

# Developing the habit of L2 reading and enjoying it too

Jenny Field  
Waikato Institute of Technology  
CLESOL 2016  
[Jenny.field@wintec.ac.nz](mailto:Jenny.field@wintec.ac.nz)

# 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

# Literature

- **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.

# Participant survey

	Out of class	
<p><b>Type of book</b> Please tick <input checked="" type="checkbox"/> one box each day after you have read your book.</p> <p><input type="checkbox"/> Graded Reader <input type="checkbox"/> Chapter book <input type="checkbox"/> Online story <input type="checkbox"/> Story from a text book in class <input type="checkbox"/> Magazine/ Newspaper <input type="checkbox"/> Comic (Graphic novel) <input type="checkbox"/> Other</p> <p><b>Enjoyment</b> Please tick <input checked="" type="checkbox"/> one box each day after you have read your book. This will show <u>how much you enjoyed</u> what you read</p> <p><input type="checkbox"/>  I liked reading it <input type="checkbox"/>  It was Ok <input type="checkbox"/>  I didn't enjoy it</p>	Monday	<p><b>Type of book</b> Please tick <input checked="" type="checkbox"/> one box each day after you have read your book.</p> <p><input type="checkbox"/> Graded Reader <input type="checkbox"/> Chapter book <input type="checkbox"/> Online story <input type="checkbox"/> Story from a text book in class <input type="checkbox"/> Magazine/ Newspaper <input type="checkbox"/> Comic (Graphic novel) <input type="checkbox"/> Other</p> <p><b>Enjoyment</b> Please tick <input checked="" type="checkbox"/> one box each day after you have read your book. This will show <u>how much you enjoyed</u> what you read</p> <p><input type="checkbox"/>  I liked reading it <input type="checkbox"/>  It was Ok <input type="checkbox"/>  I didn't enjoy it</p>

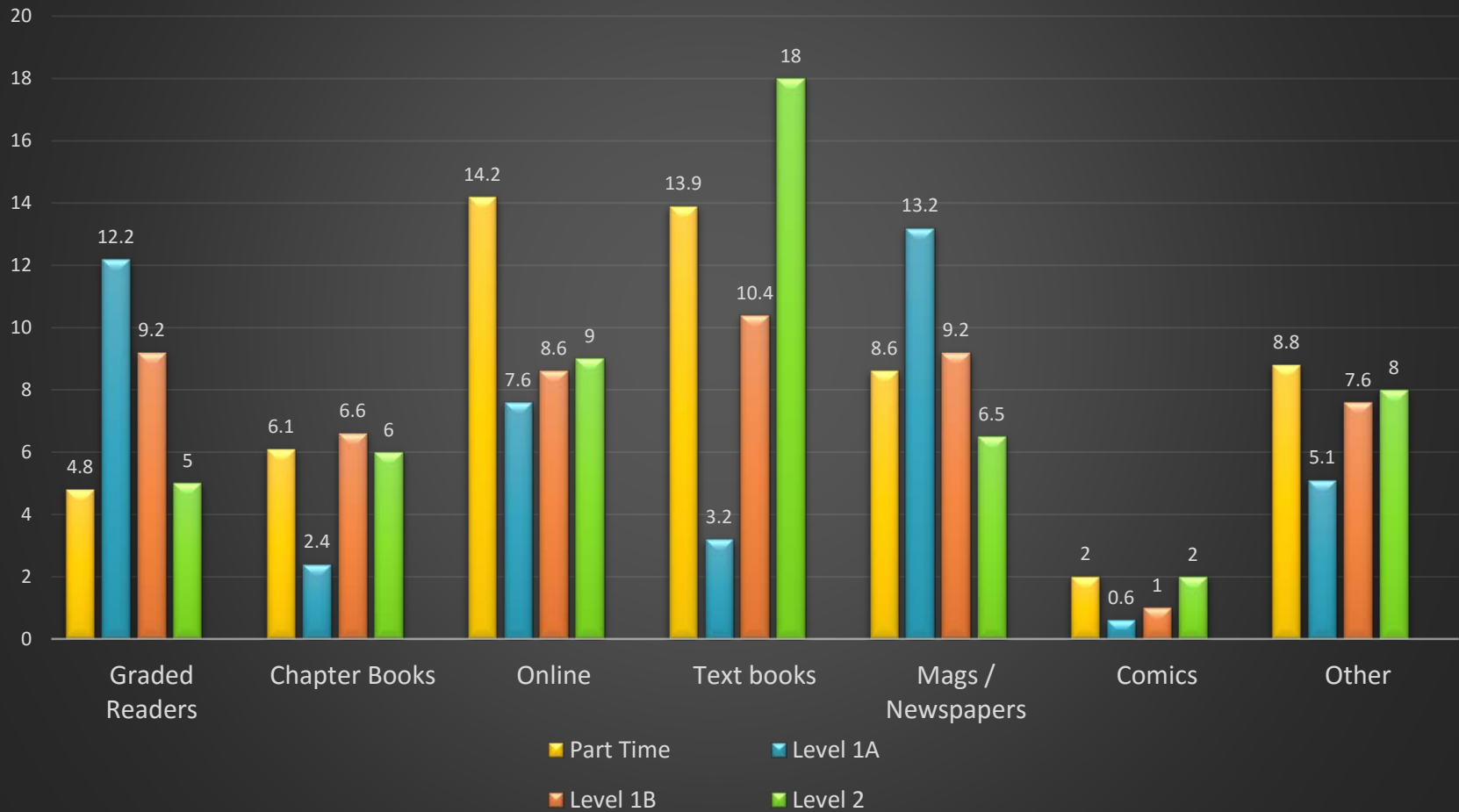




# Raw Data

Class	Gr Read	OK	Chap Bk	OK	Online :	OK	Txt bk	OK	Mag/new	OK	Comic	OK	Other	Ok
Part time														
Elementary														
In class	42	10	47	5	113	16	139	15	57	9	16	0	61	
Out of class	35	7	50	1	115	6	84	12	81	11	16	1	76	
Totals	77	17	97	6	228	22	223	27	138	18	32	1	137	
Level 1a														
In class	27	22	3	4	10	9	13	7	36	25	2	0	20	14
Out of class	34	19	9	1	28	10	3	6	30	7	1	2	26	15
Totals	61	41	12	5	38	19	16	13	66	32	2	2	46	29
Level1b														
In class	25	19	14	8	20	13	27	11	30	15	3	2	19	3
Out of class	21	13	19	7	23	14	25	0	16	6	2	1	19	8
Totals	46	32	33	15	43	27	52	11	46	21	5	3	38	11
Level 2														
In class	6	1	8	5	9	1	25	10	11	1	5	1	10	1
Out of class	4	0	4	0	9	6	11	3	8	3	11	3	9	5
	10	1	12	5	18	7	36	13	19	4	16	4	19	6

## Text types liked by Levels 1 and 2



# 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



# Conclusion

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

# Bibliography

Cummins, J. (1980) *The Construct of Language Proficiency in Bilingual Education*. Georgetown University Press

Day, R. & Bamford, J. (1998) *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge Language Education

Macalister, J. ( 2008) Integrating Extensive Reading into an English for Academic Purposes Program. *The Reading Matrix*, Vol. 8, No. 1, April 2008

Maley, A. (2009) Extensive reading: why it is good for our students...and for us [Blog post]. Retrieved from <https://www.teachingenglish.org.uk/article/extensive-reading-why-it-good-our-students%E2%80%A6-us>

Thanks very much

Are there any questions or comments?

[Jenny.field@wintec.ac.nz](mailto:Jenny.field@wintec.ac.nz)