Developing the habit of L2 reading and enjoying it too

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Outline

Background

Literature

Methods

Findings  quantitative - chart
  qualitative - interviews

Conclusions
Background to research

- Levels NZCEL L1F, Levels 1 and 2 and one part-time course.
- 80 students in Semester 2 2015
- Graded Readers taken into classes
- Students read for 10-15 minutes regularly
- 2 hours of computer class Moodle each week
- Some guidance given by tutors about book selection
Relationship of L1 and L2 when reading

“In the Common Underlying Proficiency Model (CUP), experience with either language can, theoretically, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, either in school or wider environment.” Cummins, J. (1980)

Positive attitudes - the extensive reading bookstrap hypothesis

“Students’ successful initial experiences in extensive reading result in the discovery that they can read in a second language and that it is rewarding and pleasurable.” Day and Bamford (1998)

These positive beginning experiences then feed back into subsequent extensive reading experiences, resulting in greater gains in reading ability and positive attitude, and increases in motivation and enjoyment (p. 30.)”

The response to the books was generally positive, although there was variation among individual students.” Macalister (2008) p.29

Enjoyment in reading

The high level of enjoyment that students derive from their self-selected reading is often used as an indicator of success in ER Day (2011)
The benefits of extensive reading

- ER develops learner autonomy
- ER offers Comprehensible Input
- ER enhances general language competence
- ER helps develop general, world knowledge
- ER extends, consolidates and sustains vocabulary growth
- ER helps improve writing
- ER creates and sustains motivation to read more

Maley (2009).
Research questions

How do students view the experience of selecting their own reading material?
  - What type of texts are they reading in and out of class?
  - What are they reading in their L1 and L2?

As they proceeded through the project did their attitudes towards reading and reading fluently change?
  - Are reading habits forming?
  - What kind of reading do they enjoy or not enjoy?

What were the critical events in their reading experience that led to positive changes in attitudes towards reading?
  - Roles of teachers, families, other commitments
Methods

Survey
5 classes (80 students) in Levels 1 and 2 completed survey each day after Extensive Reading period.

Classes organized their own ER programme.

Interviews
9 randomly selected students interviewed pre and post 8 week project. Interviews transcribed.

Data analysed into categories. Themes emerged from the data.
<table>
<thead>
<tr>
<th><strong>Type of book</strong></th>
<th>Please tick one box each day after you have read your book.</th>
<th><strong>Out of class</strong></th>
<th><strong>Monday</strong></th>
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**Enjoyment** Please tick one box each day after you have read your book. This will show how much you enjoyed what you read.

- ☐ ☇ ☑ I liked reading it
- ☐ ☎ ☑ It was Ok
- ☐ ☮ ☑ I didn’t enjoy it
### Raw Data

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Text types liked by Levels 1 and 2

- **Graded Readers**
  - 4.8
  - Part Time
  - 5
  - Level 1A
  - 6.1
  - Level 1B
  - 6
  - Level 2
  - 14.2
  - Other

- **Chapter Books**
  - 2.4
  - 6.1
  - 6.6
  - 6
  - Part Time
  - 2.4
  - Level 1A
  - 6.6
  - Level 1B
  - 6
  - Level 2
  - 13.9
  - Other

- **Online**
  - 7.6
  - Part Time
  - 8.6
  - Level 1A
  - 9
  - Level 1B
  - 10.4
  - Level 2
  - 18
  - Other

- **Text books**
  - 8.6
  - Part Time
  - 9.2
  - Level 1A
  - 13.2
  - Level 1B
  - 9.2
  - Level 2
  - 13.2
  - Other

- **Mags / Newspapers**
  - 2
  - Part Time
  - 0.6
  - Level 1A
  - 1
  - Level 1B
  - 2
  - Level 2
  - 7.6
  - Other

- **Comics**
  - 5.1
  - Part Time
  - 8.8
  - Level 1A
  - 7.6
  - Level 1B
  - 8
  - Level 2

- **Other**
  - 4.8
  - Part Time
  - 5
  - Level 1A
  - 6.1
  - Level 1B
  - 6
  - Level 2
  - 12.2
  - Other

Results in L2

Quantitative
Learners talk about the books they read

“I like interesting things about another country, about food about culture about other countries. I like these books. I find interesting I really enjoy them”

“I read everything. I go to the hub library and I choose the level 1 and 2 books. Sometimes I like to get the recipe books because I like to copy the recipes and I love food and cooking. I want to know how to buy food here and how to cook it”

“I read magazines. They’re a little bit hard but I can use the pictures”

“My favorite is romantic novels. Romantic histories I like.”

“Reading is food for your brain. If you want to know about the different situations in different places in the world, reading helps you with this.”

“I really like to read books that are about things that are true. I love to read them actually. When the book is interesting it encourages you to read more. I want to finish it and see what it is that at the end.”

Social and cultural. I am interest to know about other countries, about other cultures and other people. I read a book about Masai people that I found very interesting.”
Results from interviews

• Most students use social media to keep in touch with their friends

• They read news from their countries of origin

• Some read books they brought from country of origin and others borrowed books in their own languages from the local library

“just now I read a lot of online news about my country. There’s not so much available about Kurdistan in books so I read online.”
Reading Habits  What students are reading in L1 and L2

• Wintec Hub and public libraries

• Magazines and newspapers

• Stories about ethnic people and culture

• Stories about true events e.g. migration, current events and history

• Wide use of the internet; social media, research, news

• Dramas and romances
Findings

Indicators of increased enjoyment

• Enjoyment increases as they find books that interest them
• Enjoy reading with their own children and supporting children’s education
• Many students have membership of their local library and visit it with children
• Use social media in L1 and L2
• Enjoyment and confidence seems to develop as learners move through levels
• Enjoyment increases when they can read more independently and can manage vocabulary load
Constraints to reading for enjoyment

- Vocabulary load
  Students use phone and print dictionaries and support from peers. A preference for phone dictionaries for speed.

- Busyness at home or work
  Students with young children mentioned that they didn’t have time to read at home. Domestic students have busy lives outside the classroom.

- Material that is not interesting or is too difficult
Themes that emerged from the data

- Those students who enjoyed reading as younger people tend to be forming good reading habits in their second language.

- At Levels 1 and 2 the teacher seems to play an important role in promoting the habit of reading.

- Students increased their range of reading in L2 through Levels 1 and 2 in both print based and online reading.

- Students follow their own interests when selecting reading material.
Students read both **online** and **print** based materials

Students read / select according to **their own interests**

**Vocabulary load** is a constraint at Levels 1 and 2

Students at Level 1 and 2 are **starting to form a reading habit in L2** and extensive reading is assisting them to do this

It seems that they remember the enjoyment they gained from reading in their L1, and are **tentatively starting to experience that enjoyment in their L2**

The teacher has a role in **promoting, modelling** and **guiding** at this stage


Thanks very much

Are there any questions or comments?

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