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**ADAPTATION OF THE BOOK “ELLA ON THE OUTSIDE” BY CATH
HOWE FOR EFL SCHOOL STUDENTS WITH LEVEL A2. EXPERIENCE
IN CREATING A WORKSHEET**

Master's Thesis

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Olga Chepurnova, 18.05.2024

Töö autori allkiri

PREFACE

In the modern world, the issue of declining interest in reading among teenagers is becoming more relevant. Although reading affects various aspects of life and according to researchers (Widdowson, 1979; Alderson, 2000; Grabe & Stoller, 2013; Le Cunff, 2019; Drew, 2023; Jenkins 2023; Stemmler, 2023) reading reduces stress, develops critical thinking and worldview, develops reading and writing skills; modern teenagers read less. They mostly read for educational purposes or to obtain the information they need using websites, social networks, and other online resources.

This study examines various concepts of the term reading. For instance, Widdowson (ibid) and Krashen (1981) believe that reading is necessary to obtain linguistic information for interpretation. Numerous scholars (RAND Reading Study Group, 2002) emphasize the sociocultural context of reading. Several other scholars (Alderson, ibid; Mikulecky & Jeffries, 1996; Le Cunff, ibid; Stemle, ibid) consider reading to be an enjoyable personal process. Another concept identifies reading as one of the four aspects of language skills and is important in the educational process (Grabe & Stoller, ibid; Sangia, 2014; Purcell-Gates et al., 2016). As a language skill, reading is an essential component of learning a foreign language.

The reading process can have different purposes. Thus, linguist Berardo (2006) identifies three main purposes of reading: for survival, for learning, and for pleasure. When teaching a foreign language, the latter goal is very often left unattended, despite the fact that reading for pleasure is very important for the formation of reading skills, mental health, social skills, worldview, and other significant aspects.

The Estonian school education program (RÕK, 2023) offers mainly educational texts for levels A1-A2 as reading texts. Texts of literary works start entering into a reading program at level B1. In addition, the purpose of reading is usually learning. Also, texts selected for reading are works of classical fiction of the 19th and 20th centuries, which contain a lot of linguocultural material incomprehensible to modern students and require significant comments and explanations. Although there are adapted versions of these literary works, the topicality of most of them may be far from the lives of students.

Currently, there are relevant works by modern authors that could be closer to teenage students in terms of the situations, and problems described, and would contribute to their better perception. However, the target group for reading these works is native speakers. That is, the level of language in modern works for teenagers can exceed B1. Thus, there is a need to adapt them to the A2 level,

which deprives them of the opportunity to read at an earlier age and at a lower school level. There are very few adapted versions of modern works and they are often inaccessible to students.

In this study, was attempted to adapt a fragment of the novel “Ella on the Outside” by Cath Howe to level A2 (second school level). The theme of the work is very close to students of this age (10-13 y.o.); it touches on problems that teenagers may face at school and in everyday life. Reading this book can not only serve the purpose of reading for learning but also to develop the skill of reading for pleasue.

The thesis aims to study and select appropriate adaptation techniques for reading and working with a fragment of the text of the novel “Ella on the Outside” by Cath Howe; adapt the text of the novel to level A2 for ages 10-13; create a worksheet with different types of exercises and test them in English lessons in schools of Estonia.

The thesis consists of Introduction, Chapter I, Chapter II, and Conclusion. The introductory part discusses the importance of reading, the purpose of reading, the importance of developing an interest in reading in adolescents, and the need to adapt modern novels. Chapter I “Features of authentic text, reasons and techniques of text adaptation for reading in a foreign language” examines various aspects, strategies, and techniques of adaptation to level A2 and selects suitable techniques for adapting a fragment of the novel “Ella on the Outside” by Cath Howe. Chapter II “Adaptation of a fragment of the novel “Ella on the outside” by Cath Howe and experience of its practical application” offers adaptations of this text and a developed worksheet for use in English lessons. The chapter also contains an analysis of the lessons taught and students' feedback. Conclusion summarizes the results of the study, presents the main points of the analysis, and comments on the results.

CONTENTS

PREFACE.....	3
CONTENTS	5
INTRODUCTION	7
CHAPTER I. FEATURES OF AUTHENTIC TEXT, REASONS AND TECHNIQUES OF TEXT ADAPTATION FOR READING IN A FOREIGN LANGUAGE.....	15
1.1. Advantages and Disadvantages of Reading authentic texts	15
1.2 Top-Down and Bottom-Up reading processing	16
1.3. The choice of the term “text adaptation”	18
1.4. The reasons for text adaptation.....	19
1.5. Losses during text adaptation	21
1.6. Standards for EFL levels A2 and B1	22
1.6.1. International EFL standards for levels A2 and B1	22
1.6.2. Standards for EFL levels A2 and B1 in Estonia.....	26
1.6.3. Standards of reading skills learning a foreign language at levels A2 and B1 in Estonia	27
1.7. Adaptation levels, strategies and techniques	31
1.7.1. Three levels of text adaptation.....	31
1.7.2. Strategies and techniques for text adaptation	33
CHAPTER II. ADAPTATION OF A FRAGMENT OF THE NOVEL “ELLA ON THE OUTSIDE” BY CATH HOWE AND EXPERIENCE OF ITS PRACTICAL APPLICATION ..	36
2.1. Characteristics of the novel “Ella on the Outside” by Cath Howe.....	36
2.1.1 Reasons for choosing the novel "Ella on the Outside" by Cath Howe for adaptation and creation of a worksheet	38
2.2. The evaluation of the novel text's appropriateness regarding the proficiency level in English.....	39
2.2.1. Lexical features of the novel text	40
2.2.2. Grammar features of the novel text	42
2.2.3. Discursive features of the novel text	45
2.3. Features of the adaptation of the novel "Ella on the Side" and corresponding adaptation techniques	46
2.4. Selecting a fragment of the novel “Ella on the Outside” for adaptation	50
2.5. Features of adaptation of the fragment of the novel.....	51
2.6. Creation of worksheet based on the adapted fragment.....	54
2.7. Creation of the questionnaire.....	56

2.8. Conducting lessons in schools of Estonia and analysis of students' feedback.....	58
2.8.1. Additional feedback from students.....	61
CONCLUSION	64
SUMMARY IN ESTONIAN	68
REFERENCES	70
APPENDICES.....	79
Appendix 1. Original text of the novel fragment.....	79
Appendix 2. Adapted text of a novel fragment	80
Appendix 3. Application of adaptation techniques for a fragment of the short story “Ella on the Outside.”	81
Appendix 4. Worksheet with answers and guide for teachers.....	87
Appendix 5. Students' feedback.....	94

INTRODUCTION

It is well known that reading has been and still is an important part of learning language both native and second or foreign language.

The importance of reading has been discussed for ages, and different linguists and university professors (Widdowson, 1979; Alderson, 2000; Grabe & Stoller, 2013; Le Cunff, 2019; Drew, 2023; Jenkins 2023; Stemmler, 2023) agree that reading reduces stress and improves focus, improves memory, develops critical thinking, expands vocabulary, improves writing skills, and widens horizons.

What is reading?

For a better understanding of the concept of reading and its importance it is necessary to define the term “reading”. Different scientists and university professors identify reading from various perspectives. For instance, British linguist Widdowson (1979) identifies reading as the process when reader receives “linguistic information via print” meaning that reader can comprehend and interpret the information from the text. Krashen (1981) in his book “Second Language Acquisition and Second Language Learning” agrees with the importance of comprehension of information, especially while acquiring second or foreign language. RAND Reading Study Group (2002) supports the idea of reading as a process when reader comprehends and interprets the text, emphasizing that not just the text itself helps with understanding the meaning but also the “sociocultural context”.

Alderson (2000, p. 28), on the other hand, considers reading to be pleasurable and private process which a reader would enjoy by themselves. Plenty of other linguists, university professors, and writers (Mikulecky & Jeffries, 1996; Le Cunff, 2019; Stemmler, 2023) agree with this belief, that if a reader can choose what to read and can read at their own pace, then reading becomes pleasurable.

The university professors Grabe & Stoller (2013) also specify that drawing the meaning from the text is an important part of the reading process. They discuss the idea of reader recognizing the “units of language” from smallest (letters) to largest (paragraphs). That idea leads to another concept of reading process which is one of the most significant for this research – “reading as one of the aspects of the four language skills” (Sangia, 2014 p. 1).

Grabe & Stoller (ibid), Sangia (ibid), Purcell-Gates et al. (2016) extend the definitions of reading emphasizing the importance of reading in education process, as reading is the aspect of the four

language skills. The reading skill is supposed to be acquired through authentic and educational texts depending on the purpose of reading (Berardo, 2006). It is natural that reader together with understanding the meaning of a text would capture the “sociocultural context” (RAND Reading Study Group, 2002) from it or in other words “extralinguistic information” (Krashen, 1981, p. 102) which is common in both authentic and educational texts.

Purposes of reading

As is known, learning how to read in a foreign language and the reading process may differ depending on the purpose of reading. A linguist Berardo (ibid, p. 61) identifies three main purposes of reading: *for survival, for learning, or for pleasure*. He mentions that reading for survival is based on reader’s surroundings and needs which also means everyday unconscious reading. This includes reading advertisements, street signs, calendars, and timetables. Reading for learning implies that reader has certain, usually educational, goal to achieve in reading which is mostly done in the classroom or another learning environment. Berardo (ibid) suggests that these two are opposites as reading for survival can be done in different kinds of environment and is not goal-oriented. Reading for pleasure in contrast to the previous two “does not have to be done” (Berardo, ibid) meaning that reader chooses themselves what to read or whether to read at all.

It is noticeable that teenage students nowadays are losing one of the purposes of reading - reading for pleasure. For instance, in the National Literacy Trust report (Clarck et al., 2023), which was conducted among British pupils, is stated that “Just 2 in 5 (43.4 %) 8-to 18-year-olds told us in early 2023 that they enjoyed reading in their free time”. The reasons for this may be a heavy workload at school, household chores, and socialization, as a result of which very often teenagers do not have enough time to read for pleasure. Moreover, nowadays teenagers do not consider reading a necessary part of their lives. It is more important for them to maintain their image among their peers, and in their opinion, reading does not contribute to the creation of a popular and authoritative image (Denby, 2016). Most modern teenagers have reduced motivation to read fiction, especially literature in the foreign languages they are learning. Often, teenagers read only short texts, such as posts on websites, and lose the ability to thoughtfully read longer more meaningful texts. They mainly read educational texts and texts of adapted classical works that are assigned to them at school which they do not have interest towards (Denby, ibid). Thus, the purposes of reading in most cases are for survival and for learning.

On the other hand, Grabe & Stoller (2011, p. 6) distinguish between the following purposes of reading:

1. Reading to search for simple information.
2. Reading to skim quickly.
3. Reading to learn from texts.
4. Reading to integrate information.
5. Reading to write (or search for information needed for writing).
6. Reading to critique texts.
7. Reading for general comprehension.

Reading to search for simple information and Reading to skim quickly consist of skimming (getting general understanding of a text) and scanning (searching for a particular word or information). Reading to learn from text is usually used in learning environment, and combines extracting the needed information from a text and having background knowledge on the topic of the reading text. Reading to integrate information, Reading to write, Reading to critique texts include reading a text and creating own text. For all three of them, a person must have the ability to think critically, developed writing skills, and necessary background knowledge. Reading for general comprehension is fast and requires fluency from a reader. For example, reader's fluency is defined by their learned reading skills and strategies (Grade & Stroller, 2011, p. 8).

It can be noticed that Reading to learn from texts (Grade & Stroller, *ibid.*) correlates with reading for learning (Berardo, 2006). Both of them require a certain educational goal to achieve while reading in the environment which would support reader's learning.

Reading authentic texts requires not only the extraction of information but also its general understanding and generalization, that is, fluent reading skills. It is then that it can become interesting and motivating, contributing to the acquisition of important language competencies. For this, the text must correspond to the level of language proficiency.

Reading for pleasure

Numerous researchers (Clark & Rumbold, 2006; Howard, 2011; Martin, 2018; Sun et al., 2023) note that the purpose of reading for pleasure plays an extremely important role.

First of all, reading for pleasure can improve teenagers' mental health. For instance, Sun, et al. (*ibid*) mention that encouraging reading for pleasure can positively influence mental well-being

and psychological state, helps cope with stress, as well as, in general, the quality of life and success in the future.

Moreover, reading fiction indirectly influences the character development of teenagers. Research shows that the plots and ideas contained in works of fiction help readers imagine themselves in the character's place, experience their feelings and emotions, and think about moral and ethical issues. Thus, it allows teenagers to “become a principled person” (Office of Educational Research and Improvement (ED), 2002, p. 7).

There has also been a connection between reading for pleasure and social activity. University professor Howard (2011) conducted research on the importance of pleasure reading for teenagers, where she noticed, that while learning to understand and empathize with other people, the heroes of literary works, young readers at the same time become aware of their own identity and develop the ability of active social and civic participation.

By reading for pleasure, teenage students can improve their reading skills, and, as a result, their academic results will increase. “Regularly reading stories or novels outside of school is associated with higher scores in reading assessments” (Clark & Rumbold, *ibid*).

Reading for pleasure also influences the development of imaginative thinking and worldview, due to the fact that “the reader is actively engaged in constructing meaning as he or she selectively expands the meaning of the text in the context of his or her life” (Howard, *ibid*, p. 53).

Various scientists (Krashen, 2004; Wiesendanger et al., 2009; Clark, 2010;) also associate reading for pleasure with factors such as increased reading frequency, more comprehensive intellectual development compared to peers, the development of text perception skills and its linguistic features (vocabulary, grammar, syntax), and understanding of other cultures and their characteristics. Thus, almost all researchers conclude that reading for pleasure is crucial for the formation of a teenager’s personality and their future life and success. In addition, reading for pleasure contributes to the development of reading skills, its speed and quality, the formation of grammatical knowledge and vocabulary replenishment.

Benefits of Using Novel in English lessons

The use of novels in English lessons can help realize not only an educational task, and help students cultivate more knowledge about the life and culture of different people.

The importance of using novels in foreign language lessons is recognized by many scientists.

For instance, Hişmanoğlu (2005) and Oda (2009) suggest that reading novels in foreign language lessons increases motivation to investigate deeper into the plot of the story, develops imagination, increases critical thinking of students, raises chances to become life-long reader.

Moreover, Oda (ibid) mention the development of language skills (reading, writing, speaking) while reading novels in the foreign language lessons.

Besides, Hişmanoğlu (ibid) notes that reading novels gives students knowledge of other cultures and the logic of the language.

Developing of reading skill in education system of Estonia

In school educational programs, the purpose of reading for pleasure is usually not included or given little time in class or as home reading. In Estonia, the requirements for reading level as one of the language skills in learning English are defined in the national curriculum (RÕK, 2023). This curriculum defines reading competencies at different school levels and language levels. Typically, reading fiction at school, in accordance with the state curriculum, begins at the 3rd school level - among students who have reached level B1.2. The RÕK (ibid, p. 22) states that by level B1.2 the student must have the following skills: “Reads and understands a few pages of text with clear reasoning on various topics (e.g. media texts for young people, adapted fiction texts). Can find the necessary information in a longer text of a deliberative nature. Collects relevant information from several texts. Uses different reading strategies (e.g. general reading, selective reading). The details and nuances in the texts may remain unclear.” Texts for reading are selected by the teacher mainly only for the educational purpose of reading: “The teacher directs the student to read shorter, both customised and authentic age-appropriate fiction, information, consumer and media texts.” (RÕK, p. 19). Thus, the very important purpose of reading for pleasure is overlooked.

As is known that teenagers read books for enjoyment only if they have a love for reading and it is their hobby. It is necessary to show students that reading books can be interesting and even fascinating. It is common, that schools not only do not motivate but can also cause aversion to reading fiction when learning English for the following reasons:

- After reading the literature text, often follow tasks that will be assessed, that is, the purpose of reading is learning, and the development of motivation and reading skills for pleasure is left unattended (Cremin, 2007).
- Students are often required to read independently, without the support of a teacher. Even though the school offers classic novels, it is very difficult for students to understand them and feel the

atmosphere without additional detailed explanations from the teacher for which time is not allocated during lessons. Such texts, as a rule, contain a lot of linguocultural material, archaic vocabulary, and long-changed realities of life, which require extensive comments and explanations of the historical and cultural background. This significantly reduces interest in reading (Cremin, *ibid*; Blackmore, 2023).

- Mostly, school programs offer students in English classes examples of adapted classical literature by authors such as Mark Twain, Jules Verne, and others as literary works for reading. Undoubtedly, they are important and will help in learning the language broadening students' horizons. However, their topics are far from the realities of life and the environment of modern teenagers and, accordingly, do not arouse keen interest among them.

The need for text adaptation

Of course, there are many interesting examples of contemporary fiction that are not part of the curriculum. However, they contain relevant material that is relevant to current generations of teenagers, which will interest them and become a motivator to read for pleasure in English. Therefore, it would be useful and effective to offer reading of modern English-language fiction at earlier stages, for example, at the A2 level (2nd - beginning of the 3rd school stage).

To perceive realities and language, and its grammatical subtleties when reading English-language fiction, it is necessary to offer teenagers adapted versions of these works. The problem is that there are few adapted books by modern authors for this age and level A2. For example, one of the largest book recommendation sites, Goodreads (n.d.), offers a selection of books by 19th-20th-century authors that are classics but may be far removed from the current realities and interests of teenagers. This can make reading difficult and lead to decreased interest in reading for pleasure.

Thus, the problematics of the research can be formulated as follows:

- The national curriculum RÕK (2023) stipulates that in Estonian schools, reading fiction when learning English should begin at level B1.2, which makes acquaintance with English literary texts at earlier stages of education unnecessary.
- Literary texts (authentic and adapted) offered for reading in English are mainly works of classical literature, which can be grammatically difficult for school students to understand, and the topics are often not relevant to their perception, which reduces their interest in reading.

- There is a deficit of fiction by modern authors in English, adapted to levels A2.1 and A2.2, which is an obstacle to the development of reading skills in English and the development of reading competence for pleasure at earlier stages of learning English.

“Ella on the Outside” by Cath Howe as a research object

This thesis examines various aspects of acquiring skills in reading modern fiction in English among students of the 2nd school level (grades 4-6). In addition, the work contains pieces of adaptation of the novel “Ella on the Outside” by a modern author Cath Howe, and creation a worksheet with tasks for work in English lessons, created for a better assimilation of the grammatical and lexical material contained in the text and a better understanding of the plot, the nature of the characters, and the general meaning and ideas of the novel.

The object for research and subsequent adaptation of the text to level A2 is a fragment of the novel “Ella on the Outside” by Cath Howe. This book talks about important societal and psychological topics, such as anxiety, hiding your true feelings (masking), bullying in school, and the difficulties of being a teen, which are very actual for middle school students and all people in general. Although this book is written for children and teens, it is written for native English speakers, which means, that the level of the language is much more advanced than A2, which children of ages 10-13 start reaching/have. Therefore, the adaptation of the text is necessary. In addition, to link reading with language learning, a worksheet will be created with excerpts from stories from the book and exercises of various kinds.

The created adaptation of a fragment of the novel “Ella on the Outside” by Cath Howe and the worksheet will be tested in three schools in Estonia to study their effectiveness and help in the perception of literary text in English lessons among school students at level A2. The main purpose of this experiment is to show students that reading books can be interesting and pleasurable.

The research aims to adapt the text of the book “Ella on the Outside” by Cath Howe for students aged 10-13 years to make reading the text of the book more accessible to understanding the cultural characteristics of an English-speaking society. Adaptation is also necessary to understand the psychological and social topics discussed in this book that are relevant to children and adolescents. At the same time, the tasks in the worksheet will be aimed at a deeper study of vocabulary, grammar, and syntax, along with the development and improvement of reading and speaking skills.

Therefore, the tasks of the research are the following:

- adapting a fragment of literary text of the novel “Ella on the Outside” by Cath Howe following the selected adaptation strategies and techniques;
- creating a worksheet for working with the adapted text of the novel “Ella on the Outside” by Cath Howe, which includes various exercises for developing and improving reading, writing and speaking skills;
- giving English lessons in schools in Estonia including the created practical materials and a questionnaire of students' feedback, after which the results of the practical material tested in the lessons are concluded.

CHAPTER I. FEATURES OF AUTHENTIC TEXT, REASONS AND TECHNIQUES OF TEXT ADAPTATION FOR READING IN A FOREIGN LANGUAGE

1.1. Advantages and Disadvantages of Reading authentic texts

When developing reading skills, teacher must be able to choose the appropriate text for the target group with which they work. In order to do this, teacher must take into account the age, language abilities and knowledge of the students. This can be challenging if the teacher prefers to work with authentic texts but it has its benefits. Various scientists also highlight the pros and cons of working with authentic material.

For instance, Berardo (2006), Falcão (2023), and Case (2023) mention the following advantages of using authentic texts in foreign language lessons:

1. Increasing students' motivation to read;
2. Plenty of linguistic and cultural material;
3. Students learn real language;
4. Development of student creativity;
5. Students get a feeling of satisfaction from achieving the goal.

Moreover, Case (2023) also highlights several benefits of using authentic text for teachers. For example, authentic texts are available and easy to find on the Internet, which makes buying books specifically for reading and practice unnecessary.

The teacher can also diversify the lesson with different types of tasks. For example, teacher can find a translation of a text and compare it with the original together with your students. If this story is well-known and familiar to all students, then they can guess the meaning of some unknown words.

On the other hand, Richards (2001), Berardo (ibid), Lansford (2014), Falcão (ibid), and Case (ibid) highlight a number of disadvantages of using authentic texts in foreign language lessons:

1. Reading may be too difficult, demotivating for students and causing the so-called “affective filter” (Krashen, 1981);

2. The language of the text may be difficult to understand (complex and outdated grammar norms and vocabulary, idioms, dialects);
3. The author of the work may deviate from language norms (norms for the use of syntax and grammar);
4. The text may contain linguistic and cultural information that is incomprehensible even to natives;
5. Authentic texts can be too voluminous;
6. The teacher spends a lot of time choosing appropriate authentic reading material;
7. Teachers themselves must spend a lot of time thinking about how to incorporate authentic material into their lesson (develop lesson plan and exercises);
8. When using authentic text in lessons, copying it and posting it on school platforms may cause problems with copyright compliance.

Thus, scientists indicate that working with an authentic text written in a foreign language can be difficult for both students and teachers. However, the use of authentic texts has many advantages and is very productive when learning a foreign language. To make work with an authentic text easier, more interesting, and useful, many scientists recommend adapting the text to the level of students.

1.2 Top-Down and Bottom-Up reading processing

For a better understanding of the problems when reading authentic text, two approaches to reading should be considered. Depending on the level of language proficiency and the goals of reading, techniques and approaches to reading, perception and processing of information obtained in the process of reading may vary. Some of the other purposes of reading provided by Grade & Stroller recall the person's reading processing mentioned by Berardo (2006). For instance, *Reading to search for simple information* and *Reading to skim quickly* are very similar to Top-Down reading processing (Berardo, *ibid*). Top-Down processing is rapid and is aimed to search a certain information in a text or understand the whole meaning of a text. According to Goodman (1967), Top-Down reading is fluent, which means that a person can predict the following words in a phrase and grammar constructions. Therefore, Top-Down reading processing can be accomplished if the reader is fluent in the language they are reading the text and can comprehend the information

easily. On the other hand, there is a Bottom-Up processing, which is slower because reader achieves their goal by reading “word for word” not getting the general meaning of a whole text (Berardo, *ibid*). This usually happens on early stages of learning a foreign language and requires additional support.

Combining the Top-Down and Bottom-Up reader’s processing, which can be taught to do, the reader becomes fluent in reading. When reader can process reading texts in both ways, they can understand the meaning of text as well as the meaning of each word. The fluency of a reader has been mentioned by Grade & Stroller (*ibid*) in the purpose of *Reading for general comprehension* which can only be done if the reader is completely fluent and can navigate reading individually. Psychology professor Stanovich who has studied psychology of reading described similar idea. He considers that using Top-Down and Bottom-Up reading processing helps a reader become fluent and independent as they are able both read words separately and learn language patterns (such as grammatical structures), and read to understand general information or to comprehend the deeper meaning of a specific phrase (such as idiom). Using Top-Down and Bottom-Up reading processing simultaneously was firstly mentioned by scientist Rumelhart (1977) who named it *Interactive Model*. Later Stanovich (1980) added to this statement that poorer readers can sometimes surpass others by compensating with the more knowledge of syntax and semantics, which led to the new concept - *Interactive-Compensatory Model* (Stanovich, *ibid*). Therefore, there are three types of reading processing/models which can be used by teacher in the classroom. In the research the emphasis of using the strategies and reading processing is made for readers who are school students with acquired English language level A2, who cannot be yet called fluent readers.

As reading is a language skill, it should be developed and improved through time; the skill of reading in a foreign language would take even more time to progress. It is understandable that in order to read texts in a foreign language one must know the vocabulary, grammar, syntax, stylistics, etc. of that language to comprehend the meaning. That is why the said reading processes and models should be implemented in the classroom and taught as reading techniques, which combined together would help reader to achieve fluency.

However, these reading techniques and strategies cannot be applied to every text. Naturally, the teacher, when choosing a text with which students will work in class, must take into account the age of the students, their abilities and interests, and most importantly the level of their language skills. Since at the initial levels the ascending model of reading (bottom-up) prevails, which is characterized by delving into the details of grammar and the inability to quickly grasp the meaning as a whole, teachers should resort to the use of adapted texts of the appropriate level of students.

1.3. The choice of the term “text adaptation”

In various studies (Simensen, 1987; Burstein et al., 2007; Safari et al., 2017; Góngora, n.d.; Javourey-Drevet et al., 2022) there are various definitions related to the process of bringing the text into a readable state in a foreign language following the level of language proficiency. The term text adaptation is used often.

For example, Burstein et al. (2007) define text adaptation as “a teacher practice used to help with reading comprehension and English language skills development for English language learners”. Adaptation of a text involves changing the text in such a way that it becomes more understandable and accessible in terms of the use of lexical units appropriate to the language level, sentence structure and narrative discourse. Simensen (1987) mentions that adaptation includes both changes in the text's linguistic components (vocabulary, grammar, syntax) and the organization of information and its clarification. That is, text adaptation is a two-level process, including changing the text at the linguistic and information-situational levels.

According to Góngora (n.d.), text adaptation is a process that involves the control of vocabulary and information to make the text understandable to students, taking into account their age and level of preparation. Adaptation of a text also implies taking into account the specifics of different cultures or sociocultural aspects, for example, removing from the adapted text realities that are considered unacceptable in another culture (Rathert & Cabaroğlu, 2022).

Along with the term text adaptation, researchers often use the term simplification. Thus, Safari et al. (2017) note that authentic texts need to be simplified to be made accessible to students for reading. They define text simplification as reducing the complexity of vocabulary and syntactic structures. This process includes, for example, using correct word order, avoiding complex sentences, and using the most common vocabulary items. At the same time, Javourey-Drevet et al. (2022) draw attention to the fact that text simplification is a process that manifests itself at the lexical, morphosyntactic and discourse levels. That is, the term text simplification is defined almost similarly to the term text adaptation. In this regard, there is some confusion in terminology, since simplification is often considered as one of the adaptation techniques, along with other ones. The term simplification is also used in a narrower specific meaning, implying only linguistic changes in the text. Adaptation, at the same time, involves changes to the text at linguistic and non-linguistic levels, as well as taking into account sociocultural aspects (Simensen, 1987; Rathert & Cabaroğlu, 2022).

In studies on the topic of text adaptation, there are also different variations of the term adapted texts: abridged, reduced, retold, rewritten, simplified, told, and modified. (Simensen, 1987; Campbell, 1987; Long & Ross, 1993; Safari et al., 2017). Also, the term graded readers is often used to denote the concept of adapted books (Simensen, *ibid*; Kleinová, 2015). For instance, English-language publishers, such as, Collins, Macmillan, Oxford, etc. use this term (Simensen, *ibid*). According to the definition of The Extensive Reading Foundation (2015), graded readers are “books of various genres that are specially created for learners of foreign languages”. They are simplified versions of books that control vocabulary and syntax to simplify the content for readers at different levels of language learning.

This study uses the term adaptation as it examines the linguistic, non-linguistic and socio-cultural aspects of text modification. The concept of simplification is used in a narrow sense, as one of the text adaptation techniques.

1.4. The reasons for text adaptation

Many researchers (Goodman & Freeman, 1993; Long & Ross, *ibid*; Berardo, 2006; Gala & Ziegler, 2016; Saggion, 2017; Javourey-Drevet et al. 2022) acknowledge the need to adapt text for the purpose of learning a foreign language. They are based on the main goal of adaptation - increasing accessibility, readability of the text, and achieving comfort when reading. Reasons for adapting the text include:

1. Reducing cognitive load.

While adaptation, students' age, cultural and linguistic background, their language learning experiences, and the text's subject matter and literary features should be considered (Long & Ross, *ibid*). The adapted text must correspond to the level of development of cognitive abilities, such as attention, memory, perception of the surrounding reality, and analysis of information. The topic of the text should be understandable and interesting to the student, and the grammatical and lexical units should correspond to a certain level of complexity (Berardo, *ibid*).

2. Increase of reading speed and fluency.

According to researchers, text adaptation helps students master narratives without much dictionary support or teacher assistance. Simpler vocabulary, grammar, and syntax help read text faster without stopping to understand individual words or phrases. Reading adapted text helps engage

even less advanced students in the reading process and develop their ability to read fluently and quickly in the target language (Campbell, 1987).

3. Reduce reading errors without loss of comprehension.

Reading adapted texts facilitates a more fluent decoding of words, which leads to a more correct reading of them in accordance with the phonetic and spelling norms of the language being studied. The student can recognize words more easily and make fewer mistakes when reading. At the same time, students can perceive the meaning of the read text and its grammatical features more easily. For example, when reading a simpler text, a student may notice certain language categories, such as verb tenses, plurals of nouns, articles, degrees of comparison of adjectives, and others.

Gala & Ziegler (2016) examined the benefits of text simplification for children with dyslexia. Results showed that simplifications increased reading speed and reduced reading errors (mostly lexical) without loss of comprehension. In a similar research, Rello, et. al (2013) found that lexical simplification (i.e., replacing complex words with simpler equivalents) improved both reading speed and comprehension in readers with dyslexia. In an eye-tracking experiment with 23 people with dyslexia and 23 controls, they compared texts in which words were replaced with shorter, more frequent synonyms. Using more frequent words allowed participants with dyslexia to read faster, and using shorter words allowed them to understand the text better.

The use of adapted reading texts makes reading easier for children with dyslexia as well. This is facilitated in particular by the replacement of long and complex words with shorter and more frequently used synonyms.

4. Increasing the level of language competence.

The inclusion of adapted texts in the reading program when studying a foreign language allows you to better master language tools, such as grammatical and spelling rules, pronunciation norms and features of the use of lexical units. When adapting, the level of knowledge of students is taken into account and, as defined by Long & Ross (1993, p. 8), "... a good teacher has to be a good simplifier, one who reaches out to every individual student at his/her own level of language competence".

According to Campbell (*ibid*), the adapted text should be brought into line with the student's language competencies due to the fact that it will be easier to comprehend. This is facilitated by replacing difficult lexical phrases and syntactic structures with equivalents appropriate to the student's level.

5. Increasing interest in reading in general.

Day et al. (2011) drew attention to the fact that students perceive read text more easily if they understand it and are not distracted by deciphering the meaning of complex words. In this case, they feel comfortable, and they develop fluent reading skills and interest in it. Reading becomes an enjoyable and exciting process, motivating students to read for pleasure. In addition, reading adapted texts leads to greater independence and autonomy for students and freedom to choose books. This creates a “bridge” between ordinary foreign language course material and authentic material i.e. material not constructed for foreign language-teaching purposes.” (Simensen, 1987).

1.5. Losses during text adaptation

Despite the obvious need to adapt texts for reading when learning a foreign language, a number of scientists point to various types of losses when adapting text. Thus, Long & Ross (1993) note that modification of the text towards its simplification can affect the overall perception of the context, making it less understandable due to modification of the lexical and syntactic structure of the text. Proponents of preserving the complete authenticity of texts point to the following consequences of adaptation:

1. Loss of the author's intention. Removing secondary or marginal information, storylines, and descriptive fragments that do not significantly affect the development of storylines can generally reduce the semantic colouring, mood, and stylistic features of the text, and highlight the author's individuality.

2. Excessive reduction or removal of sociocultural information leads to the loss of national specificity and the opportunity to study cultural characteristics while reading.

3. Primitization of language structures (syntax, grammar, vocabulary). Reducing language units can affect syntax and make sentences too simple or condensed (Crossley et al., 2007). The language of the narrative and characters may become more artificial, devoid of colours and shades of meaning.

4. Risk of ambiguity and misunderstanding of the text. Ambiguity can arise due to the frequent replacement of complex or marked words with the most frequent and basic ones.

5. Loss of the language of real communication. The language of the narrative and characters may become more artificial, divorced from the language of communication in real life, reminiscent of the dry language of texts from a textbook.

6. Standardization. Non-standard or dialect units can be removed from the text, depriving it of its original sound and personalization of the speech of the characters. This may result in the loss of credibility contained in the original version (Campbell, 1987).

Scientists (Campbell, *ibid*; Long & Ross, 1993; Crossley et al., 2007) highlight these losses as negative consequences of the adaptation of authentic texts. They believe that when learning a language one should use authentic texts, making comments on unfamiliar words and concepts. However, losses during text adaptation in many cases can be attributed to necessary measures to ensure better understanding and study of the text. In this matter, it is necessary to find a balance between reasonable adaptation of the text and preservation of its internal structure, context and authentic features. There are cases in which it is better to preserve valuable socio-cultural information or the author's style features. Conversely, to ensure accessibility, comfort and understanding, development of fluent reading skills and interest in reading the text, there is a need for its adaptation.

Thus, there are advantages and disadvantages of adapting literary texts written in a foreign language. In the context of the inclusion of reading works of fiction, which are examples of authentic texts, in the curriculum of school lessons, adaptation is a necessary measure. This seems especially important in the early stages of learning a foreign language to achieve success in mastering the skill of reading. In particular, adaptation of texts is necessary for students studying English at school who have reached or are reaching level A2, who are the subjects of this study.

1.6. Standards for EFL levels A2 and B1

1.6.1. International EFL standards for levels A2 and B1

Various educational organizations (British Council, n.d.a; Cambridge University Press & Assessment, 2024a; International English Test, 2023a; English Radar, n.d.a) present the competencies and skills that a student who has reached level A2 should have. All are based on the competencies proposed by the University of Cambridge ESOL Examinations (2011) in the document “Using the CEFR: Principles of Good Practice”.

The University of Cambridge ESOL Examinations (2011) note that upon reaching level A2 of a foreign language a student:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

This document regulates the basic level language competencies, which are taken as the basis of the state curriculum in the EU countries. The British Council (n.d.a) also adds to them the ability to use knowledge and skills of the English language in English-speaking areas.

Based on these competencies, requirements in the field of communication skills, knowledge of vocabulary and grammar topics have been developed. Their list is given in Table 1 (English Radar, n.d.a).

Table 1. Description of language competencies for level A2 (English Radar, ibid.)

English communication at level A2	English vocabulary at level A2	English grammar at level A2
Describing habits and daily routines; Expressing ability and inability; Describing past experiences; Asking for and giving directions; Describing personality and feelings; Making comparisons; Describing jobs; Describing places; Making requests (e.g. at a restaurant) ; Expressing future plans.	Personality and feelings; Food and drinks; Education; Jobs; Weather; Family and friends; Daily routines; Free-time activities; Places in towns; Body and health; Transport and travel.	Questions words; Adverbs of frequency; Past simple; Present continuous; Present perfect simple; Prepositions of time and place; Comparatives and superlatives; Like + ing; Future simple: will; Future: going to; Past continuous.

Using this table, it is possible to compare the communication, vocabulary and grammar levels to achieve A2, and also use them in the process of adapting a text passage from a novel.

In addition, the University of Cambridge ESOL Examinations (2011, p. 4) show the differences between A2 and B1 levels in the following figure:

Figure 1. Classification of levels by University of Cambridge ESOL Examinations

These six levels are named as follows:

C2	Mastery	} Proficient user
C1	Effective Operational Proficiency	
B2	Vantage	} Independent user
B1	Threshold	
A2	Waystage	} Basic user
A1	Breakthrough	

They distinguish six different levels, which are also grouped into user categories. The figure shows that level A2 refers to a basic user, and level B1 to an independent user. The basic user can only understand and speak situations that are familiar to him. Sometimes a basic user can guess the meaning of new words from situations or teacher explanations. An independent user can understand both information that is familiar to them and guess the meaning of unknown words from the context. They can also understand information presented in different styles (formal and informal).

To understand the difference between levels more accurately, it is needed to look at the competencies and requirements for students who have reached the B1 level of a foreign language. In accordance with the list of level language competencies regulated by the University of Cambridge ESOL Examinations (2011), the following requirements are established for students who have reached level B1:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

British Council (n.d.b), Cambridge University Press & Assessment (2024b), International English Test (2023b), and English Radar (2024b) offer requirements similar to level A2. The differences

are in the levels of complexity of vocabulary, grammar and communication topics. Table 2 lists the student skills and grammar and vocabulary topics that a student should be proficient in at level B1 (English Radar, 2024b).

Table 2. Description of language competencies at level B1 (English Radar, 2024b)

English communication at level B1	English vocabulary at level B1	English grammar at level B1
Describing experiences and events; Expressing hopes and ambitions; Describing feelings; Giving reasons; Giving opinions; Expressing preferences; Stating obligations; Expressing certainty; Describing events in the past; Describing events in the future.	Feelings and emotions; Travel and transport; Entertainment; Leisure activities; Sport, health and fitness; Education; News and media; Technology; Time expressions for the past; Time expressions for the future.	Adverbs for time, degree, manner; Past habits and states (<i>used to</i>); Present perfect simple; Modals: should have, might have etc.; Present continuous (<i>future</i>); Future simple: <i>will</i> ; Future: <i>going to</i> ; Present perfect continuous; Past continuous; Past perfect simple; Conditionals (<i>first and second</i>); Future continuous; Passives.

It can be noted that some communication, vocabulary and grammar levels presented for B1 are similar to A2. For example, at communication level B1 there is a similarity with level A2 in the following competencies: describing experiences and events, describing feelings, describing events in the past, and describing events in the future. At the vocabulary level, you can notice the following similarities between levels A2 and B1: feelings and emotions, travel and transport, leisure activities, health and fitness, and education. There are also similarities at the grammar

level: adverbs for time, Present Perfect Simple, Present Continuous, Future Simple: will, Future: going to, and Past continuous.

However, it should be mentioned, that most of the topics and competencies of the levels are still different, which is important and helps to draw the line between the levels. It is also crucial to understand that despite the similarity of competencies and topics, their complexity will vary.

1.6.2. Standards for EFL levels A2 and B1 in Estonia

Level language competencies are consolidated in the document Põhikooli riiklik õppekava (2023) and are presented in detail in the Õppekava materjalide veeb Haridus- ja Teadusministeerium (2023). They are also based on the European-level standards adopted by the University of Cambridge ESOL Examinations (2011).

Table No. 3 shows the competencies required to achieve foreign language levels A2 and B1.

Table 3. Description of levels A2 and B1 of foreign language proficiency in Estonia

A2	B1
understands sentences and frequently used expressions related to areas that are important to them (for example, information about themselves and family, shopping, place of residence, work).	understands a topic that is important to them, such as work, school, free time, etc.
manages everyday communication situations that require direct and simple exchange of information on familiar topics.	mostly manages in a foreign country where the relevant language is spoken.
describes their family, other people and living conditions; and expresses their needs using simple phrases and phrases.	composes a simple text on a familiar or interesting topic. describes experiences, events, dreams and goals, and briefly justifies and explains opinions and ideas.

familiar with important names and dates of the areas/communities where the target language is spoken (e.g. public holidays, capital), understands their own culture and the similarities and differences in other cultures, and the values of linguistic and cultural diversity.	aware of important facts in the regions/communities that speak the target language. understands the similarities and differences between their own culture and other cultures, and appreciates linguistic and cultural diversity.
values knowledge of foreign languages and is motivated to learn languages.	values knowledge of foreign languages and is motivated to learn languages.
uses foreign language web environments, recognizing their potential dangers acquiring the skills necessary for further language learning, and adapting them to their needs.	uses foreign language web environments, recognizing their potential dangers acquiring the skills necessary for further language learning, and adapting them to their needs.

This table shows both the similarities and differences between the skills and competencies for achieving levels A2 and B1. The topics to be studied, communication situations, values and motivation, and the need to know the cultural characteristics of the community in which the target language is spoken are mostly similar. The difference is that at level B1 a students can use the language in an area where it is spoken. Moreover, when describing something, they can briefly express and justify their opinions and plans. Thus, their vocabulary is much wider, more grammatical structures are used, and all types of speech activity (including reading) are implemented to a greater extent and more freely than at level A2.

1.6.3. Standards of reading skills learning a foreign language at levels A2 and B1 in Estonia

To successfully adapt the text, plan and prepare tasks for it, it is worth considering the difference between the standards of reading skills for levels A2 and B1. The following are comparative tables describing the skills and competencies for achieving levels of mastery of a foreign language at levels A2 and B1 (Põhikooli riiklik õppekava, 2023; Haridus-ja Teadusministeerium, 2023).

Table 4. Requirements for reading skills in a foreign language at levels A2 and B1 in Estonia (Põhikooli riiklik õppekava, 2023)

Level A2.1	Level B1.1
<p>Reads short ordinary texts (for example, personal letters, announcements, news, instructions, instructions for use); finds the information contained in the text and understands the meaning of the text.</p> <p>The reading pace is slow. Can use a school dictionary to understand the text.</p>	<p>Reads and understands multiple pages of simple factual statements (e.g., letters, web publications, information brochures, manuals). Understands the main idea of the text in which it is narrated and can follow the development of events. Able to find necessary information in reference books and on the Internet. Able to use bilingual dictionaries.</p>
Level A2.2	Level B1.2
<p>Reads simple, routine text (announcements, menus, schedules, hazard warnings) on familiar topics and understands the information they contain. Sometimes can guess the meaning of words from the context.</p>	<p>Reads and understands texts with clear discussions on several pages on various topics (for example, texts for young people, and adapted texts of fiction). Able to find a valid idea in a longer text under discussion. Collects information on a topic from several texts. Uses a variety of reading strategies (eg, general reading, selective reading). The details and subtleties presented in the texts may not be clear.</p>

Table 4 shows the difference between reading levels in terms of length and simplicity or complexity of the text, and their subject matter. Thus, at level A2, a student can comprehend shorter texts, the content of which should be clear and consistent. Therefore, these criteria must be taken into account in a text adapted to level A2.

Table 5. Requirements for reading skills at levels A2 and B1 in Estonia Haridus-ja Teadusministeerium (2023)

Foreign Language A: Language level A2	Foreign Language A: Language level B1
Reading Comprehension	
reads simple and short texts with generally accepted vocabulary on a familiar topic (including in voice), finds the necessary information and understands the meaning of the text. Sometimes can guess the meaning of words using context.	reads and understands longer texts with clear discussion on various topics (with clear pronunciation), can follow developments and find the necessary information (if necessary from several texts); details and nuances may remain unclear.
Knowledge, skills, attitude	
1) reading a short and simple text, understands the main ideas and messages, as well as important information in it.	1) understands everyday life facts-based and simple literary texts.
Learning outcomes	
<p>1) understands daily labels, signs and messages in public places;</p> <p>2) finds certain familiar information in short expendable texts;</p> <p>3) understands simple texts, personal letters or messages if the topic is familiar;</p> <p>4) understands important information in short news.</p>	<p>1) understands personal letters and messages describing events, feelings and desires to the extent that allows for regular correspondence;</p> <p>2) understands descriptions of places, events, clearly expressed feelings and positions in media texts written in frequently occurring words;</p> <p>3) understands the course of events in simple verses with a clear plot book, consisting of mostly frequently occurring words.</p>
Learning activities to achieve the learning outcome	
<p>1) independently reads an age-appropriate literary text and performs tasks based on it (answers questions, draws up an idea map/concept map);</p> <p>2) reads short consumable texts (advertisement, menu, tag) and performs tasks based on the text, transmits the read information in their native language;</p>	<p>1) reads various types of texts (informal and colloquial) on various topics (for example, letters, speeches, descriptions, comments, short messages), allowing for regular communication;</p> <p>2) reads and mediates various media texts (travel diary, news, article, blog post), analyzes the text, critically evaluates the reliability of the source of information, summarizes events and reports orally or in writing, justifying and explaining opinions</p>

<p>3) organizes words into sentences and text fragments into texts; compares images and text fragments;</p> <p>4) follows the read simple game rules and instructions (board game, word game, movement game, etc.), participates in the game and/or controls the game;</p> <p>5) finds a short text in the language being studied on the Internet and introduces it to friends.</p>	<p>and feelings based on the reading, using appropriate languages;</p> <p>3) reads age-appropriate literature, incl. comics, stories, and outside of class, analyzes events, answers questions, and makes connections; uses various reading strategies to obtain the necessary information;</p> <p>4) translates the read text into another form (comic strip, drawing, play, etc.).</p>
<p>Assessment of learning outcomes (possible types of tasks for assessment)</p>	
<p>1) answering questions based on the short text read (with optional answers, short answers, matching task, right/wrong with justification);</p> <p>2) making additions to text or graphics, making notes or concept maps;</p> <p>3) convey the main content of simple text.</p>	<p>1) answering open-ended questions, filling in the blanks, organizing parts of the text, drawing up a concept map, organizing information received or a graph, paraphrasing;</p> <p>2) simpler retelling, summary based on what was read, reading a poem and answering open questions, forming or choosing different forms of words, tenses and sentences;</p> <p>3) notice and analyze various emotions based on what they read (understanding the emotions of the author or character);</p> <p>4) short project work based on reading sources (making a concept map or poster).</p>

As can be seen from Table 5, at level A2 a student can generally read short and simple text, with a basic vocabulary, while at level B1 they can read and understand longer texts, can follow the course of events and reason about them. At level A2, the student cannot yet perceive descriptions of events or feelings of characters; basically, they can only understand simple texts with a clear plot and factual material. Dissimilar to level B1, at level A2 the student cannot critically evaluate a text, analyze it, understand nuances and emotions, create connections and generalize what they read. Thus, it is necessary to adapt the text to level A2, considering the above aspects.

1.7. Adaptation levels, strategies and techniques

1.7.1. Three levels of text adaptation

The search for ways and principles of adapting authentic text for reading and the development of its strategies and techniques has been maintained by several researchers (Simensen, 1987; Campbell, 1987; Kleinova, 2015; Saggion, 2017). They tried to find optimal adaptation strategies and techniques, contemplating various parameters and classifications.

Simensen (1987) in his study “Adapted readers. How are they adapted?” indicates the possibility of considering text adaptation at three levels. Following the terminology of publishers of adapted books, who have developed certain guidelines for adapting texts, he calls them principles of “control.” These levels of adaptation are represented by three categories: “control of information, control of language, and control of discourse and text structure” (Simensen, *ibid*).

1. Information control includes:

- Reduction of Information – “cutting out marginal, peripheral or irrelevant information” (Simensen *ibid*, p. 46). It is also possible to reduce the number of minor characters, remove subheadings and unimportant details.
- Supply of Information. On the other hand, it is necessary to provide the text with explanatory information and clarifying links. First of all, it is necessary to recognize background cultural differences and explain the socio-cultural realities found in the text. It is recommended to provide the text with an introductory chapter explaining the historical and cultural background of the events described and also to preface the text with a list of characters in the book and their brief description.
- Avoiding Density of Information. Controlling the density of information assumes that the text cannot be too compressed, turning into a plot or a listing of events. Information should be distributed evenly in the text, and the amount of information should be easily digestible. It is advisable to use short paragraphs.

2. Language control includes:

- The Control of Vocabulary. It is intended to exclude language units that are archaic or too specific. It is advisable to make wider use of basic and international vocabulary.

- Control of the Structure of Language Units. It is recommended for lower levels (A1-A2) to use mainly simple verb forms: present simple, present continuous, and going to future. The use of lengthy words consisting of more than two syllables to adapt texts at a lower level should also be reduced.

- Various Aspects of Language. The following should be avoided: ambiguous words and idiomatic expressions, elliptical sentences, archaisms, inversions, inexplicable allusions, complex sentences with participial phrases and other phrases that create reading difficulties and are an obstacle to the readability of the text. At the same time, the use of direct speech, repetition of a proper name when doubting the authorship of the speaker, and the use of clear statements without hints and understatements are encouraged.

3. Control of Discourse. The chronological order and logic of events should be observed, and frequent jumps in time of the events described should be minimal. Ambiguity in the use of pronouns should also be avoided. When in doubt, the preceding pronoun should be repeated so that it is clear who is speaking, especially in cases where the pronoun in the text is far from the preceding one, separated by many words or even sentences.

This classification, given in the study of Simensen (1987), thus suggests some adaptation techniques at three levels: information (vocabulary), language (grammar) and discourse. Similar levels of adaptation were described in a study by Campbell (1987). She identifies 2 strategies for creating a simplified version of the text: abridgement and rewriting. Abridgement refers to the discursive level of adaptation, which consists of creating a consistent logical organization of the text following the direct chronology of events, for example, excluding excursions into the past, as well as removing unimportant details. It is also expected to remove dialect words and non-standard vocabulary from the text.

Rewriting can be attributed to the level of information and language, that is, it involves replacing words with simple and unambiguous lexical units, as well as simplifying grammatical and syntactic structures. Campbell (*ibid*) noted that at initial levels when bottom-up reading, “word for word,” “adaptations, with their strict vocabulary control,” are necessary, which allows readers “to enjoy interesting narratives without having to consult dictionaries constantly” (*ibid*, p. 133).

A three-level division of text adaptation for reading in a foreign language can be observed among other researchers. For example, Saggion (2017) considers the lexical, morphosyntactic, and discursive levels. He considers their use important to improve readability while respecting the original version.

Kleinova (2015) notes the need to control plot, vocabulary and grammar when adapting texts. She also adds judicious use of images (p. 2). Texts should be adapted according to the principles of strictly limiting the vocabulary, as well as bringing the length of the text following the rules of vocabulary and grammar, that is, excluding non-standard units and expressive or metaphorical expressions that are not built by the canons of grammatical structures.

There are other classifications; all of them reflect similar ideas and highlight, to one degree or another, the same elements. Thus, many researchers contemplate the fact that the text should be adapted at three levels: lexical, grammatical and discursive. This gradation is also used to adapt a fragment of the text of the short story “Ella on the Outside”.

1.7.2. Strategies and techniques for text adaptation

When accomplishing adaptation at three levels, various techniques should be used, which are selected taking into account the complexity of vocabulary, grammatical structures and discourse. It is necessary to bring these parameters into line with the criteria of the language level.

Various adaptation techniques have been proposed by the authors of many studies (Blum & Levenston, 1978; McDonough et al. 2013; Liu, 2021). Liu (*ibid*, p. 340) suggests 5 adaptation techniques: addition, maintenance, revision (reformulation), unpacking, and demetaphorization. In his opinion, these strategies can affect the readability of a work, in some cases impoverishing the text and reducing its metaphorical nature. However, in many cases they are necessary. These techniques can be applied at all three levels of adaptation.

It should be mentioned that in some studies adaptation techniques are called strategies, implying the same thing as techniques. Thus, Blum & Levenston (*ibid*) consider the strategy of lexical simplification, noting that it is associated with providing access to ideas with fewer words. They call common strategies for lexical simplification approximation, synonymy, transfer, circumlocution, and paraphrasing.

McDonough et al. (*ibid*) offer their classification of methods for text adaptation, highlighting the following techniques: adding, deleting, modifying, simplifying, and reordering. Addition refers to the addition of additional material to clarify complex concepts or comment on events or cultural realities. Deletion is the shortening of sentences or text by removing unimportant details. Modification means rewriting or restructuring. Simplification involves shortening sentences, using

simpler grammatical structures, or explaining complex passages. Reordering means inverting text, placing parts of text in a different, logical order (McDonough et al, 2013).

Proponents of careful use of text adaptation and preservation of as many authentic units as possible suggest the use of an addition strategy in many cases, using the technique of commenting on complex concepts or events. Coe & Hunt (2021) believe that it is important to go deeper into the authentic text, so they suggest saturating it with hyperlinks that explain some historical events or characters appearing in the text, thus using the appendix technique. They also recommend using the technique of adding images and videos to understand the text better.

Rossi (2019) considers text adaptation techniques at two levels: lexical and grammatical. The study emphasizes that text readability is achieved by matching the complexity of words and sentences to the level of lexical and grammatical competence of readers. Difficulties can be caused by rare or long words or complex sentences. Her work provides specific recommendations for adapting foreign language reading text for readers with lower language proficiency. Thus, it is recommended to adjust the average length of a syllable in a word and the complexity of the sentence. This involves "replacing long words (3 or more syllables) with their 1- or 2-syllable synonyms" (Rossi, *ibid.*, p. 18), or removing them, simplifying complex sentences, dividing them into several simple ones, and reducing the number of subordinate clauses. It is also recommended to use active forms of verbs instead of passive ones and simpler connecting words. At the discursive level, strategies of simplification and addition should be used. Thus, it is recommended to use only one idea in each sentence. In each paragraph, a "topic sentence" should be entered to present its main idea at the beginning of the paragraph (Rossi, *ibid.*, p. 20). Also at the discourse level, when adapting a text, it can be divided into main ideas arranged sequentially adding connective words ('firstly,' 'initially,' 'lastly, etc.). Large paragraphs should also be split with written subheadings (Rossi, *ibid.*, p. 23).

Based on the existing classifications of techniques for text adapting for reading in a foreign language, on the one hand, and taking into account the lexical, grammatical and discursive features of the adapted fragment of the short story "Ella on the Outside", on the other hand, the following adaptation techniques have been selected and are used to adapt this text :

- *simplification* (lexical, grammatical, syntactic);
- *substitution* (demetaphorization, synonymy);
- *inversion* (paraphrasing);

- *addition* (commenting and using images);
- *rewriting* (replacement and rephrasing of text);
- *omission* (deletion of unimportant parts of the text).

The use of these adaptation techniques occurs at all three levels: vocabulary, grammar structures and discourse.

Summary

Therefore, reading is one of the types of language activity and is very important when learning a foreign language. Reading authentic texts (texts written by native speakers for readers for whom this language is native) can greatly benefit. This increases students' motivation to learn the language and get acquainted with the culture and mentality of its native speakers, and also develops fluent reading skills, expands their vocabulary and promotes the acquisition of grammatical structures. For students studying a foreign language at initial levels, the so-called bottom-up reading model operates. When reading, students are mainly focused on details, individual words and phrases, they are not able to absorb all the features of an authentic text, fully understand its meaning and ideas and think critically about it. To understand such texts, it is necessary to adapt them to the appropriate level of language proficiency. The readability of the text should be improved so that it can interest students and help them cope with the complexities of an authentic text. When adapting a literary work and using it in foreign language lessons, one should take into account the pros and cons of adaptation in order to carefully preserve the key features of the text, its originality and style, so that it does not turn into a standard educational text from a textbook. However, the standards of the language level system should be taken into account to adapt the text following the norms of a certain level of language proficiency. In this study, a fragment of the text of the novel "Ella on the Outside" by Cath Howe is adapted for level A2. Text adaptation is performed at three levels - lexical, grammatical and discursive, using appropriate adaptation techniques - simplification, replacement, inversion, addition, and omission.

CHAPTER II. ADAPTATION OF A FRAGMENT OF THE NOVEL “ELLA ON THE OUTSIDE” BY CATH HOWE AND EXPERIENCE OF ITS PRACTICAL APPLICATION

2.1. Characteristics of the novel “Ella on the Outside” by Cath Howe

Cath Howe is a contemporary English writer who lives in London. In addition to writing, she teaches fine arts and also conducts master classes in schools, teaching children how to create their own stories and performing arts. Cath Howe writes for primary school-aged children (9-12 years old). She is the author of five books, the novel “Ella on the Outside” being her first. (Station Hall Herne Hill, 2021). In 2018, the novel won the North Somerset Teachers' Book Award in the “Moving On” category (Nosy Crow, 2018b). Since 2015, this prize has been awarded in five categories “the best in children’s literature” (Books for Keeps, 2021).

Kath Howe’s books are full of optimism, and although they involve many painful topics of childhood relationships, family, and friendship; they teach a reader to empathize and be resilient in different life situations. Children often face adult problems and difficulties, and at these moments they need support and understanding from both adults and peers. Cath Howe takes some situations from real experiences, from her childhood.

The novel “Ella on the Outside” by Cath Howe was written in 2018 and published in Nosy Crow magazine (Nosy Crow, 2018a). The novel is dedicated to the story of a 10-year-old girl who moved with her family to another city and started studying at a new school. As a new girl at school, she is faced with the difficulties of communication in a new environment, with the difficulties of mutual understanding and relationships in a new class. Ella has a secret - her father is in prison due to an economic crime. Ella has no friends, and in order to make friends with a classmate, Ella trusts her with her terrible secret. She is oblivious to the fact that this girl will blackmail her with this and force her to spy on another classmate.

The novel interweaves several storylines and covers themes of school bullying, envy and resolving difficult situations, overcoming self-doubt. The title reflects the conclusion that Ella makes in the end: *"I'm always going to be somewhere around the edge in school. But now I've found Molly she seems to understand what I'm thinking. She's like me. I've realised I quite like being on the outside; I can watch everything that's."* Through experiences and mistakes, she comes to a philosophical view of life in society and understands that it is not at all necessary to be the best and popular in everything, and that there are more worthy values in life, such as friendship, mutual understanding, empathy and support.

The novel vividly describes typical children's characters - the most popular girl at school, Lydia, the quiet and shy Molly, and some other characters. The story is told in first person, from the point of view of the main character Ella, who is presented in the book as an insecure teenage girl who wants to stay on the outside. Ella speaks about herself in her thoughts: "*I was a grey fish. An edge fish*". It is very difficult for a girl to assert herself in a new school and find real friends. This problem concerns lots of teenagers, that is this short story is interesting for the main character's peers.

The story contains letters from Ella to her father, to her friend Grace, and from her father to Ella. They are written in simple language, in short sentences and without long descriptions. Thus, the modern epistolary genre with its characteristic features of conciseness and accuracy of presentation is used to convey certain information. This makes the text readable and comprehensible to child readers.

The confidential tone of the narrative and descriptions of the characters' sincere experiences also attract readers, who can find similar themes and feelings and recognizable circumstances in the story. The realities and events described of our time, which could potentially take place in any modern school, in any country, and in many ways make the novel relevant, engaging and readable for modern schoolchildren.

The discourse of the narrative is pragmatic and consistent, events develop linearly, and sentences logically follow one another. The ease with which the short story is read is achieved largely by the dynamism of events, the absence of long descriptions and the dialogical nature of the narrative. Often the author uses direct speech, interspersed with a story from Ella's point of view. The language of the novel is close to the style of daily conversation, with the use of interjections, pauses, and repetitions of words. This serves to simulate real speech situations and feelings:

"Oh, Mum, it was so wrong ... and, and..."

"She, Lydia... she... she said she'd tell other people... about Dad."

The entire text of the novel is divided into small chapters; within the chapters, there is also a division of the text. In the chapters, the text is divided into small semantic blocks, each paragraph no more than 5-7 sentences. This helps the reader highlight the main points in each paragraph and grasp important details. The text of the letters that begin each new chapter also visually dilutes the text. There are long sentences in the novel, however, they alternate with short ones and with direct speech, thus not creating difficulties in reading.

Descriptions of the appearance and characters' behaviours are given not in the form of classical descriptions but in the form of functional notes or expressive sketches. Thus, the psychological portrait of Lydia, Ella's popular classmate at school, is described using *Lydia's Court Rules*, which Ella compiled and recorded for herself:

1. *Lydia decides everything. You're lucky if she chooses you.*
2. *She can go off people but you can't go off her.*
3. *Lydia has nice things, especially hair and art things.*
4. *If I'm lucky, I'll get to be her third best friend. Exciting!*

All the described features of the text of the short story make it readable, accessible and comprehensible for child readers of native English speakers. However, for readers of secondary school age studying English as a foreign language, the text of the novel can cause many difficulties in understanding at all levels - discourse, grammar and vocabulary. Therefore, they should be offered a version of the novel adapted to their level.

2.1.1 Reasons for choosing the novel "Ella on the Outside" by Cath Howe for adaptation and creation of a worksheet

It is well known that the age of 9–12 years is a difficult period in the life of adolescents. This is the period of transition from childhood to adulthood, the formation of independence, the formation of values, socialization and assertion of oneself in a team, and self-identification. Often these processes are accompanied by social anxiety, sometimes even leading to depression, behavioral changes, and emotional instability. Frequent mood swings and increased sensitivity to reactions from adults and peers make children vulnerable to manifestations of the outside world. A teenager needs support and motivation. It is important for children at this age to be reassured that they are not alone and that many others their age are facing similar challenges growing up (Jaworska and MacQueen, 2015).

Motivating incentives can be understanding the child's internal problems from people around him, as well as receiving support from various sources, including the media, films, and books.

The novel is an example of such motivating fiction for children aged 9-12 years, which is relevant and interesting for them if it is read at this age. It describes situations that often occur in the lives of these children - at school, in the family, in society.

The short story contains important moral human values and talks about how they need to be respected and protected. These are values such as friendship and mutual understanding, respect for other people and their problems, loyalty, justice, kindness, and love.

The novel is an excellent example of authentic literature, that is, it contains the features of a real living language, originality of style and author's intention, which is difficult to find in educational texts. This increases the motivation of students learning English to read in general and clearly shows the goals of learning a foreign language and the scope of its application. That is, learning a foreign language does not become an end in itself, but is a means for its application, in particular, when reading authentic literature that is relevant for children of a given age.

Thus, the choice of the novel is justified by the following reasons:

- Current topic - life situations are described that are interesting and affect the needs of children at this age, the setting is a modern school, modern life realities are shown, and the problem of bullying is explored.
- The motivating mood of the novel - the book supports teenagers at this age and motivates them to overcome the difficulties of growing up.
- Moral values - such values as friendship, loyalty, justice, goodness, and love are positioned.
- Literary features - a clear structure of the book, a confidential narrative style on behalf of the girl, and a frank story about the feelings of a teenage girl.
- Real-life language, not the language of educational text
- Interesting, dynamic and exciting plot.
- The motivation to read this book serves to instil an interest in reading for pleasure in general, which is very valuable at this age.

2.2. The evaluation of the novel text's appropriateness regarding the proficiency level in English

An authentic text may contain words and constructions at different levels, since the author, when writing the text, usually does not think about what words and expressions should be used. As a rule, the author considers the age characteristics of their target reader, their problems and interests. Thus, the discourse of the work is aimed at a specific reader but this reader is a native speaker. For

readers who are learning this language as a foreign, this text is authentic and needs to be adapted to a certain level. Typically, adapted texts of fiction are offered for reading at higher levels. However, at level A2 educational texts or short authentic texts of instructions, menus, advertisements, etc. are recommended and used for reading.

According to Põhikooli riiklik õppekava (2023), students begin to read authentic fiction texts, adapted in accordance with level requirements, only at level B1.2. At this level, the student “reads and understands texts with clear discussions on several pages on various topics (for example, texts for young people, and adapted texts of fiction)”. At the same time, at level A2.1 students are required to be able to read only “short ordinary texts (for example, personal letters, announcements, news, instructions, instructions for use)”. At level A2.2 student can read “simple, routine text (announcements, menus, schedules, hazard warnings) on familiar topics and understands the information they contain”.

Since the language level of a work of fiction text cannot be determined with precision, this makes it difficult to recommend the text for reading at a particular level. The text can contain both elements belonging to lower and higher levels. However, it is possible to adapt the text to a precise level by changing or removing difficult elements lexically, grammatically and in discourse. To determine the level of authentic text of the novel “Ella on the Outside,” it is necessary to consider its features from different angles.

2.2.1. Lexical features of the novel text

To determine the level of lexical units of the novel text, this study uses the website English Profile (2024), as well as the level parameters defined in English Radar (2024b). According to the assessment of these sources, it can be verified that the language level of the novel exceeds level A2.

At first glance, the novel is written in simple language, intended for a child's readership. The plot is dynamic, the speech of the narration is dialogical, and there is a lot of Ella's reasoning. However, the lexical composition contains plenty of units that are quite difficult for level A2. For instance, there are the following words corresponding to level B1: *discover, mention, awful, pour, proper, pick* (in meaning *choose*), *sharp, sink, gorgeous*. Words above level B1 also can be found in the text: *stare, flash, rub, tremble*. The text of the novel also contains more low-frequency words that are beyond the commonly used and most popular ones, located on the periphery of the lexical core.

They were rated by the English Profile (ibid) website at levels from B2 to C2, for example: *frown, giggle, stagger, moan.*

Difficulties for reading at level A2 are caused by such expressions as *organised face, pushed past me, bottom stair, sharp breath.* Many phrasal verbs are also above the A2 language level, such as *sank down, go off, held out, fold over, getting used to, burrowing into, curled away, staring into, blinked back, flopped down, stretched out, welled up.*

In all these cases, lexical changes are required, for example, the phrase in the sentence “I couldn't **help the words coming** now.” might be changed into “I couldn't **stop speaking** now.”, corresponding to level A2. The expressive lexical units found in the text of the novel, such as metaphorical phrases describing the internal state and experiences, also exceed level A2. For example:

The tears came thick and strong.

My insides twisted.

...all the sadness pouring out of us...

The text of the novel is quite figurative and contains metaphors and metaphorical descriptions. For example, Ella compares friendship with her friend from her previous school to friendship between albatrosses:

Albatrosses find their friend for life and if their friend dies, they stay on their own.

Albatrosses don't have to go to school.

This is a very strong metaphor and needs clarification when reading at level A2. Perhaps, during adaptation, this description could be omitted, since it does not affect the course of events, but can inhibit the perception and understanding of the text. On the other hand, can be used commentary tactics to preserve the imagery of the authentic text of the novel.

There are other words and phrases in the text that exceed the lexical minimum of level A2. Many of them serve to create the imagery of the work or the impression of imitation of the slang speech of the characters:

Then Mrs Reynolds suddenly said, "Telly on." She switched on a quiz.

2.2.2. Grammar features of the novel text

According to English Radar (2024b), at level A2 an English language student should know and understand the following grammatical categories and structures: Questions words, Adverbs of frequency, Past simple, Present continuous, Present perfect simple, Prepositions of time and place, Comparatives and superlatives, Like + ing, Future simple: will, Future: going to, Past continuous. Many of them are used in the text of the novel. For example, Questions words (*what, why, where, when, how, ...*), Adverbs of frequency (*always, sometimes, never, ...*) can be found in the text of the novel. Comparatives and superlatives (*better, nearer, louder, bigger, the best, the hardest*) are also widely used. Prepositions of time and place (*in my head, in the office, in her seat, in a shiny green bathroom, on Lydia's trampoline, on Monday, at the wide grey tabletop, at the National Theatre in London, I looked around the faces in Willow class, wishing Grace's face was among them like suddenly she would be there, ...*) can also be found.

The grammatical structure **Like + ing**, studied at level A2, is also found in the text of the short story, for example:

I quite like being on the outside.

I know you said you don't like hearing keys jingling...

The tense verb forms required for level A2 are also presented in the text:

Past simple:

It was not a hit green, Mum needed her eyes testing.

I didn't want to sit with Molly but I did it all the rest of that week.

This is the most frequently used grammatical construction, which is typical for the narrative genre, where the story is told about past events.

Present continuous:

I hope your mum is feeling better.

“What are you doing, Ella?”

Present perfect simple:

Ella here would never have realised her special talent for photography...

You have deleted the photo, haven't you?

Past continuous:

My wrists were flaming red.

"I saw you were writing to Dad again," she murmured.

Constructions of **Future simple (will)** and **Future (going to)**, studied at level A2, also can be found in the text:

... I will leave you alone.

I am going to bring you some banana and chocolate chip cake.

I'm always going to be somewhere round the edge in school.

However, in addition to these grammatical units and structures, the text of the authentic novel also contains plenty of constructions and tenses studied at level B1 and higher. Thus, the text uses the following grammatical units of level B1:

Adverbs of time:

Every day, Mum seemed to be rushing.

One Friday evening, when Jack and I had been at our new school for three weeks, Mum let a lady in and told us she would be looking after us after school each day.

Near teatime, Mum sent me to the small Co-op super market round the corner.

Adverbs of degree:

Now I could hardly see for all the grass towering over me.

Nelson was really heavy heavier than the shopping, and solid, with clambering legs that dug in.

He seemed too fat to run fast.

Adverbs of manner:

"Poor, poor Ella," she said very gently.

"Do they?" My voice sounded all wobbly.

I stood there all still and stiff.

Past habits and states (used to):

... so the others were used to finding their own things.

Dad used to have a shop.

Modals: should have, might have etc.:

Molly's mum might have special memories about some of the furniture.

Every time we have the soya one at teatime I say I should have double...

Present continuous (future):

Mum says we can come on an actual visit to you at Christmas when we are staying at Grandma's.

I'm so happy you are coming, love.

Present perfect continuous:

I've been looking after your crocodile key ring with the big wide mouth.

I've been watching a squirrel.

Past perfect simple:

"She said there was just her and her mum." I remembered the fierce way Molly had told me.

I joined the line-up and, when I got back into Willow class, I went to the back of the classroom where Molly had already sat down.

I hadn't had my phone all day and now she was stopping me having it for no reason.

Conditionals (first and second):

If you all jumped at once, would it make a big wave?

If a person is in prison and they do a bad thing, do they get punished?

Future continuous:

Sylvia will be meeting you from school and making your tea...

Passives:

Her black curly hair was tied back with a rubber band.

The curtains were drawn upstairs...

2.2.3. Discursive features of the novel text

At the discourse level, the text of the novel represents a mixture of linguistic units of different levels of complexity. The text of the novel as a whole is well organized and structured, which makes the narrative quite clear and logical. The plot develops linearly, from the past to the present and the future. There are no long excursions into the past that complicate reading. There are only some moments related to the memories of the main character about her past life in another city and her former friend, but it is mentioned in passing and related to current events. The entire text of the novel is perceived as a living description of life events occurring in the present and looking towards the future.

Although for level A2 it would undoubtedly be difficult to read such a long text, so a short fragment is offered for educational purposes, it is also possible to continue reading outside of class lessons.

What makes reading text at level A2 difficult in many cases is the length of the sentences and their complexity. To understand discourse at level A2, mostly simple, fairly short sentences are used, with the correct word order in them. They must have a subject and a predicate, and the sentence must not be complicated by subordinate clauses. For instance, in the text of the novel can be found these complex sentences:

And then Mum's arms were round me and her face burrowing into my hair and hugging and hugging me...

When we went up there, I felt really pleased all over again that Lydia had invited me; it was deco rated like a grotto with little sparkly lights and orange lava lamps in the corners that glooped.

While we stretched out all the bedrolls and mattresses, Lydia told each person where they were going to sleep and I really didn't mind sleeping next to the door; I could get out easily to go to the loo.

To perceive and understand such sentences at level A2, they must be divided into two or more simple sentences.

The text contains complex sentences, in the second part of which the noun or pronoun to which the action refers, that is, the subject of the action, is omitted. This makes it difficult to understand

when reading, so, in the following example, it may not be clear which noun the verb *hugging* refers to:

And then Mum's arms were round me and her face burrowing into my hair and hugging and hugging me...

An adapted version would be more clear:

And then Mum's arms were round me. She was hugging and hugging me.

In the following example, it is not entirely clear to whom the calls not to cry apply:

Tears brimmed in my eyes. I blinked them back. I stood stupidly. Do not cry in front of her. Don't!

At level A2, when reading, it may not be clear that Ella is this saying to herself. In this case, should be added an indication (*I told myself*), formatting the sentences, for example, as direct speech.

In some cases, the author omits words to give the speech the characteristics of a conversational style. For example, the following phrase may not be entirely understandable for level A2:

"You mentioned somebody... Lydia?" (Here can be used the addition: *"You talked about somebody... Was it Lydia?"*)

All the examples given indicate that to read the short story "Ella on the Outside", a level of English proficiency of at least B1 is required. Thus, in order to offer this novella for reading to students of the secondary school level, whose expected level is A2, it is necessary to adapt it, taking considering all linguistic aspects.

2.3. Features of the adaptation of the novel "Ella on the Side" and corresponding adaptation techniques

The analysis of the novel text, in order to determine the language level, showed that in general the text can be rated at level B1 but sometimes lexical and grammatical units found in the text can exceed this level. To adapt an authentic text, it is necessary to eliminate difficulties for reading at level A2 and, above all, to identify adaptation techniques.

1. As noted above, at the **discursive level**, the order of events should be described so that their chain goes from the past to the present. To do this, the ***inversion*** technique can be used to rephrase the sentence in the correct and logical order of events or actions. The following example layers

events from the present and the past. One sentence describes events that happened in the present, then in the past, and again in the present:

When Mrs Reynolds and Jack and I got back home after seeing the ambulance leaving, I didn't want to talk to Mum.

This is a rather complex chain of events for level A2, and in this case more convenient would be to split the sentence into two and restore the sequence of events - first describe the past action, and then the present ones:

We saw an ambulance. When Mrs Reynolds and Jack and I travelled home, I didn't want to talk to Mum.

To simplify complex sentences consisting of several simple ones or containing subordinate clauses, the technique of *syntactic simplification* should be used. The sentence should be divided into two or more simple sentences:

Original text: *I watched one girl called Lydia who was surrounded by girls the whole time, linking arms with each other and whispering.*

Adapted text: *I was watching a girl named Lydia. She was surrounded by girls all the time. They held hands and whispered to each other.*

In cases where, within the framework of one complex sentence or a series of several sentences, the subject of the action is omitted in subsequent parts, it is necessary to indicate it so that it is clear who performs the action. The *addition* technique should be used here. Every simple sentence must have a subject of action, expressed by a personal pronoun or noun, and a verb expressing the action of the subject. For example, in the following sentence it may not be clear who the character is referring to saying “which one”:

Original text: *Suddenly I wanted desperately to go to Immy's too even though I'd only just worked out which one she was to curl up with a friend and watch TV and play games and laugh... well, anything really.*

To adapt, this sentence should be simplified by dividing it into several simple sentences, and, add a subject of action:

Adapted text: *I found out now it was Immy who Lydia was going to watch TV and play games and laugh with... well, do anything really. I really wanted to go to Immy's too.*

2. At the **grammar level**, in many cases it is necessary to replace complex structures that do not correspond to level A2 with simpler ones. In this case, should be applied the strategy of **grammar simplification and/or substitution**. For example, the construction of Present Perfect Simple has been simplified and replaced with Past Simple:

Original text: *I've been so stupid.*

Adapted text: *I was so stupid.*

In the following example, the *Conditional* construction is substituted for a construction using the modal verb *should*:

Original text: *If we're not in the car in five minutes, we'll all be late.*

Adapted text: *We should all be in the car in five minutes or we'll be late.*

3. At the **lexical level**, should be considered the frequency of use of words or phrases, avoiding rarely used vocabulary, slang, specific words, and offering options for the most commonly used vocabulary. In many cases the **substitution** technique can be applied:

Original text: *You mentioned somebody.*

Adapted text: *You talked about somebody.*

It is also possible to use the **rewriting** technique. In the following case, should be offered a completely different version of the phrase containing low-frequency vocabulary, while maintaining the meaning:

Original text: *Shuddering sobs shook me.*

Adapted text: *I was crying and shaking very hard.*

In cases where a sentence contains complex lexical units, the **omission** technique can be used if the deleted elements do not affect the course of events and do not play a significant role in the description:

Original text: *...(looking at me) with her organised face. My insides twisted.*

Adapted text: *She looked at me and I started to feel ill.*

Sometimes additional information is needed to understand the text. In such cases, the **addition** technique should be applied:

Original text: *And I told her and I'm so sorry.*

Adapted text: *I told her everything. I'm so sorry.*

Additional comments or images may also be included:

Original text: *...after seeing the ambulance leaving,...*

Adapted text: *We saw ambulance leaving.*

1



These techniques protect the text from changes as much as possible, and therefore completely preserve its authenticity. In addition, the use of this technique helps in learning new words and replenishes the student's vocabulary. However, it should not always be used, since comments, for instance, decelerate reading and reduce the readability of the text.

There are often times when several techniques need to be used to adapt one sentence, as in the following example:

Original text: *And then a face took the place of a cloud and Lydia was there, all smart, her chestnut hair scrunched in little clips that must have taken ages to do and bracelets on her wrists even though they weren't allowed.*

Adapted text: *And then Lydia appeared in front of me. Her clothes were very elegant. There were small clips in her brown hair. Lydia must have put them on ages ago. She had bracelets on her hands, even though the school did not allow bracelets.*

In this case, several techniques were used for adaptation (*simplification, inversion, lexical and grammatical substitutions, omission*).

Therefore, the following techniques were chosen to adapt a fragment of the novel:

At the **discourse level**: *inversion, simplification, addition, rewriting.*

¹ <https://images.app.goo.gl/uL5UHfA4PMp1jBQv6>

At the **grammar level**: *simplification, substitution*.

At the **lexical level**: *substitution, omission, addition*.

In some cases, it is possible to use mixed adaptation techniques.

2.4. Selecting a fragment of the novel “Ella on the Outside” for adaptation

To adapt the text to level A2 and use it in English lessons in schools among students of the second stage of education, a fragment from chapter 23 (Howe, 2018) was selected. The volume of the fragment is 393 words (one full page). This amount of text is recommended for studying it in class and completing pre-text, text and post-text tasks at level B1 (Põhikooli riiklik õppekava, 2023). However, it was decided to adapt exactly this amount of text in order to observe how students with level A2 would manage it and exercises.

This fragment covers the events that happen to Ella as she, her brother and the nanny watch the ambulance drive away. The ambulance was taking Molly's mother to the hospital. Molly is Ella's quiet classmate who lives around the corner. Under orders from the most popular and manipulative girl in class (Lydia), Ella spied on Molly and her house. It was then that she found out Molly's mother was seriously ill and bedridden. She took a photo of Molly's mom to show Lydia. However, later Ella understood in her heart that she had done something wrong and went to apologize to Molly. When Ella came into Molly's house, she was in her mother's room, caring for her. Ella saw Molly's mother's pale face and heard her hoarse cough. Ella suggested calling an ambulance, to which Molly reacted very negatively, fearing to be left completely alone. However, Ella still called an ambulance and they took Molly and her mother to the hospital. At this time, Ella met her brother Jack and nanny Mrs Reynolds on the street. The nanny asked her to tell everything what happened. Ella began to tell the story while crying.

The fragment describes the following events, as well as the characters' feelings and experiences:

Ella, Jack and Mrs Reynolds watch the ambulance leaving. When Ella came home, her mother asked her to tell her what happened. Ella, being very worried and emotional, began to tell everything. She said that Lydia forced her spy on Molly and her house; and she took a photo of Molly's sick mother. Ella realized that what she did was very wrong and she was very sorry. However, Ella's mom could not understand how her classmate made her spy on someone. Ella had to reveal that she told Lydia about her terrible secret (that her father is in prison due to an economic crime). Ella's mother was shocked by the news but nevertheless she hugged Ella and asked her to explain. Ella admitted that she told Lydia about her father because she really wanted to be friends

with the most popular girl in the class but Lydia began to blackmail and bully her. That is why she continued to spy on Molly. As a result, Ella and her mother both cried bitter tears. The fragment ends with Ella writing Molly an apology letter, asking for forgiveness and that she will understand if Molly never wants to talk to her again.

It can be noted that this fragment is very dramatic, emotional and strongly attracts the reader's attention. It is for these reasons that it was chosen as a fragment for adaptation and subsequent reading. After all, one of the purposes of reading was also to attract the reader's interest and create a desire to learn more, perhaps even read the book.

In addition, this fragment contains the best possible concentration of the main plot lines. These are the lines of relationships: Ella - Lydia, Ella - Mum, Ella - Dad (using a letter to her father), Ella - Molly. The fragment also focuses on key plot points, describing a crucial moment when Ella confesses to her mother about her spying on her classmate Molly, about revealing her secret to Lydia about her father, that he is in prison, and about blackmailing from Lydia. The main characters here are Ella, Mum, Lydia and Molly.

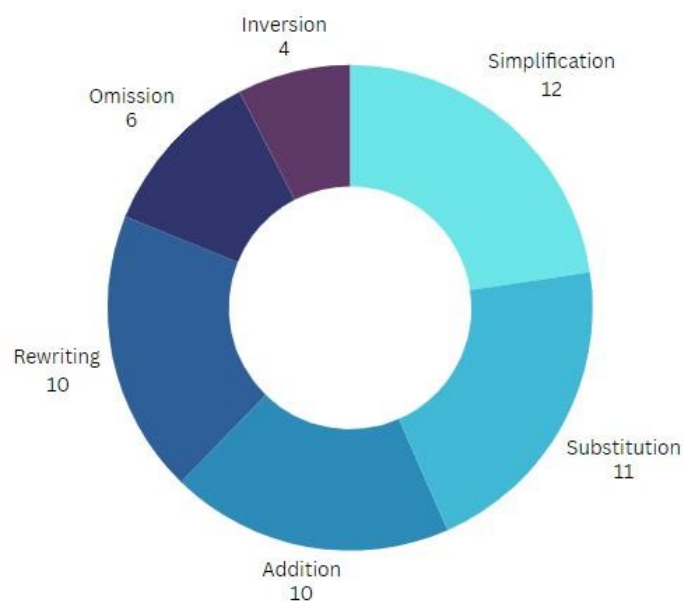
Thus, the selected fragment contains a description of a moment in the present from which one can understand something about what happened in the past and what may happen next in the future. This may motivate students invest in the novel's plot and characters to the point where they would want to read the entire book later. In addition, reading this fragment may evoke a desire to discuss this topic (school bullying), that is, bring the reading process to a communicative level. During the lesson, it is completed with communicative tasks as a post-text assignment.

2.5. Features of adaptation of the fragment of the novel

The selected fragment of the novel text was adapted considering all the aspects noted above, at the lexical, grammar and discursive levels. During the adaptation of the fragment, the following adaptation techniques were used: *lexical and grammatical simplification, omission, rewriting, substitution, inversion, addition* in the form of pictures or comments, as well as *grammatical addition*.

The original and adapted texts of the fragment are included in the appendix. The appendix also contains a table showing examples of adaptation of language units to level A2, indicating the adaptation techniques used and their brief description.

Figure 2. Application of adaptation techniques for a fragment of the novel “Ella on the Outside.”



An analysis of the use frequency of certain techniques for adapting a fragment of a novel shows that, in general, all these techniques were used in approximately equal quantities. The inversion technique, designed to divide long and complex sentences into smaller and simpler ones or to organize words in a sentence, was used rarely (4 times). Thus, the original discourse of the novel was generally preserved. For example:

Original text: *I thought about Grace and the days we had spent decorating the wall in her summerhouse last summer with snippets from magazines, sketches and photos, and telling her everything, even the hardest things.*

Adapted text: *I thought about Grace and the days we spent together last summer. We were decorating the wall in her summerhouse with snippets from magazines, sketches and photos. I told her everything, even the hardest things.*

In the example the sentence is very long and complex, and it was divided into three sentences with standard word order.

Also, the *omission* technique was used relatively few times (6 times). It was used in exceptional cases when it was impossible to replace or simplify the text due to its increased complexity. This technique was used only when the omission did not affect the course of events or was unimportant to the plot and characters. For example:

Original text: *...and all the sadness pouring out of us until there were no more tears left to cry.*

Adapted text: *We were standing together and cried.*

The *simplification* and *substitution* techniques were used the most (12 and 11 times), due to the need to simplify overly complex words or grammatical structures.

Simplification:

Original text: *I sank down on to the bottom stair.*

Adapted text: *I slowly sat on to the bottom stair.*

Substitution:

Original text: *How awful.*

Adapted text: *How terrible.*

For the same purpose, the techniques of *addition* (10 times) and *rewriting* (10 times) were used.

For example:

Original text: *My eyes welled up.*

Adapted text: *I wanted to cry.*

It should be mentioned that the addition technique was used in the form of adding explanatory pictures or comments, or manifested itself in adding words to clarify grammatical structures, for instance:

Original text: *Not after today.*

Adapted text: *Not after what happened today.*

The addition technique helps to preserve the authenticity of the text as much as possible.

Analysis of the frequency of use of certain techniques indicates that the adaptation was accomplished with maximum care for the original text, aiming to preserve the author's intention, style and intonation of the narrative, and the speech of the characters. On the other hand, the use of certain adaptation techniques was due to the need to replace, rewrite or simplify complex structures or lexical units that significantly exceed level A2 and even higher than level B1 (level B2-C1). These necessary adaptation measures are aimed at increasing the readability of the text, reading fluency and accessibility.

2.6. Creation of worksheet based on the adapted fragment

Better comprehension of the adapted text of the novel can be facilitated by the use of various types of pre-text, text and post-text exercises, which are collected in a specially designed worksheet. This worksheet was used during a school English lesson.

This worksheet is designed for second-level school students (grades 5 and 6). To conduct the lesson, the teacher and students need printed worksheets.

The topics that are discussed while reading the text and completing exercises are bullying and blackmail. The topics are related to exercises of presenting new vocabulary (*make sb do smth, bully, blackmail, find out, spy, pretend, carefully, look at, make a step away*). That is, the words themselves hint at the theme of the text being read.

In addition, the language, skill and cultural objectives of the lesson were also considered. The language goals of the lesson are to learn new vocabulary and its subsequent use. Skill goals are not only to study but also to recognize vocabulary in a context. That is, student is able to recognize them while reading activities. Moreover, another skill objective is the ability to produce text with the words being studied. The last important objective is the student's ability to speak on the topic of bullying and blackmail. This is reinforced by the student being able to recognize and use the words being learned. Thus, the student will be familiar with the topics of bullying and blackmail, will know the vocabulary that can be used to describe these topics, and will also be able to both read and listen to information about these topics, and produce written and oral text with this vocabulary, developing all 4 language skills.

Worksheet Exercises

The worksheet consists of nine different exercises. The first three exercises are pre-text exercises. The follows the text itself - a text exercise. After this, five post-text exercises are given.

Exercise 1 is pre-text and contains brief information about the author of the book "Ella on the Outside" Cath Howe. The text contains information about her career, life and awards. It also has a brief description of the fragment of novel "Ella on the Outside". Since the text contains words unfamiliar to students with level A2, below the text there are three pictures that show their meaning. The exercise is given to students to become acquainted with the author of the book and the plot of the story.

Exercise 2 is pre-text and contains new vocabulary to be learned from the text of the fragment. The exercise contains a list of words (*make sb do smth, bully, blackmail, find out, spy, pretend, carefully, look at, make a step away*) for which students need to find their translation into Estonian and Russian. This exercise prepares to read the text without difficulties in understanding.

Exercise 3 is pre-text and contains a brief description of the characters from the fragment. It is compiled in the form of pictures of characters and brief information about them. This exercise helps students understand the text more easily, know who the story is about and why the characters in the story behave in particular way.

Exercise 4 is text exercise and contains the adapted text of fragment from the book. The fragment has been adapted for students at level A2, however, some words have been specifically left untouched for their learning. These words are given to students in the second pre-text exercise. The text volume of the fragment is one page. The fragment contains a dialogue between Ella and her mother. She tells her that she was blackmailed by Lydia (the most popular girl in the class, with whom Ella really wanted to be friends). Lydia learned Ella's secret that her father was in prison for an economic crime and ordered her to spy on Molly. Molly is their shy classmate and Ella's friend. It appeared that Molly's mother was very sick. Ella regrets that she spied on Molly and took a photo of her mother. In the fragment, she shares her worries with her mother and at the end writes a letter to Molly with an apology. This fragment was chosen in order to interest students in its plot and draw attention to the problem of bullying at school.

Exercise 5.1 is a post-text exercise. This is a True or False exercise. Students are given five statements and must mark whether they are true or false and explain their choice. This exercise tests students' understanding of information from the read text.

Exercise 5.2 is a post-text and helps start communication. Students are asked two questions. In pairs or groups, they should discuss these issues and then share their opinions with other students. The questions encourage students to think about whether they could trust their terrible secret to a friend and whether they would tell parents and teachers about bullying in their class. Students can use the vocabulary they are studying to formulate their answers. This exercise also encourages to think about human values and sincerity, as well as social responsibility.

Exercise 6 is a post-text exercise. The exercise requires students to write their own letter to a friend, apologizing for something they did. The exercise provides an example of writing a letter, which was compiled based on a letter from a fragment. The exercise helps develop writing skills and learn how to write a letter to a friend.

Exercise 7 is a post-text exercise and is given to students as homework. The exercise contains words learned in class from a fragment of text (*find out, spy, bully, pretend, carefully, look at*). Students must find antonyms for these words. The exercise helps activate short-term memory and uses long-term memory when memorizing and consolidating words.

Exercise 8 is a post-text exercise and is given to students as homework. In the exercise, students are required to produce sentences with the words *find out, pretend, look at, spy, carefully, award*.

The purpose of the exercise is to develop the creation of written text with the words being studied and to practice writing skills.

In general, all exercises are arranged in a logical order. They help prepare students to read and learn unfamiliar words, as well as repeat and consolidate them. In addition to this, there is also an fostering purpose. In Exercise 5.2, students are asked to think about what they would do in case of bullying in their class. Their responses will indicate their general attitude towards bullying and awareness of social responsibility.

After completing all the exercises, a survey is conducted, which is feedback from the students. The results of this study are presented using student feedback.

At the very end of the worksheet, the teacher is offered answers to exercises 2, 5.1, 7, as well as a recommended guide for completing them. It should also be mentioned that different classes may have different pace of completing tasks. Therefore, the guide indicates that teachers have the right to choose how many exercises students complete in class and how many remain as homework.

2.7. Creation of the questionnaire

To collect feedback from students, a questionnaire was created that included six questions about the worksheet, the text of the novel fragment, and the exercises. In the first five questions, students are required to choose one or more answers from the given options. The sixth question is optional; it is open and students can answer it voluntarily.

Questions and answer options:

1. How much did you understand the text “Ella on the Outside”?

- 80 - 100%

- 60 - 80 %

- 40 – 60 %

- 20 – 40 %

- 0 – 20 %

The first question will clarify how well the students understood the text of the chosen adapted fragment of the novel. Students must rate their understanding in the percentages and can choose only one option for their answer.

2. What was interesting to you in this text?

- *Topic (bullying).*
- *Characters (Ella, Lydia, Mum).*
- *Ella's story.*
- *Other.*

In the second question, students have to choose what was an interesting factor for them in the fragment they read. Students are given three options to choose from with the possibility to choose one or more options. Also in the *Other* option, students can write their own answer.

3. *What was difficult for you?*

- *The sentences were long.*
- *Phrasal verbs (look at, find out, ...).*
- *Lots of new words (blackmail, bully, ...).*
- *Past Continuous (was shaking, were standing, ...).*
- *Exercises.*
- *Nothing.*
- *Other.*

The adapted text of the fragment and different types of exercises in the worksheet do not guarantee complete understanding and comprehension of the text, and easy completion of the exercises. Therefore, the purpose of the third question is to investigate what was difficult for students when completing the worksheet. Students are offered a variety of options where they can choose between the difficulties on the lexical, grammatical or discourse level. Students can choose one or more answer options. It may be that the students understood everything and nothing caused them any difficulties. For this, the *Nothing* option is available to choose from. It is also possible that there is no such answer option that was included in the list. Thus, in the *Other* option, students can write what exactly caused difficulties.

4. *Did exercises No. 1, 2, 3 help you understand this text better?*

- *Yes, a lot.*
- *Yes.*

- *A little.*

- *No.*

- *Other.*

The worksheet contains three pre-text exercises that are aimed to prepare students for reading the text of the fragment. The question clarifies to what extent these exercises helped students prepare for the text exercises - reading the fragment of the novel. Students can choose one answer option or write their own in the *Other*.

5. *Do you want to read the whole book “Ella on the Outside”?*

- *Yes.*

- *No.*

- *Maybe.*

- *Other.*

The fifth question helps to identify how interested and invested the students were in the story of the fragment and whether they had a motivation to read the whole book. Students can choose one answer from the offered or write their own.

6. *What else did you like? Write here.*

The last question is optional for students. It was added for students to write about what was not asked in the questions or write their impression of the story and the exercises.

2.8. Conducting lessons in schools of Estonia and analysis of students’ feedback

The created worksheet was included in teaching English as a foreign language lessons in four schools in Estonia. The lessons were taught in fifth and sixth grades with different numbers of students (from 6 to 20). The length of the lesson in all schools was 45 minutes. A total of 88 students participated in the lessons and provided feedback. During the lesson, they completed pre-text, text and post-text exercises contained in the worksheet, and also completed a questionnaire providing their feedback. The results of the lessons are reflected in the following figures.

Figure 3. Students' comprehensions of the fragment from the novel "Ella on the Outside"

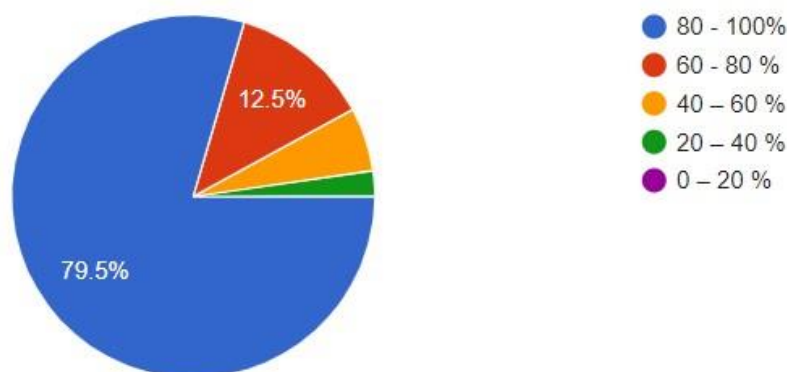


Figure 3 illustrates the percentage of students understanding the text of the novel fragment. The majority of students (79.5%) responded that they understood the text 80-100%, which means that the text did not cause any difficulties in understanding or they were minimal. Less than a fifth of students understood more than half of the information from the text; they may have had minor difficulties reading it. A small percentage of students responded that they understood half or less of the information in the text. The text was, to one degree or another, quite difficult for them. None of the students answered that they did not understand the information from the text and it was extremely difficult.

Figure 4. Interesting factors from the fragment of the novel "Ella on the Outside"

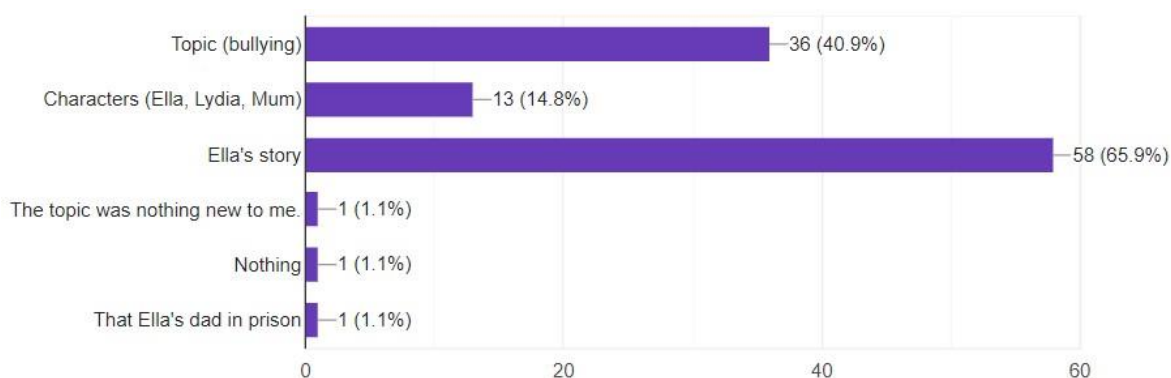


Figure 4 shows the percentage of interesting aspects of the novel fragment that students selected. More than half of the students found Ella's story engaging, implying her tragic situation in this fragment of the story's plot. About one-fifth of students considered interesting the topic revealed in the fragment of the novel. 14.8% of students responded that they liked the heroes of the story who were present in the story. The rest of the students provided their answers.

Figure 5. Causes of difficulties in students' comprehension in worksheet completion

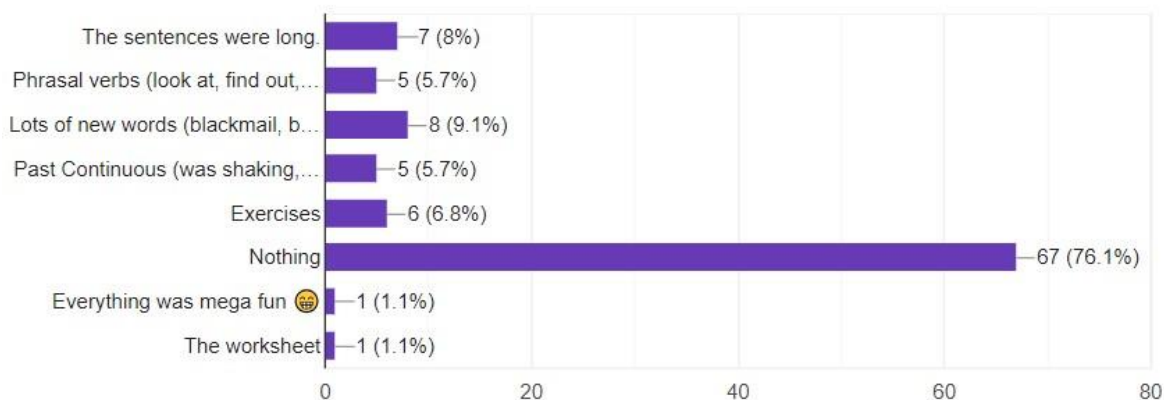


Figure 5 shows student responses about complex factors when interacting with the worksheet. The vast majority of students found the worksheet easy enough to complete and did not encounter any difficulties. A small minority of students (9.1-8%) found the new vocabulary and syntactic structures difficult. An insignificant proportion of students were exposed to complex grammatical constructions using the Past Continuous, which was often found in the text, and performing exercises and vocabulary using phrasal verbs. About two per cent of students provided their answers.

Figure 6. Students' evaluation of the effectiveness of pre-text exercises for text comprehension

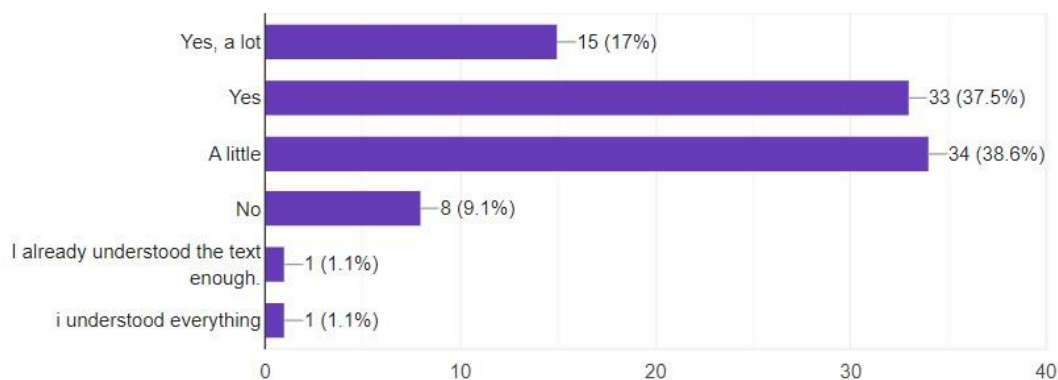
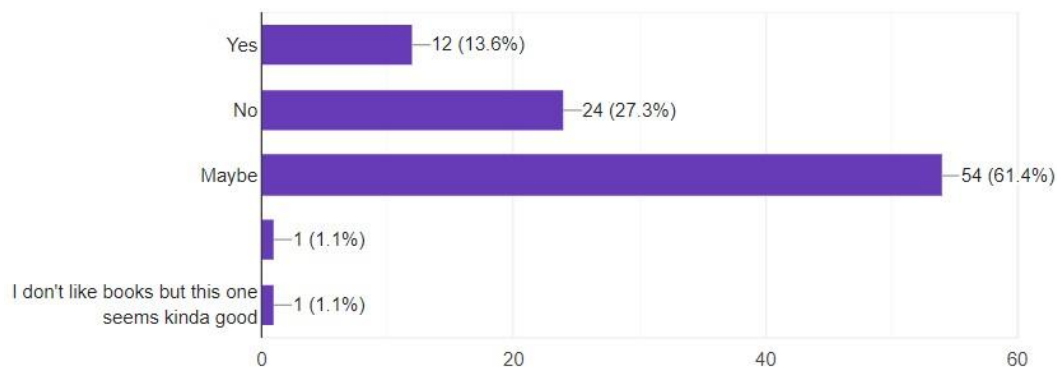


Figure 6 shows how students rated the effectiveness of the three pretext exercises. In the exercises, they read about the author of the book, the characters from the selected fragment, and learned new words. Most students found the exercises to be quite effective and beneficial for them to some extent to prepare for reading the passage. A smaller portion of students responded that the pre-text assignments helped them a lot. That is, with their help, students were prepared to read the text. For only a small percentage of students, the exercises did not help prepare for subsequent reading.

Figure 7. Students' interest in the further reading of the whole novel "Ella on the Outside"

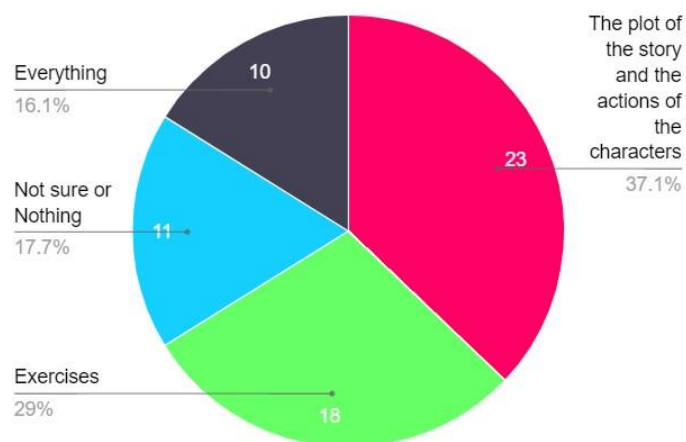


This Figure shows the percentage of further desire to read the entire book after reading the adapted fragment from the worksheet. More than half of the students might read the entire book. Just under a third of the students responded that the passage did not motivate them to read the book further. Less than a fifth of students are motivated to read the entire book.

2.8.1. Additional feedback from students

In addition to the statistical survey, which included answers to the above questions in percentage terms. In the sixth question, students had the opportunity to write in free form about everything that interested them and share their impressions after reading the fragment of the novel and completing the exercises. Among 88 students 62 of them provided additional feedback.

Figure 8. Students' feedback answering to the question "What else did you like?"



The figure illustrates student feedback on the worksheet in percentage terms.

The majority of students (37.1%) found the plot of the story, the characters and their actions interesting. Some students noted the following aspects of the story's plot:

“How Ella’s mom reacted to Ella spying on her friend.”

“I liked the part where she was blackmailed and the story about her dad.”

“Happy endings.”

“That Ella apologized after what she did.”

“Ella and her mums relationship.”

From the students’ responses, it follows that the selected fragment from the novel was engaging for them. They were interested in the relationship between the main characters and the theme of blackmail and bullying at school. They were also interested in how this story would end.

Just under a third of students (28.8%) found it interesting to complete various exercises. From the students’ answers, it can be seen that they enjoyed different types of exercises (pre-text, text and post-text):

“I liked the new words.”

“Mulle meeldis nende karakterite tutvustus, see andis sellele tekstile hea ülevaate.”

“This whole story that there was.”

“I like this text and I understand lot of this text.”

“I liked writing the letter apology to my friend.”

“I liked when we had to circle the true or false.”

Moreover, almost the same number of students (16.1 and 17.7%) had opposite opinions about completing the worksheet. Some students noted that they liked everything: *“I liked everything.”* *“It was really interesting.”* *“I liked that book was never boring.”* While few others responded that they did not know what they liked or that they did not like anything: *“I didn't really like anything there.”* *“Idk (I don't know).”*

Summary

Therefore, the analysis of the text of the novel “Ella on the Outside” by Cath Howe (2018) showed that to read it, a level of English proficiency not lower than level B1 is required. This is evidenced

by the presence in the text of language units exceeding level A2, the parameters of which are determined by the standards of the University of Cambridge ESOL Examinations (2011), Haridus-ja Teadusministeerium (2023) and Põhikooli riiklik õppekava (2023). One of the objectives of this study was to make the text of this novel accessible and interesting to read for school students of the second school level since the theme of the novel and its characters are close to them. This could help to increase students' motivation in reading works of fiction already at the A2 level, as well as to develop an overall interest in reading for pleasure. To achieve this, it is necessary to adapt the text of the novel to level A2. As an example of adaptation, a fragment of the novel was chosen that was suitable in volume and significance. This is a small fragment, the reading of which could fit within the framework of one school lesson. It contains the key moments and characters of the novel. The techniques used in the adaptation process were analyzed and a worksheet was developed, including pre-text, test and post-text exercises. Testing of the lesson in several schools showed that the adaptation of a fragment of the novel was successful, as evidenced by student feedback. For the vast majority of them, the text of the fragment was readable, that is, it contained familiar grammatical structures and lexical units. The discourse was clear, events developed linearly and unambiguously, and phrases and sentences were structured logically. Unadapted language units, remained to preserve some authenticity of the text and its general intent, were also explained with the help of pictures, comments or exercises. Most of the students expressed a desire, perhaps in the future, to read the entire novel, they were touched by the interesting and relevant topic and characters of the novel. The vast majority of students noted that nothing made reading difficult. All this indicates that students of the second school level can be offered to read not only educational but also authentic texts of fiction, adapted to level A2, on modern topics that are close to students and increase their interest in reading.

CONCLUSION

The presented master's thesis “Adaptation of the book “Ella on the Outside” by Cath Howe for EFL school students with level a2. Experience in creating a worksheet examines the issues of reading authentic works of fiction while teaching English at the 2nd level in an Estonian basic school. Reading authentic texts is necessary for the development of reading skill - one of the aspects of language skills when teaching a foreign language (along with listening, writing, and speaking skills). This is especially true for texts of works on a topic that is close and interesting to school students, which is often found in the works of modern authors. Reading such texts contributes to the development of useful competence - reading for pleasure, that is, instils love for reading in general.

Chapter I provides an analysis of research in this area. Several researchers (Berardo, 2006; Falcão, 2023; Case, 2023) believe that authentic texts, unlike educational ones, contain language units that are as close as possible to a real-life language and contain linguocultural material. Reading them when learning a foreign language helps to increase students' motivation to read. However, reading such texts, according to the same and other researchers (Richards, 2001; Berardo, *ibid*; Lansford, 2014; Falcão, *ibid*; Case, *ibid*), is associated with difficulties, such as the abundance of complex grammar structures, vocabulary, which may significantly exceed the student's language level, as well as the use of units in the authentic text that deviate from language norms, and differences in cultural background. All this can make reading challenging and serve as a demotivating factor for students. In order to be able to use the author's authentic texts in English lessons, it is therefore necessary to reduce the complexity of its comprehension, to ensure accessibility and readability of the text using various techniques of adapting the text.

The problem with this study is that in Estonia, according to the requirements prescribed by RÕK (2023), reading authentic texts can be offered in English lessons only starting from level B1.2, that is, at the 3rd school stage. However, there are works by modern English-speaking authors that could be of interest to younger schoolchildren, describing the lives of their peers, their problems and experiences. They are written for teenagers who are native English speakers but for learners of English as a foreign language, these works are difficult. The solution may be to offer them reading works adapted to their level, considering all aspects of the language. Reading an adapted text will help to understand it as a whole, that is, it will contribute to the further development of fluent reading skills and Top-Down reading processing (Grabe & Stoller, 2011; Goodman, 1967). Another problem is the shortage of works of fiction by modern authors adapted for low levels of English proficiency (that is, levels A2.1 and A2.2).

When adapting, it should be taken into account that adapting an authentic text has its pros and cons. When adapted, the text becomes more accessible, which motivates students to read and increases the level of language competence. However, losses are also possible, such as loss of the original author's intention and excessive standardization of the text in accordance with the grammatical and vocabulary requirements of the required language level. All these factors should be considered when adapting the text in order to preserve, if possible, the originality of the author's intention, the language of the work and its linguistic and cultural background. The adapted text should not become similar to an educational text; it should retain the feeling of a real-life language.

Thus, the purpose of this study is to adapt a fragment of a novel by a modern author to level A2, which can be offered for reading in English as a foreign language lessons at the second school level (grades 4-6). When adapting, the language proficiency parameters regulated by the University of Cambridge ESOL Examinations (2011), Haridus-ja Teadusministeerium (2023) and RÕK (2023) were taken into account.

The objectives of the study are to adapt a fragment of the novel "Ella on the Outside" by Cath Howe, create a worksheet based on it, give lessons at schools in Estonia, receive feedback from students, and based on this, analyze the data obtained and draw conclusions.

The theoretical part also defines the levels and techniques of text adaptation. The following techniques were selected for adaptation: simplification, substitution, inversion, rewriting, addition, and omission. Adaptation should be achieved at the discursive, lexical and grammatical levels.

The practical part of the study provides a general description of the short story "Ella on the Outside" and examines its plot and main characters from the point of view of the significance and value of the theme and problems of the novel. The choice of this novel is justified by the fact that the topic of bullying and relationships among school students is of interest to modern teenagers. They are also interested in learning about the lives of their peers in another country and how they cope with these problems. An assessment of the language level of the novel showed that it is understandable and easy to read at level B1, and the text also contains language units exceeding this level.

To adapt and create a worksheet, a fragment was selected containing key plot points and featuring the main characters of the novel. An analysis of the frequency of adaptation techniques showed that, in general, the selected techniques were used in approximately equal quantities; the leading techniques were *simplification* and *substitution*. This is due to the need to reduce the complexity of vocabulary and grammar to ensure a more fluent perception of the text. *Addition* and *rewriting*

techniques have also become relevant. *Addition* allows to preserve the original text as much as possible using images or comments. *Rewriting* serves the same purpose of respecting the originality of the author's intent by paraphrasing with less complex words and structures but preserving the main meaning and tone of the story. *Inversion* and *omission* techniques are used to a lesser extent. This made it possible to generally preserve the original discourse of the novel fragment.

The creation of a worksheet is aimed at facilitating the understanding of the text of the adapted fragment and at reducing the difficulties in perceiving complex language units above level A2. The pre-text, text and post-text exercises serve for a more accurate perception of the text when reading, as well as for replenishing vocabulary and performing communicative tasks. Testing of the worksheet in several schools in Estonia showed that the adaptation of the text was successful, as evidenced by the feedback received from students.

Most of them expressed the opinion that the reading was accessible and understandable, they appreciated the plot and the main character, and many of them were inclined to read the entire novel.

With the huge workload of school teachers, it may seem that adapting texts will complicate their work. However, modern teaching materials are imperfect and cannot fully meet learning needs. Very often, the teacher prepares additional materials due to the fact that it is necessary to more firmly and fully understand a particular topic, and repeat or consolidate the studied material. Therefore, very often the teacher must prepare their own worksheets and other materials, including adapting authentic texts. When preparing reading materials, the teacher can, if necessary, adapt texts of modern fiction to the appropriate level. The teacher can use them with other students in the future.

In addition, the task of adapting the works of modern authors can be solved not only through the enthusiasm of teachers but also by book publishing companies. It would be useful and advisable if publishing houses published more works of literature by modern English-language authors adapted for beginners' levels, which could be used in English lessons at the 2nd school stage. This would reduce their deficit and facilitate the teacher's tasks in searching and selecting adapted authentic texts for reading in English lessons.

Thus, authentic works by modern authors on topics that are close and interesting to schoolchildren could be adapted and offered as reading when studying English as a foreign language not only at

level B1 but also at level A2, at the second school level. This will increase students' language competence and motivation for reading in general.

SUMMARY IN ESTONIAN

Nüüdisaegses maailmas on noorukute lugemishuvi vähenemise probleem muutumas üha aktuaalsemaks. Enamasti loevad nad hariduslikel eesmärkidel või vajaliku informatsiooni saamiseks veebipõhiste vahendite abil. Siiski on väga oluline, et õpilased oleksid huvitatud ilukirjanduse lugemisest ja kujundaksid lugemisoskust naudingu eesmärgil.

Magistritöö „CATH HOWE RAAMATU "ELLA ON THE OUTSIDE" KOHANDAMINE INGLISE KEELT VÕÕRKEELENA ÕPPIVATELE KOOLIÕPILASTELE A2 TASEMEL. TÖÖLEHE LOOMISE KOGEMUS“ käsitleb küsimusi, mis on seotud inglise keeles kaasaegse ilukirjanduse võõrkeelsete tekstide kasutamist põhikoolides A2 tasemel. Selliste tekstide kasutamine võib olla väga kasulik nii õppimisprotsessis (sõnavara rikastamine, grammatiliste kujunduste ja lingvistilise materjali omandamine) kui ka nn. „ülevalt alla“ kiirlugemise- ja lugemisoskuse kujundamisel, mis suurendab huvi lugemise vastu tervikuna.

Uurimisprobleem seisneb selles, et riiklik õppekava RÕK (2023) näeb ette, et põhikoolides peaks ilukirjanduse lugemine inglise keele kui võõrkeele õppimisel algama B1.2 tasemest ja A2 tasemel pakutakse õppimiseks ainult õppetekste. See teeb inglise ilukirjanduse autentsete tekstidega tutvumise mittekohustuslikuks. Lisaks kasutatakse lugemiseks tavaliselt klassikaliste kirjandusteoste tekste ega pakuta praeguse aja autorite ilukirjanduslikke tekste, mis sisaldavad kaasaegset elureaalsust ning kirjeldavad teismelistele lähedasi, arusaadavaid ja huvitavaid teemasid ja probleeme. Samuti on puudus tänapäeva autorite inglisekeelsest ilukirjandusest, mis on kohandatud A2.1 ja A2.2 tasemele. Kaasaegsete teoste kohandatud versioonid ei ole õpilastele sageli kättesaadavad.

Selles uuringus üritati kohandada Cath Howe raamatu „Ella on the Outside“ fragmenti A2 tasemele (teine kooliaste). Töö teema on selles vanuses (10-13-aastastele) õpilastele väga lähedane; käsitletakse probleeme, millega noored võivad koolis ja igapäevaelus kokku puutuda.

Uuringu ülesanneteks on: Cath Howe „Ella on the Outside“ kohandamine A2-tasemele vastavalt valitud strateegiatele ja kohandamisviisidele, töölehe loomine kohandatud novellitekstiga töötamiseks, mis sisaldab erinevaid harjutusi lugemis-, kirjutamis- ja kõneoskuste arendamiseks ja täiustamiseks; töölehe aprobeerimine Eesti põhikooli inglise keele tundides teisele kooliastmele, tagasiside saamine ja tulemuste analüüs.

Lõputöö koosneb Sissejuhatusest, I Peatükist, II Peatükist ja Järeldustest. Sissejuhatavas osas räägitakse lugemise tähtsusest, lugemise eesmärgist, noorukite lugemishuvi arendamise tähtsusest

ja vajadusest kohandada kaasaegseid romaane. I Peatükis „Autentse teksti omadused, teksti kohandamise põhjused ja tehnikad võõrkeeles lugemiseks“ uuritakse erinevaid aspekte, strateegiaid ja tehnikaid ning valitakse sobivad neist Cath Howe novelli „Ella on the Outside“ fragmendi kohandamiseks A2 tasemega. II Peatükk "Cath Howe novelli „Ella on the Outside“ fragmendi kohandamine ja selle praktilise rakendamise kogemus" pakub selle teksti kohandusi ja välja töötatud töölehe kasutamist inglise keele tundides. Samuti sisaldab peatükk õppetundide analüüsi ja õpilaste tagasisidet. Järeldus võtab kokku uuringu tulemused, esitab analüüsi põhipunktid ja kommentaarid tulemuste kohta.

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ADAPTATION OF THE BOOK “ELLA ON THE OUTSIDE” BY CATH HOWE FOR EFL SCHOOL STUDENTS WITH LEVEL A2. EXPERIENCE IN CREATING A WORKSHEET,

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Olga Chepurnova

18.05.2024

APPENDICES

Appendix 1. Original text of the novel fragment

When Mrs Reynolds and Jack and I got back home after seeing the ambulance leaving, I didn't want to talk to Mum. But there she was, just back from work, standing in the hall with her organised face. My insides twisted.

"Sylvia tells me you've been upset about your friend. What's happened, Ella?"

I couldn't lie to Mum. Not after today. Not now. My eyes welled up. "I... I... another girl, Lydia, told me to... spy on Molly," I said.

Mum frowned. "What do you mean, spy?"

"Find out things. Lydia made me watch Molly's house and take photos and then I took a photo inside and found out her mum was really ill. Oh, Mum, it was so wrong... and, and..." The tears came thick and strong.

Mum took hold of my shoulders, gently, staring into my face. "I don't understand, Ella. How could another girl make you do something like that?"

"She, Lydia... she... she said she'd tell other people... about Dad."

Mum took a sharp breath. "She knows about your dad? You told her about Dad? Ella, how could you?"

The sobs came, louder, bigger. I sank down on to the bottom stair. "Lydia asked lots of questions until I told her. That day when she gave me the party shoes, she'd worked out that I had a secret and she saw you and Jack and she just went on asking, Is it about your dad? And I told her and I'm so sorry." I curled away from Mum. "I'm so, so sorry."

I couldn't help the words coming now. "I can't forget about Dad. I can't pretend he's not our dad. I know you don't want to talk to us about him but... he's always in my head." Shuddering sobs shook me. I had no more voice left.

"Oh, Ella," I heard Mum saying, "I've been so stupid. How awful. I didn't understand, love."

And then Mum's arms were round me and her face burrowing into my hair and hugging and hugging me and all the sadness pouring out of us until there were no more tears left to cry.

Dear Molly,

If you don't answer this message, I will leave you alone. I am very sorry for taking the photo. I hope your mum is feeling better. Please can we start again? Love, Ella

Appendix 2. Adapted text of a novel fragment

We saw an ambulance. When Mrs Reynolds and Jack and I travelled home, I didn't want to talk to Mum. But she was there. She came back from work and stood in the hall. She looked at me and I started to feel ill.



"Sylvia tells me you were upset about your friend. What happened, Ella?"

I couldn't lie to Mum. Not after what happened today. Not now. I wanted to cry. "I... I... another girl, Lydia, told me to... spy on Molly," I said.

Mum asked: "What do you mean, spy?"

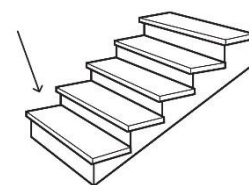
"It means to find out things. Lydia made me watch Molly's house and take photos. I took a photo inside and found out that her mum was really ill. Oh, Mum, it was so bad... and, and..." I started to cry. My tears were heavy.

Mum touched my shoulders, carefully, looking at my face. "I don't understand, Ella. How could another girl make you do this?"

"She, Lydia... she... she said she will tell other people... about Dad."

Mum was nervous. She asked: "She knows about your dad? You told her about Dad? Ella, how could you?"

I cried loudly. I slowly sat on to the bottom stair.



I told mom about Lydia: "She found out that I had a secret. She saw you and Jack and she asked me: "Is it about your dad?" I told her everything. I'm so sorry."

I made a step away from Mum. "I'm so, so sorry."

bottom stair

I couldn't stop speaking. "I can't forget about Dad. I can't pretend he's not our dad. I know you don't want to talk to us about him but... he's always in my head." I was crying and shaking very hard. I couldn't speak anymore.

"Oh, Ella," I heard Mum saying, "I was so stupid. How terrible. I didn't understand."

And then Mum's arms were round me. She was hugging and hugging me. We were standing together and cried.

A letter from Ella to Molly:

Dear Molly,

If you don't answer this message, I will leave you alone. I am very sorry for taking the photo. I hope your mum is feeling better. Please can we be friends again? Love, Ella

Appendix 3. Application of adaptation techniques for a fragment of the short story “Ella on the Outside.”

Original text	Adapted text	Techniques	Description
When Mrs Reynolds and Jack and I got back home after seeing the ambulance leaving, I didn't want to talk to Mum.	We saw an ambulance. When Mrs Reynolds and Jack and I travelled home I didn't want to talk to Mum.	simplification, substitution	The phrasal verb “ got back ” is more familiar to students with level B1. Therefore, it was changes into “travelled” for easier understanding.
When Mrs Reynolds and Jack and I got back home after seeing the ambulance leaving, I didn't want to talk to Mum.	We saw an ambulance. When Mrs Reynolds and Jack and I travelled home, I didn't want to talk to Mum.	syntactic simplification, inversion	One long sentence was divided into two sentences for better comprehension. Word order was changed into more standard one.
...after seeing the ambulance leaving,...	We saw ambulance leaving.	addition	A picture of ambulance was added to a text for easier understanding.
But there she was, just back from work, standing in the hall with her organised face.	But she was there. She came back from work and stood in the hall.	simplification	Simplification was made to divide one long sentence into two.
But there she was ,...	But she was there .	inversion	The sentence starts with nonstandard grammar order. That is, it was changed with inversion.
... just back from work, standing in	She came back from work and stood in the hall.	substitution, rewriting	The sentence was rewriting with change of grammar forms of the words

the hall with her organised face.			for easier comprehension.
... with her organised face. My insides twisted.	She looked at me and I started to feel ill.	omission, rewriting	<p>“with her organised face” was deleted from the text as such detail does not affect the overall plot of the story. Instead it was rewritten as “looked at me”.</p> <p>“My insides twisted” was rewritten as “I started to feel ill”. It is a metaphor that would be hard to understand for students with level A2 even with commentary or picture.</p>
"Sylvia tells me you've been upset about your friend. What's happened, Ella?"	"Sylvia tells me you were upset about your friend. What's happened, Ella?"	grammatical simplification	Grammar form of Present Perfect Simple was changed into Past Simple because students with level A2 are not aware of Present Perfect Simple Tense yet.
Not after today.	Not after what happened today.	grammatical addition	The addition is needed for better understanding of the sentence.
My eyes welled up.	I wanted to cry.	rewriting	The complex phrase was rewritten to an easier one for better understanding.

Mum frowned. “What do you mean, spy?”	Mum asked: “What do you mean, spy?”	rewriting	The sentence was changed into different one as word “ frowned ” is unknown to learners with A2 yet. However, there was a need to clarify the following words were said by Mum.
Oh, Mum, it was so wrong... and, and...”	Oh, Mum, it was so bad... and, and...”	substitution	The word might be unfamiliar to students with level A2, therefore, it was substituted.
The tears came thick and strong.	I started crying. My tears were heavy.	addition, rewriting	It was decided to write two sentences for easier understanding. The sentence “ The tears came thick and strong. ” is too hard to comprehend. It was changed into “ My tears were heavy. ” for easier understanding.
Mum took hold of my shoulders, gently, staring into my face.	Mum touched my shoulders, carefully, looking at my face.	substitution	These words may be hard to comprehend for students with level A2, therefore, they were substituted for easier words with close meaning.
Mum took a sharp breath.		omission	It was deleted from the text as such detail does not affect the overall plot of the story.

I sank down on to the bottom stair.	I slowly sat on to the bottom stair.	lexical simplification	The phrasal verb “ sank down ” was changed into “ slowly sat ” for easier comprehension.
I sank down on to the bottom stair .		addition	A picture of stairs with an arrow pointing at the bottom stair was added to a text for easier understanding.
That day when she gave me the party shoes, she'd worked out that I had a secret and she saw you and Jack and she just went on asking, Is it about your dad? And I told her and I'm so sorry. "	I told her everything . I'm so sorry.	omission, addition	Such reference to the past event is not necessary in the excerpt of the story and would make the text harder to comprehend. Word “ everything ” was added for clarification.
I curled away from Mum.	I made a step away from Mum.	lexical simplification	The phrasal verb “ curled away ” was changed into “ made a step away ” for easier comprehension.
I couldn't help the words coming now.	I couldn't stop speaking now.	rewriting	The phrase “ help the words coming ” may be hard to comprehend for students with level A2, therefore, it was changed into “ stop speaking ” for easier understanding.
Shuddering sobs shook me.	I was crying and shaking very hard.	rewriting	The sentence is hard to comprehend to students with level

			A2. It was rewritten to an easier one with similar meaning.
I had no more voice left.	I couldn't speak anymore.	rewriting	The sentence is hard to comprehend to students with level A2. It was rewritten to an easier one with similar meaning.
I've been so stupid.	I was so stupid.	grammatical simplification	Grammar form of Present Perfect Simple was changed into Past Simple because students with level A2 are not aware of Present Perfect Simple Tense yet.
How awful .	How terrible .	substitution	The word " awful " was changed to its synonym " terrible " as students with A2 might not be familiar with it yet.
And then Mum's arms were round me and her face burrowing into my hair and hugging and hugging me...	And then Mum's arms were round me. She was hugging and hugging me.	inversion	The sentence was divided into two shorter sentences.
...and her face burrowing into my hair...		omission	It was deleted from the text as such detail does not affect the overall plot of the story.
...and all the sadness pouring out of us until there were no more tears left to cry.	We were standing together and cried.	omission, rewriting	The sentence was changed into different one as words and phrases are unknown to learners with A2 yet.

			Instead it was rewritten to a shorter sentence with similar idea.
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Appendix 4. Worksheet with answers and guide for teachers

Exercise 1. Look at the exercise 2 and do it. Read the text about Cath Howe and her book.

Cath Howe is an English writer and arts teacher. She lives in London and writes books for children aged 9–12. The themes of her books are friendship, family and children's life problems. *Ella on the Outside* (2018) is her first book. This book is the winner of a 2018 North Somerset Teachers' Book Award.



Ella is a 10-year-old girl. She's new at school. She has a terrible secret - Ella's dad is in prison because of an economic crime. Ella has no friends but she really wants to be friends with someone. Lydia is a popular girl at school but she **bullies** her classmates. Lydia asked Ella to be friends with her. Ella told Lydia a secret about her dad and Lydia **blackmails** her. She asks Ella to **spy** on her classmate Molly to **bully** her. Molly is a quiet girl, her mother is sick.



award



prison



economic
crime

Exercise 2. Match the rest of the words with their translations.

- | | | |
|-------------------------------------|---|------------------------------------------|
| 1. make a person do something (bad) | → | a. nuhkima, шпионить |
| 2. bully | → | b. ähvardama, шантажировать |
| 3. blackmail | → | c. välja selgitama, обнаружить |
| 4. find out | → | d. vaatama..., смотреть на... |
| 5. spy | → | e. astuda samm tagasi, сделать шаг назад |
| 6. pretend | → | f. sundima, заставляя |
| 7. carefully | → | g. kiusama, издеваться |
| 8. look at ... | → | h. lapsehoidja, няня |
| 9. nanny | → | i. teesklema, притворяться |
| 10. make a step away | → | j. korralikult, аккуратно |

Exercise 3. Read about the characters of the story “Ella on the Outside”.

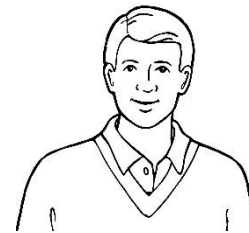
Mum

She is Ella’s mother. She is very busy at work. She doesn’t have time for her children’s problems.



Dad

He is Ella’s father. He is in prison for an economic crime.



Ella

She is a 10-year-old girl. She's new at school. She has a terrible secret - Ella's dad is in prison because of an economic crime. Ella doesn't have any friends, but she really wants to be friends with someone.



Lydia

She is Ella’s bully. She is the most popular and evil girl in Ella’s school.



Molly

She is Ella’s shy friend at school. Her mother is very ill.



Mrs Reynolds

She is Ella’s nanny. Ella and Jack come to her after school because their mother is working.



Jack

He is Ella’s annoying little brother.

Exercise 4. Read the story “Ella on the Outside” and answer the questions.

We saw an ambulance. When Mrs Reynolds and Jack and I travelled home, I didn't want to talk to Mum. But she was there. She came back from work and stood in the hall. She **looked at** me and I started to feel ill.



"Sylvia tells me you were upset about your friend. What happened, Ella?"

I couldn't lie to Mum. Not after what happened today. Not now. I wanted to cry. "I... I... another girl, Lydia, told me to... **spy** on Molly," I said.

Mum asked: "What do you mean, **spy**?"

"It means to **find out** things. Lydia **made me** watch Molly's house and take photos. I took a photo inside and **found out** that her mum was really ill. Oh, Mum, it was so bad... and, and..." I started to cry. My tears were heavy.

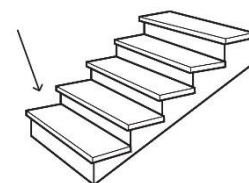
Mum touched my shoulders, **carefully, looking at** my face. "I don't understand, Ella. How could another girl **make you do** this?"

"She, Lydia... she... she said she will tell other people... about Dad."

Mum was nervous. She asked: "She knows about your dad? You told her about Dad? Ella, how could you?"

I cried loudly. I slowly sat on to the bottom stair.

I told mom about Lydia: "She **found out** that I had a secret. She saw you and Jack and she asked me: "Is it about your dad?" I told her everything. I'm so sorry."



I **made a step away** from Mum. "I'm so, so sorry."

bottom stair

I couldn't stop speaking. "I can't forget about Dad. I can't **pretend** he's not our dad. I know you don't want to talk to us about him but... he's always in my head." I was crying and shaking very hard. I couldn't speak anymore.

"Oh, Ella," I heard Mum saying, "I was so stupid. How terrible. I didn't understand."

And then Mum's arms were round me. She was hugging and hugging me. We were standing together and cried.

A letter from Ella to Molly:

Dear Molly,

If you don't answer this message, I will leave you alone. I am very sorry for taking the photo. I hope your mum is feeling better. Please can we be friends again? Love, Ella

Exercise 5.1. Read the sentences and choose the correct answer. Circle T for True. Circle F for False.

- | | | |
|-------------------------------------------|---|------------------------------------|
| 1. Ella cried because her mother was ill. | T | <input checked="" type="radio"/> F |
| 2. Ella was spying on Molly. | T | <input type="radio"/> F |
| 3. Lydia knows Ella's secret. | T | <input type="radio"/> F |
| 4. Molly bullied Ella at school. | T | <input type="radio"/> F |
| 5. Ella always thinks about her father. | T | <input type="radio"/> F |

Exercise 5.2. Discuss with your classmates and answer the questions.

1. Would you tell your terrible secret to your friend?
2. Would you tell your parents or teachers about bullying in your class?

Exercise 6. Imagine that you and your friend had a fight. Write a letter to your friend where you apologize.

Example:

Dear Molly,

I am very sorry for taking the photo. I didn't know about your mom. I feel bad now.

Can we please be friends again?

Ella



Your letter:

Dear _____,

Exercise 7. Find the antonyms.

- | | |
|--------------|---------------------|
| 1. spy | a. be original |
| 2. find out | b. ignore |
| 3. bully | c. look away |
| 4. pretend | d. lose |
| 5. carefully | e. help, make happy |
| 6. look at | f. uncarefully |

Exercise 8. Make sentences with the following words: find out, pretend, look at, spy, carefully, award.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 9. Scan the QR-code and answer the questions.



Answers:

Exercise 2

1	2	3	4	5	6	7	8	9	10
f	g	b	c	a	i	j	d	h	e

Exercise 5.1

1	2	3	4	5
F	T	T	F	T

Exercise 7

1	2	3	4	5	6
b	d	e	a	f	c

Guide for teacher

Exercise 1

Before doing ex. 1 ask students to complete ex. 2 because ex. 1 has some unknown words. Also students can look at the pictures below to understand words *award, prison, economic crime*.

After that ask students to read the text in ex.1. Ask students what are their expectation from the text from the book.

Exercise 2

Ask students to find the correct translation of the words. Do this task before ex. 1.

Exercise 3

Ask students to read about the characters of the story. It help to understand the plot of the story better.

Exercise 4

Print this text only on one side for comfortable use completing the following exercises. Ask students to read the text aloud or do it yourself. If you have enough time, you can ask students to read the text in roles: Ella and Mum.

Exercise 5.1

Ask students to read the sentences, find the information in text and mark the correct answers True or False. Students should explain their choice.

Exercise 5.2

Ask students to read the questions and discuss them in pairs or in groups. After that they all should present their answers.

Exercises 6, 7, 8 can be given as Homework.

Exercise 6 helps to practice writing skills. Students can look at the example and write a similar letter.

Exercise 7 helps to repeat and remember new vocabulary.

Exercise 8 helps to repeat and remember new vocabulary and practice writing skills.

Exercise 9 – Ask students to fill in the form and answer the questions as their Homework

Link <https://forms.gle/P4RAvEeQ9GquUQo57>

QR-code



Appendix 5. Students' feedback

Timestamp	How much did you understand the text "Ella on the Outside"?	What was interesting to you in this text?	What was difficult for you?	Did exercises No. 1, 2, 3 help you understand this text better?	Do you want to read the whole book "Ella on the Outside"?	What else did you like? Write here.
09/04/2024 12:39:22	80 - 100%	Topic (bullying)	Nothing	Yes, a lot	Maybe	How Ella told the bully that his father in prison
09/04/2024 12:43:49	80 - 100%	The topic was nothing new to me.	Nothing	A little	No	
09/04/2024 12:44:04	80 - 100%	Topic (bullying), Ella's story	Nothing	A little	Maybe	
09/04/2024 12:44:09	80 - 100%	Topic (bullying)	Nothing	Yes	Maybe	The plot
09/04/2024 12:45:48	80 - 100%	Ella's story	Exercises	Yes	Maybe	About the mom calming down Ella.
09/04/2024 12:49:56	60 - 80 %	Ella's story	Exercises	Yes	Maybe	-
15/04/2024 09:35:43	80 - 100%	Ella's story	Nothing	Yes	Yes	The interesting story about Ella and her life
15/04/2024 09:36:39	80 - 100%	Ella's story	Lots of new words (blackmail, bully, ...).	A little	Maybe	The story
15/04/2024 09:37:50	80 - 100%	Ella's story	Nothing	Yes, a lot	No	exercise 6
15/04/2024 09:39:06	40 - 60 %	Topic (bullying)	Lots of new words (blackmail, bully, ...).	A little	Maybe	I didn't really like anything there.
15/04/2024 09:39:36	60 - 80 %	Characters (Ella, Lydia, Mum)	Past Continuous (was shaking, were	Yes	Maybe	Ella's life

			standing, ...).			
15/04/2024 09:41:15	80 - 100%	Ella's story	Nothing	A little	No	Characters
15/04/2024 09:41:24	40 – 60 %	Characters (Ella, Lydia, Mum)	Phrasal verbs (look at, find out, ...).	A little	Maybe	I dont no
15/04/2024 09:41:32	60 - 80 %	Ella's story	The sentences were long., Phrasal verbs (look at, find out, ...)., Lots of new words (blackmail, bully, ...).	Yes, a lot	No	a Ella story
15/04/2024 13:30:02	80 - 100%	Ella's story	Nothing	No, I already understood the text enough.	Yes	It was a fun little activity.
15/04/2024 13:33:53	80 - 100%	Ella's story	Nothing	Yes	Maybe	I liked the story very much. It was interesting.
15/04/2024 13:35:23	80 - 100%	Ella's story	Nothing	Yes	Yes	I liked the story.
15/04/2024 13:37:12	80 - 100%	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Exercises, Everything was mega fun 😊	A little	No	Very interesting story ☑ 🖱
15/04/2024 13:38:41	40 – 60 %	Ella's story	The sentences were long., Phrasal verbs (look at, find out, ...)., Lots of new words (blackmail, bully, ...)., Past	A little	Yes, No, Maybe,	

			Continuous (was shaking, were standing, ...), Exercises			
15/04/2024 13:39:08	80 - 100%	Ella's story	Nothing	Yes, a lot, Yes	Maybe	I like this text and i understand lot of this text
15/04/2024 13:43:37	80 - 100%	Ella's story	Nothing	A little	No	
15/04/2024 13:45:59	80 - 100%	Ella's story	Nothing	No	No	Nothing
16/04/2024 10:58:44	80 - 100%	Ella's story	Nothing	A little	Maybe	
16/04/2024 11:53:51	80 - 100%	Ella's story	Nothing	A little	No	everything
16/04/2024 11:54:39	80 - 100%	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Nothing	Yes	Maybe	
16/04/2024 11:54:57	80 - 100%	Ella's story	Nothing	Yes, a lot	Maybe	How Ella's mom reacted to Ella spying on her friend.
16/04/2024 11:55:01	80 - 100%	Topic (bullying)	Nothing	Yes, a lot	Yes	
16/04/2024 11:55:07	80 - 100%	Topic (bullying)	Nothing	A little	Maybe	i liked the part where she was blackmailed and the story about her dad
16/04/2024 11:55:20	80 - 100%	Topic (bullying)	Nothing	Yes	No	idk
16/04/2024 11:55:59	80 - 100%	Ella's story	Nothing	Yes, a lot	Maybe	I liked that book was never boring
16/04/2024 11:56:00	80 - 100%	Topic (bullying)	Nothing	A little, No	Maybe	
16/04/2024 11:56:19	80 - 100%	Topic (bullying)	Past Continuous (was shaking,	Yes	Yes	

			were standing, ...).			
16/04/2024 11:56:25	80 - 100%	Topic (bullying)	Nothing	No	No	
16/04/2024 11:56:37	60 - 80 %	Ella's story	Nothing	Yes, a lot	Maybe	Happy endings.
16/04/2024 11:56:48	80 - 100%	Topic (bullying)	Nothing	A little	No	
16/04/2024 11:56:54	80 - 100%	Topic (bullying)	Nothing	No	No	
16/04/2024 11:57:03	80 - 100%	Topic (bullying)	Nothing	Yes	Maybe	
16/04/2024 11:57:17	60 - 80 %	Ella's story	The sentences were long.	A little	Maybe	
16/04/2024 11:57:25	80 - 100%	Topic (bullying), Ella's story	Nothing	Yes, a lot	Maybe	Circle T for true and F for false.
16/04/2024 11:57:35	80 - 100%	Ella's story	Nothing	A little	No	I liked writing the letter apology to my friend.
16/04/2024 11:57:36	80 - 100%	Ella's story	Nothing	Yes	Maybe	I liked writing the mail.
16/04/2024 11:58:12	80 - 100%	Ella's story	Lots of new words (blackmail, bully, ...).	No	Yes	Nothing
16/04/2024 12:00:42	80 - 100%	Ella's story	Nothing	A little	Maybe	Antonyms
16/04/2024 13:01:47	80 - 100%	Ella's story	Nothing	A little	Maybe	
16/04/2024 13:02:00	60 - 80 %	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Nothing	A little	No	
16/04/2024 13:02:06	80 - 100%	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Nothing	Yes, a lot	Maybe	That i colour the envelopes on exercise 6

16/04/2024 13:02:16	80 - 100%	Topic (bullying)	Nothing	Yes	No	I liked the new words
16/04/2024 13:02:27	80 - 100%	Characters (Ella, Lydia, Mum)	Nothing	A little	No	I liked the questions, but the text was a little bit wrong. I liked that it didn't take so long.
16/04/2024 13:02:46	80 - 100%	Ella's story	Nothing	Yes, a lot	Maybe	
16/04/2024 13:02:49	80 - 100%	Topic (bullying)	Nothing	A little	Maybe	I liked the exercises
16/04/2024 13:02:51	80 - 100%	Topic (bullying), Ella's story	Nothing	Yes	Yes, Maybe	I liked the exercises.
16/04/2024 13:02:52	20 - 40 %	Characters (Ella, Lydia, Mum), Ella's story	Nothing	A little	No	idk
16/04/2024 13:02:54	60 - 80 %	Ella's story	Exercises	A little	Maybe	
16/04/2024 13:03:01	80 - 100%	Ella's story	Nothing	Yes	Maybe	The lesson was easier than usually.
16/04/2024 13:03:12	60 - 80 %	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Nothing	A little	Maybe	
16/04/2024 13:03:18	80 - 100%	Topic (bullying), Ella's story	Nothing	Yes	Maybe	The pictures
16/04/2024 13:03:19	80 - 100%	Ella's story	Nothing, The worksheet	No	Maybe	Nothing
16/04/2024 13:03:27	40 - 60 %	Ella's story	Nothing	Yes	No	Nothing, sorry!
16/04/2024 13:03:28	80 - 100%	Ella's story	Nothing	A little	No	
16/04/2024 13:04:19	80 - 100%	Ella's story	Nothing	Yes	Maybe	I liked everything
16/04/2024 13:05:03	80 - 100%	Characters (Ella,	Past Continuous (was	A little	Maybe	Mulle meeldis nende karakterite

		Lydia, Mum)	shaking, were standing, ...).			tutvustus, see andis sellele tekstile hea ülevaate.
16/04/2024 13:05:43	80 - 100%	Ella's story	Nothing	Yes	Maybe	Mulle meeldis töölehe ülesehitus, aga esines ka veidi kirjavigu ja selle koha pealt annaks natuke veel areneda.
16/04/2024 14:02:41	80 - 100%	Topic (bullying), Ella's story	Nothing	Yes	I don't like books but this one seems kinda good	This whole story that there was. And the exercises on the paper.
16/04/2024 14:04:16	80 - 100%	Topic (bullying)	Nothing	Yes, a lot	Maybe	I liked the story and book
16/04/2024 14:05:10	80 - 100%	Ella's story	Nothing	Yes	Maybe	It's fun!
16/04/2024 14:05:45	80 - 100%	Topic (bullying)	Nothing	A little	Maybe	I liked the idea of the book.
16/04/2024 14:05:49	80 - 100%	Ella's story	Nothing	A little	Maybe	The excersises are more fun
16/04/2024 14:06:51	80 - 100%	Topic (bullying)	Nothing	A little	Maybe	It was really interesting.
16/04/2024 14:06:56	80 - 100%	Characters (Ella, Lydia, Mum)	Nothing	Yes	No	that Ella apologized after what she did
16/04/2024 14:07:02	80 - 100%	Topic (bullying)	Nothing	Yes	Yes	The interesting story .
16/04/2024 14:07:19	80 - 100%	Ella's story	Nothing	i understood everything	Maybe	The exercises
16/04/2024 14:07:20	80 - 100%	Topic (bullying), Characters (Ella, Lydia, Mum), Ella's story	Nothing	Yes, a lot	Yes	

16/04/2024 14:07:30	80 - 100%	Topic (bullying), Ella's story	Nothing	Yes	Maybe	The exercises
16/04/2024 14:07:55	80 - 100%	Ella's story	Nothing	Yes	Maybe	Ella and her mums relationship
16/04/2024 14:09:15	80 - 100%	Ella's story	Nothing	Yes, a lot	Yes	I liked that this was easy and also so fun!
16/04/2024 14:09:17	80 - 100%	Ella's story	Nothing	A little	Maybe	The way the story was told so smaller kids would understand it to
16/04/2024 14:09:23	80 - 100%	Topic (bullying)	Nothing	Yes	Maybe	I liked when we had to circle the true or false.
16/04/2024 14:09:29	80 - 100%	Ella's story	Past Continuous (was shaking, were standing, ...).	Yes, a lot	Maybe	it was easy and understandable
16/04/2024 14:10:19	60 - 80 %	Ella's story	Lots of new words (blackmail, bully, ...).	Yes	Maybe	I liked that where I could put either wrong or right
16/04/2024 17:16:54	80 - 100%	Topic (bullying)	The sentences were long.	Yes	Maybe	-
16/04/2024 17:19:50	80 - 100%	Nothing	Nothing	No	Yes	
16/04/2024 17:19:57	60 - 80 %	Ella's story	Nothing	Yes	Maybe	
16/04/2024 18:04:53	80 - 100%	Topic (bullying), That Ella's dad in prison	Nothing	Yes	Maybe	I writed all
18/04/2024 17:44:59	60 - 80 %	Topic (bullying), Ella's story	Nothing	A little	Maybe	I liked reading.
18/04/2024 17:47:25	20 - 40 %	Topic (bullying)	The sentences were long.,	Yes, A little	Maybe	

			Lots of new words (blackmail, bully, ...)., Exercises			
18/04/2024 17:51:25	80 - 100%	Topic (bullying), Ella's story	The sentences were long., Phrasal verbs (look at, find out, ...).	A little	No	Interesting plot of text
18/04/2024 17:52:30	40 - 60 %	Characters (Ella, Lydia, Mum)	Phrasal verbs (look at, find out, ...)., Lots of new words (blackmail, bully, ...).	Yes	No	Nothing
19/04/2024 10:35:54	80 - 100%	Ella's story	The sentences were long.	A little	No	