

THE SECRET GARDEN:
A Reading Material Package

Master's thesis
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Tiivistelmä – Abstract <p>Lukeminen on yksi tehokkaimpia tapoja oppia vierasta kieltä itsenäisesti. Kirjallisuuden käyttö vieraiden kielten opetuksessa on kuitenkin ollut melko vähäistä viime aikoina. Erityisesti peruskoulun loppupuolella monet oppilaat saattaisivat hyötyä vieraskielisen kirjallisuuden lukemisesta, joka keskittyisi juuri lukemiseen esimerkiksi sanaston tai rakenteiden korostamisen sijaan. Tällaiseen opetukseen ei ole kuitenkaan ollut juuri tarjolla materiaaleja.</p> <p>Skeemateoria muodostaa luontevan teoriataustan lukemiseen liittyvälle oppimateriaalille, sillä lukemisessa taustatiedon hyödyntäminen on oleellista. Materiaalissa käytetään skeemateoreettista interaktiivista mallia, jossa korostuu tarvittavan taustatiedon laajuus yksittäisistä sanoista kulttuurisiin tietorakenteisiin.</p> <p>Tämä materiaalipaketti keskittyy yhteen teokseen, Frances Hodgson Burnettin kirjaan <i>The Secret Garden</i>. Kirjan käsittelyssä keskitytään tekstin ymmärtämisen kannalta tärkeisiin asioihin, kuten kielellisen ja aiheeseen liittyvän taustatiedon aktivointiin. Tämän lisäksi tekstiä pyritään käsittelemään sen aihepiiristä käsin niin, että oppilaiden oma lukukokemus ja tulkinnat ovat tärkeimmässä roolissa. Tunnilla tehtyjen tehtävien lisäksi oppilaan omat ajatukset tulevat esille kotona kirjoitettavassa lukupäiväkirjassa, johon opettaja vastaa kannustavaan sävyyn. Tarkoituksena on siis luoda oppilaalle ryhmän, opettajan ja materiaalin tuella vieraalla kielellä lukemisesta turvallinen kokemus, joka voi innostaa lukemisen jatkamiseen myös itsenäisesti.</p>	
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1 INTRODUCTION

This material package is designed to introduce fictional literature and reading for enjoyment in the teaching of English on an optional course in the ninth grade of the Finnish comprehensive school. Authentic literature tends to be weakly represented in the foreign language curricula of Finnish schools, especially in the case of comprehensive school. Previous studies and materials in the field are concentrated on teaching literature in Finnish or at the upper secondary school level, thus leaving a gap in the foreign language teaching of comprehensive school. At the end of comprehensive school, however, many of the students have acquired a level at which they would perhaps benefit from the use of authentic fiction, as their language skills are sufficient for reading material also outside of their textbooks (Knutson 1997: 50). Reading in English is not likely to be a completely unfamiliar topic, since ninth graders are used to reading many other kinds of authentic texts, such as web pages, in English (Luukka et al. 2008: 182). Furthermore, some students do already read English fiction at that point, and the support provided by the teacher, study material and the reading class form a safe environment for those who have not yet dared to read on their own. Encouraging students to read in the foreign language could at best result in extensive reading outside of school, give positive experiences of reading and raise students' self-esteem as readers (Grabe 1991: 396).

The reading done in the foreign language classroom is often concentrated on vocabulary and grammar (Vaurio 2000: 181). This all is important for the learner to acquire the required vocabulary and structures, and using literature is a good way to introduce students to genuine examples of how the words or structures in question work in practice. However, it does not perhaps provide the reader with the most exciting reading experiences that would result in the student wanting to read more. Even when the focus is on the content, the topic tends to be more or less dictated by the National Core Curriculum, which includes a list of themes which should be addressed in the classroom (Perusopetuksen opetussuunnitelman perusteet 2004: 141). Consequently, textbooks are often organised around the themes and teaching tends to be highly textbook-bound in general (Luukka et al. 2008: 95). Optional courses, however, are designed at the local level, offering the possibility of choosing themes and learning goals which differ from those of compulsory courses.

Extensive and engaged reading correlates strongly with language and reading competence, especially fluency and reading comprehension (Guthrie and Wigfield 2000: 404; Pressley 2000: 553). Moreover, it is one of the simplest means to gain proficiency independently. It is therefore important to create possibilities for the students to see literature as something that can be enjoyed, not only analysed or be used as a source for more vocabulary or structures to be learned. If students find pleasure in reading in the foreign language, and continue doing it on their own, too, they have got an effective tool for life-long language learning.

The reading of literature in relation to language education is acknowledged also in formal documents regulating teaching. The Finnish language curriculum in the National Core Curriculum includes reading and the teaching of reading skills (POPS 2004: 54-55), which provides the students with a basis for reading in the foreign language as well. It has been pointed out that reading strategies and skills are to some extent transferable across languages, given that an essential threshold level of language has been acquired (Alderson 1984: 19; Block 1992: 321). The transfer of skills from the mother tongue is mentioned as a desirable learning strategy in the foreign language section of the National Core Curriculum (POPS 2004: 141). Furthermore, the Common European Framework of Reference for Languages (2003: 56) recommends the study of literature for multiple educational purposes. This material package follows the principles of the National Core Curriculum and the Common European Framework by providing ninth graders on an optional course with a possibility to explore a piece of literature and to develop skills for independent reading in English. The aims of the material are to improve the students' reading comprehension, initial literary understanding and personal response to reading. The goals of the course are realized using the principles of schema theory, the influence of which is clearly visible for instance in the Common European Framework (2003).

The more specific theoretical framework of this material package is the schema-theoretic interactive model of reading. Although schema theory is less popular than it was in the 1980s, it continues to be a useful pedagogical tool for both teachers and students to understand the nature of reading comprehension and the subprocesses it consists of (McVee, Dunsmore and Gavelek 2005). The schema-theoretic interactive

model stresses the importance of interaction between lower and higher level processing and the background knowledge readers have in the form of their schemas. The model serves as the basis for supporting the students' reading process in terms of language and content knowledge. In the material package, student's formal and content schemas are taken into account and there is an attempt to integrate new information into the already existing knowledge structures.

The reading material package is preceded by a discussion of relevant theory of reading and its implications for pedagogy. The second chapter is a review of reading, foreign language reading in particular and reading materials. In the third chapter, schema theory and the schema-theoretic interactive model of reading are introduced. The fourth chapter includes the presentation of the aims, the educational context and *The Secret Garden*, the novel on which the material package is based. In addition, Chapter 4 includes a presentation of the pedagogical issues that are applied in the material.

2 READING

Considering how significant and wide-spread a phenomenon reading is, it is surprisingly difficult to find a conclusive definition for it. Even if the scope is narrowed down to reading written language and not, say, signs or music, reading can still refer to a range of different activities. Urquhart and Weir (1998: 17) give the example of reading aloud in a language not known by the reader, in other words reading without comprehension. This is not what one would traditionally think of when one hears the word reading, but it is yet one form of reading. However, the perspective of pedagogy tends to emphasize the nature of reading as meaning-making, not only decoding or focusing on form (Knutson 1997: 50). After a long discussion about the nature of reading, Urquhart and Weir (1998: 22) result in the following definition: "Reading is the process of receiving and interpreting information encoded in language form via the medium of print." The complexity of the statement is a good indicator of the variety of issues which need to be taken into consideration when discussing reading. Urquhart and Weir's definition can be used as a general starting point, but a specific reading occasion requires more detailed consideration. The present chapter discusses the matters of reading which are relevant to the reading material package.

2.1 Reading as a skill

The goal of reading instruction is often said to be fluency in reading, but what it means is analysed less often. Grabe (1991: 378-379) suggests that the characteristics of fluent reading should include at least that it is “rapid, purposeful, interactive, comprehending, flexible, and gradually developing”. Rapidness is not a goal in itself, but it facilitates the processing of text without overload on working memory. The second definition, purposefulness, means that the reader always has some purpose for reading, and this purpose provides the motivation for reading. Even language learners should ideally have authentic purposes for reading (Nuttall 1982: 4). Reading is also an interactive process, involving the text, background information and various skills working together. The interactive nature of reading is discussed in more detail later on, in connection to schema theory (see 3.2). The goal of reading is to comprehend the reading material, and this is done by flexible use of multiple strategies. Finally, Grabe (1991: 379) points out that learning to read, whether in the first, second or foreign language, is not a skill that is acquired overnight, but requires practice and slow development. This is why the aim of the introductory reading course is not to embrace all aspects of literature, but rather to provide a basis for further reading.

Reading comprehension is often divided into two levels of processing, lower order and higher order processes, the former referring to word level skills and the latter to processes occurring above the word level (Pressley 2000: 546). According to Pressley (2000: 546-548), the most typical lower order processes are decoding and understanding of vocabulary. Some researchers, for instance Urquhart and Weir (1998), prefer to integrate the two and use the combining term word recognition instead. It is nevertheless agreed that understanding of words involves decoding, recognising the letters and chunks of letters and forming whole words based on the graphic information. This is an essential stage for the reader to be able to recognise the meaning of the word and check if the decoded word is appropriate for the context it appears in. Furthermore, the actual knowledge of vocabulary is an issue especially in the case of foreign language reading. Successful decoding does not help the reader, if the word is an unfamiliar one. Higher order processes include first relating the content of the text to background knowledge and schemas and second the use of conscious processing. (Pressley 2000: 547-550) One important aspect of reading comprehension, left unmentioned by Pressley, is knowledge of the language more broadly. Urquhart and Weir (1998: 56-62,

74-80) discuss this in terms of syntax, cohesion and overall text structure. It is still somewhat unclear just how readers make use of the grammar and structure while reading, but according to Urquhart and Weir, research shows that knowledge of the language also beyond vocabulary is essential to reading comprehension. The processes involved in reading are discussed in more detail later on (Chapter 3.2), in connection to the schema-theoretic interactive model of reading comprehension.

2.2 Reading in a foreign language

2.2.1 Differences to L1 reading

Reading in a second or foreign language differs to some extent from reading in the first language. According to Grabe (1991: 386), the first obvious difference is the mastery of the language, especially vocabulary and grammar. What distinguishes foreign language readers from children learning to read in their mother tongue is that foreign language learners tend to have a much more limited sense of vocabulary and grammar. First language children usually have an excellent oral command of the language, including the basic structures of the language and a vast vocabulary, and therefore the process of learning to read is concerned with transferring the existing language skills into another mode of communication. However, foreign language readers have the advantage that, being usually somewhat older, they have more background knowledge of the world than children learning to read their first language. (Grabe 1991: 386-387) Furthermore, older readers tend to use comprehension monitoring more effectively than younger ones (Block 1992: 321). They are thus better able to compensate for language limitations by using content knowledge and comprehension monitoring instead. However, the inequality of language skills and background knowledge can also cause problems when choosing suitable reading materials, as older foreign language students may not find text written on their language level interesting. Children's literature which does not appeal for older audiences can lead to motivational problems even if the linguistic level is appropriate. Therefore, it is essential to check that if children's literature is chosen as reading material for older students, there have to be themes that are relevant for them, too.

Another major difference between first and foreign language readers is reading speed, which is proven to be significantly lower with texts in a foreign language. This is due to

the lack of automaticity in decoding skills and word recognition. Slow lower level processing can also lead to weaker comprehension, as it takes up much of the limited cognitive and memory capacity. (Urquhart and Weir 1998: 192-193) When reading speed is slow enough, the reader cannot remember the beginning of the passage or a sentence when reaching the end (Nuttall 1982: 33). However, while it is useful to be able to read fast when needed, the flexibility of the reading speed according to the text and the purpose for reading seems to be even more important (Grabe 1991: 393; Nuttall 1982: 34). It has been suggested that extensive reading is one of the most effective methods of developing automaticity and fluency in reading (Pressley 2000: 553).

2.2.2 Potential problems in reading in a foreign language

Alderson (1984: 1-24) has investigated the causes of foreign language reading problems by examining several related studies. His initial assumption was that foreign language reader's problems are likely to be either problems with reading or problems with the language. The investigation of previous studies revealed that "it appears to be both a language problem and a reading problem, but with firmer evidence that it is a language problem" (Alderson 1984: 24). However, Alderson points out that the issue has not been studied thoroughly enough for solid conclusions, and further studies are needed. He adds that the significance of language skills or reading skills should be studied separately with low and high proficiency readers. While there is support for the view that low competence students face problems mainly with the language, the reading problems of high proficiency students can in fact be due to inadequate reading skills. Similarly, Vaarala (2009: 47) suggests that the ability to use first language reading skills in foreign language reading depends on good language skills in the foreign language. The lack of reading skills applies also to the reading problems of students who are not literate in their first language (Alderson 1984: 24), although illiteracy is not likely to cause much trouble in the Finnish context, which is still fairly homogeneous. It is, however, important to address both potential problematic areas in the teaching of language and literature, especially if students seem to struggle with either. In addition, one needs to remember that reading can also be hampered by inadequate background information (Carrell 1988b: 105).

2.2.3 Advantages of reading in a foreign language

There are numerous reasons for using literature in language education. According to Brumfit and Carter (1986: 24-25), the three most important ones are teaching literature to enhance language competence, to teach culture and merely for the sake of literature. At best, using literature in the classroom can enable all of these goals to some extent. However, one should consider to what degree the teaching of these aspects should be explicit or implicit. For example in the case of *The Secret Garden*, the teacher should be careful of not using the novel as a language example for own production, unless he or she is prepared for the students acquiring the Yorkshire dialect. For such reasons, most of the language competence or cultural insights that students gain using this material package should be by-products of reading the novel, not direct teaching aims. Other benefits of using literature in the teaching of a language are raising students' literary awareness and familiarity with different text types. In addition to these practical reasons, the Common European Framework of Reference for Languages (CEFR) emphasizes the significance of literature for "the European cultural heritage": "Literary studies serve many more educational purposes – intellectual, moral and emotional, linguistic and cultural – than the purely aesthetic" (CEFR 2003: 56). Even if the focus of teaching is on the reading experience and learner response, the reading course can therefore contribute to greater linguistic and educational purposes as well.

Reading for enjoyment is rarely emphasized in the teaching of foreign languages, although it is an efficient way of learning a language in an informal setting. Knutson (1997: 49) distinguishes between two kinds of reading which are done "in the real world", in other words outside the educational context, and these are reading for pleasure and reading for information. Reading for enjoyment is closely related to two other concepts, engaged reading and extensive reading, and the phenomena are often correlated. Guthrie and Wigfield (2000: 403-404) describe engaged reading as reading done on a voluntary basis, focusing on meaning and ranging across different genres. An important factor in engaged reading is the fact that engaged readers are motivated to read. It has been suggested that students doing extensive reading also outside of school tend to improve in all areas of language, especially reading comprehension, more rapidly than those who do not read (Guthrie and Wigfield 2000: 404; Parkinson and Thomas 2000: 30-31). Pressley (2000: 553) recommends extensive reading in particular for developing fluency and automatic decoding skills, thus enabling more resources for

better comprehension. Further benefits of extensive reading are increasing confidence and appreciation of reading (Grabe 1991: 396). Extensive reading and reading proficiency seem to have a mutual impact on each other, and motivation is closely related to the issue: “increasing competence is motivating, and increasing motivation leads to more reading” (Guthrie and Wigfield 2000: 405).

Most extensive reading programmes recommend reader autonomy in choosing their reading materials, for example from an organised school library (Knutson 1997: 50; Nuttall 1982). This can without a doubt increase the students’ motivation for reading, but there are reasons for providing a course with one common book as well. The main motivation for a course with a single book is that it allows concentrating on problematic details, ranging from unknown words to thematic difficulties. The novel read during the course is the same for everyone, which enables both teacher and peer support and materials that are designed with the particular novel in mind. However, class library work or courses in which students choose their own readings could serve as a follow-up course for those who have already gained some experience of reading.

In order to encourage students to read, they need to be introduced to foreign language reading and preferably assisted at the beginning. Scaffolding the reading process and giving advice for reading in general can give learners of English courage to start reading more even on their own. The assistance of the teacher and study material is important, because it enables the processing of more demanding materials than the reader could manage alone (Wood, Lapp and Flood 1992: v). As Urquhart and Weir (1998: 181) point out, one of teachers’ most important tasks is to provide students with aid to life-long learning, and teaching them to effective, autonomous reading is perhaps the best single tool available. Grabe (1991: 396) summarises the issue with his statement: “In short, students learn to read by reading”. Therefore, I do not want to spoil the pleasure of reading a narrative by focusing too much on language learning goals. If the student enjoys reading and decides to continue doing it, the positive results go beyond what can be taught during a single reading course.

2.3 Approaches to reading in language learning

2.3.1 History of reading in language learning

The role of literature has varied a lot during the history of foreign language learning. Grabe (1991: 376) and Crozet, Liddicoat and Lo Bianco (1999: 7-10) provide a brief summary of the role of literature in the history from the perspectives of approaches to language learning and teaching and teaching of culture. The grammar-translation method used literature, but it was not much more than linguistic material to be translated. The focus was solely on the language, not literature itself. (Grabe 1991: 376) If culture was taught, the teaching was concentrated on high culture, involving high literature, even though it can be inaccessible even to many native speakers. One thought that culture was in the text, and literature could therefore be read even in translation. (Crozet et al. 1999: 7-10) The audiolingual period concentrated on oral skills, speaking and listening. Consequently, the role of reading texts was minor, and they were used only as reinforcement of oral skills. However, the late 1960s saw a significant increase in the number of ESL students at British and American universities, and there was an urgent need for methods that could facilitate the newcomers with sufficient academic skills. As a result, audiolingualism was to a great degree replaced by emphasis on literacy skills. Around the same time, the so called *culture studies approach* became popular. What was meant by culture was mainly information about different countries, “knowledge about the history, geography and institutions of the target language country” (Crozet et al. 1999: 8). The more recent changes, for example the emphases on schema theory and sociocultural perspectives, have affected the role of reading and literature to some extent, but probably with less dramatic shifts. However, the old traditions of teaching methods and approaches to literature and culture may still affect people’s attitudes and perspectives to the use of literature.

The more recent practices of teaching reading are not left uncriticized, either. Based on her research on the comprehension monitoring of first and second language readers, Block (1992: 337-338) criticizes teachers’ tendency to “predigest printed material for students believing that comprehension depends on understanding of all the language features of the text”. She sees this as one reason for why reading in foreign language classrooms begins late and moves only slowly from graded materials to thoroughly pretaught authentic texts. Block uses the metaphor of eating and claims that many

teachers of English are feeding their students instead of teaching them to eat on their own. One of the characteristics of proficient second language readers in the study was being able to discern between the important and unimportant issues and solving only the problems that were relevant to reading the text. Instead of focusing on vocabulary, Block recommends that the emphasis of reading should be on “building cognitive and metacognitive resources”. This is why the teaching of content and language needs to be accompanied with developing the learners’ own resources for independent reading. However, it is questionable if Block’s critique is applicable to the Finnish context, for Finnish schools can rather be criticized for neglecting the teaching of foreign language literature altogether.

2.3.2 Previous studies on language and literature in Finland

The Finnish school system relies heavily on text books as reading material. According to a questionnaire answered by 324 teachers of foreign languages in Finland, 98 % of the teachers reported on using the textbook often, and the textbook had a major impact on other aspects of school work as well. The range of texts used in language education seemed to be very narrow in general (Luukka et al. 2008: 95, 152-153). In contrast, a total of 81 % of the teachers indicated that they used literature never or seldom. Out of the 1720 ninth-graders with a similar questionnaire, 84 % perceived that literature was used never or seldom, the percentage of the former option being as high as 49 % (Luukka et al. 2008: 97). Furthermore, 32 % of the students admitted not having read literature in a foreign language (p. 137). It seems that the primary question in Finland is not how literature is best taught in the language classroom but whether it is present in the first place.

Danielsson (2000: 135-144) reports on an experiment conducted in a Swedish-speaking high school in Finland. She had two groups taking a German language course simultaneously. The control group, consisting of 18 students, used a traditional study book throughout the course, whereas the literature group (15 students) used a German novel for adolescents instead of the study book. Danielsson aimed at covering the goals set in the National Core Curriculum also in the literature group. The forms of working with the novel consisted of routines, such as picking up vocabulary, summarizing and a poster-like presentation on the wall of the classroom. In addition to the routines, the

course made use of various other activities, for example using drama, music and dialogues. Grammar, however, was discussed separate of the novel. The two groups completed a diagnostic test at the beginning of the course and an exam at the end. These tests revealed that the control group was slightly stronger to begin with, and gained better grades in the matriculation exam, which the groups took during the next school year. Nevertheless, the performance in the course exam was approximately at the same level in both groups. The literature group gave good feedback on the course, stating that they were more motivated, they had developed an interest for reading in German and they had felt that even the teacher was more enthusiastic compared with traditional courses.

Danielsson's study is a good example of the use of literature in the foreign language classroom in Finland, and her results give promising views for this material package. There are, nevertheless, some differences that do not allow direct comparison. First of all, the participants in Danielsson's experiment were Swedish-speaking students of German, in other words there were two rather closely related languages. In this case, the languages, Finnish and English, are not related at all. The students' familiarity with English is an advantage, but inference based on related languages is not likely to occur. Secondly, Danielsson's course was one of the German courses described in the National Core Curriculum instead of an optional one. This sets different demands on the course, since certain study goals need to be achieved. Therefore, the purpose of the novel is to mediate certain content that is tested afterwards. Despite the differences between this material and Danielsson's course, there are relevant similarities. Most importantly, both courses are situated in the Finnish educational context, and, according to the CEFR scales in the curricula, on the same language level, in spite of the different educational level (POPS 2004: 142; see Chapter 4.2). Danielsson (2000: 137) reports on choosing the novel on the grounds that it was linguistically and thematically appropriate, interesting and related to the topic of the course. The choice of reading materials is a complex issue worth paying attention to, which is why the next section is devoted to what should be taken into account when making the decision.

2.4 Choosing reading materials

Brumfit (1986: 189-190) presents a list of criteria which need to be considered when choosing reading materials for foreign language readers. The first three criteria,

linguistic level, cultural level and length, are relevant to all kinds of reading. Firstly, the reading material has to be accessible to readers in linguistic terms, even though this alone does not determine the overall difficulty of the text, as linguistically simple works can be thematically difficult. Secondly, if the cultural and social expectations in the text are close to those of the reader, reading is much easier than in situations where the two are very different (Steffensen et al. 1979). Thirdly, the reading texts should not be very long, especially since foreign language reading is slow and cognitively demanding (Brumfit 1986: 189-190; Urquhart and Weir 1998: 192-193). The third point is not an absolute demand, although length has to be considered, because longer texts create possibilities that short passages cannot provide (McRae 1996: 22).

Another important factor in choosing literature for the reading course is the theme of the text and its relationship with the reader's life. The texts should be linguistically and culturally appropriate, but they also need to be interesting and relevant to the reader. As McKay (1986: 194) suggests, readers of a second language can usually identify with situations in which the protagonist struggles with an unfamiliar culture or language. This theme is present in *The Secret Garden*, in which the main character ends up in a foreign country with different climate, nature, social conventions and a new dialect. The story can therefore be discussed in relation to experiences in real life. Furthermore, the other themes of *The Secret Garden* include loneliness, identity, growth and attitudes toward other people, which are likely to be relevant to the lives of teenage students.

Brumfit and Carter (1986: 15) make the point that literature is significantly different from other texts in the sense that it is not read for information or factual truth. This brings us to the purpose of reading, which in the case of this material may be rather different from what the students are used to in the classroom. The primary purpose of reading is not to enlarge vocabulary or introduce new structures, even though this might occur as well. It is important that students in an EFL context have authentic reasons for reading in English, and reading literature for non-academic purposes certainly serves this purpose. There is more to foreign language reading than school work. (Nuttall 1982: 4)

2.4.1 Authenticity

The definition of authenticity has caused heated discussions for decades. Especially regarding reading materials, researchers and educators are debating on what sort of texts foreign language readers should be reading. The difficulty of texts needs to be assessed in terms of both language and content: the texts should be simple enough to be understood without overwhelming effort but challenging enough to provide motivation to continue reading. The debate culminates in the question of whether foreign language readers should read texts that are designed especially for pedagogic purposes, already existing texts that have been modified to suit foreign language readers or texts that are originally written for native readers. I will now discuss the alternatives and motivate my choice of text for the reading course.

Simplification is not as simple an issue as it might seem to be. It has the pedagogic function that readers are faced with texts that are appropriate to their level. Reading simple enough texts can prepare the reader for the eventual control of unsimplified texts, providing the reader with interesting texts that suit the reader's cognitive level meanwhile. (Davies 1984: 182-184) Though simplified texts have some advantages, especially for the less proficient reader, one has to be careful since simplification does not necessarily retain the idea of the original to a sufficient degree. In fact, it might not even make the text more readable, which is why unsimplified but not "high" literature is often recommended instead of simplified texts. (McKay 1986: 193-194; Parkinson and Thomas 1988: 30-31) The purpose of simplified texts is to make them accessible in terms of vocabulary and structure, but there is the risk of oversimplifying the content so that normal inference is made unnecessary by extensive clarification (Vincent and Carter 1986: 211). Even the best simplified versions are missing aspects of the original text (Nuttall 1982: 32).

Graded readers are a specific type of simplified, often abridged versions of original literature, used extensively in foreign language reading classes around the world. They are classified according to language proficiency levels. (Vincent and Carter 1986: 210) In addition to the problems of simplified texts presented in the previous paragraph, one of the challenges with graded readers is that they are not readily available in Finland. Therefore, one reason for using authentic fiction as reading material instead of graded

readers is that when students learn to read it, they are not dependent on their teacher providing them with suitable reading material. Of course it would be desirable for the teacher to suggest further readings for the students no matter what materials are used, but learning to read unsimplified texts makes students more independent in finding their readings themselves.

My definition of authenticity is that authentic materials are texts which have not been especially written or simplified with foreign language learners in mind. This is not to say that other materials must not be used as reading materials. What I mean is that authentic literature can have advantages that cannot be reached with other kinds of reading materials. They represent the language as it is used outside of pedagogic contexts and enable reading for genuine purposes (Collie and Slater 1987: 3-4). Furthermore, students need to be familiar with authentic texts, because they are not likely to encounter the kind of explicit and linguistically appropriate texts found in textbooks in real foreign language contexts.

For the reasons presented above, I have chosen for this reading course an unsimplified, original piece of fiction, not designed for pedagogic use in the first place. Texts of this kind are well available for students in foreign language contexts, in book stores as well as libraries. They might be challenging at first, but if students learn to enjoy reading fiction in English, the initial struggle is worthwhile. In addition, some learners are more willing to face difficulties if they encounter an authentic text, because affective factors and the possible face validity of the text increase their motivation to interact with it (Brumfit 1986: 190; McKay 1986: 192). As a result, readers are willing to use multiple strategies to comprehend the text (Guthrie and Wigfield 2000: 404). The novel chosen for this material package, *The Secret Garden*, is written for children and adolescent readers as well as adults, which means the language is more straightforward than in most books for adults from the same era, the early 20th century. Because first language children as the intended audience require fairly simple language, the linguistic level of the authentic version can well be appropriate for foreign language learners, too.

2.4.2 Literature as reading material

Littlewood (1986: 179) provides a good reason for calling the teaching of literature more authentic than many other forms of language teaching. He points out that whereas in traditional language teaching authenticity is a problem because learning takes place in a classroom situation, in literature “language creates its own context”. Readers have access to this authentic context and the foreign culture as onlookers. Furthermore, Littlewood argues that if the focus of literature in the classroom is on language use and stylistics, literature might not be the best option. These goals can be better achieved by using materials designed for teaching. He adds that the real benefits of using literature lie in the subject: “the episodes, situations, and characters created by the literary work”. In other words, the reasons for using literature should arise from the same features of the text that make any other reader choose a novel.

It is important to define what one means by using literature in language teaching. In my opinion, students beginning to read in the foreign language need not be burdened with too much literary jargon or concepts. The view is shared by Silberstein (1994: 88), among other researchers. As McRae (1996: 26) mentions, the learners of language and literature develop slowly through the three stages from focus on language to growing language awareness before the stage of text awareness, and this should be considered in the teaching aims. According to him, Literature with a capital ‘L’ comes long after text awareness. Naturally, it would be unfair to demand more of the students than their current stage allows. In the case of ninth-graders, the stage is probably between the first and the second one, varying from one reader to the other. The Finnish language curriculum requires the language awareness stage (POPS 2004: 54-55), and the majority of students have sufficient language proficiency to reach the same stage in English, if the skills are transferred to the foreign language. Some aspects of literary studies may be beneficial for the understanding of the literary text. The understanding of metaphors, for example, helps the reader to form a link between certain events in the text. Learners reading *The Secret Garden* would miss a great deal if they did not understand the metaphor of spring for youth, life and growth. The general guideline in this material package is that theory is good as long as it enhances or facilitates greater enjoyment and understanding of the novel, but analysis for the sake of analysis should be avoided at this stage. According to McRae (1996: 17, 20, 24), “there is a great difference between literature in the language-teaching context and Literature as an institutional discipline,

or as the subject of specialist study”, and the use of literature as representational material should be encouraged from as early stages as possible. It is the tasks, aims and the approach to literature that should be modified according to the stage of the learners, not the texts.

3 THE SCHEMA-THEORETIC INTERACTIVE APPROACH

This material package makes use of the schema-theoretic interactive approach to the reading process and reading comprehension. Schema theory provides an explanation of how readers construct information, and the explanation can be used to design activities that support the readers’ information processing and reading comprehension. The first part of this chapter is a general description of schema theory and its role in reading research. The second part is devoted to top-down and bottom-up processes and their relation to the schema-theoretic interactive model. In addition, there are some examples of how schema theory is applied in previous studies in the Finnish context and finally, the approach to schema theory in this material package is introduced.

3.1 Schema theory

3.1.1 Principles of schema theory

Schema theory emerged during the first half of the 20th century in psychology, and it has been widely used in psycholinguistics, among other areas. The first person to use the term schema was Sir Frederic Bartlett in 1932, although his theory was to some degree based on earlier Gestalt psychology (Anderson and Pearson 1988: 38). The origins of the theory can in fact be traced back to the works of Piaget, Kant and all the way to Plato and Aristotle (McVee et al. 2005: 535). It was not, however, before the late 1970s that schema theory became as influential as it was at its peak, partly due to the emerging of computer-based simulations of human cognition (Anderson and Pearson 1988: 41-42). Schema theory was in the centre of reading research in the 1980s and its impact on the field can still be seen (Grabe 1991: 390). In the late 1980s and early 1990s the more cognitive approach of schema theory was to a great degree replaced by sociocultural theories and the study of literacy, but schema theory has continued to influence the field of reading research even since (McVee et al. 2005: 531).

Schemas (or *schemata*) are individual's mental representations of different concepts based on the knowledge already existing in memory. They affect the interpretations one gives to situations, whether in reading or in real life. They also direct the adaptation of new information that has to fit in with old knowledge, and this interaction of new and existing knowledge results in comprehension. (Anderson and Pearson 1988: 37) Whether what we read makes sense to us or not depends on if the information is compatible with our schema or if we can find and activate an appropriate schema. Failure to do that can result in insufficient comprehension or noncomprehension. (Carrell and Eisterhold 1988: 80) Readers' self-monitoring while reading can be seen as a process of continuously relating the information received from the text to pre-existing schemas. If the content of the text fits in with old knowledge, the text is likely to be understood. (Urquhart and Weir 1998: 186-187) The process includes that when encountered with new information which is not in accordance with previous knowledge, the new information is either rejected as false or the schema is modified to accommodate the new information. As a result, schemas are not stable but can develop and change as one gets more experience on the topic of the schema. (Carrell and Eisterhold 1988: 86; Pressley 2000: 549)

A schema is a summarized piece of knowledge about a particular topic showing the relationships between the main topic and its components. Anderson and Pearson (1988: 42-44) use the term slot to describe the components of a particular schema. For example, the term *garden* might bring to mind other concepts or slots such as *flowers*, *weeds*, *gardener*, *plants* and *trees*. The schema is based on first-hand experience, pictures and other encounters with the phenomenon. In fact, the main character of *The Secret Garden*, Mary, is not familiar with English gardens either, being brought up in India. Students' familiarity with different schemas may vary considerably, too. The activation of schemas and their components go both ways: the activated schema reminds of its components and the components can in some instances bring to mind a specific schema. The ability of the components to activate the right schema depends on the relevance of the given slots to the schema and the co-occurrence of several components. (Anderson and Pearson 1988: 42-44) *Flower bed* takes the reader's thoughts immediately to *garden* but *rose* is not likely to produce the same effect. Although *roses* are often closely related to the *garden* schema, the concept itself has such a wide net of associations and other related schemas that it will probably not

activate the right schema on its own. In other words, the reader needs sufficient clues to know what schema to use, and the writer can provide these clues either by filling some of the most relevant slots or a sufficient number of slots (Anderson and Pearson 1988: 42-44; Pressley 2000: 549).

In the field of reading, schemas direct not only the understanding of the content but also the form. Carrell and Eisterhold (1988: 79), among others, distinguish between these two types, formal and content schemas. Formal schemas are concerned with form, structure and rhetoric devices of text, which might vary significantly between different cultures and text types. The reader usually has a clear image of the structure of, for instance, a narrative in his or her own culture. Readers therefore expect events that are relevant to the story and trust that the author concentrates on significant points. Content schema means the knowledge the reader has on the topic discussed in the text. When reading *The Secret Garden*, readers who are entirely unfamiliar with the British colonialism in India can have trouble understanding the references to Mary's childhood in India. They might not understand the role of the native servants and the way they are treated, or even the reason for the British family to live in the foreign country. Facts about the state of affairs can help the students to understand the settings and clarify the events. According to Carrell (1988b: 103-4), the unavailability of either schema, formal or content, can result in overreliance on text or schema interference. In a challenging reading situation, the reader may resort to mere textual clues and try to make sense of the passage based on the form. Another solution could be to choose the closest schema available, which can lead the reader on the wrong track.

What makes schemas a challenge for foreign language readers is that they are strongly culture bound. The writer has usually intended the text for readers from the same culture, and thus it is assumed that the reader shares the same cultural schemas. The writer's meaning might not be understood simply because the associations related to the topics are different. This is well illustrated in a classic study by Steffensen, Joag-Dev and Anderson (1979: 10-29), in which participants from the USA and India revealed their cultural assumptions concerning weddings. The 39 participants were members of a university community in Illinois, and the American participants were chosen so that variables such as gender, age and education were balanced (p. 15). Despite living in the

USA, only one of the Indian subjects had attended an American wedding and the American subjects had no personal experience of Indian weddings (p. 19). They read two letters describing a wedding in India and the USA and afterwards wrote down what they recalled as specifically as they could. Their responses showed significant differences, in terms of what was considered important, what was recalled and how the information was interpreted. For example, the fact that the American bride was wearing her grandmother's dress was taken to mean that the bride was wearing an old dress that was out of fashion (p. 21). The American participants were confused about the dowry tradition, which resulted in a variety of interpretations (p. 22). Both nationalities added to their reproductions extra information that was not present in the original text but was consistent with the wedding traditions in their culture. This is an indication that they processed the themes partially based on their wedding schemas, not only the contents of the letters. Steffensen et al. (1979) conclude the discussion by stating that cultural background knowledge may be a significant factor explaining individual differences in reading comprehension. If the cultural schemas are well understood, the reading comprehension is more accurate than without appropriate cultural knowledge.

The reader's use of schemas makes texts easier to construct. When the right schema is activated, the writer does not have to be overtly explicit but the reader can draw inferences based on what he or she knows about the subject or the form. In fact, the author of literature can leave some events unclear deliberately, relying on the reader's ability to infer meanings by interacting with the text (Brumfit and Carter 1986: 14). At the text level, the formal schemas direct the interpretation so that the reader can, for instance, understand how personal pronouns are linked to proper names and create a meaningful, coherent interpretation of the text (Carrell 1988: 102). Concerning the content, the reader is able to draw on background knowledge of the world to interpret the text. The reader can fill the empty slots with the information that seems most typical or relevant, unless contradicting information has been given. (Kitao 1989: 2-4) Schemas also direct the predictions a reader makes while reading, thus enabling concentration on important points and avoiding overload on working memory (Carrell 1988: 102). In *The Secret Garden*, the reader is led to expect that Mary will, against all odds, find her way to the garden that has been locked up for ten years. Besides the title of the novel, there are plenty of clues which guide the reader to anticipate the eventual finding of the key

and the hidden door to the garden. According to the narrative schema of the genre, repeated references to the garden can be interpreted as an indication of significance.

3.1.2 Advantages and disadvantages of schema theory

The major benefits of schema theory are in the representation of reading as a constructive, active process and in the notion of the role of background knowledge in comprehension (Nassaji 2002: 440; Sadoski, Paivio and Goetz 1991: 465). Schema theory changed the direction of reading research, which is seldom neglected by even the most devoted critics of the theory. It has inspired further studies and theories building on the ideas of prior knowledge, though not always accepting schema theory as such. Although the mechanisms concerning schemas are not understood in detail, schema theory has nevertheless facilitated a deeper understanding of the reading process and reading comprehension. This has been a major advantage especially for teachers and other educators. (Grabe 1991: 384; McVee et al. 2005: 532) In addition to the psycholinguistic perspective taken in this review, schema theory has been actively in use in several fields such as psychology, memory studies and computer sciences, for example studies on artificial intelligence.

Schema theory has also been criticized for several reasons. First of all, schema theory is seen to include vague definitions for its key concepts, resulting in confusion. Second, since schemas are simplified abstractions of complex cognitive processes which are not well understood, one can see them as empty concepts with no relation to the actual phenomena. (Grabe 1991: 384; Nassaji 2002: 448-449.) In contrast to this opposition, McVee et al. (2005: 532) argue that schema theory has great pedagogical value, because it helps teachers to understand the process of reading comprehension, and one can see it as a “useful metaphorical explanation” (Grabe 1991: 384). Third, many of the studies conducted to prove schema theory have been criticized for using deliberately ambiguous texts that do not represent real-life reading situations involving authentic texts (Nassaji 2002: 448-449). Fourth, schema theory is often seen as too individualistic and sociocultural alternatives are preferred. However, careful examination of Bartlett’s work has shown that his theory takes into account the cultural side of comprehension far better than many later interpretations of his work. (McVee et al. 2005: 535-536) The individualism or socioculturalism in schema theory is therefore more dependent on

interpretations or perspectives taken. In my opinion, schema theory does not by any means exclude the possibility of social learning, although comprehension occurs within an individual reader. Co-operation and sharing of ideas can and should be used to support reading in a schema-theoretic syllabus as well as in any other. However, it is to be remembered that, as Urquhart and Weir (1998: 9) note, reading without the social dimension is rare, but reading without the cognitive dimension is impossible.

Schema theory has not been in the centre of discussion about foreign language reading recently, but it is still a widely appreciated and relevant theory about the reading process and it adapts itself well to designing reading materials such as this one. Gaffney and Anderson (2000) have studied the occurrence of several terms, including concepts related to schema theory, in four American reading journals from 1965 to 1995. They found out that although the terms *schema* and *schema theory* are mentioned to a far lesser degree in published journals, the underlying ideas of schema theory are nevertheless still present, although rarer than in the 1980s. The direct references to schema theory are replaced by vaguer and less theoretic terms such as *background knowledge*, *prior knowledge* or simply *comprehension*. According to Gaffney and Anderson, this can be interpreted as evidence for the role of schema theory as a general idea in the background. (Gaffney and Anderson 2000: 58-59, 63-64) This interpretation is supported by McVee et al. (2005: 534), who reviewed 25 texts about reading, intended for teachers, from 1989 to 2004, and found that all of the texts mentioned schema theory in relation to the reading process and reading comprehension. In conclusion, it seems that schema theory continues to have a role in current education.

3.2 Information processing in reading comprehension

The reading process is often seen to involve interaction between different subprocesses. In general, the reading process is typically divided into two kinds of information processing, bottom-up and top-down processing. This division is a central component of the schema-theoretic interactive model, but it has to be remembered that bottom-up and top-down processes appear in research also independent of schema theory. In the following paragraphs, however, the model of information processing is discussed namely from the perspective of schema-theoretic interactive model. This is for the purpose of providing an intertwined view, similar to the approach I have adapted in the

material package. The following is a description of the two processes and their relation to the process of foreign language reading.

3.2.1 Bottom-up and top-down processing

Bottom-up processing, which is also called data-driven processing (Carrell and Eisterhold 1988: 76-77), is concentrated on the smallest units of language, and the processing moves from individual letters, parts of words and whole words towards the bigger picture. The emphasis in bottom-up processing is on perception and decoding of the text. Traditional conceptions of reading comprehension have concentrated mainly on bottom-up processing, suggesting that reading is a one-way process in which the readers work their way up from word level and finally reach the meaning as it was intended by the author. This view has since been challenged by later theories, schema theory in particular. Bottom-up processing is rather seen as an important subcomponent in the reading process. (Carrell 1988a: 240-245.) Furthermore, it has been emphasized that for reading to be effective, these lower-level skills should become automatic (Silberstein 1994: 7).

Top-down processing works the other way round: processing begins with existing background information about the topic, which directs the interpretation of the smaller parts. The distinction can be made clearer by calling top-down processing conceptually driven as opposed to data-driven bottom-up processing. (Carrell and Eisterhold 1988: 76-77) Carrell (1988a: 245) points out that some of foreign language students' reading problems can in fact be caused by the lack of background knowledge. The basis of this type of knowledge is that one knows about the world, not about the language directly. Top-down processing guides the interpretation of information gained by bottom-up processing, ensuring that the meaning of the text makes sense. This involves for instance the choice of the most appropriate meaning for a word with several meanings.

3.2.2 Interactive processing

Interactive approaches is a term that covers a range of different models of second or foreign language reading. Despite their differences, all interactive approaches

emphasize the interactive nature of reading occurring on different levels. To begin with, the concept of interaction includes defining reading as an active process instead of a passive one. The reader does not merely absorb information from the text but interacts with the text and comes to his or her own interpretation of it. Alderson and Urquhart (1984: xvi) define the reading process as interaction between reader and text on one hand, and reader and writer on the other hand. More specifically, the interaction takes place between the reader's background knowledge and the text. In addition to the types of interaction mentioned before, the schema-theoretic interactive model takes into account the interaction of two sets of reading processes, top-down and bottom-up processes in the reader's mind. (Carrell and Eisterhold 1988: 76) The interaction of bottom-up and top-down processes is acknowledged even in the Common European Framework of Reference for Languages, together with the role of schemas in the comprehension process (CEFR 2003: 72, 91).

Grabe (1988: 60-62) gives an account of five alternative interactive models of reading and their central characteristics. In the first one, McClelland and Rumelhart's interactive-activation model (1981), the different features of the input activate the right meanings. The process occurs so rapidly that it allows focusing on the wider comprehension, which is often stressed in more recent studies on automaticity. The second model is the interactive-compensatory model by Stanovich (1980). Similar to McClelland and Rumelhart's model, Stanovich's model presents the activation of memory items as an automatic process. According to the interactive-compensatory model, reading consists of different processes, and readers can compensate for deficiencies by using compensatory strategies. The third model, Taylor and Taylor's bilateral cooperation model (1983) represents comprehension as the cooperation of two types of processing, one of which is rapid and global and the other slower and analytic. Fourth, LaBerge and Samuels's (1974, 1977) automatic-processing model emphasizes the importance of automatic processing at the level of form, which enables paying attention to meaning. The fifth model is Perfetti's verbal efficiency model (1985), in which reading is defined more narrowly, excluding thinking and inference. Thus the focus is on reading processing skills, in particular lexical access, proposition integration and text model building.

The schema-theoretic interactive model of foreign language learning forms the theoretical background for this material package. Out of all the interactive models, I chose it because I feel it summarizes well the interaction between the reader and the text, but also the interaction of processes involved in reading comprehension. Schema theory forms a firm basis for the model, which makes the schema-theoretic interactive well grounded in previous research. Many of the interactive models share similar features, and in fact compensate each other with their varying perspectives. In fact, several of the ideas in the five models presented before are relevant to the schema-theoretic interactive model as well. The essential advantage of the schema-theoretic interactive approach is that it benefits from its relations to schema theory as a larger framework for the model. The schema-theoretic interactive model is therefore adaptable to a variety of situations, especially pedagogic purposes. The following is a description of the basic principles in the schema-theoretic interactive model of reading.

The two different processes mentioned before, top-down and bottom-up processes are not alternative, though the top-down process has been emphasized much more in current research after a long period of bottom-up emphasis (Carrell 1988a: 240-245). According to the schema-theoretic interactive model, both bottom-up and top-down processes need to be at work simultaneously in effective reading. Using merely bottom-up processing, one can easily miss the overall picture, whereas pure top-down approach can result in interpretations that are not based on the actual text (Carrell 1988b: 102-103; Carrell and Eisterhold 1988: 77). Urquhart and Weir (1998: 42) make an additional point about using either approach on its own: "If, with bottom-up models, it is difficult to see when to stop, with top-down models, the difficulty is seeing where they should begin." The ambiguity of the processing level is one of the reasons why they, too, are in favour of interactive models of information processing. The inexperienced foreign language reader can pay too much attention to word level and complete understanding of the sentences, although the main object of this reading course is not to concentrate on vocabulary and grammar. Neither do I want to encourage mere top-down processing, because the meaning should arise from the actual text, which is then supplemented with background knowledge about the subject. In the ideal reading situation, bottom-up processing produces material, the interpretation of which is controlled by top-down processes (Carrell and Eisterhold 1988: 77).

Eskey (1988: 93-95) points out some of the risks of overemphasizing top-down models of processing. Although it is not purposeful to seek the meaning of a text merely on the page, the higher-level skills are not sufficient on their own, either. According to Eskey, rapid, fluent and accurate lower-level skills, such as perception and decoding are essential to successful reading on the higher level. He states that the top-down model accounts for only the most proficient readers, neglecting less skilled readers and especially second or foreign language readers. What distinguishes good and poor readers is that the good ones have automatic lower-level processing skills, which allows them to concentrate on higher processing. In this sense, efficient lower-level processing is both a cause and result of successful reading. However, teachers often tend to encourage weaker readers to bottom-up processing and skilled ones to top-down processing (Carrell and Eisterhold 1988: 87). Carrell and Eisterhold suggest that a better alternative would be to provide background information about the content as well as the language in order to allow the weaker readers to pay more attention to whichever processing causes trouble.

3.3 Current examples of schema theory in Finland

Even though schema theory is no longer very popular, many studies discussing second or foreign language reading comprehension refer to the theory. One current example of these is Vaarala's dissertation (2009), in which she studied learners of Finnish as a second language and their responses to a modern short story. Her definition of a schema is somewhat different from mine, because she groups schemas and scripts but differentiates frames, which she sees as associations connected to individual words (Vaarala 2009: 37). For the sake of simplicity, I use the term schema to refer to all of the previously mentioned. The basic difference in the use of schema theory is that Vaarala uses schemas to interpret the meaning construction process of the participants afterwards, whereas I use schemas to guide students to the right direction in their comprehension. Her findings include the notion that second language readers were often unable to interpret symbols correctly, because they did not have appropriate schemas (p.170). This seems to give support to the idea that students would benefit from schematic guidance in their reading process in order to comprehend the texts better.

In Finland, there is not much foreign language reading material produced utilizing schema theory directly. One of the few material packages that are comparable with mine is Poutiainen's Master's thesis (2001), which is intended for Christian schools in Finland. The texts are all from different versions of the Bible, followed by exercises and activities. Schema theory is an essential part of Poutiainen's background section, but she takes quite a different approach to it from mine. Poutiainen stresses the significance of schemas for memory and recall, which is why she uses elaboration as a tool for improving memorization. In my material package, the readers need to remember enough in order to make sense of the novel, but there are no specific learning goals concerning the content. Therefore, memory is not a crucial issue in the material package, which is more concerned with reading comprehension and the reading experience. Furthermore, Poutiainen's material package is intended for Christian schools, which means it has a very limited role in Finnish language education as a whole. This is why there is a need for other schema-theoretic material packages meant for a wider audience at the comprehensive school level.

In conclusion, it can be said that studies or teaching materials using schema theory directly are rather rare. Although many of the principles of schema theory are present, the key terms are often avoided. This is in line with Gaffney and Anderson's (2000: 63-64) finding that current research articles tend to prefer other terms to express the general idea of schema theory. If schema-theoretic studies and materials are rare in the international field, they are even less common in Finland. However, I feel that reading instruction in Finnish schools would benefit from the schema-theoretic interactive model, as it summarizes the reading process in a simple enough way for ordinary teachers and students to understand. A course structure based on the interactive schema-theoretic model maintains the essential balance between knowing the word and knowing the world.

3.4 Schema theory in the material package

Schema theory is present in the material package in the way students are supported in their reading comprehension. As mentioned before, bottom-up skills cannot be neglected, because language problems do cause difficulty in foreign language reading comprehension (Alderson 1984: 24). This is why students are taught the most essential

vocabulary and structures before reading the chapter in question. Word lists are provided, but students are encouraged to be active in choosing what they themselves find important or worth paying attention to. It needs to be stressed that while key concepts are important, the meaning is definitely not to understand every single word. The essential lesson is to learn to distinguish between what is important and what is not. Top-down skills are taken into account in the material package by either preteaching or reminding of content schemas in the passages. Which option is chosen depends on the students' familiarity with the phenomena. Some concepts can be discussed together with students taking the initiative, as the students can sometimes have more information on the subject than the teacher. Themes such as the relationship between Great Britain and India in the late 19th century may need more elaboration and background information before students can understand the references in *The Secret Garden*. How this is realized in practice is explained at the end of the next chapter (4.5).

4 ABOUT THE MATERIAL ON READING THE SECRET GARDEN

Having presented the main theoretical issues concerning this material package, I would now like to move on to practice. First, this chapter describes the settings and starting points of the material. This includes the aims, the educational context and its demands on the course and the specific target group. The novel on which the course is based is also introduced. Secondly, there are short descriptions of how theory is adapted into pedagogical practices and how the course is realised in general.

4.1 The aims of the material package

The aim of this material package is to provide ninth graders who are interested in language and literature with the experience of reading an authentic (see 2.4.1) book written in English. It is an opportunity to discover that it is possible to enjoy a narrative, its plot and characters even though one does not understand everything. In contrast to the common misconception, reading in English as a foreign language is not reserved only for the most proficient users of the language, who can understand every detail and appreciate the full literary value of the piece of literature (McRae 1996: 26). The success in reading one book together with the reading class can result in a positive

attitude towards reading and perhaps even motivation to start reading independently, not because they have to but because they want to.

Because reading in a foreign language involves a variety of different processes and levels, the aims of this course are also set on different levels. The approach to reading literature in this material package consists of three main parts. First, the text needs to be discussed in terms of textual comprehension, including linguistic issues and background knowledge. Unlike in reading in the mother tongue, even the actual language can create obstacles for comprehension in the case of a foreign language. As Block (1992: 320) suggests, foreign and second language readers are likely to face more unfamiliar language and cultural references in authentic texts than first language readers. Therefore, the first aim is to assist the students in acquiring skills for the reading process and reading comprehension. Second, when the text has been understood in terms of language, it can be discussed in literary terms. The literary discussion in this material package takes place approximately on the same level as the teaching of literature in Finnish lessons. The issues and concepts are therefore not new but the skills are transferred to reading done in a foreign language. The literary perspective is intentionally limited so that the points brought up make the novel more enjoyable rather than spoil the reading experience by extensive analysis. The main point is not, after all, to convey deep literary understanding or teach grammar or vocabulary. The third and perhaps the most important aim of this course is to concentrate on the students' own reading experience, their responses to the text and thoughts about it. Students should therefore be encouraged to read *The Secret Garden* approximately the same way than they would read a novel in Finnish.

4.2 The educational context

4.2.1 The Common European Framework of Reference for Languages

The Common European Framework of Reference for Language is a document by the Council of Europe, designed to be used as a Europe-wide guideline for language education. It is intended for teachers, course designers and generally for anyone working in the field of language education. The Common European Framework aims at wider understanding and knowledge of European languages and cultures, leading to co-

operation between the countries. (CEFR 2003: 1-2) The directions for language teaching in the Finnish National Core Curriculum are to some extent based on the Common European Framework of Reference. For instance, the language levels are determined making use of some of the descriptors for common reference levels in the Common European Framework.

The Common European Framework addresses directly many issues that are relevant for this material package and course. To begin with, the Framework clearly takes a positive stance towards the use of literature and aesthetic uses of language in language studies (CEFR 2003: 53; see section 2.2). In fact, while distinguishing between different reading activities, the document directly mentions reading for pleasure as a separate activity from reading for information (CEFR 2003: 68). In addition to principles, the Framework offers some general guidance to how to organise the reading in the classroom. For instance, it is recommended in the Framework that a reading lesson should begin with a preparatory stage, including “creating expectations, providing necessary background knowledge, activating schematic knowledge, and filtering specific linguistic difficulties during a pre-listening/viewing or pre-reading phase” (CEFR 2003: 164-165). This principle is realised in the material package using the schema-theoretic interactive model of reading comprehension. The Framework sets the larger pedagogical principles that should be common to all European countries and it is supplemented by national and local applications of the Framework. In Finland, the national application can be found in the language section of the National Core Curriculum.

4.2.2 The National Core Curriculum for Basic Education

The National Core Curriculum for Basic Education is perhaps the most influential document concerning the organization of education in comprehensive schools. It provides the foundation for the local curricula (POPS 2004: 10). The National Core Curriculum determines the guidelines for education, including values, educational practices and the aims of comprehensive education. Furthermore, it presents the objects and goals of each study subject individually. In addition to individual subjects, there are themes that should occur in all subjects throughout the curriculum (p.38-43). Especially the first of these themes, personal growth, is relevant to this course, because the topics

of identity, self-development, ethics and aesthetics (p.38) can be discussed with the help of literature and they are all clearly present in *The Secret Garden*.

The National Core Curriculum differentiates between English and other foreign languages beginning in the third grade as so called A-languages, setting the linguistic demands higher when English is concerned (POPS 2004: 140-141). This is probably due to students' familiarity with the language through vast exposure in the media. In addition to linguistic skills, the language curriculum includes cultural skills and learning strategies (POPS 2004: 141). This reading course is likely to contribute to all of these goals, as successful reading requires linguistic as well as cultural skills and knowledge, and learning strategies can be used in achieving the understanding of the text.

The National Core Curriculum (POPS 2004: 141-142) includes several goals that are taken into account in this material. First, it emphasizes the significance of background information, especially cultural background information, which is a central component in this course. Second, the students are supposed to learn the history of the countries in which the target language is spoken. Third, students are encouraged to utilise linguistic and contextual inference. Fourth, students are meant to make use of what they have learned in their Finnish classes, which can be extremely useful in this case, because students are already used to reading and discussing literature in their mother tongue (p.53-55). Finally, the language demands in the Curriculum contain broadly taken the basic grammar of English, which is only elaborated on in later education.

The material package is designed to be used on an optional course of English in the ninth grade of comprehensive school. The National Curriculum (POPS 2004: 256) defines optional subjects as courses that are intended to deepen and expand the students' knowledge of the common subjects according to their own choice. They are open to everyone in the grade in which they are offered. Optional courses are supposed to further develop the students' matters of interest and facilitate finding new ones. They can integrate otherwise separate subjects, as long as the teaching supports the general aims of the Curriculum. This course could, for instance, be adapted to integrate the teaching of English with the teaching of literature in the Finnish lessons. What optional

courses are offered and how the courses are organized depends on the schools and their own curricula.

4.3 The target group

The target group of this material package is the ninth grade of the Finnish comprehensive school. The age of the students is most often 15-16 years, and they have approximately seven years of English studies behind them. This is the last grade of comprehensive school, after which students continue to upper secondary education or vocational schools. The reading course can therefore help the students in their language studies after primary education. On one hand, the reading course could be a good chance for those students wishing to go to upper secondary school to further develop their reading skills. On the other hand, students going to a vocational school can be trained to independent reading, as the language education in vocational schools is often not as wide as in upper secondary schools.

The National Core Curriculum sets the goals that should be met in the ninth grade, at the end of comprehensive school, in order to achieve the grade 8 on a scale from 4 to 10. In the case of English as a foreign language, the grade 8 refers to the level B1.1 in the Common European Framework of Reference for Languages (POPS 2004: 142). This is the stage of “independent user”, described in the CEFR as follows: “I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters” (CEFR 2003: 26-27). Recent studies show that the majority of students in the ninth grade are at the level B1, and a significant number of students reach the level B2 (Luukka et al. 2008: 18). The reading comprehension at the level B1.1 includes the ability to read a variety of short texts about familiar topics, so that one understands the main idea, key words and important details. The next stage, B1.2, involves the reading of simple literature, although some of the details in longer texts might remain unclear. (POPS 2004: 289-291) However, the descriptions are likely to refer to independent reading, and therefore the reading of literature is possible even earlier with the assistance of teacher and relevant study material (Wood, Lapp and Flood 1992: v).

The reading material package is designed for students at the levels B1-B2 in the Common European Framework of Reference (2003). Though *The Secret Garden* is from as early as 1911, it is fairly comparable with contemporary prose because of its straightforwardness and young intended audience. The novel is thus linguistically appropriate for the target group and their general language level. The course can, of course, also be adapted into a regular course on a higher level of education. It has to be kept in mind that the group participating in the optional reading course is likely to be already interested in either language or literature, or both. The teacher using the material can and should, therefore, differentiate the contents of the course to the needs of the participants. In the ideal situation, there should also be room for individual differentiation, in order for all the participants to have adequate support and challenge.

4.4 The Secret Garden

The teaching material package is based on a novel, *The Secret Garden* by Frances Hodgson Burnett. There are several reasons for choosing this book. First of all, the length of the novel should be appropriate for the target group, who might be slow readers in the foreign language. Secondly, the language of the novel consists of simple language with familiar vocabulary and fairly easy structure, partly because the book is written for children and adolescent readers. It also seems that the possible problematic parts can be overcome by giving extra information either about the language or the background. Thirdly, many of the underlying themes in the book, such as loneliness and personal growth, are timeless issues and probably personally significant to teenagers. Finally, the novel is widely available both online and as inexpensive paperback copies, because it is out of copyright.

The Secret Garden is a story about Mary, a ten-year-old girl, who is born and brought up in India. Being a plain and bad-tempered child, she does not get attention from her parents, who leave her upbringing to the native servants. When the cholera sweeps over the area, taking the lives of Mary's parents and most of the servants, the girl is sent to her uncle in a lonely manor in Yorkshire. The girl, who has not had an affectionate relationship in her life, has to learn how to like and appreciate other people. While playing in the gardens, Mary finds her way to a secret garden that has been locked up for ten years after the tragic death of her aunt. Together with Dickon, a boy from the

moorlands, and her sick and weak cousin Colin, Mary works in the secret garden and the spring sees wonderful development both in the garden as well as in the lives of the people in the manor.

Because the intention was to choose an authentic text, the language of the novel is bound to challenge the reader at times. The language is quite old-fashioned in general, but the main difficulty in *The Secret Garden* is likely to be the Yorkshire dialect, in which much of the dialogue is written. The learners, who are perhaps not accustomed to reading in the foreign language, will face a complex dialect that puzzles even the English-speaking main character. On the other hand, the dialect provides many new opportunities to discuss the book together with language and culture in general. Furthermore, students need to be used to uncertainty when reading in a foreign language, as it is not possible to look every word up in a dictionary. One of the goals is to help the students to decide on the relevance of difficult words or passages to the understanding of the story. At ninth graders' level of language and with no previous reading experience, it is sufficient to understand the main events, although more advanced readers can gain more from the reading process. If one understands enough to be able to enjoy the story, it is possible that the reader will make an attempt to read on his or her own, too.

4.5 Pedagogical practices in the material package

As Carrell and Eisterhold (1988: 87-88) aptly put it, the teacher's work involves balancing between the background knowledge required by the text and the background knowledge possessed by the readers. This is why different warm-up activities are recommended, as it was already mentioned in relation to the Common European Framework of Reference. Carrell and Eisterhold (1988: 87-88) stress the role of providing background information and previewing content and state that this is extremely important for the less proficient readers. Preparing for reading can, for instance, include the teaching of key concepts and challenging vocabulary or structures. They make the additional point that at least weaker readers can benefit from illustrations, which is taken into account in the material. Some of the most important pedagogical practices which are in use in the material package are presented in the following sections.

4.5.1 Linguistic instruction

Linguistic instruction means in this context the text-based support that is provided in the material package. In other words, linguistic instruction includes the activation of formal schemas and emphasis on bottom-up processing. Much of the discussion is focused on vocabulary instruction, but the same principles can be applied to other aspects, such as grammar instruction, as well. The reason for paying more attention to vocabulary is that its role in reading comprehension is better established in research than the role of grammar and structure (Urquhart and Weir 1998: 56-62, 74-80). However, other aspects are taken into account where necessary, although less often than vocabulary issues, for example in connection to the grammatical forms in the Yorkshire dialect.

Nuttall (1982: 74-75) adds an extra category to the traditional types of vocabulary by discussing *active*, *passive* and *throwaway* vocabulary. Foreign language readers with a restricted vocabulary to begin with do not need to, or cannot even afford to, acquire each word they encounter in authentic texts. Sometimes a general, unspecific understanding of a word is sufficient (Blachowicz and Fisher 2000: 511), for example knowing that in *The Secret Garden* the word *bungalow* refers to a house of some kind. Therefore, students need to learn to be selective and make decisions concerning what it is they want to learn. This is a central characteristic of proficient foreign language readers (Block 1992: 337). In addition to active vocabulary, which the learner can produce, and passive vocabulary, which the learner can recognise and understand in input, there is some vocabulary encountered by learners that is not worth memorizing. Although extra vocabulary rarely harms anyone, the limited cognitive resources should be used sparingly. Words that need to be learned should be taught and practised effectively, but the tasks should be chosen according to the importance of the words and depth of required understanding (Blachowicz and Fisher 2000: 515). The problem is that students are not necessarily capable of making decisions on what is important. Therefore, the responsibility should move gradually from the teacher making the choices to the students' independent decisions. Students should also receive instructions and guidance on how to distinguish between more or less relevant words in the context.

Blachowicz and Fisher (2000: 505-507) stress the student's active role in vocabulary learning. Active engagement and personalized word learning can be realised in several

ways, for example through semantic mapping and word connections, mnemonic strategies and choosing the words to be learned. Blachowicz and Fisher recommend the last point to be used especially when reading literature, because of the vast amount of new words which are not all worth memorising. The principles are supported by Kristiansen (1998), who offers several practical examples of exercise types which are based on schema theoretic views of reading. She is in favour of semantic grouping and elaboration exercises, but stresses that semantic grouping without elaboration is not sufficient to produce long-lasting learning. However, that is not necessary in the case of many of the words or structures in the novel. Elaboration, orally or in writing, is used when learning vocabulary that is essential for the novel as a whole, but familiarity with less significant words and structures is gained using for instance semantic grouping and mapping. However, both types of learning involve the students actively processing the words and ideally choosing them themselves. Students' active role in the classroom work has at least two clear benefits. First, active engagement makes students more motivated, which leads to better comprehension and second, students are likely to be able to use the same strategies in their independent reading.

Dictionaries can be an invaluable resource in the foreign language reading classroom, but one has to be careful in how to use them. The presence of a dictionary makes it tempting to check every unknown word instead of trying to find the meaning in other ways or neglecting the word as unnecessary. Consulting the dictionary too often distracts the reading experience and it does not serve the purpose of making the students independent, selective readers. Nuttall (1982: 78-79) acknowledges the danger of overreliance on dictionaries. She suggests that students should first be shown that they can manage without dictionaries and then taught to use dictionaries effectively in the case of those words that need to be looked up. Students would certainly benefit from guidance and practice in using dictionaries, but the scope of this reading course does not allow for extensive dictionary work. However, the material package includes lists of new vocabulary which is essential for understanding the text, since there are words that the students should know, and they cannot be expected to have access to dictionaries when reading at home. The role and nature of the vocabulary work changes gradually as students gain more experience and confidence in reading.

The linguistic instruction, as well as other aspects of the course, should form a continuum from teacher-led instruction to greater independence throughout the course. To begin with, students may lack the skills or at least the confidence to approach the text and make decisions without the guidance of the teacher and study material. Therefore, it is important to first show the students how to handle for instance unfamiliar vocabulary, then let them practice the skill with some guidance and finally try it out on their own. The first lessons on the course are more structured but the role of peer and group support and independent work grows gradually. Although it may be difficult for the teacher, the words that are taught should be chosen according to their importance for understanding the novel, not for example words that are frequent in other contexts but not in this one. In their independent reading, students can learn to tell which words are important in a given text, but they do not necessarily know which words would be useful for them in general.

The Yorkshire dialect is likely to be a linguistic challenge in the novel. In addition to making reading comprehension more difficult, the students can be confused by the dialect forms of words and structures, which might differ significantly from what they are used to. However, there are several reasons for addressing the dialect directly in the material package. First of all, as students might not understand the text written in the dialect, and they can lack the skills to approach this kind of texts, they need extra assistance. Secondly, discussing the dialect broadens the students' awareness of the varieties of English even among native speakers. Thirdly, students need to distinguish between dialectal, informal registers and the language that is expected of them in formal settings such as school. It is good to know about different varieties and be able to understand them, but they are not supposed to be used as examples for own language use.

Dialects provide excellent opportunities for inference, as dialectal forms do not look familiar and they are often not found in dictionaries as such. For instance reading the passage out loud can be used as a resolving strategy, and students can guess the standard English counterparts for the utterances based on the sound of the word and the context. At some point, it might be useful to compare the dialectal forms and more formal standards, to avoid confusion, especially in the case of grammar. To name an

example, the third person “s”, which is often problematic for the students in general, is used in *The Secret Garden* in a way that may provoke confusion. Collie and Slater (1987: 99) give an excellent example of comparison between varieties of English, using *The Lord of the Flies* as foreign language reading material. In the exercise, the students are asked to correct the utterances of one of the main character’s vernacular English in the fashion of a traditional schoolmaster. In addition to making the students produce the standard versions of the sentences, the exercise has the advantage that it does not make a value judgement between the two forms, but rather acknowledges the two versions and their different uses.

4.5.2 Content knowledge

Content knowledge is used here to refer to content schemas and top-down processing. The focus is therefore on knowledge of the world and the content of the reading text. Without the already existing knowledge structures, the reading comprehension is at least negatively affected, if not made impossible. Therefore, the crucial issues concerning content knowledge in the material package are to activate the content knowledge or to provide the missing knowledge and to make the students utilise the information in their reading process.

As was explained in the section about schema theory, background knowledge is essential for reading comprehension. Its use should therefore be widely encouraged. Carrell (1988b: 108-109) makes the point that English children sometimes do poorly in reading in their first language simply because they do not know that they are allowed or even supposed to use background knowledge. However, this seems to be true only of reading done in school. According to Vaurio (2000: 183), the scenario seems to apply to the Finnish educational context as well. To avoid the misconception, students should be explicitly told that utilising knowledge of the world is not cheating but an important component of effective reading.

Carrell (1988a: 248) acknowledges the two functions of prereading activities as activating existing knowledge and constructing new knowledge. When possible, the content knowledge should come from the students themselves in order to assimilate the

new information into already existing knowledge structures. This personalizes the learning, which makes it more memorable, and allows for students to be active participants. The information can be gathered from the students for instance in the form of mind-maps or discussions. In addition, the semantic mapping exercises, discussed in relation to linguistic instruction, can be used in activating background knowledge (Carrell 1988a: 246). Wood et al. (1992: 8) suggest that brainstorming and teacher-led discussions are a good way of activating and organising the students' prior knowledge. If the students do not have previous experience or knowledge of the matters, there should be additional information that would enable the understanding of the events. For instance different cultural schemas may be inaccessible for students unless extra information is given (Carrell and Eisterhold 1988: 82-83). Providing further information can be realised for example in the form of additional texts, illustrations or searching for information online.

4.5.3 Activity types

The rest of this subchapter is devoted to issues on the reading course that are not especially connected to the questions addressed before, linguistic and content instruction. In fact, the remaining pedagogical matters are ones that can be adapted to different types of activities throughout the course. They are relevant for the course as a whole.

4.5.3.1 Inference

One of the most important activity types used in the exercises throughout the material is making inferences, both concerning the language and the content. Students are encouraged to engage in problem-solving instead of expecting to find ready answers. Vaurio (2000: 183) has noticed that drawing inferences is a rare activity even among high school students. According to her, students do not seem to make use of their knowledge of the foreign language, prior knowledge or even common sense in school reading, unless that is specifically requested of them. If this is the case, learning to take advantage of inferencing can be of great help to students on the reading course.

Lexical and syntactic inference can help the learner to distinguish between more or less important items and at least approximate their meaning. As a consequence, there is less need to check every word in a vocabulary list or dictionary. Kristiansen (1998: 64-65) proposes that teaching of affixes and compounds together with lexical inference can bring gains in vocabulary in a relatively simple way. Broader inference involves the readers utilizing their formal and content schemas in order to make sense of the text. Inferencing is one of the key components of critical reading and making interpretations (Silberstein 1994: 33, 37), the latter being essential when literature is concerned. Collie and Slater (1987: 29-30, 50) suggest ordering, matching and prediction exercises to develop inferencing. Using the exercise types recommended by Collie and Slater and Kristiansen, the students on the reading course will practice the logical thinking and inferencing skills ranging from simple matching tasks to independent problem-solving.

4.5.3.2 Information technology

Teenagers are increasingly capable of using technology and computers both during their leisure time and in their studies. Therefore, it would be rather artificial to exclude this useful resource from the teaching of literature. Luukka et al. (2008: 26-27) emphasize the need to integrate the use of information technology into teaching as a natural and regular activity. Their questionnaire, conducted on 1720 Finnish ninth-graders in 2006, reveals that 80 % of boys and 69 % of girls found their skills in using online search engines sufficient, where as only half of them could find information in libraries (Luukka et al. 2008: 88-89). In addition, 83 % of the students reported on using the Internet in order to find information often or sometimes (Luukka et al. 2008: 175). The use of information technology is in fact one of the teaching aims which are common to all school subjects, according to the National Core Curriculum (Perusopetuksen opetussuunnitelman perusteet 2004: 43).

Despite the students' self-assessment as proficient users of search engines, it is likely that they should nevertheless be instructed on, for instance, how to choose relatively reliable sources. However, the teacher's role should not become too dominating. Looking for information online makes students active agents in their learning instead of passively receiving the information from their teacher. The Internet is a resource that the students are likely to use in their independent reading, whereas many other resources,

such as dictionaries, study materials or the teacher are most often not available at all times. This is why teachers should have strong reasons for providing the students with information which they would easily find themselves.

4.5.3.3 Group work

Although reading is most often an individual activity, there are many opportunities to use collaboration on a reading course, and good reasons for doing so. First, group work allows for more people to participate in conversations at the same time. Therefore, working with peers can be more motivating than teacher-led discussions (Guthrie and Wigfield 2000: 413). Second, collaboration enables sharing of perspectives and social construction of knowledge (Guthrie and Wigfield 2000: 413). As Collie and Slater (1987: 9) note, group work is an excellent way of exploring and developing the students' own responses to the text. Third, the peers and the teacher can provide social support, which can serve as an additional motivating factor (Guthrie and Wigfield 2000: 414). The social support can also be seen in more practical terms, because the members of the group can help each other with problems in text comprehension. In sum, the benefits of group work lie in the combination of "support and control" for the individual members. (Collie and Slater 1987: 9)

4.5.3.4 Reading diary

Reading diary is an efficient way of reflecting one's thoughts while reading. It is often used to keep record of various books, for example in extensive reading programs with classroom libraries, but it can be used for a single novel as well. McRae (1996: 33) suggests that in addition to reaction and response, the reading diary could be used to document interesting quotations and reader's own ideas. Knutson (1997: 54) recommends reading diaries even in prereading activities, to document anticipations of what is to happen next. However, reading diaries seem to be at their best in developing reader response, which is one of the aims of this course. This option is presented by Wollman-Bonilla (1989) and Hancock (1993) as follows.

Wollman-Bonilla (1989) reports on her positive experiences of using reading journals to promote personal response to reading. She taught literature-based reading programs to fourth-graders with varying proficiency levels and used reading journals in the form of letters, which were responded to by the teacher. Each child developed an individual style of approaching the reading passage, and their interest in sharing their thoughts was increased by the fact that the teacher would comment on their ideas. In a similar setting with sixth-graders, Hancock (1993: 472-473) used her responses to make suggestions for the students to expand the range of perspectives taken in the letters. However, whether students adopted the suggested approaches or not was their own decision. The letter-format reading diary allows for individualisation, as the suggestions for expansion arise from the issues in the students' texts. Wollman-Bonilla (1989: 115-116) notes the additional benefit that timid students were encouraged to express their ideas more freely in the letter format, since they had time to formulate them and did not have to act spontaneously in front of the whole class. However, having recorded their thoughts in their letters, students were often more willing to share their ideas in the whole group discussions, too (Wollman-Bonilla 1989: 117).

The exact format of the reading diary is quite flexible, but it might be useful to decide on some guidelines to ensure that everyone uses the reading diary to some extent and that the diary is not restricted to mere summaries. The instructions for the reading diary in this material package are based on the guidelines provided by Hancock (1993: 472). Because there is rather a lot of reading to do for every lesson, students are allowed to write their reading diaries in Finnish if they feel more comfortable with it. They should, nevertheless, be encouraged to write in English, since the content is more important than the language. Together with classroom participation, the reading diary should have the minimal function of demonstrating that the student has read the assigned passage. The more advanced or motivated students can, however, make much more use of the reading diary by sharing their response to the reading text in detail. The reading diary can also be used to document the problems or questions that arise while reading and there is time to address them at the beginning of each meeting. The reading diary is a tool mainly for the development of reader response, but it can be used for a number of other functions as well, for instance addressing problems with language or background, if the issues are initiated by the students themselves. Even though reading diaries are often used as tools for giving feedback to students, it is not recommended to grade or

correct them: “Extensive reading and free writing require that students read and write without fear of evaluation” (Silberstein 1994: 98).

4.5.3.5 Assessment

What is crucial for successful assessment is that it should always be in accordance with teaching aims. Concerning the fact that the objects of this course are the reading experience, personal response and reading for enjoyment, assessment becomes rather complicated. First, these aims are so subjective and abstract that it is hardly possible to measure and compare them objectively. Second, knowledge of assessment would affect the students’ personal involvement and therefore make the overall aims of the course more difficult to achieve. I would therefore strongly recommend that this course be assessed on pass or fail basis, which should be possible in the case of an optional course. If not, grading should be based on the reading diary, classroom participation and the development the students show during the course, but the teacher must be aware of the possible consequences.

5 CONCLUSION

The purpose of the reading material package is to reintroduce the tradition of reading literature in language education in a way that suits the modern view of language learning and teaching. In accordance with the interactive schema-theoretic model of reading, the reading process is supported by various activities which enable the use of formal and content schemas for better understanding. However, the goal is not only to understand the text but also interact with it on a personal level. The exercise types are not new, but they are directed so that the focus of the course is on getting as much as possible out of the novel, first by understanding it and then by discussing it. After all, the main point of authentic literature is not to provide language study material. Instead, it is written to be enjoyed. These two perspectives are not mutually exclusive, but the advantages of reading literature stand out better when its original purpose is respected.

Although the reading material package on *The Secret Garden* is grounded in theories of reading, it has not been tested in practice so far. Consequently, the material package can

only be evaluated on a general level. It has to be remembered, however, that being to a great extent dependent on the students, the course can take a variety of different forms, even if the same material package is used. The material is easy to adapt according to the needs and preferences of the students, but the teacher has to take the responsibility of making choices that suit the group in question. One should also accept the fact that the course may simply not be suitable for a given class, at least without changes. Because the course is intended to be used as an optional course for students who are interested in language and literature, the target group sets limits for the use of the material. The course requires not only a certain level of language skills, but also motivation to be active in the process. If this does not apply for the group, alternative options should be considered.

Naturally, a single course material cannot cater for all levels, schools and students, which means that a range of further materials is needed. In addition to this material package, there are few reading materials developed especially for Finnish schools. In order for the type of reading presented in this study to become more popular, there ought to be many more materials available. Furthermore, the use of literature in the Finnish school context should be examined focusing on successful practices and their outcomes. There are next to endless opportunities for further development and a need for more recent research in the field.

Research on reading strongly supports using literature and reading in language learning. Therefore, it would be recommendable to give it a bigger role in Finnish education as well. This material package is an attempt to make it easier for teachers to experiment on using literature and think about how it could be applied in their teaching of English. At any rate, the material package can give teachers ideas of what to do with literature or how to approach it with students. Since informal reading is quite a rare activity in current foreign language education in Finland, there is plenty of room for improvement. Hopefully, the benefits of reading will be appreciated more in years to come.

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The Secret Garden

*A Reading Material Package Based
on the Novel by Frances Hodgson*

Burnett



by Anna Kotilainen

To the teacher

What's the course about?

This material package for a reading course arises from the lack of extensive reading of authentic literature in Finnish schools. Since reading for pleasure is one of the simplest yet efficient ways to gain language proficiency independently, students should be given the opportunity to try it out in a safe environment. Hopefully, the reading course will help your students to discover a whole new side of foreign language reading. Literature may be the secret garden they never imagined to find.

For whom is the course?

The course is intended to be used on an **optional course in the ninth grade**. There are no specific prerequisites, but the course is recommended **for students who are interested in the English language, literature or both**. The course consists of **20 lessons of 90 minutes**, and could therefore be ideally realised during a period of half a year with weekly sessions.

What's the theory behind the course?

The material package is based on the schema-theoretic interactive model of reading. Schemas are abstract knowledge structures, which are used to store and activate interrelated knowledge patterns in the mind. For example, hearing the concept *garden*, one thinks of *flower-beds, roses, weeds, fountains, paths* etc. Similarly, some of the most relevant components can activate the main concept even when it is not specifically stated. Schema theory emphasizes the importance of reader's background knowledge for reading comprehension. This background knowledge consists of two types, *formal* and *content schemas*, in other words information about the form and the content of texts. Their activation enables better comprehension. The interaction happens on different levels of the process, but perhaps most importantly between *top-down processes* and *bottom-up processes*. Top-down processing relies on using existing information at the global level, whereas bottom-up processing emphasizes decoding and word recognition. For example in the case of word inference, the top-down approach would result in inference based on knowledge of the subject in the context, whereas bottom-up inference would include analysis of the features of the word in order to come to a meaning. According to the schema-theoretic interactive model, both need to be utilized in effective reading. Therefore, the material package aims at taking into account all the ingredients of effective reading and use tasks that support the reader as widely as possible.

What are the lessons like?

Classroom practice is in most cases a combination of discussing and reviewing the previous reading done at home and preteaching the material which is coming in the next passage. The exercises and points which are brought up in the material are suggestions, but it is more important to pay attention to the specific questions or problems of the students, if such arise. Students are encouraged to become active participants in their reading and discussions on the course. There are several possibilities to adapt the course according to the needs, preferences and abilities of the group:

- Many of the tasks can be done either orally or in writing.
- The discussions and other activities can be adapted into Finnish where necessary.
- The exercises can be done in pairs, groups of different sizes or together with the whole class.

What is a reading diary?

The reading diary is the student's own tool for recording own thoughts and responses to the text. The teacher's task is to read the diary passages for the next time and provide students with short comments. Approximately ten minutes of the next lesson is devoted to reading the comments and discussing the important points that may have emerged in the reading diaries. The focus is on content, and language mistakes should therefore not be corrected. On some occasions, even the use of Finnish in the reading diary can be allowed. The teacher can give the students suggestions for expanding their perspectives, but the students choose for themselves what they want to include in their diaries.

How to use the material package?

Before each lesson, there are yellow pages for the teacher, including description of the exercises, instructions and a suggested timing for the lesson. In some instances, the answers to the exercises are given, but in most cases there is no need for that, as the activities are quite straightforward for the teacher. In addition, there are many interpretive exercises, to which there are no clear right or wrong answers.

The lessons are divided into two parts, **review** and **background knowledge** exercises, although the division is not clear-cut, and some of the exercises can actually be seen as belonging to both categories. In addition, there is a vocabulary list which the students can use while reading if they want to. It is also used in some of the exercises.

Note that the page numbers are meant for the *Penguin Popular Classics (1995)* version. Please correct the numbers for your students if another version is used.

Enjoy your trip to the secret garden!

Opiskelijalle

Tervetuloa tutkimusmatkalle, jossa yhdistät lukemisen ja opiskelemasi vieraan kielen, englannin! Lukeminen on yksi parhaista tavoista oppia vierasta kieltä, uusia sanoja ja luetunymmärtämistä, mutta ennen kaikkea se voi olla hauskaa. Sen takia täällä kurssilla ei olekaan tärkeintä oppia uusia asioita kielestä, vaan tutustua yhdessä englanniksi lukemiseen. Ryhmän kanssa voit pohtia englanniksi lukemisen vaikeuksia ja iloja sekä miettiä tekstin sisältöä. Sanalistat ja kieleen liittyvät tehtävät mahdollistavat sen, että voit keskittyä kaikkein kivoimpaan, eli tekstin lukemiseen ja sen käsittelemiseen yhdessä ryhmän ja opettajan kanssa.

Vieraalla kielellä lukemisessa on tärkeää hyödyntää omaa taustatietoa (background knowledge). Kannattaakin aina miettiä, mitä tiedät siitä asiasta, josta tekstissä puhutaan. Jos et ymmärrä jotain kielellistä asiaa, voit puolestaan järkeillä kielellisen tietosi pohjalta. Kaunokirjallisuuden lukemisessa pitää käyttää paljon omaa päättelyä, koska asioita ei välttämättä sanota aina suoraan. Älä myöskään säikähdä, jos et ymmärrä kaikkea. Eteenpäin lukemalla saatat huomata, että asia selviää, tai ettei kyseinen kohta ollutkaan kovin tärkeä koko tekstin ymmärtämisen kannalta. Ota siis rennosti ja anna tekstin viedä!

Iloista retkeä lukemisen salaiseen puutarhaan!

Lesson 1 – to the teacher

The purpose of the first lesson is to introduce the course to the students and get them started with reading. It is recommended that you introduce the course and its aims briefly to the students and answer any questions they may have at that point. In addition, you can ask them to fill in the reading questionnaire on page 6 in order for you to know about their history as readers.

Introduction of the course	5min
Reading questionnaire	10min

Background knowledge is an important facilitator for reading comprehension. The following exercises are supposed to activate the students' content schemas concerning India and colonialism and make them familiar with some of the content vocabulary.

Background knowledge:

India mind map	15min
colonialism exercise	10min
vocabulary exercise	15min

Before reading the first passage, it is good to stress that it is not necessary to understand everything. The text is read in parts with questions to make sure that everyone gets started with their reading and understands the starting point of the novel.

Reading and discussion:	35min
I. There's No One Left p.7-12	

Homework: II. Mistress Mary Quite Contrary p.13-16

Kysely lukutottumuksista

Nimi: _____

Kuinka usein luet jotain muuta kuin koulukirjoja?

päivittäin / viikottain / 2-3 kertaa kuussa / kerran kuussa / harvemmin

Millaisia tekstejä luet? Anna tarkempia esimerkkejä.

sanomalehtiä / aikakauslehtiä / nettisivuja / runoja / romaaneja / sarjakuvia / jotain muuta

Oletko ikinä lukenut mitään englanniksi tai muulla vieraalla kielellä? Millaisia tekstejä olet lukenut muilla kielillä kuin suomeksi?

Mitä mieltä olet yleisesti lukemisesta a) suomeksi b) englanniksi?

Mitä odotat tältä kurssilta?

Lesson 1

Background knowledge

1. a) The beginning of *The Secret Garden* is set in India. What comes to mind when you hear the name of the country? What do you know about India? Discuss with a friend.

b) Come and write your thoughts on the mind-map on the blackboard.

Do you have *British colonialism in India* in the mind-map? If not, add it in the mind-map and write down anything you know about it. The illustrated map on page 12 in the material can be useful.

2. Did you know this about colonialism? Match the questions with the right answers. If you don't know the answers, try to think which answer makes the most sense.

What was British colonialism?	An Indian nurse, who took care of British children.
Who went to India and why?	Hindi words meaning a married European woman and a young European girl.
What happened to the British children in India?	They tried to avoid heat and sicknesses.
How was the relationship of British and Indian people?	The Great Britain ruled over other countries with the control of the army, politics and trade.
Who were <i>Mem Sahib</i> and <i>Missie Sahib</i> ?	Indians were often servants of the British, and they had a low status.
Who was an <i>Ayah</i> ?	British children were often taken care of by Indian servants until they were sent to school in Great Britain or in India.
Why did the British mothers and children move to the hills during the summer?	British officers and their families moved to India to control the country.

3. There are some words which can be useful to know when you read the first chapter. Get to know some of them by doing this exercise.

a) Put the following words into right categories. Use the word list for help!

frown frightened shiver affectionate fretful stamp one's foot drowsy
 pretty neglected selfish frightening startle grind one's teeth
 disagreeable cross wail clutch stammer ill

Adjectives describing people:

Reactions, gestures and expressions:

b) With a partner, take turns to explain or act out some of the words on your lists. Your partner tries to guess the word.

Read & discuss

4. You will now read the first chapter in parts. After each part, there are questions, which you will first discuss in pairs/small groups and then with the whole group.

Tips for reading:

Try to get the main idea. You don't need to understand everything. You can use the word list for help, but remember that you don't have to!

a) Read from the beginning of the first chapter until "...she would never have learned her letters at all" on page 8.

What do we know about Mary?

What do you think about Mary based on what you read?

b) Continue reading until "...she turned and ran into the house" on page 9.

What is wrong? What do you think has happened?

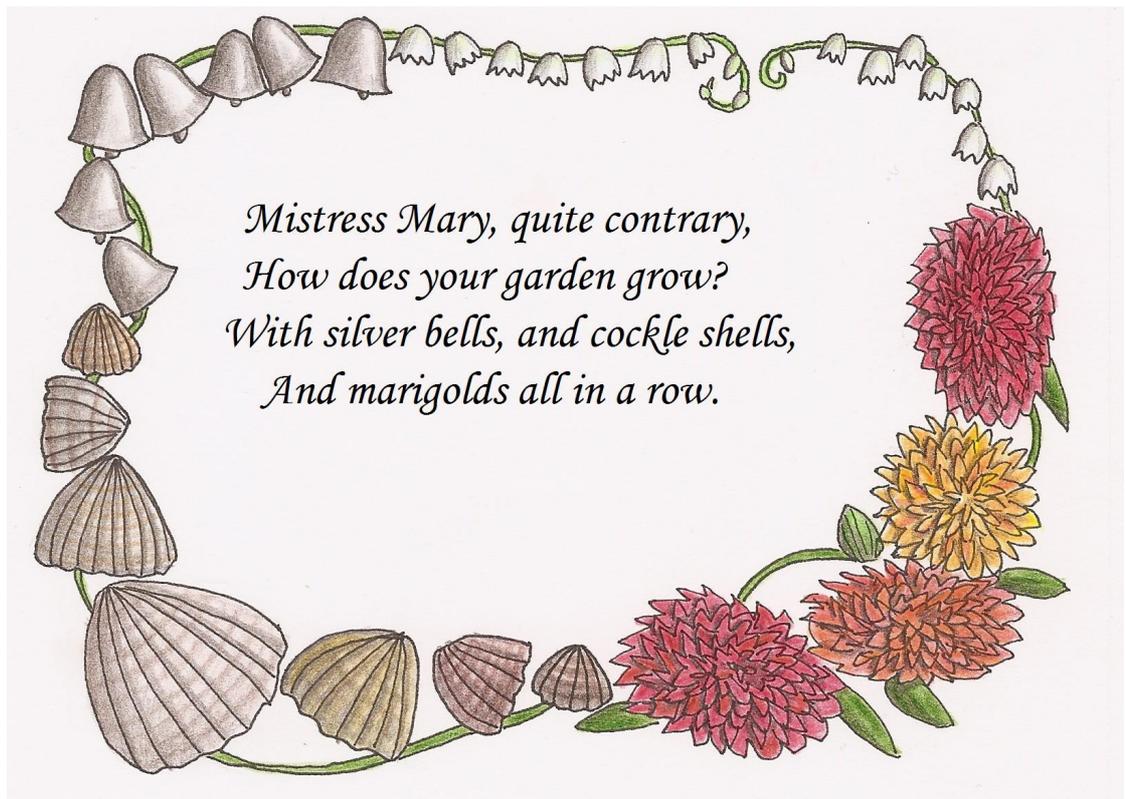
c) Read until the end of the chapter.

How do you think the story will continue?

Homework

Find out what happens next by reading the beginning of Chapter II until "standing by herself in the middle of the room." on page 16.

Extra information: The song which Basil sings at Mary is an old English nursery rhyme. Can you think of a similar poem or song that you have learned as a child?



Lesson 2 – to the teacher

Because students are perhaps not used to reading literature in English, you can begin by asking in Finnish how the students felt about reading in English during the previous lesson and at home.

Keskustelu: miltä tuntuu lukea romaania englanniksi? (15min)

Review:

In the first exercise, students discuss the reading and summarize the main points in small groups. If it seems appropriate, the points chosen by the different groups can be compared and discussed. In the second exercise, the students choose their own interpretations out of ready options. Emphasize that there are not right or wrong answers, as long as they are supported by the text.

summary	15min
interpretations & comparison in pairs	15min

The next exercise focuses on Mary's personality. As well as reviewing the previous chapters, this exercise forms a base for the subsequent activities concerning Mary's personal development.

Mary's personality	15min
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Background knowledge:

The object of the background section is to broaden the students' understanding of the geographical and cultural shift in the main character's life.

map exercise	20min
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Students are provided with some guidelines concerning their reading diaries. The details can be determined according to the context in which the course is realized because they are highly affected by the nature of the group. Think about the available formats of the diary (e.g. hand-written or typed, online diaries, e-mail), the length of the passages and when students should return their diaries in order to get a response in the next lesson.

Instructions for the reading diary	10min
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Homework: II. Mistress Mary Quite Contrary and
III. Across the Moor p.16-26 + reading diary

Equipment: computers

Lesson 2

Review

1. What has happened in the story so far?

a) Think about Chapter I and the beginning of Chapter II in groups. Decide on 3-5 most important things in what you have read.

b) Write your list on the blackboard and see how many points you share with the other groups.

2. What is Mary like? Mark the ones that you think are true and answer the questions.

kind	stubborn	selfish	thinks about others	energetic	rude
cross	loving	interested in things	lonely	fretful	
	likes people	spoiled	thankful	hard-working	

What does she like?

What does she hate?

3. a) Choose the best alternatives for the questions. You can choose more than one answer. Prepare to justify your choices!

1) Why doesn't Mary miss her dead mother?

a) Mary didn't like her mother.

b) Mary hates everybody.

c) Mary wasn't very close to her mother.

d) other reason:

2) Why is Mary so disagreeable to people?

a) Because she is a naughty child.

b) Because no one has ever really loved her.

c) Because no one has ever taught her to be polite to people.

d) other reason:

3) Why does Mary get cross when the children sing the nursery rhyme to her?

- a) She doesn't have a garden.
- b) She feels that others are making fun of her.
- c) Because they say she's "contrary".
- d) other reason:

b) Compare your answers with a friend. Give reasons for choosing (or not choosing) the alternatives, especially if you have chosen different ones.

Background knowledge

4. In chapters II and III, Mary makes her long voyage from India to Misselthwaite Manor in Yorkshire, England. Find the places on Mary's route on the Internet, mark them on the maps in this material and draw the whole journey.



Imperial Federation, map of the world showing the extent of the British Empire in 1886. (Map Reproduction Courtesy of the Norman B. Leventhal Map Center at the Boston Public Library)

a) Find and mark India on the map.

b) Find the Suez Canal. When was it built? Can you guess why it was needed?

- c) Where is London?
- d) Where is Yorkshire? How about Thwaite?
- e) Find pictures, videos or other visual material from India and Yorkshire and compare the two places.
- f) How was travelling different for over a hundred years ago?

A compleat map of the British Isles, 1788.
(David Rumsey Map Collection, Cartography Associates)



5. Discuss the following questions in groups.

- a) Tell about the countries which you have been to. In what ways are they different from Finland? Are there things that are the same in both countries? Have you ever travelled as far as Mary does in the story?
- b) Imagine that you would be sent to India for the rest of your life and you would have to live with a relative you have never met. How would you feel? How would you react?
- c) What do you think about Mary's reaction to the situation? Why is she so calm? Try to think of as many explanations as you can, based on the novel.

"If she had been older she would no doubt have been very anxious at being left alone in the world, but she was very young, and as she had always been taken care of, she supposed she always would be." (page 13)

Reading diary

The reading diary is your tool for writing down your own ideas while reading or after reading a passage. Your teacher will respond to your writings, and you can use them in group discussions. You can write for example about:

- your feelings and thoughts while reading
- what you like or don't like
- similar events in your life
- questions that come to your mind when reading
- parts you don't really understand
- what you think will happen next
- what you think the characters should or should not do (you can even talk to them)
- anything else you want to write – the choice is yours!

Don't worry about making mistakes! The language is not important here but your thoughts are.

Homework: Read the rest of Chapter II and Chapter III. Start writing your reading diary and hand it to the teacher before the next meeting.

Lesson 3 – to the teacher

At the beginning of the lesson, return the reading diaries and give the students some time to read your responses. If there are any specific issues that have come up, they can be discussed at this point. 10min

Review:

The understanding of the previous chapter is checked by filling in a summary table of Mary's journey. The exercise can be done individually or in pairs and discussed with the whole group. The next task involves combining opinions with whose thoughts they are. In addition, students think about Mary and Mrs. Medlock's looks and either describe or draw them.

summary table of Mary's journey	15min
Mary vs Mrs. Medlock	15min

Background:

The background section of the lesson introduces the Yorkshire dialect and gives some clues to how to read a text that is written in the dialect.

Listening to the Yorkshire dialect	15min
The apostrophe and dialect	20min
How to read in a dialect: guidelines and practice.	15min

Homework: IV. Martha p. 27-43 + reading diary

Equipment: computers

Notes:

2. Answers: both: 1; Mary: 3,4; Mrs. Medlock: 2,5

5. a) The common uses of apostrophe the students might know includes the genitive and the contracted forms of *not*, *has/have* and *is*. It might be useful to bring these up if students do not think of them.

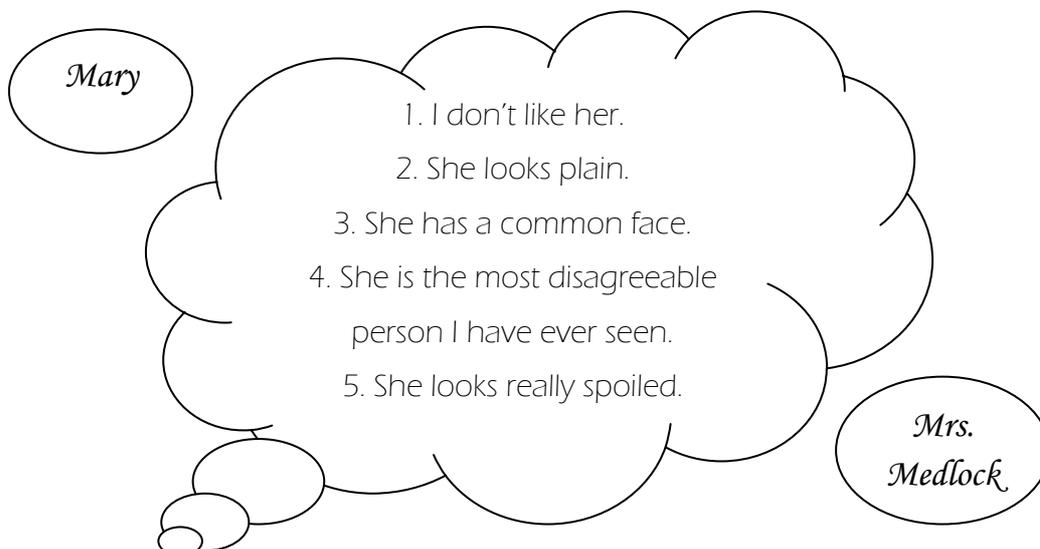
Lesson 3

Review

1. Summarize Mary's journey in Chapters II and III using the table below.

	vehicle	company
The clergyman's house	-	
India → London		
London → Thwaite		
Thwaite station → Misselthwaite Manor		
Misselthwaite Manor	-	

2. a) Whose thoughts are the following comments? Find the opinions on pages 16-18 and mark if they are Mary or Mrs. Medlock's thoughts.



b) What is said about what Mary and Mrs. Medlock look like? Draw or write.

Mary	Mrs. Medlock

Background knowledge

3. In the next chapter you will find an interesting type of language. It is the Yorkshire dialect. Listen to a sample of the dialect on the web page:

<http://www.bl.uk/learning/langlit/sounds/text-only/england/welwick/>

At first, listen to the dialect only without looking at the text. Then listen to it again and read it at the same time by clicking “show transcript”. Don’t worry if you do not understand, just try to get a sense of what the dialect sounds like.

4. The apostrophe mark ’ is often used to mark that one or more letters are missing. Some of the forms are typical in writing without the dialect, but sometimes they are also used to imitate the sound of a dialect.



a) When do you use it? Write examples on the blackboard.

(If you want, you can see <http://www.englishtenses.com/contractions.html> for more information)

b) What letters are missing from the contracted forms? Write the whole word(s).

"Aye, that I do (...) I just love it. **It's** none bare. **It's** covered **wi' growin'** things as smells sweet. **It's** fair lovely in spring **an'** summer when **th'** gorse **an'** broom **an' heather's** in flower. It smells **o'** honey **an' there's** such a lot **o'** fresh air – **an' th'** sky looks so high **an' th'** bees **an'** skylarks makes such a nice noise **hummin' an' singin'**. Eh! I **wouldn't** live away from **th'** moor for **anythin'.**" (p. 28)

It's _____ wi' _____ growin' _____

an' _____ th' _____ heather's _____

o' _____ there's _____ hummin' _____

singin' _____ wouldn't _____ anythin' _____

c) Which ones would you use?

Reading in dialect – some tips

-Read the text aloud and think about what it sounds like. Words that look strange at first may be words that you know when you hear them.

-Fill in the missing letters marked by ' in your mind.

-Read forward to see if it becomes clearer.

-Think about what would make sense in the situation.

-Remember that even native English speakers can't understand all of it, so don't panic if you don't get it.

-Use an online dialect glossary, for example:

<http://www.bbc.co.uk/northyorkshire/voices2005/glossary/glossary.shtml>

Find out the meaning of the following Yorkshire words:

tha, thee = _____

aye = _____

vexed = _____

un = _____

5. Time to practice! What did the station-master and Mrs. Medlock say to each other in Chapter III (p. 23)? Translate from Yorkshire into standard English.

"I see tha's got back," he said. "An' tha's browt th' young 'un with thee."

"Aye, that's her," answered Mrs. Medlock (...) "How's thy Missus?"

"Well enow. Th' carriage is waitin' outside for thee."

Homework: read Chapter IV: Martha and write about it in your reading diary.

Lesson 4 – to the teacher

Reading diaries (10min)

Review:

The purpose of the first assignment is to summarize the main points of the previous as well as to learn some content words by elaboration. The elaboration can be done orally, but writing makes the memorization more permanent. Go through the exercise together to make sure that everyone gets the basic idea.

summary and word elaboration

20min

Background knowledge:

The next task is supposed to activate the students' structural schemata of stories. They need to motivate why they think the secret garden is significant in the story. Whether or not the answers arise from the students' answers, it would be useful to discuss at least the title of the novel, the appeal of secrets, recurring references to secrets in the novel and Weatherstaff's reaction when Mary asks about the garden.

prediction: the secret garden

15min

Throughout the novel there are numerous references to birds. This is why it is useful to learn bird vocabulary at the beginning of the course. The exercise involves the grouping of interrelated words together with a visual component.

bird vocabulary

15min

To get a sense of Mary's surroundings, students are supposed to find pictures or other visual material on the Internet. If resources allow, students can print out some of the best pictures and add them into their reading diaries.

finding pictures

20min

imagination

10min

Homework: Chapters V and VI + reading diary

Equipment: computers

Lesson 4

Review

1. Summarize the chapter by making sentences of the clue words. Check their meaning in the vocabulary list if you do not remember them.

housemaid

moor

equal

rage

indifference

path

robin

Background knowledge

2. Do you think the secret garden which Mary and Martha talk about is important? If yes, why do you think so? Will Mary ever find the door of the garden? What is the role of the garden in the story?

3. Bird vocabulary – robin redbreast

a) Find the parts of the bird and mark them in the picture.



1. a delicate beak
2. slender, delicate legs
3. tiny, plump body
4. feathers
5. tail
6. wings

b) Check that you know these words. Put the rest of the bird vocabulary into logical groups according to meaning.

chirp	hop	twitter	fly	whistle	fledge
	sing	alight	perch	peck	

Extra: Find out how the robin sounds like! Try for example <http://www.garden-birds.co.uk/birds/robin.htm>

4. a) The gardens and manors in Yorkshire are probably very different from the Finnish ones, and there are no moors in Finland. Find out what they look like on the Internet.

Some examples of search words:

Yorkshire / Britain / UK / England / manor / garden / kitchen garden / orchard / moor

b) Answer the following questions based on the pictures you find.

Why is the moor described as a “purplish sea”?

What are manors mostly made of?

In your opinion, how are English gardens different from Finnish ones?

5. a) Mary doesn't have much to do in Misselthwaite Manor. How would you spend your time in Mary's situation?

-read something

-play in the nursery

-go to the other rooms (even though it's forbidden)

-play in the garden

-try to find the secret garden

-talk to the servants as much as possible

-run away from the manor and try to find another place to live

-other _____

b) What do you expect Mary to do?

Homework: Read chapters V and VI and write to your reading diary

Lesson 5 – to the teacher

Reading diaries (10min)

Review:

The first task makes students think about the questions that arise from the text, create possible answers and evaluate them. It combines review, prediction and inference.

interpretation exercise

20min

Background knowledge:

The utilization of formal schemata and inference are practiced in the second exercise, in which students grade the likelihood of the given statements and think about the origins of their intuitions. Based on the discussion, you can demonstrate how students intuitively use their background information.

likelihood evaluation

15min

Next, the dialect is discussed from the perspective of grammar, to avoid confusion with the use of the third person –s.

dialect grammar

15min

The last exercise summarizes the changes in Mary's life so far. The format is that of a chess board and the changes can be labeled as good or bad by writing them on either white or gray squares. After the individual or pair work stage, the changes can be discussed together and you can help the students to find quotations or passages that support their ideas.

chess board of change

30min

Homework: Chapters VII and VIII + reading diary

Lesson 5

Review

1. There are many questions without answers in chapters V and VI. Write down possible answers for the questions and choose your favorite answers.

What was the crying Mary heard?

Why are people lying to Mary about the crying?

Why did Mrs. Medlock get so angry when she found Mary in the corridor?

Background knowledge

2. a) How likely are the following things to happen in the rest of the novel?

	very unlikely		very likely	
	1	2	3	4
Someone will see a ghost.	1	2	3	4
Mary will get a new friend.	1	2	3	4
There will be a murder.	1	2	3	4
There will be new characters.	1	2	3	4
Mary will be sent to another place.	1	2	3	4
The secret garden is found.	1	2	3	4
There will be a wedding.	1	2	3	4
Mary finds out what the crying is.	1	2	3	4

b) Compare your answers and discuss them. Are your answers based on the style of the novel, other similar stories or something else?

3. The grammar in the Yorkshire dialect is sometimes different from standard English. Mrs. Medlock doesn't like the fact that Martha speaks broad Yorkshire.

a) How would Mrs. Medlock correct the lines by Martha?

Martha: "Our children plays with sticks and stones. They just runs about an' shouts an' looks at things."

Mrs. Medlock: _____

Martha: "The biggest ones goes out in th' cowshed and plays there."

Mrs. Medlock: _____

Martha: "You'll have to learn to play like other children does when they haven't got sisters and brothers."

Mrs. Medlock: _____

Martha: "Dickon's a kind lad an' animals likes him."

Mrs. Medlock: _____

b) When do you normally need -s at the end of a word? Give the rule and examples.

4. a) There have been both positive and negative changes in Mary's life during the book. Write them down on the chessboard so that the good things are on white squares and bad things on gray ones. Some things can belong to both white and gray squares.

b) Collect all your answers on a big chessboard with the whole class.

c) As the whole group, try to find citations from the novel to support your opinions.

d) What changes are you hoping to find in the following chapters? What would you like to read about? Make notes.

Homework: Read chapters VII and VIII + write to your reading diary



Lesson 6 – to the teacher

Reading diaries (10min)

Review

The first discussion exercise starts by the students exploring their own experience of cultural differences and ends with the cultural clashes Mary faces. This approach can make the students realize Mary's new situation on a more personal level.

Cultural differences 15min

Background knowledge

The moor is probably a new phenomenon for the students. The purpose of this activity is to collect the scattered information on the moorland on a mind-map for more solid background information for the chapters to come.

Moorland mind map 15min

Awareness of the changes of word class is a good tool for reading comprehension. In this exercise, the students get to explore some suffixes and the changes they bring by using words from the chapters.

Changing word class 15min

Garden vocabulary is made familiar with an exercise of combining words with pictures, partly because students might not know the terms in Finnish, either. The combining exercise is followed by elaboration to make the words more memorable.

Garden vocabulary 15min

Education is a very different issue from what the students are used to, and therefore some of the terms are dealt with in the next exercise.

Education 15min

At the end of the lesson, students are to take an imaginary tour in the secret garden by listening to the beginning of Chapter IX. The length of the listening passage depends on the time available, but an example of a good stopping point is "thousands of roses would grow on every side" on page 77. You can either read it yourself or play one of the excellent recordings on LibriVox:

<http://librivox.org/the-secret-garden-by-frances-hodgson-burnett/>

<http://librivox.org/the-secret-garden-by-frances-hodgson-burnett-version-2/>

Listening 5min

Homework: Chapter IX + reading diary

Equipment: computers

Lesson 6

Review

1. "India is quite different from Yorkshire." Discuss the following questions.
 - a) What experience do you have of cultural differences?
 - b) What Finnish customs seem strange to foreigners?
 - c) Give examples of situations where Mary faces cultural differences in practice. What things are new to Mary at Misselthwaite Manor and England?

Background knowledge

2. What do you know about the moor? Draw a mind-map.

Shrubs and flowers on the moor

Broom and gorse look similar, except for the fact that gorse has thorns.



Gorse in bloom.



Heather in bloom.

3. Words can easily be made into words of other word classes with small changes. If you know one word, you can easily understand words that are related to it. Here are some examples of word endings and how they are used. Look at the examples from the chapters and fill in translations into Finnish and empty slots.

Adjective > noun

blue > blueness = _____

contrary > contrariness = _____

green > _____ = _____

Adjective > adverb

curious > curiously = _____

reflective > reflectively = _____

careful > _____ = _____

Noun > verb

an arch > to arch = _____

a weed > _____ = _____

Noun > Adjective

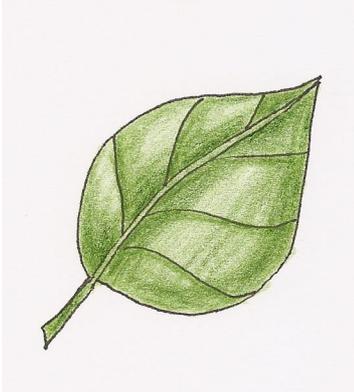
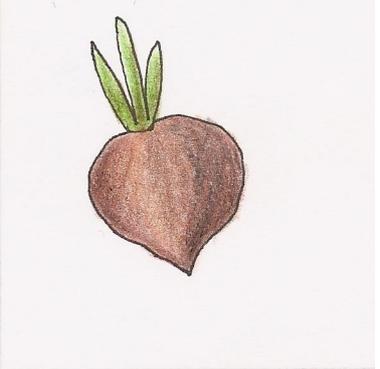
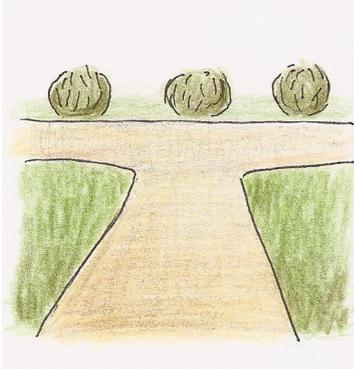
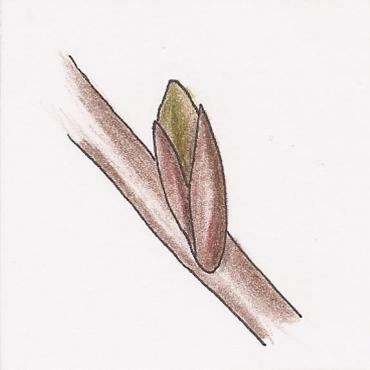
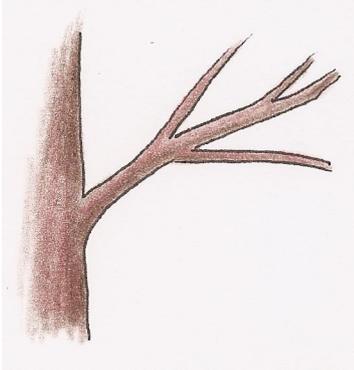
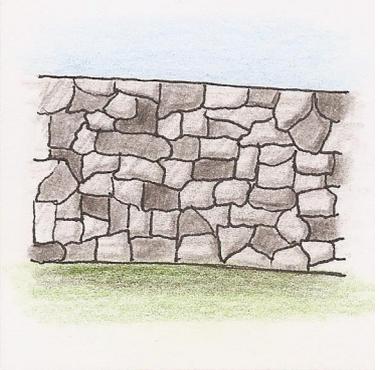
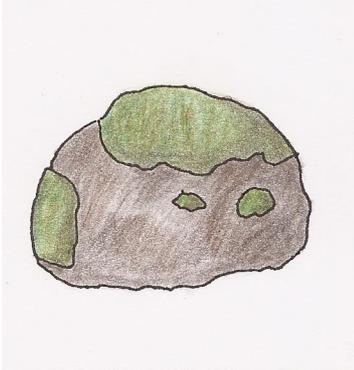
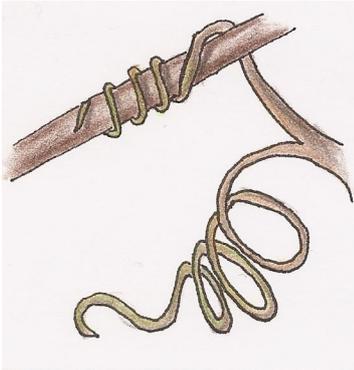
bottom > bottomless = _____

help > _____ = _____

Background knowledge

4. a) Chapter IX includes quite a lot of garden vocabulary. Match the words with the pictures. Use the word list or dictionary if you need help.

leaf, stem, tendril, alcove, moss, flower urn, bulb, seed, rake, spade, branch, flower bed, wall, path, bud



b) Choose 3-5 new words that you think are the most important. Write sentences using the new words.

5. a) One difference between your life and Mary's is that she doesn't go to school. Can you guess what these education terms mean?

boarding school:

homeschooling:

governess:

b) If people wanted to write to someone at the time of the novel, how did they do it?

c) In the next Chapter, Mary and Martha write a letter, and it is important that the letter is printed, not written. What could it mean to print or write letters?

6. Listen to the beginning of Chapter IX. Close your eyes and take an imagined tour in the secret garden with Mary!

Homework: Read Chapter IX and write to your reading diary

Lesson 7 – to the teacher

Reading diaries (10min)

Review:

The purpose of the first exercise is to practice inference with rather rare idiomatic phrases found in the previous chapter. Students are provided with options to make them more secure in the inferences.

Idiomatic expressions

10min

Background knowledge:

Though knowledge of the different garden flowers mentioned in the book is not essential, it can be interesting to know something about them. The students are to google the names of the flowers and then match the names with the pictures in the material.

Garden flowers

20min

The next exercises focus on the characters. In the first one, students write questions to the characters and answer each other's questions. The following exercise is narrowed down to mothers, more specifically comparing Mary and Dickon's mothers in order to understand their different backgrounds better.

Questions to the characters

20min

Comparing mothers

10min

To aid future reading, students would benefit from the skill of deducing the meaning of compound words instead of looking them up as such.

Compounds

20min

Homework: read Chapter X + reading diary

Equipment: computers

Lesson 7

Review

1. Sometimes people say things they do not mean literally to express something else. What do you think the following expressions mean? Think about which option makes the most sense in the context.

“Our Dickon can make a flower grow out of a brick walk.” p.79

- a) Dickon can make flowers grow without using seeds.
- b) Dickon can make flowers grow where they do not naturally grow.
- c) Dickon can grow only one type of flower on brick walks.

“A woman as brings up twelve children learns something besides her ABC.” p.81

- a) Having twelve children makes you learn a lot.
- b) Having twelve children makes you learn to read.
- c) A woman who has twelve children has no time to read.

“Th’ rent on our cottage is only one an’ threepence an’ it’s like pullin’ eye-teeth to get it.” p.81

- a) The children have to pull out their teeth and sell them to get the rent paid.
- b) The family has to work hard to pay the rent.
- c) The family has no problems with paying the rent.

Background knowledge

2. You have now heard of many garden flowers. Do you know what they look like?

a) Google the names of the flowers to find out what they look like and match the names with the right flowers in the picture.

Garden flowers: foxglove, iris, mignonette, Canterbury bell, daffodil, narcissus, jonquil, daffydowndilly, lily, lily-of-the-valley, larkspur, purple flag, poppy, snowdrop, campanula, crocus, pansy



b) Which ones can you name in Finnish?

c) What is special about *daffodil*, *narcissus*, *jonquil* and *daffydowndilly*?

3. The secret garden is not the only secret in Misselthwaite Manor. If you could ask one question from anyone in the novel, what would you ask and from whom?

a) Write your question on a piece of paper. Remember to mention who you are addressing! Give your piece of paper to the teacher.

example: Martha, why did you lie to Mary about the crying?

b) The teacher gives you someone else's question. Pretend to be the character who is being asked the question and write an answer. Use your imagination!

The pieces of paper are read aloud or put on the wall so that everybody can see them.

4. a) Compare Mary's mother and Mrs. Sowerby (the mother or Martha, Dickon and the rest). Mark Mrs. Lennox on the lines with *L* and Mrs. Sowerby with *S*.

Loving _____ ignorant

Close _____ distant

Rich _____ poor

Hard-working _____ doesn't work

Beautiful _____ plain

Good with children _____ doesn't like them

b) What do you think good mothers should be like? Make a list.

"She doesn't seem to be like the mothers in India." –Mary, page 84-

5. Compounds (=yhdyssanat) are a great way to learn new words easily.

a) In small groups, write down as many English compounds as you can. The group with the most compounds wins.

b) Which of the following words are compounds? Translating the words into Finnish may help.

secret garden, kitchen garden, dead garden

lifetime, long time, tea-time

oat cake, butter, glass of milk

currant bush, rose-bush, small bush

c) Explain the meaning of the compounds.

a far-reaching branch: a branch that reaches far _____

a tree-top: _____

moss-covered flower urns: _____

a fairy-story: _____

tail-feathers: _____

sunshine: _____

flower garden: _____

d) How many ways are there to write compounds and what are they?

Homework: read Chapter X + reading diary

Lesson 8 – to the teacher

Reading diaries (10min)

Review:

True or false statements remind of the events in the homework and help to check the understanding. The warm-up is followed by more interpretive discussion questions, which require the student's using their imagination and interpretation skills.

True or false?	10min
Discussion questions	15min

Background knowledge:

The next two exercises prepare the students for the new vocabulary in the next chapters. The words are semantically related and some of the words chosen by the students are elaborated by explaining them to friends.

Gardening verbs and nouns	10min
Word list preparation	25min

The last exercise is about description of people. First, students are supposed to describe the characters as they imagine them to be, and second, they meet some old and new descriptions which will be useful also in the future.

Description of people	20min
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Homework: Read Chapters XI and XII + reading diary

Lesson 8

Review

1. Are the sentences true or false? Correct and justify your answers.

Mary is very interested in gardening. T/F

Ben Weatherstaff likes Mary less than when he first saw her. T/F

The robin surprises Mary and Ben Weatherstaff by flying really fast. T/F

Ben Weatherstaff knows a lot about animals. T/F

Dickon is good at keeping secrets. T/F

2. Discuss the questions in groups. There are no right or wrong answers, so use your imagination and tell your opinions freely.

Why does Ben Weatherstaff suddenly get angry with Mary?

Why is the garden so important to Mary?

Do you think Dickon is a realistic character?

Is it really possible to talk to animals so that you understand them and they understand you?

Background knowledge

3. a) Combine the gardening verbs with their right explanations.

weed Put seeds or bulbs into the ground to make them grow.

grow Cut off extra branches out of trees or bushes.

prune Move out earth to make a hole in the ground.

dig Pull out plants that you do not want to have.

plant Become bigger.

b) What are the following nouns in Finnish?

a weed= _____ growth= _____ a plant= _____

4. Look at the word lists for chapters XI and XII.

a) Find synonyms (=words that mean the same) for these words.

girl

bad-tempered

shout

branch

seriously

shake

b) Take turns and explain a word on the vocabulary list to your friend(s) without saying the word. Others try to guess the word by looking at the word lists.

5. All people in the novel are not described in detail, and all of us imagine them to look different.

a) Tell your friend what you think the characters look like.

b) What do the following descriptions mean? Draw.

round eyes	a turned-up nose	poppy-coloured cheeks
a wide mouth	high, crooked shoulders	curly, rust-coloured head

Homework: Read Chapters XI and XII + reading diary

Lesson 9 – to the teacher

Reading diaries (10min)

Review:

The relationship map makes the students reflect on the relationship of Mary and the other characters. They are also encouraged to find justification for their interpretations in the story.

Relationship map	20min
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Part a) of the second exercise is the same task that was filled in during the second lesson. The two ones are compared to see the development in Mary's character. The third exercise continues with the same theme on a metaphorical level, comparing passages about Mary "planting" dead flowers and tending a real garden.

Mary's personality	20min
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Mary and flowers	15min
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Half-way through the book, students can remind themselves of the whole novel so far and discuss the events on their own. This can be done with a pair or group project work, in this case a poster which they can continue to fill in later.

Plot review	25min
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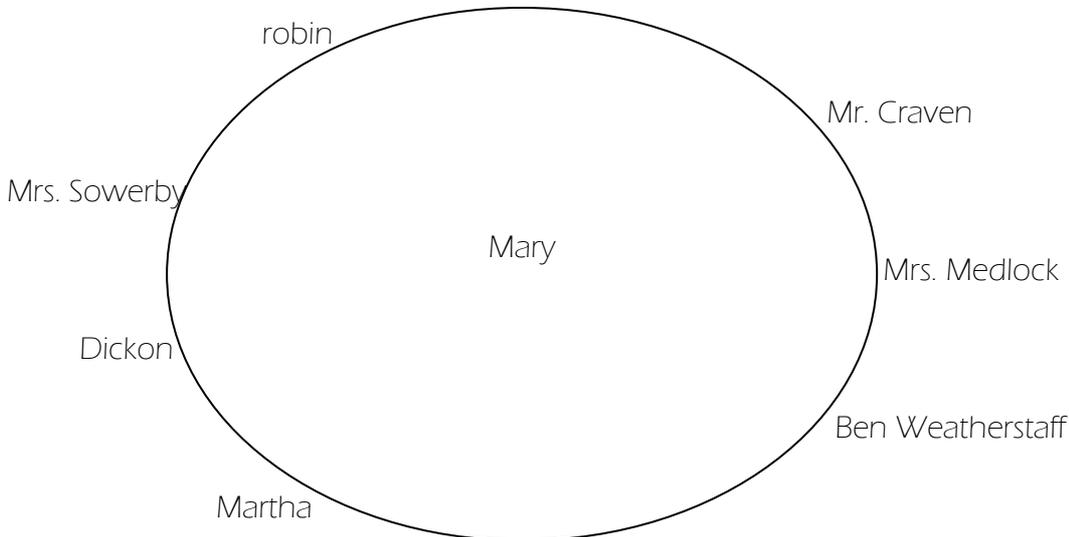
Homework: read Chapter XIII + reading diary

Equipment: colourful cardboard

Lesson 9

Review

1. a) Mary says she likes five people. Think about Mary's relationship with the people on the chart. Use words, visual symbols, or colours to express the relationships.



b) What sort of proof do you have in the novel?

2. a) What is Mary like? Mark the ones that you think are true and answer the questions.

kind	stubborn	selfish	thinks about others	energetic	rude
cross	loving	interested in things	lonely	fretful	
likes people		spoiled	thankful	hard-working	

What does she like?

What does she hate?

b) Look at exercise 2 in lesson 2 and compare your answers. Have you chosen the same descriptions or has something changed? Underline the ones that have changed.

c) What other changes have you noticed in Mary? You can look at Chapter I for help.

3. Read the two earlier passages about Mary and flowers.

"She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Saidie when she returned." p.8

"It was Basil who thought of it first. Basil was a little boy with impudent blue eyes and a turned-up nose, and Mary hated him. She was playing by herself under a tree, just as she had been playing the day the cholera broke out. She was making heaps of earth and paths for a garden and Basil came and stood near to watch her. Presently he got rather interested and suddenly made a suggestion.

"Why don't you put a heap of stones there and pretend it is a rockery?" he said. "There in the middle," and he leaned over her to point.

"Go away!" cried Mary. "I don't want boys. Go away!"

For a moment Basil looked angry, and then he began to tease. He was always teasing his sisters. He danced round and round her and made faces and sang and laughed.

"Mistress Mary, quite contrary, How does your garden grow? With silver bells, and cockle shells, And marigolds all in a row." p. 14

Compare the passages with Chapters XI and XII. How are the texts different? Is there a difference between Mary's "gardens" at the beginning of the book and now?

Compare the texts to the development in Mary's life. Do you see any similarities?

4. You are not almost half-way through the book. Take some time and think about what has happened so far.

Take a sheet of cardboard and draw the plot so far. Use only half of the sheet and spare the other half for the rest of the novel.

- write down the most important events
- you can write also other things, such as descriptions of the people
- draw or print out illustrations
- you can design the structure of the presentation as you wish

Homework: read Chapter XIII + reading diary

Lesson 10 – to the teacher

Reading diaries (10min)

Review:

The first task is to find 5 words from the vocabulary list of the previous chapter and write sentences about the chapter. In addition to bringing to mind what happened in the chapter, the students need to choose significant words and elaborate on them by writing sentences.

Summary and word elaboration	15min
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Mary and Colin's similarity and their poor upbringing are important themes in the novel. The discussion of the issue begins with students assessing what is important in life. Mary and Colin's lives and childhood are compared to each other and then related to the things students find important.

Important things in life	10min
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Comparison of Mary and Colin	20min
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Mary and Colin's childhood	10min
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In this inference exercise, students practice to approximate the meaning of some words by using structural and contextual knowledge together with logical thinking.

Inference exercise	15min
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Background knowledge:

The Indian concept of *Rajah* can be unfamiliar to the students, and it is often referred to in the upcoming chapters. With a dictionary definition and Mary's description, the students can start thinking about why Mary calls Colin by the name.

Rajahs	10min
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Homework: read Chapter XIV + reading diary

Lesson 10

Review

1. Look at the word list again. Choose at least 5 words and use them to write sentences about Chapter III. When you have written your sentences read them aloud to your friend.

2. a) What is really important in life? Choose 10 most important things and put them into the order of importance. You can add other things, too.

family, money, food, friends, love, home, respect by others, education, self-esteem (=itsekunnioitus), security, morality, intellectual activity, physical activity, health

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

b) Was it easy or difficult to put them into order? Why do you think so?

3. When reading Chapter XIII, you might have noticed that Mary and Colin have much in common. Fill in the comparisons.

	Mary	Colin
Family background		
Personality		
Relationship with other people		

4. Mary and Colin haven't always had all the things listed in exercise 1.

a) What effect has it had on them?

b) What would help them to become more like other children? Give your own opinion.

5. It's not always important to know all the words in a text. Read the passages and try to guess the general meaning of the underlined words. Use the context (the text around the word) and your logic for help.

"I won't say as he hasn't been ill a good bit. He's had coughs an' colds that's nearly killed him two or three times. Once he had rheumatic fever an' once he had typhoid."

They are types of _____

"He knows all about eggs and nests," Mary went on. "And he knows where foxes and badgers and otters live. He keeps them secret so that other boys won't find their holes and frighten them."

They are types of _____

"Thousands of lovely things grow on it [the moor] and there are thousands of little creatures all busy building nests and making holes and burrows and chippering or singing or squeaking to each other."

Burrows are types of _____

Chippering and squeaking are types of _____

6. Chapter XIV is called *A Young Rajah*. Read the dictionary definition from Oxford English Dictionary and Mary's description of a Rajah.

"An Indian king or prince who ruled over a state in the past." (OED)

"Once in India I saw a boy who was a Rajah. He had rubies and emeralds and diamonds stuck all over him... Everybody had to do everything he told them – in a minute. I think they would have been killed if they hadn't." (Mary, p.135)

Can you see why Mary thinks Colin is like a Rajah?

Homework: read Chapter XIV + reading diary

Lesson 11 – to the teacher

Reading diaries (10min)

Review:

The warm-up exercise makes students think about their own life as ten-year-olds, which may help them to relate to Mary, Colin and Dickon's life better.

Ten-year-olds	15min
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Thinking about Mary and Colin's families is an issue they bring up in Chapter XIV, but it is also good to clarify the relationships in order to understand the plot better.

Mary's family tree	10min
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The two doctors represent the common sense and the tradition of the Manor. Students are supposed to find and compare the different advice given by the doctors and discuss the hidden agenda of Dr. Craven. In the next exercise, students play the role of the doctor, analyse Colin's condition and give their own advice.

Two doctors	15min
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Colin's sickness	15min
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Background knowledge:

In addition to Colin's sickness, the whole situation is beginning to unfold. The bigger picture is looked at in more detail in the cause-and-effect task about the Craven family.

Craven family cause-and-effect	10min
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Chapter XV includes quite a lot of instances with a verb + prefix *un*. Instead of merely telling the meaning of these words, the students gain familiarity with the prefix and learn the words as well as their opposites.

Prefix <i>un</i>	15min
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Homework: Read Chapter XV + reading diary

Lesson 11

Review

1. How was your life when you were ten? What did you do? What did you like and what did you hate? How were your family and friends? Discuss with a friend or two.

Compare your life as a ten-year-old with Mary and Colin's life. What are the similarities and differences? Make notes.

2. a) Draw Mary's family tree. You can find clues for it on pages 139 and 18.

b) Colin is Mary's _____.

Mr. Craven is Mary's _____.

Mrs. Craven was Mary's _____.

3. Find and write down the advice that the two doctors give to Colin.

Dr. Craven

"The grand doctor from London"

Compare the advice. Which one is a better doctor? Why does Dr. Craven give orders that are so different from the other doctor's?

4. Write down everything you find out about Colin's sickness (especially on pages 131-134).

a) What do you think is really wrong with Colin?

b) Imagine that you are a doctor and you are asked about Colin. What would you tell them to do?

Background knowledge

5. What is the cause-and-effect relationship with the things that have happened in Misselthwaite Manor before Mary came there? Combine with arrows.

Mr. Craven started to travel all the time

everybody was told to obey Colin

Colin became weak and sick

Mrs. Craven died

Mr. Craven did not want to see the child

Mr. Craven locked the garden door

6. a) Find the opposites of these verbs on page 144 and translate them.

bolt (salvata)

chain (kiinnittää ketjulla)

lock (lukita)

curl (kiertyä)

furl (kääriä kokoon)

b) All the words begin with _____. What does it do to the verbs?

c) What do the following pairs mean? Translate into Finnish.

dress >< undress

do >< undo

button >< unbutton

pack >< unpack

Homework: Read Chapter XV + reading diary

Lesson 12 – to the teacher

Reading diaries (10min)

Review:

The true or false exercise reviews the homework reading and encourages students to find reasons in the text.

True or false

15min

In the close circle mind-map task students are supposed to draw a visual presentation of their own family and friends. However, they do not have to show it to anyone. In addition to their own maps, students should draw those of Mary, Colin and Dickon and compare the maps.

Close circle mind-maps

20min

Background knowledge:

Spring is perhaps the most significant metaphor in the novel, referring to the tremendous change in Mary and Colin's life. In this exercise, the metaphor is discussed by comparing spring with Mary's development.

Spring metaphor

15min

The purpose of the next two exercises is to practice two important skills in reading. The first exercise is about content and making predictions of what is likely to happen. The second exercise focuses more on reading fluency. It should show the students that it's not necessary to know all the words to understand the reading passage. The second part of the task involves differentiation: those who have understood the text the first time can move on, and the ones who feel more insecure can check up to 3 words. This is also a good point for the teacher to provide individual support.

Prediction

10min

Reading technique exercise

20min

Homework: read Chapters XVI and XVII+ reading diary

Lesson 12

Review:

1. Are the sentences correct or not? Justify your answers.

The servants are happy that Mary found out about Colin. True/false

Why? _____

Mary doesn't look any better than when she first came to the manor. True/false

Why? _____

Mary woke up later than usual. True/false

Why? _____

The robin is shy because he is building a nest. True/false

Why? _____

Dickon doesn't want to bring Colin to the garden. True/false

Why? _____

2. a) Draw a mind map of your close circle of family and friends. Write the names of the ones that are the most important to you nearest to you.

b) Draw similar mind-maps about Mary, Colin and Dickon.

c) Compare the mind-maps of the characters to your own. Whose mind-map is the most like yours? What differences are there?

Background knowledge

3. a) What does the word *spring* make you think about? Make notes.

b) A metaphor is a way of comparing a thing with another thing with similar features. Comparing the two things makes it easier to understand the thing that is really talked about. Spring is often used as a metaphor for growth, youth and life. In *The Secret Garden*, the spring metaphor is linked to personal development.

What similarities can you find between the spring and Mary's development?

4. Things are starting to look really calm and happy. What sort of a change do you expect to take place next? Think about different options.

5. Read the first two pages of Chapter XVI until "'So will I," said Mary.' Don't look up any new words in the vocabulary list or dictionary.

a) When you have read the text, discuss what happened in the text in English or in Finnish. Did you get the main points?

b) If you think you did not understand enough, choose 1-3 new words that you want to look up to understand the text better. If you think you understood enough, you can continue reading for the rest of the lesson.

Homework: read Chapters XVI and XVII+ reading diary

Lesson 13 – to the teacher

Reading diaries (10min)

Review:

The lesson starts with claims that can be found in the text, and the students are to tell their opinion by agreeing or disagreeing and motivating their opinion.

agree/disagree claims	15min
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The point-of-view exercise focuses on one scene from three different perspectives, those of Mary, Colin and the nurse. The perspectives are followed by the students' own opinion on the situation. In the next exercise the same theme is continued with questions about Colin's sickness and its origins. This combines interpretation and sharing of own opinions.

points-of-view	20min
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analyzing Colin's sickness	15min
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Background knowledge:

In the dialect exercise, students prepare themselves for some dialect words by finding them and their standard English counterparts in online Yorkshire glossaries.

dialect	15min
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Animals and animal sounds form a new set of vocabulary in the chapters to come. These words should first be found in a word puzzle and then grouped according to their meaning.

animals and animal sounds	15min
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Homework: read chapters XVIII and XIX until p. 183 + reading diary

Equipment: computers

Lesson 13

Review

1. Do you agree or disagree with the sentences? Compare and discuss with a friend.

Children need to be with children.

It would be nice to always get what I want.

It's good that someone sets limits for me.

If I'm not happy, nobody else should be happy.

I'm the only one who knows what's best for me.

Grown-ups should listen to children.

Grown-ups should always do what children want.

It can sometimes be good to be angry.

It's always wrong to be selfish.

It is better to be honest than polite.

2. a) Mary, Colin and the nurse all seem to look at the situation in Chapter XVI differently. Tell the situation from each one's perspective, including how they feel.

Mary:

Colin:

nurse:

b) Think about the following questions.

Whose opinion is the most objective?

Do you think either Colin or Mary is right? Why?

Do you agree with the nurse's words?

3. a) What were the things that made Colin think he was sick?

b) Why could Mary help Colin when the adults couldn't?

Background knowledge

4. In the next chapters, you will meet a lot of Yorkshire words. Prepare yourself a list by searching what the following words are in standard English.

<http://www.bbc.co.uk/northyorkshire/voices2005/glossary/glossary.shtml>

<http://www.yorkshire-dialect.org/dictionary.htm>

mun, munnot, happen, clemming, nowt, allus, bad 'un, summat, fowl, sup, moither

5. a) Find animals (6) and animal sounds (4). They are written from left to right or up to down.

F	G	P	O	N	Y	A	O	J	E
E	B	D	I	J	A	R	I	H	S
A	L	C	H	I	R	P	L	U	Q
H	E	E	N	M	L	U	A	M	U
I	A	D	O	W	J	E	M	B	I
B	T	A	N	H	P	I	B	A	R
U	R	O	B	I	N	C	S	Q	R
F	K	O	I	N	X	E	P	D	E
O	A	K	E	N	A	B	U	E	L
X	I	C	A	Y	U	V	C	A	W

the words: bleat, caw, chirp, crow, fox, lamb, pony, robin, squirrel, whinny

b) Write the words you find and match the animals with the sounds they make.

Notice that there are more animals than sounds.

Animals:

Animal sounds:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Homework: read chapters XVIII and XIX until p. 183 + reading diary

Lesson 14 – to the teacher

Reading diaries (10min)

Take some time (about 15min) to look for a video clips or a recordings in the Yorkshire dialect. If there is sufficient equipment in the classroom, the sample can be sought and listened to together. The students can take the initiative, but you can help with searching and monitor that the clips really represent the right dialect.

Review:

Questions written by the students themselves can be more motivating than those which come from the teacher or material. In this exercise, students write questions and answer another group or pair's questions.

Questions	15min
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Mrs. Sowerby's orange metaphor sums up the situation neatly, but it might be difficult for students to understand unless it is tackled specifically.

Mrs. Sowerby's metaphor	15min
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Background knowledge:

The next exercise is background information about different servants and their roles in the life of the manor. In the following activity the focus is expanded to all the characters. The purpose is to remind the students of the different people involved and to make them deal with the characters' features themselves. In practice, you will have to write names of the characters on pieces of paper, which are taped into the students' foreheads. The number of characters depends on group size, but there is a suggestive list given here. Remember to tell the students beforehand whether dead characters or animals are included.

Servants	20min
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Character game	15min
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Mary, Dickon, Colin, Martha, Mrs. Medlock, Ben Weatherstaff, Mr. Craven, Mrs. Sowerby, Mary's Ayah, Mrs. Lennox, Mrs. Craven, Dr. Craven, Colin's nurse, Mr. Roach etc.

Homework: read the rest of Chapter XIX and XX + reading diary

Lesson 14

Review

1. With a friend, write down one question that is answered in the chapters and another question that is not answered straight. Swap the questions with another pair and discuss the answers.



2. Read the comment by Susan Sowerby on page 183 again.

a) What does she say literally?

b) What does she mean by the metaphor (vertauskuva)? Explain in your own words.

c) What does the metaphor mean for Colin and Mary?

Background knowledge

3. a) Big manors such as Misselthwaite Manor have a lot of servants. Combine the titles and their definitions. (definitions from Oxford English Dictionary or own)

nurse	-a person, usually a woman, whose job is to manage the shopping, cooking, cleaning, etc. in a house or an institution
gardener	-a male servant in a house in the past, who opened the door to visitors, served food at table, etc.
footman	-a person who works in a garden
housemaid	-a person who cooks food or whose job is cooking
butler	-a female servant in a large house who cleans the rooms, etc. and often lives there
cook	-(in the past) a woman or girl whose job was to take care of babies or small children in their own homes
housekeeper	-a woman or girl whose job is to wash dishes and help in the kitchen
scullery maid	-the main male servant in a large house

b) What are Mrs. Medlock, Martha, Ben Weatherstaff and Mr. Roach?

c) With the whole class, draw a hierarchy map of the servants on the blackboard

4. You will be given a piece of paper with some character's name on it. The piece of paper is taped to your forehead so that everyone else sees the name but you don't. Go around and ask yes/no questions until you know who you are.

Homework: read the rest of Chapter XIX and XX + reading diary

Lesson 15 – to the teacher

Reading diaries (10min)

Review:

Since nature plays such an important part in the novel, it might be interesting for the students to think about their relationship with it. There are some help questions for the discussion.

Nature discussion	10min
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The students are to start with a discussion about Colin getting well, making predictions based on the chapters they have read at home.

getting well prediction	10min
-------------------------	-------

In the following exercise the students' attention is drawn to the language of the novel, more specifically one huge descriptive sentence. The purpose is to show that the language can be used to convey a certain feeling, in this case the atmosphere of wonder and amazement.

analysis of style	15min
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Background knowledge:

The next task prepares the students for a theme in the following chapters, first in practice and then in theory.

rumours	15min
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In the next chapter and the chapters after that, there is discussion about English food, which may be unfamiliar to the students. Background knowledge is activated with a quiz and a related discussion. The answers should be checked together and they can be discussed so that students get a sense of the unfamiliar food items.

English food quiz	15min
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To get to the mood of the description in the novel, there is an activity to practice the use of imagination and different senses. With the same feeling, they can continue to read on for the rest of the lesson.

imagination and senses	5min
------------------------	------

reading further	10min
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Notes:

5. Quiz answers: Ib, IIa, IIIc, IVa, Va.

6. Close your eyes. Imagine that you are out in the nature. Can you feel the sun warming you, your hands and face? Turn your face towards the sun. There is a small gust of wind. What sort of scents does it bring? Think about the smell of leaves after the rain, the smell of wet earth, the scent of some flower. What do you hear? A bird is singing a happy spring song somewhere far away, the wind is rustling the leaves of the trees. Now imagine that you are looking around you. What does your own secret garden look like? Spend another minute in your own garden.

Homework: read Chapters XXI and XXII + reading diary

Lesson 15

Review

1. Think about your own relationship with nature. What does it mean to you? What do you like to do there? What animals or plants have you seen or know? How would your life be if you were like Colin and couldn't go out?
2. *"I shall get well!"* shouts Colin at the end of Chapter XX. What reasons are there to think he might be getting well? How do you think it will happen? Discuss in groups and look at the homework reading for help.
3. The citation is a really long sentence with a lot of repetition. Read it aloud and think about its structure.

"And over walls and earth and trees and swinging sprays and tendrils the fair green veil of tender little leaves had crept, and in the grass under the trees and the gray urns in the alcoves and here and there everywhere were touches or splashes of gold and purple and white and the trees were showing pink and snow above his head and there were fluttering of wings and faint sweet pipes and humming and scents and scents." p.199

- a) What does the sentence tell us about the garden?
- b) What sort of an effect does it make that the sentence is so long, repetitive and not very logical?
- c) What does the sentence tell us about Colin's reactions?

Background knowledge

4. a) Form a big circle. Someone starts a rumour by whispering a sentence in the ear of the one sitting next to him/her. Everyone in the circle repeats the sentence as he/she hears it until the rumour reaches the one that sent it. How much does it change?

b) Mr. Craven has told the servants not to speak about Colin, but there are still rumours going around. Imagine what people who have not seen Colin are telling about him.

5. Fill in the quiz to see how much you know about English food culture.

I What is the five o'clock tea?

- a) just a cup of tea
- b) a meal
- c) a type of a biscuit

II What is a crumpet?

- a) a type of a cake
- b) a fruit
- c) a fish course

III Which of these **can't** be called pudding?

- a) a dessert
- b) a type of main course
- c) a soup

IV Which of these is **not** typical on a toast?

- a) syrup
- b) butter
- c) marmalade

V What is clotted cream?

- a) very thick and fat cream
- b) ice cream
- c) really fresh cream

What else do you know about English food culture? Share your knowledge with the group.

6. The spring includes all sorts of things that require the use of different senses. Close your eyes and listen to the teacher giving your instructions.

7. Keep the feeling of the exercise and start reading Chapter XXI from the beginning. Try to read the text without checking words but focus on the atmosphere instead.

Homework: read Chapters XXI and XXII + reading diary

Lesson 16 – to the teacher

Reading diaries (10min)

Review:

The first exercise is a summary of the chapters with given key words. In addition, students should find at least 3 more key words. The sentences can be made in writing or orally.

Summary with key words

20min

The discussion questions demand an understanding of the text and capability to make inferences and interpretations. They can be discussed first in small groups, and the discussion can be continued with the whole class in order to get a variety of interpretations.

Discussion questions

20min

Background knowledge:

The purpose of the next exercise is to think about the personal features of the characters, which can reveal something about the atmosphere of the Manor and its inhabitants. The adjectives are also rehearsed together with justifying the choice of adjectives.

Character analysis

30min

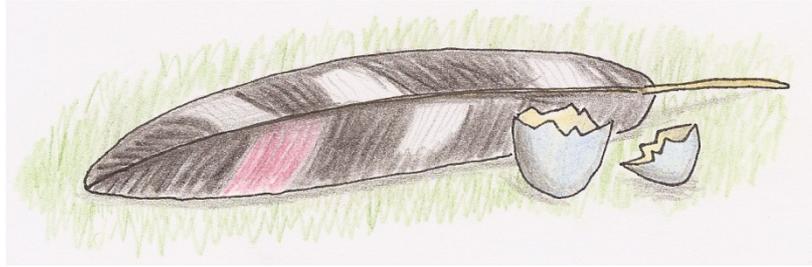
The children, especially Colin, are really curious about things. To set the students in the curious mood of Chapter XXIII, they can begin by wondering about all sorts of things they have ever been curious about.

Wondering exercise

10min

Homework: read Chapter XXIII + reading diary + writing in the reading diary a discussion question of own interest

Lesson 16



Review

1. a) What is the meaning these words in the chapter? Tell about the chapter by making sentences with the words.

branch, tea, ladder, cripple, stand, dig, rose

b) In pairs or groups, try to find in the homework reading at least 3 more words that are important for the chapters as a whole. Make a list on the blackboard.

2. Discuss the questions. Remember that there are no right or wrong answers and it's all about interpretation. Share your best points with the whole group.

Why don't Dickon and Mary want to tell Colin about the old tree (you can see page 49 for help)?

Why is Ben Weatherstaff so angry at Mary about the garden?

Why does Colin get angry at Ben Weatherstaff?

Why does Ben Weatherstaff cry when he sees Colin standing?

Background knowledge

3. a) Match the characters with suitable adjectives. There can be many adjectives that suit the same person and many people with the same adjective.

	friendly
	polite
Mary	happy
Colin	empathetic
Dickon	honest
Ben Weatherstaff	rude
Mr. Craven	angry
Martha	selfish
Mrs. Sowerby	bad-tempered
	lonely
	queer
	shrewd

b) Write at least one sentence per character and explain why you have chosen an adjective for that character. For example: *Mary is lonely, because she doesn't have a family.*

c) Which character do you like the most? Why?

4. Children are usually very good at wondering about different things in life. What things are you curious about? What have you often wondered? What would you like to know? Discuss in small groups and share some of your points with the whole group.

Homework: read Chapter XXIII + reading diary

+ Write in your reading diary a discussion question which you are interested in.

Lesson 17 – to the teacher

Reading diaries (10min)

Review:

To check the understanding of Chapter XXIII, there are some true or false statements, which are meant to be justified based on the homework reading. The exercise is followed by students reading and discussing their own questions in small groups. The highlights can be shared with the whole class.

True or false	10min
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Group discussion with own questions	15min
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Students get to express their personal response to the novel by giving either the characters or the author feedback, just like Mary does in the previous chapter. Taking a stance on the events enhances involvement in the story.

Feedback for the characters or author	15min
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Background knowledge:

One feature of the enjoying reading is the entertaining value of literature. Especially in Chapter XXIII, there are many passages that are supposed to be humorous, but here students get to tell their own opinion on whether they find anything amusing in the story.

Humour	15min
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What the children call “the Magic” is an essential element in the story. In this exercise, students try to figure out what the children mean by it and then share their own opinion on the phenomenon.

Magic	15min
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To get started with what Chapter XXIV is about, students get to make the secret plans and preparations the children face in the next chapter.

Secret planning	10min
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Homework: Read Chapter XXIV + reading diary

Lesson 17

Review

1. True or false? Justify.

Colin didn't know that he is rude and queer.

Colin got bored in the garden because there was nothing to watch there.

Ben Weatherstaff doesn't like to go to church.

Colin wants to tell everyone that he is better.

Ben Weatherstaff doesn't like Colin.

2. Make groups of 3-4 people. Read aloud your questions and discuss them. The best points are shared with the whole group.

3. Mary gives Colin honest feedback on what he does or says more than once. Is there something that makes you irritated in the novel or can you find something you are really glad about? Write negative or positive feedback for one of the characters or the author.

Background knowledge

4. Can you find any humour in Chapter XXIII (or previous chapters)? Try to find examples of humorous dialogue, characters or events, or anything you think is funny.

5. The Magic the children talk about means a lot of different things and is shown in different situations.

a) Where does the Magic show and what does it do? Write examples from the text.

b) What do you think the Magic is?

c) Do you think there's any truth in that saying positive things makes positive things happen?

6.

"This is to be the biggest secret of all. No one is to know anything about it until I have grown so strong that I can walk and run like any other boy. I shall come here every day in my chair and I shall be taken back in it. I won't have people whispering and asking questions and I won't let my father hear about it until the experiment has quite succeeded." –Colin, p. 228

If the children want to keep their secret, what do they need to think about? Make a careful plan for what the children should or should not do to avoid suspicion.

Think for example about: health, good humour, appetite, being in the garden

Homework: Read Chapter XXIV + reading diary

Lesson 18 – to the teacher

Reading diaries (10min)

Review:

The purpose of the opinion continuum is to ask the students' opinion on Chapter XXIV and hear what they have thought about it.

Opinion continuum	10min
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The summary and perspective exercise combines reminding oneself of the previous chapter and interpreting it by using another perspective. Furthermore, it prepares the students for the different point-of-view they will face in the next chapter.

Summary and perspective	15min
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The children who used to be miserable are obviously enjoying themselves. The task is to write down instructions on what children should or shouldn't do to be healthy and happy. The underlying question and theme is what has been done wrong in their upbringing so that the children have been so unhappy and downright ill.

Healthy children	20min
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Background knowledge:

Doxology is likely to be a completely new term. The students can try and find the term on the Internet, get a sense of what it is and listen to a recording of it.

Doxology	15min
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In order to get a personal touch with the characters, students get to write direct questions to them. The sheets of paper with the questions are then swapped and everyone answers a question from the perspective of the character to whom the question is addressed. The questions and answers are then read aloud or passed round in order for everyone to see their questions answered.

Favourite character interview	20min
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Homework: read Chapters XXV and XXVI + reading diary

Equipment: computers

Lesson 18

Review

1. Mark your own opinion on the chapters on the continuum. After you have filled it in, show your answers to a friend and motivate your choices.

I think Chapter XXIV was...

boring ————— interesting

sad ————— happy

not funny ————— humorous

worse than other chapters ————— better than other chapters

Nothing really happened. ————— A lot happened.

2. Remind yourself of what happened in Chapter XIV. Choose one of the characters and tell about the events in the chapter from his/her perspective, in other words as he/she would talk about it with someone. Use the information in the chapter and your imagination.

Mrs. Sowerby, Dr. Craven, Mrs. Medlock

Remember that the characters see and know different things. They often have less information than readers.



3. a) Based on what the children do, write instructions for children who want to be healthy and happy.

b) Which of the things do you like to do yourself?

Background knowledge

4. Search the Internet to find out what *the Doxology* is. In addition, find a video or a recording and listen to it.

5. a) The local newspaper in Thwaite is interviewing one of the characters, and you get to be the reporter. Choose your favourite character and write down questions for him/her.

b) Now switch to the role of the character and answer your questions as you think he/she would.

Homework: Read Chapters XXV and XXVI + reading diary

Lesson 19 – to the teacher

Reading diaries (10min)

Review:

The beginning of Chapter XXV is told from the perspective of the robin and its mate. With some guiding questions, students are expected to discuss the effect it makes to the text.

Perspective discussion	15min
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The chapter makes one often think of how the plot would have been different if the main characters' lives had not gone as they did. In this exercise, students consider the possibility of alternative plots that would result from any changes in the events.

What if...?	20min
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Background knowledge:

Colin's dead mother and distant father are a big theme at the end of the novel. Their role is discussed with the help of some questions. After the discussion, students make a rough manuscript and act out the scene of Colin meeting with his father as they imagine it would happen.

Colin's parents discussion	15min
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Drama: Colin meets his father	10min
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The rest of the lesson is dedicated to continuing the presentations started in lesson 9.

Continuing the presentation	20min
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Homework: read Chapter XXVII + reading diary

Lesson 19

Review

1. Discuss the perspective at the beginning of Chapter XXV. Make notes.

From whose perspective is the story told on the first pages?

What difference does it make to the text?

How does the robin see what the children are doing?

Why is the talk about the Eggs important?

Do you think the robin and his mate are good parents? Why or why not?

2. What if...? How would the story be different if something had happened/wouldn't have happened? p. 127

a) In small groups, take a piece of paper and write down 4-5 questions starting with *what if*. Choose things that you think might have changed the story. e.g. What if Colin's mother had lived?

b) The teacher will give you another group's questions. Come up with the answers!

"She is my mother," said Colin complainingly. "I don't see why she died. Sometimes I hate her for doing it."

"How queer!" said Mary.

"If she had lived I believe I should not have been ill always," he grumbled. "I dare say I should have lived, too. And my father would not have hated to look at me. I dare say I should have had a strong back. Draw the curtain again." p.127

Background knowledge

3. Discuss the questions on Colin's parents.

Why do you think Colin drew the curtain aside?

What does Colin think about his father?

If you were Colin, how would you want to tell your father that you are well?

If Colin's mother really could see what's happening in the garden, what would she think?

4. Make a small piece of drama of Colin meeting with his father. Think about where they are, what the situation is like, what they say to each other and how he reacts. Take a while to plan the situation and act it out in pairs.

5. Continue the presentation you started on lesson 9. Remember to leave some space for the last chapter!

Homework: read Chapter XXVII and reading diary

Lesson 20 – to the teacher

Reading diaries (10min)

Review:

At the beginning of the lesson, there is some time to finish the presentation.

Finishing the project work	15min
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After having read the entire book, the students have surely found some general themes in the novel. The themes can be written on the blackboard. Furthermore, it is worth considering if there is a moral to the story, as there often is in children's stories. However, remember that whatever the students gain from the novel is important and valuable, whether it is in line with traditional interpretations or not.

Themes in the novel	10min
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Moral	10min
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The novel leaves questions about the future of the Manor and characters open. Students get to make their own predictions and wishes for the future, and it can be interesting to share the different ideas people have.

How does the story continue?	15min
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The overall opinion of the book is summarized on a piece of paper, which can be attached to the presentations or the contents can be reported orally.

Opinion on the book	15min
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Just as the expectations for the course were collected at the beginning of the course, there is a feedback form to let the students have their say about the course.

Course feedback (in Finnish)	15min
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Lesson 20

Review

1. Finish your project work by writing about the end of the novel.
2. What different themes are there in the novel? Discuss and write on the blackboard.
3. Do you think there is a moral (=opetus) or morals in the story? What could it be?
4. How would you like the story to continue from here? What are the people like when the children are grown-ups? Make short notes and share your opinion in a small group.
5. Write a short opinion on the novel, its plot and characters.
 1. What did you think about the book?
 2. What did you like the most?
 3. Was there something you didn't like?
 4. For whom would you recommend the book?

You can add your opinion in your presentation poster.

6. Kurssipalaute

nimi: _____

Mitä uutta opin kurssilla?

Mikä kurssilla oli erityisen kivaa tai toimivaa?

Mitä olisit halunnut kurssissa muuttaa?

Tuntuuko sinusta että kurssi auttoi sinua oppimaan vieraalla kielellä lukemista?

Haluaisitko kokeilla englanniksi lukemista myös tulevaisuudessa?

The vocabulary list

Includes the most important vocabulary items (but not all the unfamiliar words) in order of appearance. It can be used for help in reading but its use is voluntary. It is also used in some exercises.

Chapter I		fatal	kuolettava
disagreeable	epämiellyttävä	confusion	hämmennys
sour	hapan	bewilderment	tyrmistys
expression	ilme	nursery	lastenhuone
position	työpaikka	frightening	pelottava
gay	iloinen (vanh.)	drowsy	unelias
fretful	ärtyisä	affectionate	rakastava
toddling	taapertava	be fond of	olla kiintynyt
obey	totella	rustle	kahina, rapina
disturb	häiritä	glide	liukua
governess	kotiopettajatar	desolation	lohduttomuus
cross	vihainen	frown	kurtistaa kulmia
frightened	pelästynyt	neglected	laiminlyöty
stammer	änkyttää	startle	hätkähtää
passion	kiihko	stamp one's foot	polkea jalkaa
regular	normaali	Chapter II	
veranda	kuisti	contrary	vastakkainen
heap	keko	distance	etäisyys
grind one's teeth	kiristellä hampaita	scarcely	tuskin
disdain	ylenkatsoa	expect	olettaa
lace	pitsi	absorbed	keskittynyt
wailing	valitus, huuto	anxious	peloissaan
clutch	tarrautua	clergyman	pappi
shiver	väristä	shabby	nuhruinen
break out	puhjeta	quarrel	kinastella
appalling	kauhistuttava	furious	raivostunut

suggestion	ehdotus	guardian	suojelija
rockery	kivitarha	trunk	matka-arkku
tease	kiusata	spoiled	hemmoteltu
scorn	iva	pettish	pikkumainen
desolate	eristynyt	brisk	rivakka
hunchback	kyttyräselkä	in particular	erityisesti
horrid	kauhea	discomfited	nolo
afterward	jälkikäteen	apparent	ilmeinen
plain	pelkistetty, ruma	indifference	välinpitämättömyys
unattractive	ei viehättävä	gloomy	ankea
deserted	autioitunut	edge	reuna
voyage	matka	moor	nummi
boarding-school	sisäoppilaitos	furniture	kalusteet
stout	jämerä	in spite of	huolimatta
seldom	harvoin	crooked	käyrä
remarkable	merkille pantava	intention	aikomus
besides	sitäpaitsi	trifle	hiukan
evident	ilmeinen	involuntary	tahaton
improve	kehittyä	fellow	kaveri, tyyppi
sallow	kalpea	cheerful	iloinen
feature	piirre	dreary	kolkko
alter	muuttua	poke about	tunkeilla
likely	todennäköinen	cease	lopettaa
curious	utelias	unpleasant	epämiellyttävä
queer	outo	Chapter III	
common	tavanomainen	carriage	vaunu
not in the least	ei vähimmässä määrin	lull	tuudittaa
stand	sietää	broad	leveä
nonsense	hölynpöly	jerk	osoittaa
dare	uskaltaa	brougham	kärri
		timid	ujo

glimpse	vilaus	grave	vakava
vicarage	pappila	puzzled	hämmentynyt
hedge	pensasaita	obsequious	tottelevainen
jolt	tärähdys	servile	nöyristelevä
heather	kanerva	presume	olettaa
gorse	piikkiherne	equal	vertainen
broom	väriherne	salaam	kumartaa
in bloom	kukassa	sturdy	päättäväinen, tukeva
bleak	paljas	scullery-maid	keittiöapulainen
sigh of relief	helpotuksen huokaus	common	tavanomainen, tavallinen
vault	holvi	imperious	käskävä
immensely	valtavasti	impudent	julkea
husky	käheä	fool	narri
manage	selviytyä	tract	lehtinen
staircase	portaikko	rage	raivo
corridor	käytävä	humiliation	nöyryytys
supper	illallinen	sobbing	nyyhkytys
Chapter IV		wardrobe	vaatekaappi
housemaid	sisäkkö	approval	hyväksyntä
hearth	takka	custom	tapa
cinder	tuhka	ancestor	esivanhempi
curious	utelias, merkillinen	suspect	epäillä
tapestry	seinävaate	stockings	sukat
embroidered	kirjailtu	rustic	maalainen
purplish	violettiin vivahtava	swarm	lauma
grin	virnistää	tumble	kupsahdella
bare	paljas	pluck	nyhtää
polish	kiillottaa	lad	poika
grate	ritilä	possess	omistaa
skylark	kiuru		

dawning	sarastus	nasty	ilkeä
sentiment	tunne	temper	luonne
appetite	ruokahalu	take a fancy	tykästyä
indifference	välinpitämättömyys	eager	innokas
abide	sietää	warrant	taata
victuals	elintarvike	cub	poikanen
pinafore	esiliina	court	liehitellä
amusement	huvitus	Chapter V	
coax	houkutella	corridor	käytävä
shrubbery	pensaikko	stir	liikuttaa
lawn	nurmikko	roar	karjua
winding	kiemurteleva	lungs	keuhkot
path	polku	whip	piiskata
evergreen	ikivihreä	flesh	liha
fountain	suihkulähde	spade	lapio
ivy	muratti	neglected	huomiotta jätetty
orchard	hedelmätarha	neat	siisti
timid	ujo	spray	oksa
branch	oksa	gleam	pilkahdus
prevent	estää	twitter	visertää
surly	pahantuulinen	chirp	sirkuttaa
alight	laskeutua	whistle	viheltää
clod	paakku	satisfied	tyytyväinen
chuckle	hykerrellä	languid	veltto
dewdrop	kastepisara	cobweb	hämähäkinseitti
peck	nokkia	chatter away	lörpötellä
conceited	turhamainen	object	vastustaa
brood	poikue	crowded	täpötäysi
wench	tyttölapsi, likka	footman	
blunt	suorasukainen	hollow	ontto
frankness	suoruus	buffet	töniä

break in	murtautua sisään	cabinet	kaappi
order	määräys	ivory	norsunluu
scarcely	tuskin	cushion	tyyny
distinguish	erottaa	accidentally	vahingossa
plainly	selvästi	box	läimäistä
stubborn	itsepäinen	governess	kotiopettajatar
awkward	omituinen	Chapter VII	
Chapter VI		upright	pystyssä
pour down	sataa kaatamalla	sweep	pyyhkiä
mist	sumu	blazing	paahtava
drowned	hukkunut	float	lipua
litter	poikue	pretend	teeskennellä
crow	varis	blossom	kukinto
tame	kesyttää, kesy	wistfully	kaihoisesti
resent	paheksua	sensible	järkevä
raven	korppi	reflectively	mietteliäästi
perplexed	ymmällään	recollection	muistikuva
knit	neuloa	vixen	naaraskettu
sew	ommella	spike	piikki
brass	messinki	uncurl	suoristaa
pewter	tina	pert	pirteä
abundant	runsas	slyly	viekkaasti
inquire	tiedustella	cabbage stump	kaalinpää
scowl	murjotus	persuade	vakuuttaa
permission	lupa	delight	mielihyvä
necessary	tarpeellinen	allow	sallia
wandering	vaeltelu	shrub	pensas
portrait	muotokuva	mole	myyrä
velvet	sametti	rusty	ruosteinen
rambling	sokkeloinen	iron	rauta
mantel	takanreunus		

Chapter VIII

consult	kysyä neuvoa	hazy	usvainen
elder	vanhempi ihminen	mantle	peite
baffling	hämmentävä	fastening	kiinnitys
disappointed	pettynyt	tangle	vyyhti, takku
cart	kärri	particular	tietty
delight	ilonaihe	air	vaikutelma
doughcake	kakkunen	alcove	syvennys
patch	paikka	moss	sammal
mend	korjata	flower urn	kukkavaasi
wild beast	villipeto	weed	rikkaruoho, kitkeä
apron	esiliina	immensely	valtavasti
peddle	kaupustella	estate	tilukset
skipping-rope	hyppynaru	creature	olento
wages	palkka	dozen	tusina
exhibit	esitellä	smother	tukehduttaa
impudence	hävyttömyys	root	juuri
clumsy	kömpelö	bulb	kukkasipuli
accustomed	tottunut	possession	hallinta
stiff	jäykkä	afford	olla varaa
gust	puuska	ponder	pohtia
heathen	pakanat	forevermore	ikuisesti
sway	heilua	bear	kärsiä
show off	mahtailla	seed	siemen
knob	nuppi	parsley	persilja
loose	irtonainen	radish	retikka
curtain	verho	rake	harava
thump	jyskyttää	particularly	erityisen
Chapter IX		dictate	sanella
stem	varsi	envelope	kirjekuori
tendrils	lonkero	tea-tray	päivällistarjotin
		start	hätkähtää

far-off	kaukainen	flight	karkottaa
restlessly	levottomasti	remain	pysyä
Chapter X		motionless	liikkumaton
astonished	ihmeissään	rust	ruoste
tremendously	suunnattomasti	hoe	kuokka
determined	päätäväinen	trowel	lasta
absorbed	uppoutunut	scent	tuoksu
fascinating	kiehtova	log	tukki
barely	hädintuskin	intently	keskittyneesti
peep	kurkistaa	fledge	opetella lentämään
in bloom	kukassa	clutch	tarrautua
intimate	läheinen	miserable	onneton
flattered	imarreltu	fiercely	rajusti
civil	kohtelias	sleeve	hiha
vanity	turhamaisuus	obstinate	itsepäinen
grunt	murahdus	defiantly	uhmakkaasti
plucked	kynitty	Chapter XI	
vain	turhamainen	misselthrush	rastas
bachelor	vanhapoika	lichen	jäkälä
lodge	majoittua	bark	kuori
scowl	mulkaista	blade	terä
soil	maaperä	shoot	verso
parson	pastori	pant	huohottaa
admit	myöntää	thrive	rehottaa
reluctantly	vastahakoisesti	bough	oksa
lump	kyhmy	twig	pieni oksa
eager	innokas	moist	kostea
joint	nivel	exclamation	huudahdus
peculiar	kummallinen	beanstalk	pavunvarsi
trunk	runko	quiver	väristä
cock pheasant	urosfasaani	exultantly	voitonriemuisesti

beg	anoa	woefully	murheellisesti
murmur	mutista	fasten	kiinnittää
stifle	vaimentaa	thorn	piikki
lass	tyttö	roughly	epätasaisesti
courtyard	pihamaa	Chapter XIII	
strike	lyödä	pride	ylpeys
mournfully	surullisesti	large	suuri
bundle	nyytti	bury	haudata
rind	kuori	mournful	surkea
poppy	unikko	lull	tuudittaa
Chapter XII		pane	ikkunaruutu
ruffled	pörröinen	ajar	raollaan
beam	säteillä	rebellious	kapinallinen
obstinately	itsepintaisesti	dim	himmeä
chuckle	hykerrellä	fancy	kuvitella
crabbed	pahantuulinen	ivory	norsunluu
brooch	rintaneula	lock	kihara
streak	raita	immense	valtava
miserable	onneton	wrapper	peite
choke	tukehtua	pinch	nipistää
scrap	hitunen	ache	särkeä
courage	rohkeus	hunchback	kyttyräselkä
tremulously	vapisevasti	wretched	onneton
poor	kehno	ceiling	katto
wretched	viheliäinen	splendid	suurenmoinen
quaver	väristä	doze	torkku
remind	muistuttaa	accustomed	tottunut
romp	temmeltää	falter	änkyttää
tiresome	rasittava	lean	nojata
charge	taakka	plead	anoa
solemnly	vakavasti	mantel-piece	takanreunus

cord	naru
ribbon	nauha
grumble	nurista
hesitate	empiä
stroke	silittää
Chapter XIV	
stocking	sukka
vex	vihastuttaa
den	pesä
tantrum	kiukunpuuska
agitated	vauhko
bewitch	noitua
asylum	mielisairaala
rave	riehua
brace	tuki
spoiled	hemmoteltu
typhoid	lavantauti
fit	kohtaus
willing	halukas
dressing-gown	aamutakki
bob a curtsy	niiata
duty	velvollisuus
long	kaivata
illustration	kuvitus
badger	mäyrä
otter	saukko
hideous	hirveä
resentful	katkera
in a temper	kiivastunut
consequence	seuraus
reproachfully	paheksuvasti

venture	uskaltaa
Chapter XV	
arch	kaari
sly	viekas
cautious	varovainen
scrawny	ruipelo
ruffle	pörröttää
admiringly	ihailevasti
blinds	verhot
stable	talli
unbolt	avata salvasta

unfurl	avata
stooping	kumartuva
hound	ajokoira
swelling	turpoava
rapture	hurmio
mate	kumppani
interfere	sekaantua
cripple	rampa
thrive	menestyä
lump	kyhmy
warrant	taata
scold	nuhdella
conceited	turhamainen
occupied	varattu

Chapter XVI	
self-sacrificing	uhrautuva
exultantly	voitonriemuisesti
doleful	tuskallinen (vanh.)
consider	huomioida
pitifulness	sääliminen

condescend	suvaita	intently	keskittyneesti
retort	tiuskaista	pin	nuppineula
fiercely	raivokkaasti	backbone	selkäranka
sneer	ivata	venture	uskaltaa
ferociously	hurjasti	beef tea	lihaliemi
contradict	väittää vastaan	resent	paheksua
indignation	närkästys	yawn	haukotella
nutcracker	pähkinänsärkijä	upset	järkyttynyt
astonishment	ihmetys	appealingly	vetoavasti
make excuses	keksiä tekosyitä	attempt	yritys
handkerchief	nenäliina	reluctance	vastentahtoisuus
pampered	hemmoteltu	relent	heltyä
ail	vaivata	Chapter XVIII	
unrelenting	armoton	feverish	kuumeinen
veil	huntu	pitifully	säälittävän
obliged	kiitollinen	tame	kesy
spine	selkäranka	bearable	kestettävissä oleva
Chapter XVII		modify	muokata
excitement	kiihko	proceed	jatkaa
scold	nuhdella	chuckle	hykerrellä
mount	kasaantua	bough	oksa
wicked	häijy	joyously	iloisesti
restrain	hillitä	shaggy	pörröinen
contradict	sanoa vastaan	wiry	jäntevä
swollen	turvonnut	muzzle	turpa
choke	tukahtua	bear	sietää, kestää
savage	villi	affectation	teeskentely
writhe	vääntelehtiä	detest	inhota
hesitate	epäroidä	hooray	hurraa
bare	paljastaa	indignantly	tuhtuneesti
rib	kylkiluu	ache	särky

enraptured haltioissaan

Chapter XIX

occur tapahtua

dread pelätä

occasion tapaus

irritably ärtyisesti

blood-vessel verisuoni

self-indulgence omahyväisyys

credit uskoa

behold nähdä

spire kartio

magnificently mahtavasti

approach lähestyä

alarmed hädissään

inherit periä

unscrupulous häikäilemätön

steady vakaa

relieved helpottunut

trusty luotettava

outright avoimesti

soothing rauhoittava

perplexed ymmällään

spare säästää

preach saarna

pip siemen

shrewd fiksu

limb raaja

loosen hellittää

fancy päähänpisto

vein suoni

huddled

painautuneena

stifle

tukahtua

conceal

kätkeä

recluse

erakko

hiding

selkäsauna

announcement

ilmoitus

gasp

henkäys

caw

raakunta

bleat

määkinä

butt

puskea

ravenous

ahnas

Chapter XX

threaten

uhata

thrilling

jännittävä

absorbing

mukaansatempaava

elaborately

yksityiskohtaisesti

notwithstanding

huolimatta

exaggerated

liioiteltu

uncanny

kammottava

hitherto

tähän asti

menagerie

eläintarha

coal mine

hiilikaivos

impudence

julkeus

fell

kaataa

oak

tammi

permission

lupa

prince consort

prinssipuoliso

saucer

lautanen

morbid

synkkä

garland

köynnös, seppele

log	tukki	outraged	kauhistunut
inspect	tutkia	jaw	leuka
give up	luovuttaa	torrent	ryöppy
confess	tunnustaa	spellbound	lumottu
witch	taikoa	beckon	viitto
pleasure	nautinto	extended	ojennettu
remark	huomauttaa	haughtily	ylimielisesti
snow	lumivalkoinen	gnarled	pahkurainen
Chapter XXI		cripple	rampa
dawn	aamurusko	tactless	tahditon
marvelous	ihmeellinen	endure	sietää
devote	omistautua	insulted	loukattu
reign	vallita	lath	riuku
canopy	valtaistuinkatos	wraith	haamu
hatch	kuoriutua	falter	horjua
fluster	hämmentää	obediently	tottelevaisesti
gaping	ammottava	descend	laskeutua
forage	etsiä ruokaa	Chapter XXII	
hesitatingly	epäroivästi	rug	matto
suggestive	viittaava	plain	selvä
crumb	murunen	recover	toipua
mellow	täyteläinen	half-witted	vähäjärkinen
delicately	hienovaraisesti	jackass	aasi, typerys
cautious	varovainen	bray	hirnua
ail	vaivata	exultation	voitonriemu
renewed	uudistettu	pluck	sinnikkyys
indignant	närkästynyt	trowel	lapio
ladder	tikapuut	hobble	nilkuttaa
shake one's fist	puida nyrkkiä	Chapter XXIII	
harangue	paasata	explore	tutkia
abide	sietää	overexert	ponnistella liikaa

chief	pääasiallinen	triumphant	voitonriemuinen
peculiarity	omitusuus	morbid	kammottava
brute	raakalainen	hatred	viha
discover	huomata	athlete	urheilija
satisfaction	tyytyväisyys	disrespectful	epäkunnioittava
undisturbedly	häiriintymättä	liberty	vapaus
prejudice	ennakkoluulo	snub	kohdella tönkeästi
impartially	tasapuolisesti	Chapter XXIV	
determination	päätäväisyys	enclosed	ympäröity
radiant	säteilevä	twilight	hämärä
crevice	halkeama	doubt	epäillä
tint	värisävy	reveal	paljastaa
hue	vivahde	domain	alue
mortar	laasti	combine	yhdistää
sun-dial	aurinkokello	pail	kiulu
tremendously	valtavasti	loaf	leipä
approve	hyväksyä	currant	rusina
concealed	kätkeyty	admiringly	ihailevasti
experiment	kokeilu	suspicion	epäily
promptly	ripeästi	improve	kehittyä
convincing	vakuuttava	disagree	olla sopimatta
regularly	säännöllisesti	appear	vaikuttaa
drill	harjoitus	annoyance	ärsytys
hiding	selkäsauna	unnatural	luonnoton
brow	kulmakarva	gain	saavuttaa
bonnet	hilkka	flesh	liha
sway	keinua	bloated	turvonnut
sermon	saarna	feverish	kuumeinen
collection	kolehti	assume	olettaa
object	vastustaa	extraordinarily	epätavallisen
procession	kulkue	abnormal	epänormaali

pantry	ruokakomero	pilgrimage	pyhiinvaellus
bun	sämpylä	dresser	lipasto
napkin	nenäliina	aside	sivussa
grateful	kiitollinen	fond of	kiintynyt
bounteous	antelias	Chapter XXVI	
hollow	onkalo	incantation	loitsinta
oven	uuni	lecture	luento
absence	poissaolo	affection	kiintymys
wrestler	painija	reflect	pohtia
by heart	ulkoa	scale	vaaka
tire	väsyttää	rush	syöksyä
but for	ilman	doxology	ylistyslaulu
fowl	lintu	bare	paljastaa
grave	hauta	matter-of-fact	asiallinen
disgraceful	häpeällinen	flow	virrata
dignity	arvokkuus	vigor	tarmo
downright	suorastaan	dapple	pilkuttaa
Chapter XXV		cloak	viitta
anxiety	huoli	unexpectedly	odottamatta
distinct	erillinen	intruder	tunkeutuja
mistake	erehtyä	mist	sumu
gibberish	siansaksa	tremulously	tärisevästi
threatening	uhkaava	pat	taputus
pounce	hyökätä	bandy	vääräsäärinen
injurious	vahingollinen	hearty	tukeva
relief	helpotus	foul	ruma
stand out	erottua	adoration	ihailu
atrophied	surkastunut	fold	laskos
dull	tylsä	bosom	rinta
inordinately	hillittömästi	Chapter XXVII	
pretend	teeskennellä	astounding	hämmästyttävä

scarlet fever	tulirokko
germ	basilli
wretched	onneton
circumstance	olosuhde
liver	maksa
digestion	ruoansulatus
detestation	inho
hypochondriac	luulosairas
courageous	rohkea
thistle	ohdake
fiord/fjord	vuono
refuse	kieltää
pierce	lävistää
remote	kaukainen
lift	nostaa
luscious	rehevä
damp	kostea
spring	lähde
stagnant	seisova
reposeful	levollinen
chiseled	taltalla kaiverrettu
distinctly	selvästi
accustomed	tottunut
salver	tarjotin
hand	käsiala
deformed	epämuodostunut
peculiar	omituinen
excuse	tekosyy

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