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Trabajo Fin de Grado

Reading promotion in English through ICT and game-like activities in Secondary Education

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Abstract

Traditionally, the reading skill has been considered a source of linguistic information in FL learning. As a consequence, learners have developed a reticent attitude towards it. The main aim of this paper is to foster reading in English by means of innovative and motivating tools such as ICT and game-like activities. First, essential concepts such as *passive* and *receptive* skills, *top-down* and *bottom-up* strategies, *intensive* and *extensive* reading, or *skimming* and *scanning* will be explained in detail. Afterwards, the important role of reading will be defended stating its benefits and the reasons why its promotion through ICT and games is necessary. The reading activities of the Oxford textbook *Mosaic 4* will be analyzed so as to indicate if it promotes extensive reading among students. Finally, some activities which would help to promote reading in the EFL classroom will be proposed, incorporating the use of ICT tools and games.

Key words:

Reading promotion, English as a foreign language, Secondary Education, ICT, game-like activities.

Resumen

La lectura siempre se ha considerado como fuente de información lingüística en la enseñanza de lenguas extranjeras. Debido a esto, los estudiantes muestran una actitud reacia a la lectura. Por ello, el principal objetivo de este trabajo es fomentar la lectura en inglés por medio de herramientas innovadoras y motivadoras como son las TIC y los juegos. Primero, conceptos tan esenciales como destrezas *pasivas* y *receptivas*, estrategias *top-down* y *bottom-up*, lectura *intensiva* y *extensiva*, o *skimming* y *scanning* se explicarán detalladamente. Seguidamente, se expondrán los beneficios que aporta la lectura y las razones por las que es necesario su fomento a través de las TIC y juegos. Las actividades de lectura del libro de texto *Mosaic 4* se analizarán para saber si fomentan la lectura en los alumnos. Finalmente, habrá una propuesta de actividades que incluirán el uso de las TIC y juegos.

Palabras clave:

Fomento de la lectura, inglés como lengua extranjera, Educación Secundaria Obligatoria, TIC, juegos.

Abbreviations used in the text

EFL	English as a Foreign Language
FL	Foreign Language
FVR	Free Voluntary Reading
ICT	Information and Communications Technology
OED	Oxford English Dictionary
SS	Students
T	Teacher

1. INTRODUCTION

Reading is a communicative skill which is part of communicative competence in any language. Not only does it improve language skills, but it is also crucial for the personal and emotional development of a person. Nonetheless, students of English as a foreign language (EFL) tend to be reticent to read in English. This is the main reason why I have chosen to write my final dissertation on promoting reading in English in Secondary Education. Moreover, traditionally, reading was considered a passive skill which was emphasized in the classroom context as a source of linguistic information; texts have been analyzed from a linguistic perspective only taking formal aspects into consideration. This, together with the general belief that the other three major linguistic skills (listening, speaking, and writing) are much more important for students to acquire communicative competence in English, might be one of the reasons why students develop a negative attitude towards reading in English.

Although it is true that English textbooks include a high percentage of reading activities, teachers should be aware of the need to include more activities that encourage students to read in the target language not only in the classroom, but also outside the classroom as a habit. As a consequence, this dissertation might be of interest for teachers of EFL in Secondary Education.

The main aim is to foster love for reading in a foreign language making use of innovative methods and materials. Nowadays, we live in a globalized world in which technology and the Internet have an essential role in our lives. In fact, it is thanks to the new technologies and the Internet that we are reading more, even though it is through a screen, and students can easily have access to any text in English. Hence, ICTs acquire an essential role so as to promote reading in our students and teachers should take advantage of them and use them in the classroom context. Furthermore, games and game-like activities might also be of great help so as to encourage learners to sustain their interest in reading.

As far as the theoretical framework is concerned, there will be a more general explanation of reading as a linguistic skill in the first place, focusing on such dichotomies as *passive / receptive*, *top-down / bottom-up*, *intensive / extensive* reading, as well as the outline of the different reading sub-skills (*skimming*, *scanning*, and *skipping*) and the three stages of reading. Immediately after, there will be a discussion about the benefits of reading, the reasons why promoting it in English is necessary and the current problems that exist among FL students. Finally, a section will be devoted to the use of ICT and game-like activities in the classroom in order to foster reading.

Regarding the methodology followed in this dissertation, I have analyzed some activities from the English student's book *Mosaic 4*, a textbook used by students in the fourth year of Secondary Education in the school year 2018-2019. After this analysis, there will be a proposal of activities to promote reading in English through ICT and game-like activities.

2. THEORETICAL FRAMEWORK

2.1. What is reading?

Reading, according to the Oxford English Dictionary (OED), is “the action of perusing written or printed matter; the practice of occupying oneself in this way.” This could be considered as the most traditional definition of reading as a process. However, this is not the only entry in the dictionary. It is also defined as “the ability to read; the skills required to read, especially when taught as a school subject”, which somehow coincides with the definition given by García Sánchez & Salaberri (2005: 349), who defined reading as “an active skill considered to be essential in the development of literacy.” Other definitions provided by the OED are the following: “an extract from a previously printed source” or “the interpretation or meaning attached to anything, the view taken of it”. These last two definitions are the newest and consider reading as a product.

Choosing one among the numerous meanings of reading is a difficult task. Nonetheless, were we to choose one among the previous definitions, the most appropriate one for this dissertation seems to be “the interpretation or meaning attached to anything, the view taken of it.” This coincides with the viewpoint taken by Nuttall (1982: 4), who wrote that “our business is with the way the reader gets a message from a text” and Wallace (1992: 4), who considered that “reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand.” Therefore, learners should read so as to grasp the meaning of the text they are reading and not to focus on formal aspects exclusively. Nonetheless, this will be discussed later on.

2.1.1. Is reading a passive or receptive skill?

As one of the definitions provided above affirms, reading is a skill and as such, it was traditionally classified together with the listening skill as a passive skill, contrary to speaking

and writing, which were classified as active skills. This traditional view of reading is clearly illustrated in Figure 1.

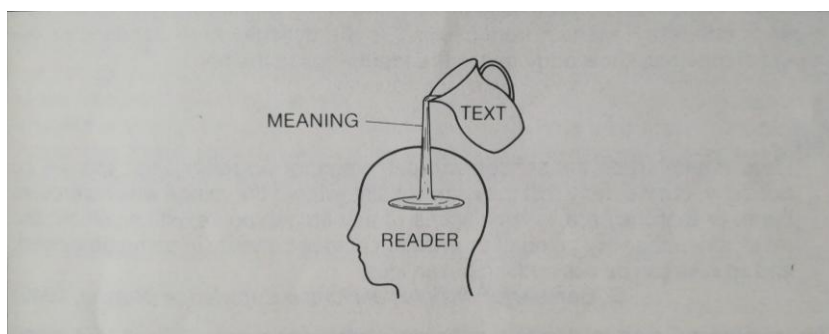


Fig. 1 Traditional view of reading (Nuttall, 1982: 5)

Nuttall (1982) explains this traditional view of reading as a passive skill with a metaphor: the text is a jar and the water is the meaning, which is poured into the reader's mind. So, the reader does not have to do anything apart from "let the meaning pour in" (Nuttall, 1982: 5).

However, this terminology is outdated and it has been changed by the classification of communicative skills into "receptive" and "productive" ones. Currently, reading is thus considered a receptive skill, or as Bueno González (2013: 44) states, a "receptive-interpretative" skill. This terminology is preferred nowadays because the role of the reader is far from being a passive one, since he / she is part of the active process of communication.

Figure 2 illustrates the communication process in a very clear manner. If applied to our interest here, the sender or encoder would be a writer, who wants to encode a message by writing it. The result of this encoding is thus the written text itself, which the receiver (the reader) needs to decode so as to understand and comprehend the message.

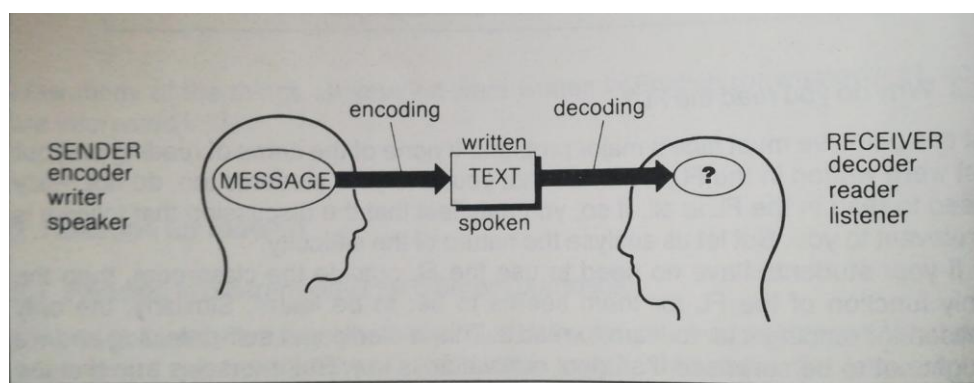


Fig. 2 The communication process (Nuttall, 1982: 4)

Hence, it can be seen that the reader has an active role when reading. Not only does he / she needs to read the text and receive the information, but he / she also has to be engaged in a process of decoding so as to decipher the meaning that the writer wanted to convey at first.

As Nuttall (1982: 5) states, “not all the meaning in the text actually gets into the reader’s mind.” So, the reader should be able to interpret the text and get the writer’s intention, as well as identify the tone of the text (if it is ironical, humoristic, or serious, among others). This active involvement of the reader is also illustrated by Nuttall (1982: 9) in Figure 3, which shows the way readers extract the meaning of the text. As she affirms, the path towards the complete understanding of the text may be more difficult for some readers than for others. This is also reflected in Figure 3, in which reader A finds it easier to interpret the text than reader B. But, what is the reason why a text can be either easy or difficult depending on the reader? This will be discussed in the following section.

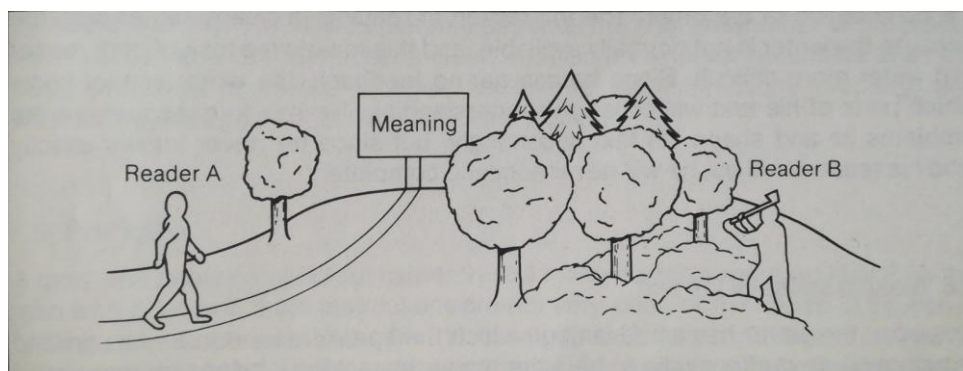


Fig. 3 Current view of reading (Nuttall, 1982: 9)

2.1.2. *Top-down, bottom-up* and reading requisites

As has been explained above, the reader has to follow a path towards the meaning of the text which can be easier or more troublesome depending on various factors. If the reader succeeds in understanding the real meaning of the text, then it could be said that satisfactory communication between writer and reader has also been achieved. So, what are the requisites needed for this satisfactory communication?

First of all, the reader should be able to understand the code of the message; in other words, the reader should know or at least be familiar with the language in which the text is written. Secondly, satisfactory communication may not be achieved if the vocabulary or the concepts that appear in the text are too complex or difficult for the reader. Obviously, the more vocabulary the reader knows, the easier it is for him/her to understand the meaning of the text. Furthermore, the reader’s previous knowledge of the world also influences reading comprehension. (cf. Nuttall, 1982: 6; Bueno González, 2001a: 66-67). The interpretation of the text by combining the reader’s previous knowledge with the information provided by the text itself is known as *schema theory*. In fact, García Sánchez & Salaberri (2005: 356) define *schema* as “the knowledge organized and stored in the readers’ minds.”

One possible classification of this knowledge is the one presented by Bueno González (2001a: 67), drawing on Bernhardt's (1991) classification: *local-level knowledge*, *domain-specific knowledge* and *culture-specific knowledge*. The reader should make use of his / her own experience of the world, the knowledge about the topic of the text (if he / she has any knowledge related to it) and his / her cultural knowledge so that a full understanding of the text could take place. Another possible classification of schemata is provided by García Sánchez & Salaberri (2005: 356), drawing on Carrell (1983). For her, all the three types provided by Bernhardt constitute just one type: *content schemata*. Apart from this one, there exist the *linguistic schemata* and the *formal schemata*, which are more focused on the background knowledge of formal and rhetorical aspects of language, such as grammar, vocabulary, and text structure.

When the reader starts to interpret the text influenced by these schemata, it is called *top-down* processing. On the contrary, if the reader creates meaning out of the printed text, it is called *bottom-up* processing. The latter usually gives rise to a grammatical and lexical exploitation of the text. So, for instance, a literary analysis of a poem would be a bottom-up activity, whereas a reading used for a final written paper would be a top-down activity (Bueno González, 2001a: 67). Nonetheless, both approaches may occur simultaneously since it is almost impossible to read a text ignoring our previous knowledge of the world, basically because every reader will try to remember knowledge about the given topic so as to understand it. (cf. Usó & Ruiz, 2009: 60, for more information about bottom-up and top-down reading strategies).

2.1.3. Sub-skills: *skimming*, *scanning*, *skipping*

Among the various reading sub-skills that readers should know, *skimming*, *scanning* and *skipping* are the best-known. In general terms, *skimming* is the skill to get the main ideas of the text, especially when doing extensive reading, whereas *scanning* is the ability to get specific details about the text. This skill is put into practice in most of the reading activities that appear in English textbooks, and it is also related to intensive reading. Finally, *skipping* is the ability to differentiate between important and irrelevant information. This skill is particularly used by FL students when they find an unknown word or when they are familiar with the content of the text. (Bueno González, 2001a: 72-73; Bueno González, 2001b: 64; Bruton, 2001: 221-222; Harmer, 1998: 69).

Apart from these three sub-skills, Bueno González (2001a: 72-75) goes further and explains in detail other helpful sub-skills: *locating topic and comment, identifying key words and phrases, disregarding unimportant information, deducing meaning from context, inferring, identifying the different writing genres and their defining features, understanding the relevance of format, locating discourse reference mechanisms, distinguishing literal and figurative meaning, and spotting irony, puns and double meaning*. It is of paramount importance, then, that any reader, but especially a FL student, may know and practise all these skills so as to become a proficient and skilled reader in the foreign language. In this way, the student will be able to understand the text avoiding the risk of misunderstanding, which seems to be more important when it comes to the distinction between literal and figurative meaning or to the ability to understand irony and wordplay.

2.2. Intensive vs. extensive reading

The practice of the sub-skills mentioned above is essential for the development of a competent reader. Nonetheless, some skills such as *scanning* may be practised by analyzing and exploiting short texts, while other skills such as *skimming* may be developed by reading longer texts. The use and exploitation of short texts is usually known as *intensive* reading, while the reading of longer texts is known as *extensive* reading.

Nonetheless, other labels have been attached to these two types of reading such as *teacher-fronted reading* (intensive reading) and *independent reading* (extensive reading). (Bruton, 1996: 262-263). Bruton prefers to use this terminology and rejects the terms *intensive* and *extensive* because they “are not on the same dimension, with extensive being hard to define, and [...] because much of so-called intensive work is precisely not that” (1996: 262).

Intensive reading is, hence, the use and exploitation of short texts in the classroom context so as to introduce some linguistic points of interest, including the introduction of new vocabulary or grammar structures. As the term provided by Bruton (1996: 262) illustrates, *intensive* reading usually takes place under the teacher’s guidance, who is the person in charge of selecting relevant and useful texts for their following exploitation. At university level, Bueno González (2001a: 71) adds the possibility of using intensive reading in literature subjects for literary analysis, paying attention to literal and figurative meaning, literary devices, or the conventions of the different literary genres (poetry, fiction, and drama). This use of intensive reading could also be helpful for students of Secondary Education so as to

develop their reading skills, always taking into account their English level when selecting the texts.

As for *extensive* reading, it implies the reading of long texts (plays, novels, articles, comics) or large quantities of written material for pleasure, only to get the general meaning. The teacher's guidance is not required, for students are to do individualized reading. In fact, it is recommended that students could choose the readings. In this way, they will not feel constrained to read. Nevertheless, some teachers tend to select a wide range of graded books so that students could read something in accordance with their linguistic level (Bueno González, 2001a: 72; García Sánchez & Salaberri, 2005: 360; Pino-Silva, 2009: 82-83).

The idea of letting students choose their readings is related to the concept defined by Krashen (1993: x) as *Free Voluntary Reading (FVR)*:

FVR means reading because you want to. For school-age children, FVR means no book report, no questions at the end of the chapter, and no looking up every vocabulary word. FVR means putting down a book you don't like and choosing another one instead. It is the kind of reading highly literate people do all the time. [...] when children or less literate adults start reading for pleasure, [...] their reading comprehension will improve, [...] their writing style will improve, [...] their vocabulary will improve. [...] FVR is also, I am convinced, the way to achieve advanced second language proficiency.

To sum up, Table 1 lists the purpose, level, amount and speed of both *intensive* and *extensive* reading:

	INTENSIVE READING	EXTENSIVE READING
PURPOSE	Language study	General understanding and enjoyment
LEVEL	Often difficult	Easy (graded readers)
AMOUNT	Not much	A lot
SPEED	Slowly	Fast and fluently

Table 1. *Intensive and extensive reading* (García Sánchez & Salaberri, 2005: 360)

Even though it could seem that *intensive* and *extensive* readings are opposites, they are not. In truth, both should be used in the classroom because their objectives are different but they are equally important for the development of skilled readers. This is defended by various authors, such as Nuttall (1982: 23), who states that “intensive and extensive reading are

complementary and both are necessary”, or García Sánchez & Salaberri (2005: 360), who claim that “in order to become good readers, students need to practise reading extensively as well as intensively.”

2.3. Stages of reading: pre-, while-, and post-reading

If we concentrate on intensive reading, which deals with the exploitation of short texts as has been explained above, reading activities should be divided into three stages: pre-reading, while-reading, and post-reading. For other authors such as Harmer (1991: 189), there would be five stages instead of three: (1) *lead-in*, (2) *T directs comprehension task*, (3) *SS listen / read for task*, (4) *T directs feedback*, and (5) *T directs text-related task*. Nonetheless, since his first two stages (*lead-in* and *T directs comprehension task*) can be grouped under the term *pre-reading*, and the third and fourth stages (*SS listen / read for task* and *T directs feedback*) can belong to the *while-reading* stage, we will decide on using the classification into three stages.

First of all, as the activities focused on intensive reading tend to be tedious for FL students, teachers should devote some minutes for a warm-up in order to motivate students, create expectations, and set them in a suitable frame of mind before they face the text. Examples of pre-reading activities are the well-known brainstorming, or making predictions on the basis of the title of the text or a picture. Furthermore, the teacher could also explain the purpose of reading the text at issue.

After this, students will have to read the text so as to answer some questions focusing on the presence of grammatical and vocabulary features. Nonetheless, the presence of questions is also essential for the complete understanding and comprehension of the text. The list of things that students should do while reading provided by Bueno González (2001a: 77) appears in Figure 4: getting the gist, taking down details, word recognition (cognates, synonymy, antonymy), becoming aware of syntactic features (coordination, subordination, pre- and post-modification), recognizing reference devices (such as repetition, collocation, sense relations, connective devices or pro-forms), retaining the meaning while reading, as well as resorting to practical devices such as underlining, highlighting or circling.

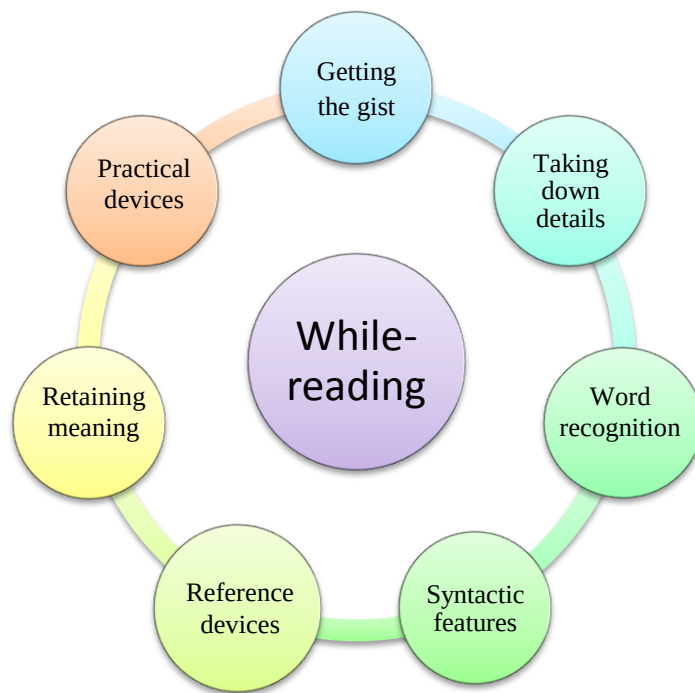


Figure 4. While-reading

So, for instance, in this while-reading stage, students will complete activities dealing with labeling a diagram, choosing the right picture, completing a table, or putting sentences in the correct order. For example, if the text is a description of a house, one possible activity could be one in which there are different pictures of houses and the student will need to choose the right one.

Finally, post-reading activities elicit a personal response from the learner, either an evaluation, their personal opinion, or even a comparison with his / her own experience. Furthermore, they could serve as follow-up activities that integrate other linguistic skills such as speaking or writing. As far as speaking is concerned, it could be integrated by means of a discussion in pairs and in groups, or by performing a role-play. Regarding writing, it is usual that teachers ask their FL students to produce written material on the basis of the reading text in different ways: writing a similar text (parallel writing), summarizing the information, expanding on the text, or making a free writing, among others (cf. Bueno González, 1995: 280-281).

Although these stages may also be applied to extensive reading, following them is not advisable, especially if our purpose as teachers is to promote reading in our students. As mentioned above, completing while-reading activities is a tedious task. Hence, students will not feel that they are reading for enjoyment and pleasure. Nonetheless, this will be discussed in detail in the following sections.

2.4. Reading promotion

Up to now, a general explanation of the reading skill has been provided, including the distinction between intensive and extensive reading. From now onwards, the focus will be on the promotion of reading and, specifically, on the promotion of extensive reading in students of Secondary Education. These FL students are likely to read more fluently, and to have richer background knowledge to help them get a general understanding of the text than those in Primary Education. And why extensive reading? As Nuttall (1982: 168) claims: “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.”

Hence, the main purpose is to claim the importance of reading in the 21st century, since many teenagers do not have a reading habit. They live surrounded by screens (computers, tablets, smartphones, television, etc.) and, although they also read when using these new technologies, they still prefer to watch a film or a TV series rather than to read a long text such as a novel or an article. So, if teenagers do not read extended texts in their mother tongue, it is unlikely that they decide to read an English text. It is thus of paramount importance to show them why reading in English is worth the while.

2.4.1. Benefits

When people read, they do it mainly for two reasons: interest and usefulness. In other words, people read either because they are interested in the topic explored in the text or because it is useful (Harmer, 1991: 182). Normally, they peruse readings in their mother tongue because it is manageable and undemanding and, as a consequence, they enjoy reading more. So, why should English teachers promote reading in the FL if students can satisfy their needs when reading in their mother tongue?

Firstly, because they live in a new era in which English is the global language. As Crystal (2003: 2) puts it:

Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu.

As a consequence, mastering English and being able to read in English enables our students to access to the world's knowledge. And, as part of the teaching program, it is essential to make students be aware of this. For instance, there might be occasions on which readers come across a piece of news in their mother tongue whose topic is dealt with in detail in an English newspaper or journal, or some others on which students need specific information about a topic for their studies but the only bibliographical references that they can find are available in English. The latter frequently occurs due to the fact that scholars are prone to publish in the English language so as to reach more readers.

Hence, reading in English has various benefits, which could be classified into *personal* and *linguistic and literary* benefits (cf. Bueno González, 2001b: 65-66).

Concerning *personal* benefits, readers may satisfy their needs since texts are sources of information in our everyday life. Due to this, readers can learn about certain disciplines and get first-hand knowledge about what happens around the world. As a consequence, they get background knowledge to continue analyzing, comparing or criticizing other different texts. Moreover, they become open-minded persons since they acquire a rich cultural knowledge. Furthermore, readers also satisfy their needs in the sense that they can communicate with foreigners and succeed in foreign countries without help which, eventually, will bring them a sense of pride and satisfaction.

On the other hand, there also exist *linguistic and literary* benefits. Firstly, FL students expand and enrich their vocabulary through reading, for they are continually exposed to new words and idiomatic expressions. Consequently, they will develop the sub-skill of deducing meaning from context and, therefore, they will be able to read more fluently. Nonetheless, it should be pointed out that this is a long process whereby students will need some orientation at the beginning. Teachers and the initial help of dictionaries are essential so that students might not feel frustrated for not being able to deduce the meaning of all the words they are not familiar with.

Besides, the reading skill is a useful model for writing. Not only do texts offer a rich source of ideas and food for thought, but they are also a linguistic model for writing. FL students can familiarize with the organization of ideas in an English text, the mechanisms of reference, sense relations, asyndeton, parataxis or hypotaxis, just to mention a few. From a literary point of view, students would know the specific characteristics of the different genres, understand the rhythm and rhyme in English poetry, study the psychological features of characters and the stylistic devices used in the text, as well as analyze its historical, political and social context. (cf. Bueno González, 2001b: 64-65).

For all these reasons, the promotion of extensive reading in FL students is crucial.

2.4.2. Current problems and reasons

One question arises at this point: why do FL students avoid reading in English? As stated in 2.2, both intensive and extensive reading are equally important for the development of reading skills. In fact, the use of both of them is defended by many authors.

However, others also point out that “intensive reading [...] is actually not reading at all” and that “the lesson consists of a series of language points, using texts as points of departure.” (Alderson and Urquhart, 1984: 246-247 in García Sánchez & Salaberri, 2005: 359), or “on est prié de ne pas utiliser ces pages comme instrument de torture pédagogique [...] Le verbe lire ne supporte pas l’impératif. Aversion qu’il partage avec quelques autres : le verbe « aimer »... le verbe « rêver »... (Pennac, 1992 : 13 in Solano, M.A., 2005: 3).

This is one of the main reasons why students develop a reticent attitude towards reading in English since even nowadays, although the communicative approach is popular, the majority of teachers continue focusing more on formal aspects than on general meaning. Too much intensive reading is boring and the different tasks they are asked to fulfill are not appealing and motivating for them. This is how students enter the so-called *cycle of frustration* (Nuttall: 1982), illustrated in Figure 5. If they are not fluent enough in reading, they do not enjoy reading and, as a consequence, they do not want to read. Therefore, as a result of not reading much, they do not have rich background knowledge to understand texts and so, the circle starts again.

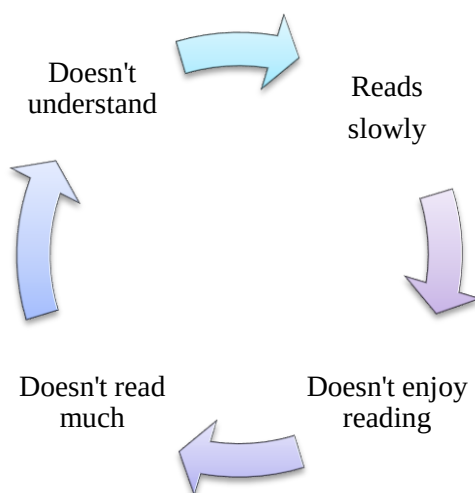


Figure 5. The vicious circle of the weak reader (Nuttall, 1982: 167)

Educational institutions and teachers should solve this problem by promoting extensive reading among FL students. They should read for realistic reasons: for pleasure, to get information, to communicate, etc. Few people decide to read a text in their mother tongue so as to analyze linguistic features. Hence, students should do the same when they handle a text in a foreign language. Motivation and enjoyment are the key factors to abandon the *cycle of frustration* and enter the *cycle of growth* (Nuttall: 1982), which appears in Figure 6. Students will read faster only if they enjoy reading and, therefore, they will read more and understand any text better, and in turn, they will enjoy reading more.

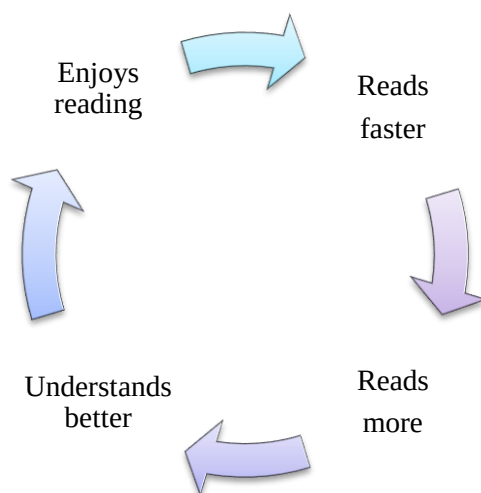


Figure 6. The virtuous circle of the good reader (Nuttall, 1982: 168)

Another possible reason why students dislike reading in English is the working memory capacity required for understanding the text. Contrary to native readers, who understand a text effortlessly, FL students need a greater demand of effort to achieve comprehension, either because of their cultural background knowledge or the level of proficiency in the FL (Fontanini & Tomitch, 2009: 2). This is somehow related to the *schema theory* explained in section 2.1.2. Students will find it more difficult to read texts whose topic is unfamiliar to them. The teacher's role is thus essential, for he / she should select adequate reading materials and introduce pre-reading activities to activate "resident schemata" or build up "absent schemata" (cf. García Sánchez & Salaberri, 2005: 356).

Nonetheless, reading promotion does not only depend on formal education. The role of parents and libraries is crucial at an early age. The problem arises when parents rely on school and libraries to carry out this task. In turn, schools have also relied on libraries and parents for quite a long time. So, how to deal with this problem?

Firstly, it is very well-known that parental motivation and influence is essential. Parents constitute a role model for their children and they usually follow in their footsteps.

It is widely accepted that children's performance and their success in terms of reading and writing largely depend on their social and economic class, where such factors as their parents' qualifications, their attitudes towards education and their expectations with regard to their children, as well as the presence of books and other reading material in the home play an important role.

(Margarida & Vila, 2015: 367)

Very often, a child who has been brought up in an educated family, surrounded by books and whose habit is going to the library and loan books tends to have quite a defined reading habit.

Secondly, the role of public libraries is also very important. As Mears (2000: 70) states, "the library is a place where adults and children can teach each other and learn together." Reading can also be fostered by means of offering children different programmes and activities at libraries. Moreover, students can communicate with others of the same age in a relaxed and informal atmosphere and so, they do not feel constrained to read.

So, to sum up, parents, schools and libraries should work together like the pieces of a puzzle so as to promote reading in children and teenagers.

2.4.3. Reading materials

Regarding the different reading materials which can be used to promote reading, Nuttall (1982: 20) states: "we need to use texts that have been written not to teach language but for any of the authentic purposes of writing: to inform, to entertain and so on." Hence, as has been pointed out various times, extensive reading seems to be the most appropriate reading so as to foster reading.

Before recommending the most suitable types of texts attending to Nuttall's statement, it is relevant to mention the three criteria that reading materials should meet: *readability*, *exploitability*, and *suitability of content* (Nuttall, 1982: 25-31). A text is said to be readable when the linguistic difficulty corresponds to the students' level, and it is exploitable when it can serve to develop the students' reading skills to be independent readers. Last but not least, texts need to deal with appealing topics so as to satisfy students' wants and needs. Bruton (1996: 282) offers a reading questionnaire on students' wants and needs which can be of great help for English teachers to select texts throughout the course (see Appendix I).

If we focus on extensive reading material instead of texts, books should be appealing (as has just been mentioned), easy (the language should be easier than that of the FL textbook), short (so as not to intimidate students), and varied (attending to all the students' preferences). (Nuttall, 1982: 171-172).

Texts should be thus varied and authentic, since students need to see the purpose of their reading, and all of them should have the opportunity to read something of their taste. For instance, some communicative written formats that could be used in the classroom context are: letters, invitations, instructions, speeches, songs, jokes, riddles, or recipes. More formal readings are articles, reports, interviews, or book reviews, and literary readings such as poetry, drama and fiction could also be included. All these reading materials might be appealing to students providing that they do not focus on linguistic aspects.

However, is this variety of texts the only necessary factor to promote reading? Two different ways of promoting reading are discussed in the following section: ICTs and game-like activities.

2.5. How to promote reading

If we think of more “traditional” ways to promote reading, different activities may come to our minds such as visits to the library or meeting the author. However, they might not be effective enough in this new era, in which technology has become the “best friend” of the new generation of teenagers. This is the reason why it is necessary to promote reading through ICT and game-like activities in the 21st century.

2.5.1. ICT

We now live in a globalized world which is in constant change, whose society is also changing and, as a consequence, it is also necessary to transform the way of teaching and learning. Hence, the role of ICT (Information and Communications Technology) in education has become very successful and popular nowadays.

The use of ICT in the classroom context has much to do with the reading skill, since it enhances the acquisition of the reading skills and its contribution “in developing schooled literacy is potentially immense” (Brindley, 2000: 12). Moreover, “has undoubtedly changed what people read, how they read, and when they read” (Al-Noursi, 2014: 228). New generations now acquire new skills apart from the traditional literacy skills (reading and

writing): they acquire new reading skills dealing with graphics, page layout and hyperlinks so as to access all the information which is available on the Internet (Brindley, 2000: 13).

Furthermore, although some scholars do not agree with this idea, reading on the Internet and using technological devices such as e-book readers, smartphones, tablets or even computers, is reading at the end of the day. In fact, as Celaya (2010: 84) argues, the reading experience is quite similar when dealing with e-book readers, since the light that the eye receives is the same as when reading a printed book.

So, for instance, when students use social networks such as Twitter, Facebook, Instagram, or when they visit webpages, they are reading. In fact, this shows our main concern here since English texts are extremely likely to appear in these social networks, especially if students follow foreign celebrities. Nonetheless, reading tweets or short posts in Instagram and Facebook may not be considered as extensive reading. However, we might find long English texts in these social networks, such as the new trend of “Twitterature” (new term to describe the recent literary use of the social network Twitter in which people can interact with the author). This demonstrates that Del Corral (2008: 46) was right when she affirmed: “*El autor no morirá pero la lectura se hará más interactiva*”, which might be translated as “The author will not die but the reading experience will be more interactive.”

In spite of this, either ICT tools have not been incorporated to schools yet (or at least they are not available to all the students) or teachers are not prone to use them. Therefore, as Brindley (2000: 23) states, children do not see at school a true representation of their everyday relationship with technology - in fact, technological devices such as smartphones tend to be forbidden in the classroom. Reading is more focused on analyzing the text from a linguistic point of view. Nevertheless, as we are focusing instead on extensive reading for meaning and communication, and as “those media experiences represent the ways of mass communication, now and in the future, where meaning is shared and messages are delivered” (Brindley, 2000: 23), the use of ICT tools should be enhanced. This idea is also reinforced by Mercer *et al.* (2007), who defend this communicative function of ICT.

As far as the teacher’s role is concerned, a considerable number of teachers feel uncomfortable with this “new” teaching method at first. Some factors might be their insecurity about their abilities when dealing with these tools, their worries about the quality of teaching and learning with technological devices, or the impossibility of offering all the students the same opportunities due to economic reasons. (Cánovas & Samson, 2009: 23; Kennewell, Parkinson & Tanner, 2000: 96). Nonetheless, many other teachers feel confident and are willing to include technology in the classroom, even though this would mean

acquiring new competences related to the world of technology and adapting themselves to this new situation with all the consequences. (Cánovas, González & Keim, 2009: 11; Kennewell, Parkinson & Tanner, 2000: 91). Hence, the teacher will adopt the roles of facilitator, guide (Iglesia Aparicio, 2010: 54), designer, mediator and supervisor, while students will become researchers, analyzers, creators, and communicators. (Mallol, 2012: 70).

To end with, as every teaching method or educational tool, ICT presents both advantages and disadvantages. The use of ICT tools in the classroom may cause distraction, especially in Secondary Education students. It also depends on connectivity, so teachers should always have second plans in case light goes off or connectivity is bad. Furthermore, problems related to reliability and plagiarism may arise because there could be webpages whose information is false and students could plagiarize information due to the fact that they tend to “copy and paste” information from webpages to their own work. And finally, more serious problems such as cyber bullying and lack of privacy in social networks may occur. Activities and conferences related to security are then of paramount importance.

Even though these disadvantages exist, ICT also offers many advantages which justify their use to foster reading in English:

- Activities which involve the use of ICT are attractive and motivating, creating a more dynamic classroom.
- It fosters cooperative and collaborative work since social networks, blogs, and workspaces such as Google Drive or Dropbox are used.
- It also enhances critical thinking and multiculturalism because students have access to different perspectives and points of view.
- Easier and quicker access to information.
- Student-centered activities.
- Beneficial effects for dyslexic students – access to the Internet outside school, flexibility in the speed while reading, and visual material such as images or videos. (cf. Schneider & Crombie, 2003: 78).

2.5.2. Games and game-like activities

Apart from the modern and popular use of ICT tools in the classroom, teachers can also introduce games and game-like activities so as to foster reading among the students.

The term *game* was defined by Wright, Betteridge and Buckby (1984: 1) as “an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.” Consequently, although the pedagogical use of games goes back some decades, they continue being a useful tool in the classroom context. In fact, these characteristics are the most appropriate to foster reading in English, since students usually like games because they take part in the natural process of growing up and learning. Hence, they are the perfect tool to make FL students enjoy while using the target language.

Lewis and Bedson (2002: 7) make a distinction between *rousing* and *settling* games. The former (also known as *rousers*) are games which activate learners, such as movement games in which they have to compete with each other. The latter are also called *settlers* and, contrary to rousing games, they are used to calm students down: listening, writing or board games. But whatever type of game can motivate students in the same way if the teacher knows how to do it. So, the use of games is motivating but the teacher’s role is as important as it is.

So, when Peter Watcyn-Jones (1997) stated that “for the majority of games and activities the teacher’s role is largely a passive one”, he was not correct for teachers might play a variety of roles: planner, monitor, facilitator, language resource and assessor. Teachers need to prepare the material for the game (which may take long), be clear enough when explaining the instructions to the students, and assess those students which need help.

Concerning the advantages that games present, some have already been mentioned above: they entertain and engage students, and they are challenging and competitive, which makes students want to participate. Besides, learners communicate with each other and with the teacher and they use the target language for “authentic” reasons (for instance, when they need to read something so as to extract some information for the game). In the same way, their cognitive skills and creativity will develop.

Nevertheless, all that glitters is not gold. The use of game-like activities has some disadvantages as well. This might be the reason why teachers undervalue them and do not include them in the syllabus of the subject.

First of all, the classroom organization might be a disadvantage. For some games, the classroom should be physically rearranged so that learners could work in pairs or groups. This may take time or it may be impossible (if desks are fixed, for example). However, students can always work with the person sitting next to them or the person in front or behind them. So, this should not be a big problem.

Secondly, if the number of students is high in the classroom, some students might not participate in the game. Additionally, competitive students might not focus on the purpose of the activity because they only want to “win the game.” Another disadvantage could be the time. Some students tend to finish earlier than others and the game could take much more time than predicted. Here the teacher’s role as monitor and controller is obviously essential. Finally, some teachers might feel that they are wasting their time and effort preparing the material because students tend to throw them away. Thus, the material should be reusable.

In conclusion, even though there are some disadvantages, it is possible to overcome them with the different solutions mentioned above. So, games should not be regarded as a marginal activity because they are essential for the learning process.

3. METHODOLOGY

From now onwards, there will be an analysis of some reading activities taken from the English textbook *Mosaic 4*, mainly focused on whether they foster reading or not. In some cases, some variations of these activities will be presented so that they can be used to promote reading through the use of ICT or game-like activities. Afterwards, other different activities will be proposed in detail.

3.1. Textbook analysis

The textbook that has been chosen for the analysis of reading activities is entitled *Mosaic 4* and it has been written by Paul Kelly, Katrina Gormley and Robert Quinn. It was published by Oxford University Press in 2017. Hence, it is a rather modern textbook designed for Spanish students in the fourth year of Compulsory Secondary Education. Furthermore, it has been specifically designed for Andalusian students and it includes a *Focus on Andalusia* section (See Appendix II).

What is interesting about this textbook is that it includes ICT material. The student’s book itself and the workbook are also available in digital form, and students can have access to a mobile application or *app* and two websites: *Language Trainer* and *Oxford Online Learning Zone*, to which the students can access with a password provided in the textbook.

The workbook will not be analyzed here because it consists of 56 pages with activities of practical English, writing, grammar and vocabulary reference. Thus, as our interest lies on reading activities, it is not useful for this analysis. In the same way, the *app*, which is called

VocApp (see Appendix III), will not be analyzed, even though it is of great help to practise the vocabulary presented in the textbook and the Workbook audio. The *Language Trainer* website includes thorough explanations of grammar and lists of the vocabulary of the unit as well as exercises to practise these two components (see Appendix IV). Finally, the *Oxford Online Learning Zone* is more exploitable to foster reading since it includes extra online practice, including articles, podcasts, videos, exam practice, and more (see Appendix V). Additionally, the teacher's components include an iPack for the interactive whiteboard with animated grammar presentations, documentaries, culture and interactive videos.

Hence, it is clearly seen that the method followed by the book is more than updated and appropriate for teenagers because all the resources are connected with ICT. All this attractive and modern material is undoubtedly useful for the students to consolidate or reinforce the contents and, as a matter of fact, it contributes to independent learning and reading because they can access the websites at home and use them on their own.

Nonetheless, the textbook does not contain game-like activities but there are various activities in which students need to work in pairs or in groups, as well as others which can be changed into game-like activities.

After having analyzed it, we could say that this textbook is user-friendly because its shape and size are appropriate. However, according to the general layout, it might be dense for the course, making the teacher leave aside both supplementary material and time for other entertaining activities such as games if he / she wants to cover all the activities. Unit 3 may serve as an example: it contains a total number of 75 activities in 19 pages, from which 58 activities constitute the unit itself while the rest (17 activities) appear in the last sections of the book related to the unit (*CLIL-Focus on Science, review and exam practice, pronunciation practice and focus on Andalusia*) (See Appendix VI).

As far as the reading skill is concerned, 21.33% of the activities that appear in Unit 3 are related to reading. In fact, it is predominant, the second highest percentage being represented by the speaking skill, with 20% of the activities. The reading activities involve the three different stages of reading: pre-reading, while-reading, and post-reading. The same applies for the rest of units since they follow an identical structure throughout the textbook.

We have only focused on the main reading texts of each unit (i.e. those that appear in the section of reading in the table of contents) to analyze whether this textbook promotes extensive reading or not. For this, Table 2 has been designed including the different characteristics of texts which can promote reading extensively.

	Starter Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Authentic purpose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Illustrations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT	✓	✗	✗	✓	✗	✗	✗	✗	✗	✗
Game-like activities	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Readability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Suitability of content	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Exploitability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Top-down	✓	✗	✓✓	✗	✓	✓	✓	✗	✓	✗
Bottom-up	✓✓	✓	✓	✓	✓✓	✓✓	✓✓	✓	✓✓	✓
Open	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Closed	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Pre-	✗	✗	✓	✗	✗	✗	✓	✗	✗	✓
While-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Post-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integrated skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 2. Presence of characteristics which promote extensive reading

As can be seen in Table 2, all the units include texts which can be considered to have been written for authentic purposes: to inform, to entertain, etc. The starter unit, together with units 1, 3 and 5 present magazine articles for the reading, while the rest opt for other text types: timeline (unit 2), blog (unit 4), reviews (units 6 and 8), newspaper article (unit 7), and forum (unit 9). Hence, students can see the purpose of reading these texts and, somehow they can be more interesting for them than descriptions, for instance.

Students of English tend not to enjoy reading in the target language, and some even may dislike reading in their mother tongue. Therefore, it is of paramount importance to attract their attention by means of other resources, such as illustrations. So, this textbook is appropriate because all the texts are accompanied by illustrations and pictures.

As far as readability, suitability of content and exploitability are concerned, all the reading texts seem to be adequately selected. All of them are written for the allegedly level that students have in the fourth year of Secondary Education (level B1-B2 according to the *Common European Framework of Reference for Languages*). (See Appendix VII). Furthermore, the different topics that have been selected are quite appealing to teenagers, since texts deal with new technologies, cyber-bullying, advertising, energy, or travels. Personalization has been used so as to engage and interest students, and to make them read and research more about those topics. Finally, these texts also develop the students' reading skills: *scanning*, *skimming*, *skipping*, among others.

Regarding the activities that accompany the reading texts, they can be analyzed according to various characteristics: if they involve *top-down* or *bottom-up* strategies, if they are *open* or *closed* tasks, and if they are *pre-*, *while-*, or *post-*reading activities. In Table 2, some conventions have been used for the sake of explicitness and comparison: when both *top-down* and *bottom-up* strategies are present, two ticks (✓✓) represent that the majority of activities are focused on that type (either on *top-down* or *bottom-up*). The same goes for the distinction between *open* and *closed* tasks. For instance, the reading text in unit 2 includes more activities focused on top-down strategies (e.g. integrating scattered information and inference), but more closed tasks.

Were we to compare the information represented in Table 2, we should highlight that bottom-up strategies are present in all the reading texts, while top-down strategies are present in six texts out of ten. What is more, when the two strategies appear in the same reading text, the use of bottom-up strategies predominates. So, as was previously mentioned in section 2.1.2, this gives rise to say that the exploitation of the text from a linguistic and grammatical point of view is still prevalent in this textbook. Consequently, reading is not still correctly promoted among students.

Similarly, closed tasks are also predominant against open ones. This may result in non-motivated students, since closed tasks involve the limitation of choices. Hence, there should be more open tasks to motivate the learner and, as a consequence, to promote reading. How? As students have the opportunity to think and reflect about certain ideas, and they can share their feelings with their schoolmates without fear of committing an error, they might be more willing to research about the topic itself so as to construct their own valuable and firm ideas.

To continue with, concerning the stages of reading, both *while* and *post-*reading activities are present in the texts. Nonetheless, the *pre-*reading stage is only present in three

texts (units 2, 6 and 9), which might not be advisable if the main purpose is to promote reading. As explained in section 2.3., the *pre-reading* stage is crucial so as to raise expectations on learners and to make them want to read. Moreover, two out of the three activities which could be considered as warm-up activities ask students either to write their ideas on the notebook (see Appendix VIII) or to focus on vocabulary (see Appendix IX). As a consequence, there is only one *pre-reading* activity which makes use of personalization and which actually engages readers before reading the text.

Likewise, *post-reading* activities include both grammar exercises on the basis of examples taken from the text and other activities such as writing or speaking (integrated skills). The former activities are boring and do not have authentic purposes and, obviously, do not motivate the learner to read at all. The latter might foster reading if it were not for the grammar focus. For instance, the *post-reading* activity that is included in unit 2 is a speaking activity in which learners have to talk about the influence of advertising. Nonetheless, they are asked to follow a previous text (in a grammar exercise) as a model. Therefore, students feel constrained to be accurate rather than fluent. What is more, this activity could be improved and foster reading through ICT by creating a forum where students share their ideas discussed in class, and where they can continue the discussion. In this way, not only they read in English, but they also practise their writing skill.

After having analyzed these ten reading texts, a conclusion can be drawn: reading is not promoted by means of games (as there are no game-like activities) and it is not promoted enough by means of ICT. Only two texts (starter unit and unit 3) include extensive reading through ICT with a section called *Research it!*, which asks students to search for more information related to the topic dealt with in the text (see Appendix X). Even though the writers' good intention is to make the learner familiarize with what we might call "e-texts" (texts on the Internet) by including readings with the format of a blog, a forum, or a website (see Appendix XI) students cannot experience the same as when actually reading a blog or a forum on the Internet, where the hypertext removes the linearity of a printed text.

Leaving aside the previous analysis, the section called *Focus on Andalusia* is worthy of mention. First of all, nine texts about Andalusian culture are included, which might engage the student to read them. Secondly, there is a warm-up in each text consisting of one or more personalized questions that involve the learner; for instance: "Why is solar power good for the environment? Does your home or school use solar power?" (Kelly, Gormley & Quinn, 2017: 156). Thirdly, although there are two activities in each text devoted to reading comprehension

and vocabulary, there are also two activities which involve working in groups and discussing about the topic of the reading, the latter called *Your say!* (See Appendix XII)

In many of the activities involving group work, the use of the Internet is required. For instance, students are asked to create a webpage in one of these tasks. Hence, the teacher should not disregard these activities because both extensive reading and collaborative work are promoted. In fact, the activities that do not involve the use of the Internet could be adapted so that extensive reading through ICT could be promoted (e.g. by means of searching the required information on the Internet using computers, tablets, or even mobile phones in class).

On the other hand, the section *Your say!* is focused on the speaking skill but, as an alternative, the teacher could create a forum or a *wiki* where students can discuss these questions. Furthermore, the teacher should also make use of the website *Oxford Online Learning Zone* because there is a section called “e-magazine” which is updated every two months with three new reading texts of interest.

To sum up, although *Mosaic 4* is a textbook which contains readings whose activities are still focused on grammar and vocabulary aspects, we should not forget that it is a textbook for low-intermediate learners who also need to learn and revise some basic concepts of grammar. Nonetheless, it is a rather modern textbook which has been adapted to the 21st century and their users’ needs related to the new technologies.

3.2. Proposal of activities

For this section, I have designed a number of different activities that could promote reading in English. All of them either include the use of ICT tools, game-like activities or both.

Activity 1

Name	<i>Easy Stories in English</i>
Objectives	Reading promotion. To integrate reading, listening and writing skills.
Materials	Computer, tablet or smartphone: Spotify <i>app</i> and forum created previously by the teacher in platforms such as <i>Moodle</i> . Maybe headphones or earbuds.
Organization of students	Individual work

Time	The activity will be carried out during a week.
Description	First of all, students will be asked to register on Spotify if they do not have an account yet. Afterwards, the teacher will ask learners to look for a podcast called <i>Easy Stories in English</i>, created by the language teacher Ariel Goodbody. This podcast already has 28 stories, but every week one new story is added. Hence, the task consists in choosing one story; students are free to choose the one they prefer. After having chosen it, they will need to click on the link which appears in the description of the listening so as to get the full transcript. In this way, they read the story while listening to it. After finishing it, they will have to write an entry in the forum created by the teacher stating which story has been chosen and why they think their peers should read and listen to it. The following weeks, students are invited to choose one of the stories read by their classmates and create new entries in the forum to discuss their feelings and ideas related to it.
Variation	Every week, students look for a text written in English on the Internet (social networks, magazine or newspaper articles, blogs, etc.). Once they have read it, they share it with their classmates in the forum and select another one suggested by their peers to read it. Then, they can start debates or discussions related to the topic dealt with in the text.

Activity 2

Name	<i>“Follow” or “unfollow” classic and modern literary authors</i>
Objectives	Reading promotion. To acquire general knowledge about English and American authors.
Materials	List of English and American authors (both classic and modern). Interactive whiteboard. Computer, tablet or smartphone: Instagram <i>app</i> and forum.
Organization of students	Individual and pair work
Time	The activity will be carried out for two weeks.

Description	First of all, students will be asked to register on Instagram if they do not have an account yet (although nowadays the majority of 16-year-old students already have an account on Instagram). Then, the teacher will show a list of English and American authors (selected by him / her) presenting only the name and a photograph. Some examples could be Charles Dickens, George Orwell, Jane Austen, Edgar Allan Poe, William Golding, J.K. Rowling, Dan Brown, or Ken Follett. Students will have to work in pairs and choose one author (there is no problem if some authors are chosen more than once because students should be motivated to perform the task). Once the author has been chosen, they will have to search for information about him / her (biography and literary production) so as to create a new account on Instagram in which the author is the protagonist. The teacher should tell the students to always indicate in the new profile that it is a school project, especially if the author is still alive. During the second week, learners are told to follow their classmates' new profiles and select one literary work from any of the authors. Afterwards, they will have to read the first chapter and express their opinions in the forum of the class.
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Activity 3

Name	<i>Taboo</i>
Objectives	Reading promotion. To acquire general knowledge about English and American authors. To develop cognitive skills.
Materials	Interactive whiteboard.
Organization of students	Group work.
Time	1 hour (in class)

Description	This activity is related to Activity 2. After students have created the different profiles on Instagram and read one fragment by at least one author, the teacher creates a Powerpoint presentation with the famous “Taboo” game. First, students are divided into two different groups. One member of each group will come in front of their classmates in order not to see the correspondent slide, which includes both the word they have to guess and the taboo words that their peers from the same group cannot say to him / her. The words that students will have to guess are the names of the different authors whose new profiles on Instagram have been created. Hence, the rest of the group, who are able to see the taboo words, should help the other student to guess the word without actually pronouncing the taboo words. Finally, the group whose members get right more times will win the game.
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Activity 4

Name	<i>Nice to meet you</i>
Objectives	Reading promotion. To acquire general knowledge about English as a Second Language (ESL) authors.
Materials	Computer, tablet or smartphone. Cardboard and pen. Interactive whiteboard.
Organization of students	Individual and group work.
Time	30 minutes.
Description	First, learners will be asked to search for authors who have written in English as a second language at home. Each student will only have to choose one author and write in a small piece of cardboard some information related to the biography and one or two literary works. Then, students will show their cardboards to the teacher and he / she

	will prepare some questions related to them for the next day. The following day, students will have to perform the role of the author they have chosen and go around the classroom asking their peers who they are and what they have written (they can write the information if they want to). Afterwards, the classroom is divided into two groups and the teacher asks them questions making use of a Powerpoint presentation with the format of Trivial. The group which achieves to get right more times will win.
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Activity 5

Name	<i>Be a newscaster</i>
Objectives	Reading promotion. To integrate reading and speaking skills. To motivate students to read news in English.
Materials	Computer, tablet or smartphone to search for news. Camera.
Organization of students	Group work.
Time	The activity will be carried out during a term.
Description	In groups of three, students will search for current and real news on the Internet. For this, the teacher will recommend them some English newspapers such as <i>The New York Times</i>, <i>USA Today</i>, <i>The Washington Post</i>, <i>The Times</i>, or <i>The Guardian</i>, among others. Once they select some news, they will have to recreate a newscast and become newscasters and reporters announcing news to the audience. The video should last around 5 and 8 minutes and, if students want to, it will be projected in class to the rest of the learners.

Activity 6

Name	<i>Guess the story</i>
Objectives	Reading promotion. Integrate reading and writing skills.

Materials	Computer, tablet or smartphone. Interactive whiteboard.
Organization of students	Individual work.
Time	1 hour (in class)
Description	The teacher will choose some book covers which he / she will present in the interactive whiteboard. Students are invited to choose one of these book covers, although it is important not to be familiar with the book itself because afterwards, they will need to invent a story which could correspond to the book cover. Writing the story in class is recommendable, because otherwise students could search for information about the book at home and they thus do not develop their creativity. The following day, the teacher will present the actual stories of each book.

4. CONCLUSIONS

Reading promotion in EFL students is crucial since the reading skill is essential in everyday communication. In fact, it has been proved that the reading skill is not a passive one, but that the reader has a rather active role. Furthermore, it is necessary to foster extensive reading because too much intensive reading overwhelms students and makes them develop a negative attitude towards reading.

In the EFL classroom, students need to develop *top-down* strategies so as to relate their previous background knowledge to the new information that the text provides. Moreover, they should also develop the *skimming* sub-skill as it represents authentic reading: people usually read to get the main ideas of the text. Fostering reading is also beneficial for students, since it has both personal and literary benefits.

The use of ICT tools and games in the classroom has been defended throughout this dissertation. Teachers should adapt themselves to the current times and the new methods, and integrate ICT in their teaching because students will feel more motivated. In the same way, games and game-like activities should acquire more prestige because of their more than beneficial effects on the learners.

In section 3.1, we analyzed the reading activities appearing in the Oxford textbook *Mosaic 4*. As a conclusion, this textbook is a good one because it makes use of authentic material (texts such as articles or blogs), it contains colourful illustrations which attract the reader's attention, the four different skills are integrated, and because its section called *Focus on Andalusia* promotes reading through ICT. Nonetheless, it still focuses more on *bottom-up* strategies although some *top-down* strategies are also included. Moreover, there should be more open tasks and pre-reading activities to engage the learner more, and it does not promote extensive reading through game-like activities.

Finally, the activities proposed in section 3.2 try to promote reading while integrating skills, using ICT and games, acquiring general knowledge about English literature, and developing cognitive skills. They have been designed so as to make the learner enjoy reading, which is the main objective of this dissertation.

To conclude, the essential role that parents and teachers have as role models for the young people is worthy of mention. Ultimately, children will develop either a negative or positive attitude towards reading influenced by their environment. It is thus of paramount importance to foster reading at all ages, whatever the format, whatever the content.

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6. APPENDIXES

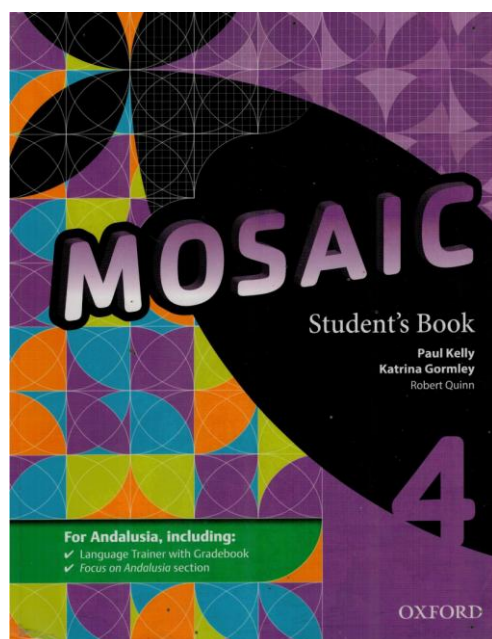
Appendix I. Reading questionnaire

1. READING QUESTIONNAIRE

	wants	needs
fiction:		
science fiction		
adventure		
crime		
suspense		
romance		
songs (types:.....)		
poems		
plays		
comics		
newspapers		
magazines:		
general		
humour		
fashion/ pop		
specialist		
brochures		
adverts		
correspondence		
forms		
reference:		
general		
specialist		
language		

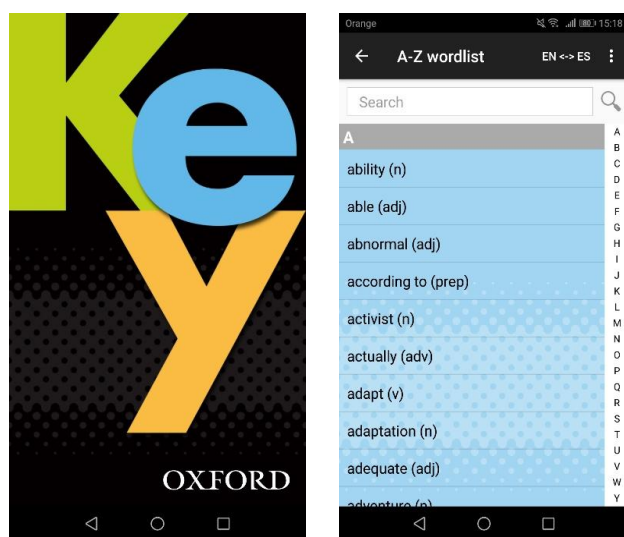
(Bruton, 1996: 282)

Appendix II. Cover of *Mosaic 4*



Cover of *Mosaic 4* (Kelly, Gormley, & Quinn: 2017)

Appendix III. App of Mosaic 4



VocApp (Oxford University Press)

Appendix IV. Grammar reference

Unit 3 Gramática

The passive – past, present and future

Form	Subject	Verb	Object	Participle
Present simple passive	is/are	being	done	done
Past simple passive	was/were	being	done	done
Future simple passive	will be	done	done	done
Present continuous passive	is/are	being	done	done
Past continuous passive	was/were	being	done	done
Future continuous passive	will be	being	done	done

Reflexive pronouns, emphatic pronouns, each other and one another

Form	Subject	Object	Participle
Reflexive pronouns	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Use

Utilizamos un pronombre reflexivo como objeto del verbo si el sujeto y el objeto son la misma persona o cosa.

The body repairs itself. (subject = the body; object = the body)

Exercises

1. Complete the sentences using the correct form of the verb in brackets.

2. Write a sentence using each other or one another.

Language Trainer website (Oxford University Press)

Appendix V. E-magazine

The screenshot shows the Oxford Online Learning Zone E-magazine interface. The top navigation bar includes 'E-MAGAZINE', 'VIDEOS', 'WEBQUESTS', 'PODCASTS', 'SPEAKING', and 'GAME'. The main content area features a 'Vote of the month' section with a photo of a girl playing guitar and a 'Speaking' section with a video of teenagers. There are also sections for 'Webquests', 'Podcasts', and a 'Trivia' section at the bottom.

Oxford Online Learning Zone (Oxford University Press)

Appendix VI. Extra reading practice

The left page is titled 'Focus on Science' and 'Hydroelectric plants'. It features a diagram of a hydroelectric power plant and a text passage about the power of water. The right page is titled 'Unit 3 Review and exam practice' and 'Reading'. It features a poster about 'FRACKING: THE FACTS' and a list of comprehension questions.

Pronunciation practice

Phonetic alphabet

1 **4.14** Listen and repeat the sounds and the example words.

Vowels	Consonants
/æ/ bag	/t/ time
/ɑ:/ father	/d/ door
/aɪ/ I	/k/ kitchen
/aʊ/ hour	/g/ go
/ɒ/ brother	/p/ poster
/ɔ:/ desk	/b/ bed
/ɔɪ/ play	/f/ five
/ɔ:/ chair	/v/ very
/ɪ/ in	/h/ have
/i/ twenty	/j/ yes
/i:/ eat	/l/ laptop
/aɪ/ near	/m/ mother
/ɒ/ on	/n/ name
/ɔ:/ four	/ŋ/ sing
/aʊ/ sofa	/r/ rabbit
/ɔɪ/ noise	/s/ sister
/ʊ/ foot	/z/ zebra
/ʌ/ under	/ʃ/ shopping
/ɜ:/ first	/tʃ/ television
/ə/ you	/tʃ/ children
/aʊ/ pure	/dʒ/ job
	/θ/ think
	/ð/ the
	/w/ window

Unit 1 Sounds /æ/ and /ʌ/

1 **4.15** Listen and repeat the pairs of words.

app up cat cut

2 **4.16** Listen and write the words you hear in your notebook. Then listen and repeat.

1 match much 3 ran run
2 began begun 4 fan fun

Unit 2 Word stress

1 Look at the highlighted words. Are they nouns (n) or verbs (v)? Write the words and the word type in your notebook.

1 Did she beat the world **record**?
2 Where did they **record** that album?
3 They always **advertise** on TV.
4 It was a very successful **advertisement**.

2 **4.17** Listen and mark the stressed syllable (ˈ) in your notebook.

3 **4.17** Listen and check. Then listen and repeat.

Unit 3 Sounds /ɔ:/ and /ɒ/

1 In your notebook, copy and complete the table with the words in the correct column.

/ɔ:/	/ɒ/
absorb also bought electronic source	
taught tomorrow volunteer warrior what	

2 **4.18** Listen and check. Repeat the words in their sound groups.

Unit 4 Sentence stress

1 In your notebook, copy and complete the sentences with the words.

kind opposite should

1 Hot is the (...) of cold.
2 What do you think we (...) do?
3 Salsa is a (...) of dance.

2 **4.19** Listen and check.

3 **4.19** Listen again. In your notebook, highlight two strong stresses and underline one weaker stress in each sentence.

3 Power to the people

Start

Why is solar power good for the environment? Does your home or school use solar power?

1 **4.20** Read and listen to the leaflet. Which devices can we find on the roofs of houses and blocks of flats?

Solar power in Andalusia

In recent years, Andalusia has become a world leader in the field of solar power technology, such as photovoltaic panels, solar thermal collectors and solar tower stations.

Photovoltaic panels convert sunlight into power that we can use. The panels absorb light and then transform it directly into electricity. We can use this energy immediately or we can store it in batteries. Photovoltaic panels are clean, safe and reliable, but they can only produce electricity during the day and when the weather is sunny.

Photovoltaic panels currently produce more than 880 megawatts of power in Andalusia. The provinces that generate the most photovoltaic power are Seville and Córdoba.

Solar thermal collectors absorb sunlight and use it to heat water for everyday purposes, such as washing and bathing. The hot water can also be used to heat homes and public buildings. Many people install solar thermal collectors on their roofs at home to save money on their electricity bill.

In Andalusia, many public offices, hospitals and swimming pools use solar power for heating. This not only saves us money, but also decreases pollution.

Solar towers use hundreds or thousands of highly-polished mirrors to focus sunlight on a small area at the top of a tower. In this way, they can heat water and other fluids to extremely high temperatures. These super-heated fluids are used to drive generators and produce electricity. It also takes hours for the fluids to cool down again, which means solar towers can continue generating electricity at night.

Andalusia has 22 solar tower generating stations. The first one was the PS-10 station in Sanlúcar La Mayor. It was completed in 2007 and has a capacity of 10 megawatts.

2 Complete the sentences with words from the box.

megawatts photovoltaic panel solar tower pollution solar thermal collector battery

1 A ... can't produce electricity at night.
2 You could use a ... to heat water for a bath.
3 A ... heats water to very high temperatures.
4 Extra electricity can be stored in a ...
5 Many ... of solar power are generated in Andalusia.
6 We can use solar power to reduce ...

3 Find the English for these phrases in the text. Write them in your notebook.

1 seguros y fiables
2 factura de electricidad
3 altamente pulidos

4 **4.21** Work in groups. Make a leaflet about a solar tower station in Andalusia. Then present your leaflet to the class. Answer the questions:

- Where is the solar tower?
- When was it completed?
- How many mirrors does it use?
- How tall is the tower?
- What fluid does it heat?
- How much power does it produce?

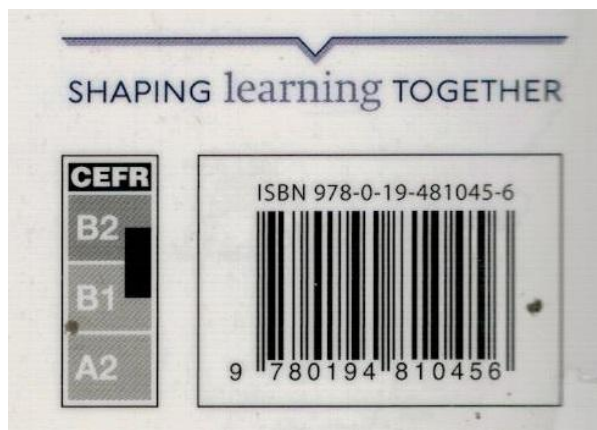
Your say!

Do you think people will use more solar energy in the future? What other types of clean energy could we use?

Unit 3 Complete all activities in your notebook.

(Kelly, Gormley, & Quinn, 2017: 125, 136, 150, 156)

Appendix VII. CEFR – Mosaic 4



(Kelly, Gormley, & Quinn, 2017)

Appendix VIII. Reading and vocabulary

2.1 Sell, sell, sell ...

Reading and Vocabulary

1 Look at adverts A-E. Answer the questions in your notebook.

- 1 What is each advert promoting?
- 2 Who do you think the advertisers want to appeal to?
- 3 Would the advert convince you to buy the product?

Reading preparation

(Kelly, Gormley, & Quinn, 2017: 22)

Appendix IX. Pre-reading activity

6.1 A great day out!

Vocabulary and Reading

1 Look at the highlighted verbs in the reviews. Which verbs have a negative meaning? Which make facts clear? Which add extra information? Make a list. Then add any verbs from page 71 which fit these categories.

Reporting speech

(Kelly, Gormley, & Quinn, 2017: 72)

Appendix X. Research it!

Starter unit

Future reality?

1 As you sit down in your History class, you notice something different about your classmates. You don't normally have to wear a school uniform, but today everyone is wearing a very old-fashioned one. Then you switch off a function on your special glasses and suddenly everybody is back to normal. You tap your glasses and an article about nineteenth-century schools appears. After discovering that children had to memorize long texts and teachers could punish them by making them stand in a corner wearing a silly hat, you decide that modern schools aren't too bad really.

15 This may sound like a scene from a science fiction film, but it may soon be possible thanks to Augmented Reality (AR). AR already exists in the form of smartphone apps which change what we see by adding images, graphics or text to bring pictures or information to life. To get the AR app to work, you have to point your smartphone camera at something and then tap on the app, which will provide extra digital information. This could be a 3D model, videos or text.

20 Some students in Japan already use their smartphones to scan their English textbooks and the characters on the page then take part in conversations. Of course, unlike most classes, students mustn't leave their phones at home.

25 Schools are continually updating teaching materials and technology. AR glasses like the ones in the History class above are the next step in education technology. Interactive whiteboards and computers already stream the world into the classroom but some experts claim that AR apps and eventually AR glasses will be able to replace these devices. They'll provide everything that the existing technology can offer right in front of students' eyes.

30 But is that a good thing? Well, just imagine how much more students will learn in Science classes if teachers can transform classrooms by using giant moving 3D images of the solar system or the human body. And thanks to the Augmented Lecture Feedback System (ALFS) developed by the Carlos III University in Madrid, teachers will see symbols above their students' heads which show if they have understood or have a question.

35 So what can students of the future look forward to? AR technology is only just beginning to have an effect on education, but when developers have created thousands of exciting new applications in a few years' time, it could change teaching and learning entirely. We've certainly come a long way since students had to stand in a corner wearing a silly hat on if they didn't remember those long texts.

Research it!

Find two more examples of AR apps and explain how they work.

(Kelly, Gormley, & Quinn, 2017: 4)

3.1 Energy on the move *Using the passive voice*

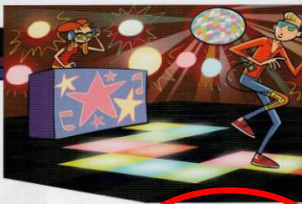
More POWER to you!

7.50 a.m.: Stephanie wakes up and realizes she only has ten minutes to get to school. She quickly throws her books into her school bag and, after a mad search, finds her high-tech phone before rushing out of the door. The battery's dead, but she's not worried – she puts a special device on her knee and charges her phone as she runs to school. By the time she gets there, she's **generated** enough energy to use her phone well into the evening. A scene from a science fiction film? Not according to recent research. Scientists are experimenting with kinetic energy, an alternative, green, sustainable power source which could mean that electronic devices will never be plugged in again. But what is kinetic energy and **how will it be used?**

Well, first of all, kinetic energy is nothing new. We all create it when we move. What is new is that scientists are developing innovative systems to make use of it. At the Simon Fraser University in Canada, they are working on a **small electric generator which is worn on the knee**. The generator takes the energy that is produced while walking and **converts** it into electricity. A one-minute walk provides enough battery power for a thirty-minute phone conversation!

In the USA, the University of Pennsylvania is also developing something which will be appreciated by those who forget to charge their phones – and surprisingly, it comes in the form of a bag! When someone walks while carrying the bag, their steps generate electricity which is **stored** in a small battery. A half-hour walk creates enough energy to fully charge a smartphone.

Energy-saving kinetic devices are also helping institutions and businesses to be greener. At a school in Canterbury, England, **special floor tiles were installed** in the corridors. In contrast to most schools, students were told to run rather than walk across the tiles so that their movements would produce some of the energy required to light the building. The same system is used at the WATT disco in Rotterdam, Holland, where dancers on the kinetic dance floor help to **run** the club's lights. But the tiles weren't tested on a large scale until the 2012 Olympics in London, where they were successfully used to power streetlights and advertising signs in the Olympic Park. **So, are these kinetic devices going to be seen** in shops near us soon? Scientists certainly hope so, and with the average person taking 150 million steps in their lifetime, it's unlikely that they'll give up on kinetic energy any time soon.



Research it!
Find another place where floor tiles are used to create energy.

Reading and Vocabulary

1 **1.19** Read and listen to the article. Find all the different forms of movement which create energy.

2 Read the article again. Decide which pieces of information (1–6) are given in the article and which are not. Give line numbers where possible.

How the girl operates the special device on her knee. X

- Kinetic energy doesn't damage the environment.
- The speed you have to walk at to make the knee generator work.
- Where the energy produced by the bag is kept.
- What students did to contribute to a greener school.
- The amount of kinetic energy that is available.

3 Match the highlighted verbs from the article to their definitions.

- operate or function
- change from one form, shape or system to another
- produce or create something new
- put something somewhere and keep it there to use later

Reading extension
Complete all activities in your notebook.

Vocabulary practice

(Kelly, Gormley, & Quinn, 2017: 34)

Appendix XI. Reading: forum

Reading and Vocabulary

1 How do you prepare for exams or tests? What do you concentrate on?

2 **3.09** Read and listen to the forum. Which two of these things are not mentioned?

do extra classes limit time on the internet
organize your time relax spend all of your time exercising
treat yourself use old exams

3 Read the forum again. In your notebook, answer the questions with the names from the forum. Who ... ?

- has a tip which will help you know what to expect in exams
- recommends something which is great for relaxation
- suggests early preparation isn't necessary
- recommends that you enjoy some nice food
- has a suggestion for organizing your time
- mentions stopping distractions for a set period

Reading extension

THE STUDY ROOM Exams School Forums Summer jobs Health Free time

Hey you! Yes, you! Sign in to join this conversation and vote on how useful the tips are. [Sign in](#) [Join](#)

1 **Saz10** THREAD STARTER: revision skills 28th May 18.32
Hi guys! Please help – I need to get some motivation from somewhere! I'm going to start preparing for my end-of-term exams this weekend, but I'm better at wasting time than actually revising! I'm sure someone will have an idea or two to share! ☺ [reply](#)

2 **Dude87** re: revision skills 28th May 18.59
Make yourself a study timetable. I've been using one since our half term holiday and it really helps me get things sorted. Another trick is to avoid concentrating on one subject for too long. I think you'll remember more if you study each subject for a couple of hours every day. Well, it works for me anyway! Good luck. [reply](#)

3 **Georgie99** re: revision skills 28th May 19.26
I give myself a reward when I get to a certain point in my revision. You know, nothing amazing, but I chill out on my computer for half an hour or eat some cake! [reply](#)

4 **Lazy342** re: revision skills 28th May 19.48
Get a pet! OK, I know a pet isn't going to study for you, but when you're stressed out, there's nothing better than stroking your dog or cat to help you relax. And you'll benefit from taking the dog for a walk! Exercise helps you focus! [reply](#)

5 **ACEstudent** re: revision skills 28th May 20.39
Dogs aren't just for exams, you know! Anyway, Saz10, aren't you starting a little early? The end-of-term exams must be a month away. I'm not going to do anything until my study leave starts. I'm at university though, so maybe you don't get time off before your exams like I do. I passed all my exams last semester and I hadn't even opened a book until the week before! [reply](#)

6 **Princess** re: revision skills 28th May 21.17
Either ACEstudent is a genius or she's way overconfident! I wouldn't follow that advice. When I was surfing the net one day, I found this awesome app that blocks certain websites for a period of time. I used to specialize in wasting time online, but now I always plan my work so I'll have finished a particular subject by the time the block is lifted. Then I look at Facebook or this forum as a reward! (That's what I'm doing right now, actually!) [reply](#)

7 **Lenny57** re: revision skills 28th May 21.51
We've done a lot of past papers in our free periods at school recently. You get a really good idea about the type of questions you'll need to answer, so I'd definitely recommend that. And remember, this time next month we'll all be thinking about the summer holidays – they're not that far away ☺! [reply](#)

(Kelly, Gormley, & Quinn, 2017: 110)

Appendix XII. Power to the people

3 Power to the people

Start Why is solar power good for the environment? Does your home or school use solar power?

1  Read and listen to the leaflet. Which devices can we find on the roofs of houses and blocks of flats?

Solar power in Andalusia

In recent years, Andalusia has become a world leader in the field of solar power technology, such as photovoltaic panels, solar thermal collectors and solar tower stations.

Photovoltaic panels convert sunlight into power that we can use. The panels absorb light and then transform it directly into electricity. We can use this energy immediately or we can store it in batteries. Photovoltaic panels are clean, safe and reliable, but they can only produce electricity during the day and when the weather is sunny.

Photovoltaic panels currently produce more than 880 megawatts of power in Andalusia. The provinces that generate the most photovoltaic power are Seville and Cordoba.

Solar thermal collectors absorb sunlight and use it to heat water for everyday purposes, such as washing and bathing. The hot water can also be used to heat homes and public buildings. Many people install solar thermal collectors in their roofs at home to save money on their electricity bill.

In Andalusia, many public offices, hospitals and swimming pools use solar power for heating. This not only saves us money, but also decreases pollution.

Solar towers use hundreds or thousands of highly-polished mirrors to focus sunlight on a small area at the top of a tower. In this way, they can heat water and other fluids to extremely high temperatures. These super-heated fluids are used to drive generators and produce electricity. It also takes hours for the fluids to cool down again, which means solar towers can continue generating electricity at night.

Andalusia has 22 solar tower generating stations. The first one was the PS10 station in Sanlúcar La Mayor. It was completed in 2007 and has a capacity of 10 megawatts.

2 Complete the sentences with words from the box.

megawatts photovoltaic panel solar tower
pollution solar thermal collector battery

- 1 A ... can't produce electricity at night.
- 2 You could use a ... to heat water for a bath.
- 3 A ... heats water to very high temperatures.
- 4 Extra electricity can be stored in a
- 5 Many ... of solar power are generated in Andalusia.
- 6 We can use solar power to reduce

3 Find the English for these phrases in the text. Write them in your notebook.

- 1 seguros y fiables
- 2 factura de electricidad
- 3 altamente pulidos

4   Work in groups. Make a leaflet about a solar tower station in Andalusia. Then present your leaflet to the class. Answer the questions:

- Where is the solar tower?
- When was it completed?
- How many mirrors does it use?
- How tall is the tower?
- What fluid does it heat?
- How much power does it produce?

Your say!

Do you think people will use more solar energy in the future? What other types of clean energy could we use?

Unit 3 Complete all activities in your notebook.

(Kelly, Gormley, & Quinn, 2017: 156)