De manier waarop het lezen van Engelstalige romans wordt behandeld op mijn school is toe aan verbetering."

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoord toe.

6. Interculturele communicatieve competentie
Interculturele communicatieve competentie is het vermogen om te kunnen communiceren met mensen uit een andere cultuur. Interculturele communicatieve competentie bestaat uit drie dingen, namelijk houding, kennis en vaardigheden.

- Hoe zou je je interculturele houding tegenover (mensen uit) andere culturen omschrijven?
1 = Zeer gesloten en ongeïnteresseerd
2 = Enigszins gesloten en weinig geïnteresseerd
3 = Niet open, niet gesloten en niet geïnteresseerd, niet ongeïnteresseerd
4 = Enigszins open en redelijk geïnteresseerd
5 = Zeer open en erg geïnteresseerd

- Hoeveel interculturele kennis heb je over (mensen uit) andere culturen?
1 = Zeer weinig kennis
2 = Weinig kennis
3 = Niet veel, niet weinig kennis
4 = Veel kennis
5 = Zeer veel kennis

- In hoeverre ben je in staat om de volgende interculturele vaardigheden in te zetten?

Verbanden leggen tussen andere culturen en de eigen cultuur
(elementen van) andere culturen ontdekken
1 = Niet in staat
2 = Nauwelijks in staat
3 = Voldoende in staat
4 = Goed in staat
5 = Uitstekend in staat

Geef aan in hoeverre je het met de volgende uitspraak eens bent: "De manier waarop interculturele communicatieve competentie wordt behandeld op mijn school is toe aan verbetering."

1 = zeer oneens
2 = enigszins oneens
3 = niet oneens, niet eens
4 = enigszins eens
5 = zeer eens

Licht eventueel je antwoord toe.

7. Voorbeeld van een leesclub

Het idee van een leesclub is dat je in een groepje van 4-6 leerlingen hetzelfde boek leest. Nadat jullie het boek hebben gelezen, ga je hierover met elkaar in gesprek aan de hand van de vragen van de leesclub. Je bespreekt de vragen dus mondeling, niet schriftelijk. Je sluit de leesclub af met het geven van een gezamenlijk oordeel over het boek. Dit oordeel schrijf je wel kort op.

Via deze link zie je een voorbeeld van zo'n leesclub. Bestudeer deze aandachtig.

Gebaseerd op de uitleg en het gegeven voorbeeld, wat is jouw eerste indruk van de LitLab-leesclubs?

Geef aan in hoeverre je het eens bent met de volgende stellingen.
- Mijn Engels is goed genoeg om de vragen van de leesclub te begrijpen.
- Mijn Engels is goed genoeg om deel te kunnen nemen aan de discussie die ontstaat naar aanleiding van de vragen van de leesclub.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe.

Geef aan in hoeverre je het eens bent met de volgende stellingen.
- De vragen van de leesclub zijn duidelijk geformuleerd.
- De vragen van de leesclub zijn goed te beantwoorden (als je het boek hebt gelezen).
- De vragen van de leesclub nodigen uit tot discussie onderling.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe. Hierbij is het het fijnst als je naar specifieke vragen kan verwijzen (bijv.: vraag 6 van de ronde "True to Life").

8. Verwachte effect

[vragen in willekeurige volgorde] Geef aan in hoeverre je het eens bent met de volgende stellingen. "Als de leesclubs gebruikt zouden worden, dan zou ik…
INM - het lezen van de boeken leuker vinden.
INM - het lezen van de boeken interessanter vinden.
EXM - beter mijn best doen om een goed cijfer te halen.
EXM - harder werken om aan verwachtingen van mijn docent/medeleerlingen/ouders te voldoen.

Licht eventueel je antwoorden toe.

Geef aan in hoeverre je het eens bent met de volgende stellingen. "Als de leesclubs gebruikt

zouden worden, dan zou…
ICC - mijn houding naar (mensen uit) andere culturen opener en nieuwsgieriger worden.
ICC – ik meer kennis opdoen over (mensen uit) andere culturen.
ICC – ik beter in staat zijn om verbanden te leggen tussen de literaire tekst en mijn eigen cultuur.
ICC – ik beter in staat zijn om (elementen uit) andere culturen te ontdekken.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe.

9. Ten slotte

Geef aan in hoeverre je het eens bent met de volgende stellingen.

Ik zou graag zien dat de leesclubs gebruikt worden op school als toetsing over de gelezen boeken ter VERVANGING van de boekverslagen.
Ik zou graag zien dat de leesclubs gebruikt worden op school als toetsing over de gelezen boeken ter AANVULLING op de boekverslagen.
Ik zou graag zien dat de leesclubs gebruikt worden op school voor lesactiviteiten over de gelezen boeken.

1 = Zeer oneens
2= Oneens
3 = Niet eens, niet oneens
4 = Eens
5 = Zeer eens

Licht eventueel je antwoorden toe.

Appendix 14

Questionnaire for Students: English Version

1. Informed consent

For my master's dissertation of English teacher training at Utrecht University I have developed new material for the subject of English. This material is made in the form of "reading clubs" for the upper years of pre-university education.

With this questionnaire, I want to find out what students think of the reading clubs. It is explained in more detail what this reading club is exactly a bit further on.

All results are processed anonymously and confidentially. The answers cannot be traced to specific individuals. The data are stored for a maximum of half a year. For questions, you can reach me on d.a.dequay@students.uu.nl.

It takes about 10 to 15 minutes to complete the questionnaire. Thanks so much in advance!

1.1 Have you read the explanation above and do you agree to the terms?

2. Background information

2.1 What is your age?

2.2 What is your gender?
- Male
- Female
- I'd rather not say
- Other:

2.3 Are you doing year 5 of pre-university education for the first time?
- Yes, for the first time
- No, I had to retake the year and am doing it for the second time

3. Number of books read
This school year, you had to read two English novels.
3.1 How many books have you started reading but did not finish?
0/1/2
3.2 How many books did you finish this year?
0 → section 4
1/2 → section 5

4. Motivation
4.1 Indicate to what extent you agree with the following statements [in random order].

INM – I didn't read any of the books, because I didn't like that.
INM – I didn't read any of the books, because I didn't find that interesting.
EXM – I didn't read any of the books, because I didn't care that people expected that from me.
EXM – I didn't read any of the books, because I didn't care if I would get a good grade.
AM – I didn't read any of the books, because I didn't see what good that would do me.
AM – I didn't read any of the books, because personally, I didn't see any good reasons to do that, even though I understand that those probably exist.
GEM – I didn't read any of the books, because I didn't think that was important for me.

GEM – I didn't read any of the books, because I didn't think that was good for me.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

4.2 If you like, you can explain your answer here.

4.3 Indicate to what extent you agree with the following statement: "The way in which reading English-language novels is dealt with at my school is in need of improvement."

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

4.4 If you like, you can explain your answer here.

5. Motivation
5.1 Indicate to what extent you agree with the following statements [in random order].

INM – I read (one of) the two books, because I enjoyed it.
INM – I read (one of) the two books, because I thought it was interesting.
EXM – I read (one of) the two books, because that was expected of me.
EXM – I read (one of) the two books, because I wanted to get a good grade.
AM – I read (one of) the two books, but actually, I didn't see what good that would do me.
AM – I read (one of) the two books, but actually, I didn't see any good reasons to do that, even though I understand that those probably exist.
GEM – I read (one of) the two books, because I thought that was important for me.
GEM – I read (one of) the two books, because I thought that was good for me.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

5.2 If you like, you can explain your answer here.

5.3 Indicate to what extent you agree with the following statement: "The way in which reading English-language novels is dealt with at my school is in need of improvement."

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

5.4 If you like, you can explain your answer here.

6. Intercultural communicative competence

Intercultural communicative competence is the ability to communicate with people from another culture. Intercultural communicative competence consists of three things: attitude, knowledge, and skills.

6.1 How would you describe your intercultural attitude towards (people from) other cultures?
1 = Very closed and no interest at all
2 = Slightly closed and little interest
3 = Not open, not closed and not interested, not uninterested
4 = Slightly open and fairly interested
5 = Very open and very interested

6.2 How much intercultural knowledge do you have about (people from) other cultures?
1 = Very little knowledge
2 = Little knowledge
3 = Not much knowledge, not little knowledge
4 = Some knowledge
5 = A lot of knowledge

6.3 To what extent are you able to use the following intercultural skills?

Relate other cultures to own culture
Discover (elements of) other cultures

1 = Unable
2 = Barely able
3 = Sufficiently able
4 = Very able
5 = Perfectly able

6.4 Indicate to what extent you agree with the following statement: "The way in which intercultural communicative competence is dealt with at my school is in need of improvement."

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

6.5 If you like, you can explain your answer here.

7. Example of a reading club

The idea of a reading club is that you read the same book in groups of 4-6 students. After you have all read the book, you engage in conversation with each other based on the (discussion)questions. You do this orally, not written. You finish the reading club by deciding on a star rating for the book together. You do briefly write down why you have chosen this rating.

Using the link below, you can see an example of a reading club. Study this carefully.

7.1 Based on the explanation and the given example, what is your first impression of the LitLab-reading clubs?

7.2 Indicate to what extent you agree with the following statements.
- My English is good enough to understand the questions of the reading club.
- My English is good enough to participate in the discussion based on the questions of the reading club.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

7.3 If you like, you can explain your answer here.

7.4 Indicate to what extent you agree with the following statements.
- The questions of the reading club are clear.
- It is possible to answer the questions of the reading club (if you've read the book).
- The questions of the reading club encourage discussion between students.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

7.5 If you like, you can explain your answer here. If you could refer to specific questions here (e.g. question 6 of the round "True to Life"), that would be great.

8. Expected effect

8.1 [question in random order] Indicate to what extent you agree with the following statements. "If the reading clubs were used, I would…
INM – enjoy reading the books more.
INM – find it more interesting to read the books.
EXM – try harder to get a good grade.
EXM – work harder to meet the expectations of my teacher/classmates/parents.

8.2 If you like, you can explain your answer here.

8.3 Indicate to what extent you agree with the following statements. ""If the reading clubs were used, I would…
ICC – have a more open and more curious attitude towards (people from) other cultures.
ICC – gain more knowledge about (people from) other cultures.
ICC – be better able to relate the literary tekst to their own culture.
ICC – be better able to discover (elements of) other cultures.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree

4 = Agree
5 = Strongly agree

8.4 If you like, you can explain your answer here.

9. Finally

9.1 Indicate to what extent you agree with the following statements.

I would like to see that the reading clubs are used at school for assessment of the read books as a REPLACEMENT of the book reports.
I would like to see that the reading clubs are used at school for assessment of the read books as an ADDITION to the book reports.
I would like to see that the reading clubs are used at school for lesson activities about the read books.

1 = Strongly disagree
2= Disagree
3 = Not disagree, not agree
4 = Agree
5 = Strongly agree

9.2 If you like, you can explain your answer here.

Appendix 15

Table 4.14

Teaching Practice: Personal Top 5 of Learning Goals for Reading
(n = 6)

Learning Goal	Number of Times in Personal Top 5	
	n	%
Apply literary terminology	5	83
Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work	5	83
Form own opinion about literary work	5	83
Gain knowledge of the history of literature	4	67
Increase reading enjoyment	4	67
Make reading miles to improve reading skills	4	67
Summarise the storyline	1	17
Be able to relate other cultures to own culture	1	17
Be able to discover (elements of) other cultures	1	17
Develop an open and curious attitude to (people from) different cultures	0	0
Gain knowledge about (people from) different cultures	0	0
Expand grammatical and lexical knowledge	0	0

Table 4.15

(Trainee) Teachers
Teaching Practice: Overall Top 5 of Learning Goals for Reading
(n = 6)

		Criteria for Overall Top 5		
Learning Goal	No. in overall top	%	mode	*M*
Apply literary terminology	1	83	1	1.60
Form own opinion about literary work	2	83	3, 5	4.00
Be aware of and pay attention to the historical, cultural, social, and societal aspects of a literary work	3	83	4, 5	4.20
Increase reading enjoyment	4	67	1	2.00
Make reading miles to improve reading skills	5	67	2	2.75

Note. % = Percentage of participants who put the learning goal in their personal top 5.