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University of Southampton

Faculty of Humanities

School of Modern Languages

**The Act of L2 Reading for Pleasure. An Action Research Project with Young Learners
in a Latin American Country**

by

Aurora Varona Archer

Thesis for the degree of Doctor of Philosophy in ELT and Applied Linguistics

September 2022

University of Southampton

Abstract

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This study, an action research to promote L2 reading for pleasure (Krashen, 2004) to young learners at primary level, encompasses two action research cycles (Alritcher et al., 2008; Burns, 2010). The first of these aimed at exploring the educational context where the study would take place in order to identify the young learners' reactions towards the exposure of extensive reading to encourage their pleasure to read in L2. The second presents the current action research project conducted. It draws together research from theoretical aspects of L1 reading, L2 reading, L2 motivation, and L2 reading motivation. Drawbacks in regard to the young learners' L1 reading proficiency were identified during the action research cycles. Three L2 reading methodologies were selected for this study: extensive reading (Day and Bamford, 1998), reading circles (Daniels, 2002; Furr, 2011) and reading aloud (Enever, 2006), in this pedagogical intervention in order to examine the development of both cognitive and affective factors in L2 reading (Alexander, 2012; Schwanenflugel, and Flanagan 2016).

The action research methodology employed classroom observation, semi-structured interviews, and focus groups in order to triangulate the yield data and strength the validity and trustworthiness (Creswell, 2009) of the data collected. Teacher's diary, field notes and classroom artefacts were other research tools used. It was through thematic analysis (Braun and Clarke, 2006) that data obtained from primary teachers, participants' parents and the young learners was examined to answer the research questions of the present study.

Overall, the findings of this study show that promoting L2 reading for pleasure to young learners in a context with deficiencies in both L1 reading and L2 learning is a motivating and meaningful activity. Not only does it have positive effects in their cognitive skills, but also their affective variables are strengthened by reading L2 stories that inspire them the pleasure to read. Further, it provides a suitable and practical L2 reading pedagogy which allows the identification of the advantages and disadvantages of its implementation. The study suggests further gains could be possible if more L2 language teachers were trained properly in developing the practice of reading approaches which promoted the pleasure of reading in their L2 classrooms in order to create more motivating environments to learn L2.

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Research Thesis: Declaration of Authorship

Print name: Aurora Varona Archer

Title of thesis: The Act of L2 Reading for Pleasure. An Action Research Project with Young Learners in a Latin American Country

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

This work was done wholly or mainly while in candidature for a research degree at this University;

Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

Where I have consulted the published work of others, this is always clearly attributed;

Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

I have acknowledged all main sources of help;

Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

None of this work has been published before submission or parts of this work have been published.

Signature:Date:14/09/2022

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Definitions and Abbreviations

L1 Mother tongue

L2 Second language

EFL English Foreign Language

TEFL Teaching English as a Foreign Language

Chapter 1 Introduction

1.1 Introduction

Reading is recognized as one of the most significant learning skills. A large body of evidence has reported its multiple cognitive benefits (Cunningham and Stanovich, 2001). For example, one of these benefits is the exposure to words that improve the readers' language proficiency in their mother tongue (L1). Likewise, second language (L2) reading has positive academic effects in L2 learning (Nation and Webb, 2011).

Furthermore, it has been demonstrated that L2 reading significantly influences the learners' affective domain which causes a positive effect to meaningfully learn a foreign language (Grabe, 2002). Children's literature is an example of how curiosity, imagination, and interest are triggered when children read their favourite stories (Kucirkova et al., 2017). Research provides evidence that when children are motivated to read, their reading achievement is highly improved (Baker and Scher, 2002). Thus, promoting L2 reading in the classroom seems an appropriate educational tool to stimulate both cognitive and affective areas in L2 learning.

As stated previously, reading research in L1 has reported extensively the cognitive effects of this language skill (Stanovich, 2000). On the other hand, the number of research studies in L2 reading has been risen in the last twenty years (Grabe, 2009). Then the study of L2 reading is still contributing to areas that L1 reading has previously examined. For example, reading motivation is an area with significant data in the understanding of how young learners (YL) develop their preferences to read in L1. However, little is known on how L2 readers develop their motivation to read in a foreign language, specifically, in English foreign language (EFL) contexts where YL are not exposed to L2 input outside the classroom. Thus, the examination of how YL might increase their interest to read in L2 seems a meaningful area to understand the educational effects that L2 reading might have in their language learning process.

Reading researchers have reported positive language learning results by promoting reading approaches such as extensive reading, reading circles, and reading aloud in the L2 classroom. Thus, an analysis of these reading approaches seems appropriate to observe

how the process of motivating YL to read in L2 is developed and to evaluate the effects of their implementation. First, studies on extensive reading (ER), or also called reading for pleasure (Day and Bamford, 1998; Krashen, 2004) have reported educational benefits of promoting it in the areas of L2 learning such as reading motivation, reading competence and language proficiency (Jeon and Day, 2016; Kolb and Brunsmeier, 2019). However, much of the research on ER has been focused on adult L2 learners, and few researchers have addressed their study with young learners (YL) (Kolb, 2013). Secondly, research on reading aloud has also shown how children activate their willingness to read by themselves by activating their listening skills among other learning effects (Merga and Ledger, 2018). And thirdly, reading circles research has described how children enjoy and learn through the development of this reading approach, which stimulates cooperative learning (Young and Mohr, 2018). Thus, with a focus on the study of promoting L2 reading motivation, this research intends to examine the design, implementation and study of a reading program which examines these three reading methodologies.

Throughout this research, I aim to consolidate the notion of L2 motivation, so readers can understand how this is a meaningful unit of the process of encouraging L2 reading and provide implications for teaching. The theoretical framework of this study is based on the reading motivation theory which has influenced reading research in the past decades. The fundamental concept is that engaged reading is the action of coordinating cognitive reading processes in order to reach motivational purposes such as readers' interests, wishes and objectives. In addition, reading engagement theory aims at explaining the effect of how instruction, motivation and engagement interact in reading (Unrau and Alvermann, 2013) (See Chapter 4 for further detail). Four sections are included in this chapter: the research context, the rationale of this study, the aim of this study, which includes the research questions. Then, the research design is presented, and finally, the organization of this study which explains the structure of this research ends this chapter.

1.2 The Research Context

Reading and English subjects have been identified as two educational areas in the Mexican Educational System with unsuccessful learning outcomes. This has led to the Department of Education in Mexico (SEP) to implement several programs to solve the encountered problems of each subject. However, both areas are complex due to the variety of entangled factors which negatively affect them. This section presents a brief analysis of such factors in order to describe the context of this investigation and the encountered difficulties.

1.2.1 Reading in Mexico

Reading has been an educational challenge for the Mexican education system to improve. The 2000 reading scores reported by The Programme for International Student Assessment (PISA) indicated a low reading performance of Mexican students in the PISA test. This outcome prompted to the Mexican Education Department (SEP) to launch a national reading programme “Plan Nacional de Lectura” in 2001. Its main aim was to raise the reading levels in all educational levels from kindergarten to university. The targeted actions included: training and professionalization of the academic and administrative staff in order to create a reading culture in Mexican schools, improving school and classroom libraries by providing suitable books to enrich their book collections, offering training courses of reading strategies for teachers, and promoting reading both inside and outside the school context in order to raise awareness of the importance of reading within the community (UPN, 2008).

Despite the implementation of these actions, the 2018 PISA reading results indicated that Mexico still obtained low reading rates (OECD, 2019). Research findings showed that 55% of the students attained the level 2 of reading proficiency (OECD average: 77%). This means that the students can fairly identify the main idea of a text by finding explicit information. In addition, only 1% students in Mexico reach a high score in reading corresponding to level 5 or 6 in the PISA reading test (OECD average: 9%). By reaching this level students attain a high comprehension of abstract texts. Thus, these results indicated the students’ deficiency on their reading skills and strategies.

Some researchers mention that the origin of this low reading proficiency is derived from historical and socioeconomic realities that define the educational problems of Latin American countries (Seda, 2000) which are not the objective to be analysed in this study. However, it seems necessary to mention them as factors which negatively influence the development of the L1 reading process in this country. It is mainly the pedagogical influences that are the interest of this study. For example, the PISA results have reported the low reading performance of Mexican adolescent students aging from 15 to 16 years old (OECD, 2019). Gómez (2008) claims that the reading problems in Mexico are generated in basic education where children are not properly encouraged to develop their basic reading skills. Likewise, Del Ángel and Rodríguez (2007) point out that children have little exposure to reading activities in kindergarten. This negatively affects to the reading performance of these children at primary school.

In contrast, the Mexican primary curriculum highlights several reading skills to be attained such as the achievement of their reading independence through building reading habits, the construction of meaning on their readings, and the development of reading enjoyment by being exposed to attractive and enjoyable texts. However, Chávez (2005) highlights that there is not an appropriate development of these reading skills at primary level because the school programs do not promote these skills in the classroom and students do not achieve the intended reading goals of the primary curriculum.

Another area which has been studied regarding the failure of reading in Mexico is the reading habits of Mexican people. National surveys have been carried out to obtain information about this. In 2015 CONACULTA (National Council for the Culture and Arts) conducted a study about the reading and writing habits of Mexican people. Results reported that most of the participants have poor reading habits: the avid readers read just six books per year and most participants read from one and a half to three books a year. It was also found that students read more when they are at school. Once they finish their studies, they rarely read, or they entirely stop reading (CONACULTA, 2015).

Gutiérrez and Montes de Oca (2004) also demonstrated that 48.4% of university students read from one to five hours a week. This finding has negative consequences in their university reading tasks. When students are asked to analyse and criticize texts, they

struggle to solve their reading tasks properly in class because their reading skills are not competent enough to accomplish these reading activities. Reading then becomes a difficult and uninteresting activity due to lack of reading habits and appropriate development of their reading skills in previous school levels (Márquez, 2017). Furthermore, the promotion of reading for pleasure seems not being included in the school programs despite the fact that national curriculum includes this aspect (Del Ángel and Rodríguez, 2007). This has negatively affected the students' academic knowledge and their enjoyment of reading (Chávez, 2005). As mentioned previously, students read because they are asked to accomplish academic tasks at school, but they do not read as part of their personal habits.

To conclude, the attempt to solve the low reading rates in Mexico by launching the national reading program has not obtained successful results, as the reading level has not been improved for more than twenty years. Neither reading habits nor students' attitudes towards reading has changed despite the efforts of promoting reading through the previous described actions of the national reading program. Thus it seems that it would be relevant to reflect more on how the pedagogical actions have been promoted and consider a balance between cognitive reading skills and encouraging the pleasure of reading. Developing cognitive skills through the reading tasks is a significant action. Nevertheless, it also seems necessary to promote more educational actions to encourage the pleasure of reading in all levels of education in Mexico to develop motivated readers who enjoy and learn from reading. This would be a significant step in improving the reading rates in Mexico.

1.2.2 The TEYL scenario in Mexico

English has been taught in Mexico since 1926 as a mandatory subject in middle education (Ramírez and Vargas, 2019). Regrettably, English language teaching in Mexico has been highly criticised for the unsuccessful results obtained at middle and higher education (Davies, 2009). Despaigne (2010) goes so far as to describe it as 'deficient' (p. 62) and with poor language proficiency results (Ramírez and Sayer, 2016; Sayer, 2015a). It seems that improvements to the English programs by the SEP have not been appropriate for a successful L2 learning as students do not attain proficient language levels of English (Padilla and Espinoza, 2014). For instance, it has been questioned why after studying

English for almost six years at secondary and high school, students are not able to communicate properly in L2 (Basurto, 2010; Borjian, 2015). However, this language outcome is not surprising in EFL contexts due to the lack of opportunities of L2 real practice and to the acquisition of meaningless L2 input. Both aspects affect negatively the L2 learning process and contribute to this low L2 learning result (Davies, 2007).

At the beginning of 1990, English was introduced to basic levels of education in some Mexican states (Reyes et al. 2011). Several reasons for this action seem to be the global policies in Europe influencing education worldwide, the Mexican commercial agreements with the United States and Canada (Chepetla et al., 2008); and the belief that including English in early education would generate an extended and improved students' language proficiency and then solve the unsuccessful English language proficiency results in this country (Ramirez and Sayer, 2016).

The implementation of teaching English to young learners (TEYL) in Mexico started by piloting classes in some states. Then, in 2009 English became officially included in basic education as part of the curriculum of kindergarten and primary (Sayer and Ban, 2014). The English program was named 'National Programme of English in Basic Education' (NEPBE) or better known as PNIEB (Plan Nacional de Inglés en Educación Básica) in Mexican acronym. The programme was planned to include English for five years: one year of kindergarten and four years of primary school. The goal was that children would obtain the A2 level of language proficiency based upon The Common European Framework of Reference for Languages (CEFR) at the end of these five years (PNIEB, 2011). Figure 1.1 shows how this implementation was planned.

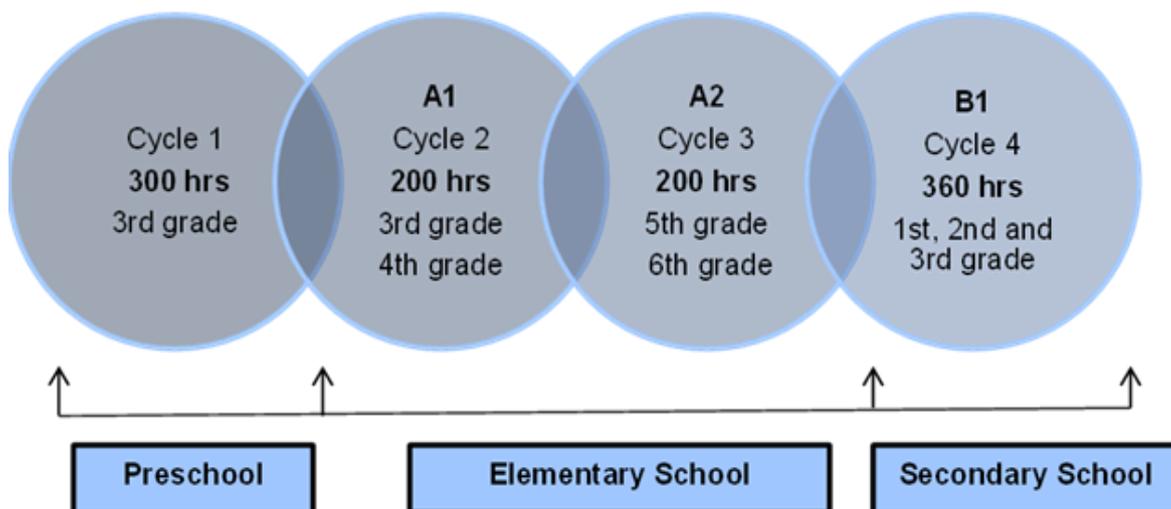


Figure 1.1 NEPBE Program. Language levels and number of hours in each stage

As it shows, this language programme presented ambitious goals to achieve that are aligned to the English programs of other countries following the standards of the CEFR. The belief that including English in basic education might improve the Mexican learners' level was a model which would solve the low proficiency L2 results. However, a deep analysis of developing a large-scale program like this requires a deep study of how implementing it would avoid the problems that have been faced in middle education.

Actions taken by European countries to develop efficiently their English programs, for example, are the Early Language Learning (ELLiE) research project that illustrated a collaborative work among some European countries to evaluate the academic results of the implementation of the language policy for TEYL (Enever, 2011). This kind of educational action helps to consolidate academic decisions to strengthen the purposes of the creation of such programs. Furthermore, there are arguments which should be considered before implementing any language policy. For example, Sayer and Ban (2014) highlight how the development of 'primary English language teaching' is seen as a 'work force' skill for the future generations of low-income countries, due to the pressure to communicate in English in international scenarios. Likewise, Shohamy (2006) stresses how language policies are established by political interests without the involvement of an academic perspective in these educational decisions. It seems that economic and political reasons are the most important reasons to develop language policies. Moreover, their

implementation should examine the educational contexts before implementing any action. As Enever (2012) points out, the success of a policy within an education system needs to be guided by experts who are able to provide professional advice in this matter. These aspects should be considered because the aim of any language policy is an appropriate development of learning a foreign language. Moreover, the consideration of learners' attitudes towards learning an L2 are significant factors. For example, if Mexican learners do not find the relevance and interest in speaking this foreign language, their learning attitudes will not be positive towards L2 learning (Davies, 2011).

The results of introducing this language policy in Mexico were evaluated in the development of the NEPBE programme. Findings showed that problems started to emerge during the implementation, such as the rise of local problems in every state and region, and the fact that not every kindergarten and primary school in this country offered the NEPBE due to administrative factors are among other difficulties (Ramírez and Vargas, 2019) that influenced negatively. In 2013, due to political reasons, an educative 'reform' was launched and the NEPBE was affected (Ramírez and Sayer, 2016). Some new English programmes appeared to teach English in the Mexican education system with the same goals that PNIEB, such as the current PRONI (Programa Nacional de Inglés) (Ramírez and Vargas, 2019). Nonetheless, an endless series of administrative and academic situations continued limiting the development of TEYL in Mexico.

To sum up, it seems necessary to learn how research has helped other countries to evaluate the strengths and weaknesses of developing an L2 program. Even though these countries do not have the same academic context that Latin American countries do, it seems necessary to learn from this objective collaborative work. For example, Mexican L2 teachers are dealing with big classes, lack of teaching resources, and few teaching hours (Alcántar and Montes, 2013; Lengeling et al. 2013; Pamplón and Ramírez, 2013). In addition, it is important to raise the L2 students' awareness of the academic significance to learn English. This might change their learning attitude towards L2 and raise their L2 motivation instead of considering English an obligatory, boring, and difficult subject to learn (Méndez, 2012).

1.3 Research Rationale

The rationale of this study examines two areas in the literature. The L2 reading process and the encouragement of reading for pleasure as a motivating way to learn English. In the first area, an analysis of both L1 and L2 reading processes is necessary. To start with, reading has been defined as a complex process (Daneman, 1991; Kim, 2012) because several elements are involved in this process. This level of complexity becomes double in the L2 reading process as it involves two languages (Koda, 2004). For example, Bernhardt (2011) highlights that there are two channels in L2 reading. One is the effect of the first language through its particular skills such as phonology, processing strategies and word recognition strategies. And the second channel comes from the L2 knowledge which is the main operator of executing L2 actions to understand L1. However, L2 reading is still an evolved research area compared to L1 reading (Koda 2008). The amount of L2 research studies is not compared to the large body of literature found in L1 reading. L1 reading has provided the knowledge of all the necessary aspects to understand this process. On the contrary, there are still certain areas in L2 reading whose knowledge has not been widely explored (Bernhardt and Kamil, 2006) such as L2 reading motivation. Thus, it seems necessary to investigate more about L2 reading in order to understand what difficulties L2 readers face when they interact with L2 texts. This knowledge will shed light on the L2 reading field as reading researchers have explored every single aspect of L1 reading.

And the second area examines the argument that learning a foreign language is not only influenced by cognitive aspects, but also by affective factors. For example, Gardner and MacIntyre (1993) identified the difference between the effect of cognitive variables and affective variables in language learning. Their significant work influenced the approach given to the affective variables' influence in L2 learning. The following variables were identified: individual's reactions to any situation, attitudes, motivation, language anxiety, feelings of self-confidence about L2, personality attributes, learning styles, age and sociocultural experiences; these last two share cognitive and affective implications. For the purposes of this investigation, the effect that motivation has in L2 reading is examined. Motivation is an important affective variable as a psychological significant variable in the L2 process. It can trigger the L2 reading process positively. A large body of studies on reading motivation in L1 have shown its positive influence in language proficiency (Guthrie and Alao, 1997). Likewise, recent studies on L2 reading motivation

have demonstrated meaningful effects in L2 learning in adults. However, little is known on L2 reading motivation with YL.

This research attempts to promote reading for pleasure in the L2 classroom, thus extensive reading, reading circles and reading aloud were implemented to encourage it. These reading approaches aim at achieving L2 reading motivation to improve L2 learning, as research has shown the benefits of the selected reading approaches. Firstly, extensive reading develops reading independence, reading motivation and L2 improvement (Kolb and Brunsmeir, 2019). These aspects are relevant to investigate in EFL contexts which have difficult teaching scenarios (see section 1.2.1). Secondly, reading aloud facilitates oral language skills through vocabulary learning. Memory, storytelling and comprehension are also encouraged with this reading approach (Duursma et al., 2008). Furthermore, Khajavy and Ghonsooly (2017) carried out a study on the importance of reading aloud to improve self-confidence which is an affective variable in L2 learning. And finally, reading circles aim at promoting collaborative learning, which supports one of the most important educational arguments given from Vygotsky (Hsu, 2004) and strengthens the social interaction among language learners which influences their extrinsic L2 motivation.

Therefore, this research contributes to the small body of evidence regarding the promotion of reading for pleasure in L2 for YL. This will provide information about how reading for pleasure in L2 can be encouraged in a country with troublesome educational environments in L2 learning and a low improvement of L1 reading. During the intervention process, I aim to observe how these young learners develop their L2 reading process by identifying the difficulties they may encounter in their cognitive skills. In addition, it seems worthwhile to analyse the affective factors involved in the young learners' L2 reading experiences and how they affected their L2 learning process. Then an action research model was selected to identify the strengths and weaknesses of the planned lessons. Moreover, the description of the students' voices provides the opportunity to listen their L2 reading experiences.

1.4 Aims and Research Questions of the Study

The main aim of this study is to understand two areas of the reading process. Firstly, the cognitive area of reading by examining how these young learners develop their L2 reading process in an EFL context and secondly the affective area of reading, by studying the affective factors entailed in the process of developing their L2 reading for pleasure in an EFL context during this investigation. Then, the examination of both cognitive and affective factors in the L2 reading process is a relevant aspect in this investigation. Therefore, the following aims were established in this research:

1. To identify the effect of reading cognitive processes such as phonological decoding and vocabulary in the development of L2 reading in an EFL context.
2. To gain insight into on how YL cope with particular linguistic difficulties to read in L2.
3. To examine the influence of some affective variables in L2 reading for pleasure through the reading methodologies selected.
4. To comprehend the connection between L2 reading motivation and L2 learning.

These aims positioned this investigation in the examination of the L2 reading process from an L2 classroom in an EFL context by undertaking the role of a teacher-researcher by following an action research methodology to examine the reading intervention design. Then, the following research questions were formulated:

RQ1: What reading difficulties do young learners encounter in regard to cognitive aspects such as phonological decoding and vocabulary during their L2 reading process?

This question aims at detecting how phonological decoding and vocabulary influence the L2 reading process of these young learners of English. In addition, what reading difficulties these young learners experience individually during the L2 reading process in relation to phonological decoding and vocabulary learning. The exposure of L2 reading would be a new language experience for them through the selected reading approaches (extensive reading, reading circles and reading aloud) in this L2 reading programme.

RQ2: What is the effect of YL's motivation to read in English?

Motivation has been identified as a meaningful element in the process of L1 reading and L2 learning as a large body of literature has shown. Then, this investigation aims at analysing the effect that motivation has in the development of L2 reading process during the implementation of the selected reading methodologies (extensive reading, reading circles and reading aloud), considering this is an EFL context where few research studies have reported findings in this area.

RQ3: How do language anxiety, L2 self-confidence, and personality attributes influence the L2 learning process through L2 reading?

The influence of affective variables in the learning process has been documented in a large body of research which has reported meaningful information of its importance in the learning process. For example, Gardner and MacIntyre (1992) explain that learning a foreign language involves both cognitive and affective variables. They distinguish as affective variables: attitudes, motivation, language anxiety, feelings of L2 self-confidence, and personality attributes which influence L2 learning. Likewise, it has been discussed that through the encouragement of reading motivation some of these affective variables are strengthened (Guthrie et al. 2007). The study of some L2 affective variables in the promotion of L2 reading by pleasure in this investigation will provide the knowledge of their effect in the L2 learning process.

1.5 The Research Design

To investigate the development of the L2 reading with YL, and the relevance of reading motivation in this L2 reading process, this research is guided by the qualitative research paradigm. It was decided to adopt this research view because it seems necessary to observe and describe how the participants developed their L2 reading process. This is achieved by identifying the influential cognitive elements involved and observing how motivation influences the YL's reading process during the reading intervention. In addition, the children's L2 reading experiences should be voiced. These reading experiences will be analysed to gain insights on the role that L2 reading for pleasure plays

in the L2 learning process from an interpretive research view. Within this research paradigm, an action research approach (Burns, 2010) is developed in the reading intervention. It is through the different cycles of this research approach that observations and adjustments of the selected reading methodologies are examined. This reading process is then examined to understand how YL develop their L2 reading process by pleasure.

The data are collected through classroom observation, interviews and focus groups which triangulated the yield data of the study to maximize the transferability of research results and procedures to other similar research contexts. However, other research instruments such as the teacher's diary and the YL's portfolios offer information which strengthen the yield data.

Classroom observation is a meaningful source of information to analyse the students' reactions and progress during the L2 reading activities. Individual interviews provide an opportunity to talk with both the YL to learn from their opinions about their L2 reading process, and to teachers and parents about the young learners' reading experiences in L1 and L2. Some sessions of focus groups are conducted to investigate the learners' reading experiences in order to listen their opinions towards the L2 reading intervention. Listening to young learners regarding the L2 reading process provides the comprehension of what they enjoy or struggle when they read in L2. The YL's portfolios is the collection of the work learners produce during the reading intervention through reading reports, drawings on their readings as well as progressive academic work. Finally, the teacher's diary describes how the teacher conducts the reading sessions and her reflections about them.

1.6 Organisation of the Study

This investigation is divided into nine chapters:

Chapter 1 presents the introduction and a framework of the entire investigation.

Chapter 2 this chapter presents the theoretical aspects that underlie this investigation through the examination of significant elements of L1 reading. Thus, this chapter will

Chapter 1

bestow the understanding of how these elements of the L1 reading process are connected with the L2 reading process.

Chapter 3 offers the description of how young learners learn to read in their mother tongues (Spanish and English) in the attempt to illustrate influential L1 reading processes, and then understand the L2 reading process that Spanish speakers develop. In addition, the examination of how language transfer influences the L2 reading is analysed through significant L2 reading studies.

Chapter 4 provides the theoretical background of theories of motivation applied in educational matters mainly in reading and L2 learning to identify their effect in L2 reading motivation. Three reading approaches (extensive reading, reading circles and reading aloud) are also examined to recognise their influence in the development of L2 reading for pleasure which is the research aim of this investigation.

Chapter 5 describes the pedagogical intervention which included the L2 reading approaches, the designed L2 reading programme and the materials used in this investigation in order to develop L2 reading for pleasure with young learners in an EFL context.

Chapter 6 the action research pilot study, the research questions, research paradigm, research methodology and data collection are presented in this chapter to provide the information of how this investigation was conducted.

Chapter 7 This chapter offers the findings obtained from the research tools selected (semi-structured interviews, classroom observation, focus groups, classroom artefacts) and explained in the previous chapter. Thematic analysis was the selected data analysis methodology to examine the findings of this investigation which is presented in this chapter.

Chapter 8 this chapter sets the answers to the research questions of this study. Every question is connected with the findings obtained from the previous chapter with the thematic analysis description of them.

Chapter 9 this chapter concludes the study by discussing the aims of this investigation in regard to the findings fulfilled. In addition, the contributions of this study are presented as well as pedagogical implications for further research. Limitations of the study are also discussed.

Chapter 2 The Process of Reading

2.1 Introduction

This investigation examines the process of L2 reading. However, several scholars have recommended the study of L1 reading as a first step in understanding how the L2 reading process is developed, therefore, this chapter examines the L1 reading process to identify what it entails. Firstly, numerous definitions of reading have been stated to explain it. However, one of most frequent definitions which seem to explain it in a straightforward form is that reading is a complex (Daneman, 1991) and influential cognitive process (Cunningham and Stanovich, 2001). Its complexity is based on the varied range of theories that have influenced reading research, reading theoretical models and their associated reading processes (Unrau and Alverman, 2013). The origin of these theories is based on the history of reading research that includes physiological, psychological, and sociological perspectives (Alexander and Fox, 2013). All of them have originated a fruitful source of information from different angles of comprehension and have also contributed to defining the reading process from these positions.

The cognitive processes of reading have been the major area of study due to examination of the different mental processes entailed. Mainly, two influential psychological trends, constructivism, and cognitive processing (Schwanenflugel and Flanagan, 2016) have contributed to the reading research field. Both psychological theories have described the current research on reading (Kim et al. 2019; Rayner et al. 2012; Tracey and Morrow, 2012) with meaningful information to understand description of the reading process from their perspectives.

Thus, this chapter aims at describing relevant features of L1 reading in order to understand what influential elements it entails. The first section examines significant arguments of constructivism and cognitive processing theories and their impact in the educational field, as this investigation implemented a pedagogical reading intervention in L2. The second section analyses a reading definition which conducts the view of this investigation and identifies relevant aspects of reading in this study. The third section discusses the reading model stances which aim at explaining the reading process. Finally,

the fourth section presents a consideration of the reading proficiency elements identified by the National Reading Panel (NRP) and discuss their effect in the development of L1 reading. For example, reading comprehension is particularly analysed due to the complexity that it entails.

2.2 The Influence of Constructivism and Cognitive Process in Reading

Psychology has contributed greatly to reading research through the study of mental processes of the mind, motivation and human development, and how they relate to the reading process (Alexander and Fox, 2013). It is then that two psychological trends, constructivism and cognitive processing have described meaningful mental processes that are relevant in the study and development of reading (Schwanenflugel and Flanagan, 2016).

2.2.1 Constructivism

Unrau and Alverman (2013) highlight that constructivism has defined the theory on learning by explaining that learners construct knowledge through their active interaction with environment and people. Huang (2016) names this action a self-construction of the learning process. In addition, teachers adopt a role as facilitators, mentors and scaffolding providers in the classroom. This means that the teachers create a class environment where students are able to explore and reflect by themselves with an appropriate teacher's guide (Yussof et al. 2012).

Ruddell and Unrau (2013) state that reading tasks with this psychological trend are designed to engage learners to develop negotiation of meaning while they read. This means that when learners are exposed to language experiences printed on paper, their interest to read is stimulated by their desire of learning what the text presents to them and understand the author's message. In addition, it is also important that teachers guide their students during this constructivist reading process which means to scaffold their reading experiences (Yussof et al. 2012). It is then at this point that reading becomes an important function in the learning process because learners find an interest to read

meaningful texts for their needs and interests. Developing this interest to read is an important objective in this investigation because the more students read themes meaningful to them, the more they will construct their reading knowledge. This aspect will be discussed by the extensive reading approach (see Chapter 4).

Vygotsky was also an important constructivist scholar whose view of social constructivism highlighted language and culture as higher mental functions of human beings. Both functions are learnt naturally through social interaction as well as by interacting with experienced adults as teachers, parents, and older siblings (Schwanenflugel and Flanagan, 2016). This social learning process is meaningful in learning as it is through sharing with others the ideas and knowledge that learning is facilitated. In one of the selected reading methodologies of this investigation, which is reading circles, reading is encouraged by sharing the reading experiences of books that learners select (see Chapters 4 & 5). In this way, the reading process and learning processes are consolidated. Thus, several studies have stressed the significance of promoting the constructivist approach in their classroom to achieve this particular view of learning (Etkinlikler et al., 2009) which has also influenced the way of conceiving reading instruction.

2.2.2 Cognitive processing

Another influential psychological theory is the cognitive-processing theories that study the functioning of mind by examining 'the processing, storage and retrieval of knowledge' (Slavin 2003, in Tracey and Morrow 2012, p. 152). The importance of examining this theory is based on the understanding of the different cognitive concepts that this theory has studied. Some of these cognitive concepts are reviewed in this study through the examination of both L1 and L2 reading processes.

Within the cognitive-processing theory the identified human mind processes have been compared to the functions of a computer by some cognitive scholars. For example, Rayner et al. (2012) describes this similarity with a model called three-stage information-processing. The significance of this model is the identification of the stages named: the primary stage is the sensory store whose name refers to the first contact individuals have with the environment either by receiving visual or auditory input. This input is stored into the iconic memory (visual input) or the echoic memory (auditory input). The secondary

stage is where the short-term or working memory is found. Working memory will be described in detail in the following sections as well as its influence in the reading process which are necessary to understand in this study. And in the third stage, the long-term memory is located which includes the episodic memory and semantic memory. These are also relevant elements in the study of reading.

This view of reading has coined many reading definitions. For example, a cognitive processing reading definition is given by Daneman (1991) who defines it as a 'cognitive skill, consisting of the coordinated execution of oculomotor, perceptual, and comprehension processes..' (p.53). Two relevant cognitive elements are highlighted in her definition such as the oculomotor system and comprehension processes. These have been identified as greatly influential in the reading process. As mentioned in Rayner's model (*ibid*), the visual input is in the first stage, and it is the first contact with the environment. Liversedge and Findlay (2000) explain that the eye movement data provides information of how visual stimuli is captured from the environment. Then, the process of storing visual information has been studied by reading researchers. The relevance of visual stimuli has been used to develop the term 'visual literacy' in the study of reading picture books to children which is an important area in this research. Arizpe and Styles (2016) highlight the significance of visual input as a form to observe its effect in the children's engagement in reading a picture book. They explain that the meaning that children develop through the story's visuals is the result of being exposed to a text. Images meaningfully connect children's minds and develop their understanding of what they read in a text. This action enhances their reading experiences and strengthen their pleasure to read. This explanation of the relevance of visual stimuli in reading is meaningful for this investigation as picture books are used in the reading intervention (see Chapter 5 for more details).

In addition, Singer (1970) states that eye movements have a continuous development in the reading process. He explains that a child in ninth grade has a level of maturity in his oculomotor system different in efficiency and accuracy different from a child in first grade. Thus, this author highlights that the evolution of the eye movements is acquired through time during the reading process in the school years. For example, books

for children have different sizes of fonts depending on the child's age. For example, books for young children have big fonts compared to books for older children. As children grow and have the practice to read more, these decrease in size.

Moreover, it has been found that the impact of the oculomotor area relates to word identification which influences the development of beginning readers. For instance, Tiffin-Richards and Schroeder (2015) measured the eye movements in a group of second grade German speaking children compared to a group of adults. They investigated the interaction between the word length and frequency during silent reading. Some of their findings reported that depending on the length of the word, the fixation was longer. They explain that children spent more time with longer words which take longer fixations compared to short words. Long words presented more difficulties for children who spent more time looking at them. On the other hand, adults do not present this behaviour. Regarding the frequency words, they say that: 'infrequent words received longer fixations than frequent words' (p.40). This study reinforces Rayner's claims (2009) concerning how children present longer fixation in difficult words. Thus, long, infrequent, and difficult words appear to demand more attention for beginning readers, according to these studies. It is relevant, then, to give learners opportunities to read as much as possible. The more students read, the better they will be able to familiarize themselves with unknown words and they will start to read better (Adams, 1994). In future chapters this argument will be discussed in detail.

Therefore, the contribution of cognitive processing theories is based on the study of the influence of the brain processes in reading. The analysis of research studies within this psychological perspective raises the understanding of how different cognitive factors are connected to reading.

2.3 A Reading Definition

The analysis of the previous psychological trends shows the importance of identifying influential elements and views of defining reading. Thus, it seems necessary to analyse a reading definition that includes a wider perspective of reading, and which is not focused on a specific trend. In other words; a definition that may include significant educational elements for this investigation.

Fox and Alexander (2011) argue that reading is a continuous process where the readers' context and their behaviour are influential elements. Alexander and Jetton (2000) state that this reading behaviour includes the readers' set of interests and needs which are defined as 'driving forces' and stimulate the readers' willingness to read. They also explain that readers learn from a text using three elements: skill, will and drill (p. 296). Readers develop their reading skill by reading (drill). Then, reading flows when they are engaged (will) and achieve an internal satisfaction (thrill). These two last affective elements are necessary to accomplish meaningful reading. For this reason, the analysis of the following definition of reading presents another form to explain the reading process compared to the definitions from the previous section. Alexander (2012) states that:

“Reading is by nature multidimensional, developmental, and goal-directed. Reading is multidimensional because it requires the orchestration of an array of cognitive, motivational, neurophysiological, and socio-contextual factors. It is developmental in that the ability to read is not innate. And the goal-directed nature of reading needs to acknowledge the “authored” character of any text and take into account the relation between the reader and the author intentions.” (p. 260, 261, 263)

This is a definition which incorporates qualities which were not examined previously. The analysis of these qualities will be discussed in the following paragraphs.

Reading is **multidimensional**. This means that there are several components in the reading process, as it explains, it includes cognitive, motivational, neurophysiological, and socio- contextual factors which work together affecting reading as a whole system. They are explained in the following manner:

- Some *cognitive* factors were described in the previous section.
- Alexander (2005) explains that the *motivational* factors refer to the learners' interests and feelings which are relevant to maintain their attention while reading a text. This aspect is important for this investigation (see Chapter 4).
- The author mentions that the *neurophysiological* aspects are the functions of the brain and mind which are intrinsically connected within the reading process (as mentioned in the previous section).

- Finally, the author claims that the *socio-contextual* factors relate to the Vygotskian conception of how the social environment influences reading when the reader relates their reading experiences by listening to other readers' experiences. Then, this exchange of ideas affects the readers' socio-contextual perception of reading (see Chapter 5).

Reading is **developmental**. Alexander (2005) points out that reading is developmental because readers undergo through different stages during the reading process to become proficient. This argument comes from the developmental theories that claim that there are specific processes and skills which appear, transform, and develop during the reading process (Ehri, 2005; Gough and Hillinger, 1980; Rayner et al., 2001). Within this developmental view, reading is not an innate activity; thus, practice is a decisive aspect to build reading proficiency (Alexander, 2012). For example, Clay (1985), a reading researcher, conducted several studies with young children in literacy acquisition where she collected behavioural changes in her students' literacy actions and grounded her work on these observations. Her perspective defined reading as a problem-solving activity because readers need to think what they are reading and find solutions to problematic situations. According to her, children become independent when they solve situations to understand reading. Her teaching perspective promotes reading independence by encouraging students to learn how to solve situations in continuous reading practices (Doyle, 2013). Thus, the emphasis of this continuous reading practice would lead to a change into the learners' reading skills, as one of the main objectives of this study is to promote reading practice in L2 and achieve learner's independence in reading (see Chapters 4 and 5).

Reading is **goal-directed**. The essence of reading describes the relation between the reader and the writer where the reader establishes goals to keep their attention in a text (Davies, 1995). Alexander (2005) mentions that the purpose in reading a text relates to the particular interest of each reader. Hence, this plays a key role in the development of reading as well. Readers who are attached to reading a particular book maintain their interest until they finish to read it (see Chapter 4). It is through the extensive reading approach implemented in this study that students will have the freedom to choose their readings. This particular action promotes students' reading independence as they read the books that they choose by themselves (see Chapters 4 and 5).

Thus, this definition includes different areas that entailed the view of reading in this study considering it as multidimensional. This is an inclusive view of the reading process with the described elements and develops important arguments which support this investigation.

2.4 Reading Models

Due to the complex nature of reading and reading development, some researchers have explained it through models. As defined by Maletsha and Aaron (2000, p. 86) “a model is a superstructure derived from a combination of theory or theories and empirical data and is more comprehensive than a theory”. This definition explains how a model gathers ideas from just one theory or a combination of several theories.

Four main reading models prevalent in reading research and instructional practice over the last 30 years include bottom-up, top-down, interactive, and reading/writing (Barnett, 1989; Grabe and Stoller, 2011, Samuels and Kamil, 1998). These models present a limited expression of the theory predominant in an influential time of behaviourism and constructivism (Barnett, 1989; Samuels and Kamil, 1998). Brief summaries of each of the models are included below:

Bottom-up model. Reading models from Gough (1972), La Berge-Samuels, (1974) and Carver (1977-8) all include a bottom-up approach. In a bottom-up approach to reading the reader begins by focusing on the first sight stimuli, namely letters, words, phrases, clauses, and sentences. Figure 3 represents the bottom-up reading process.

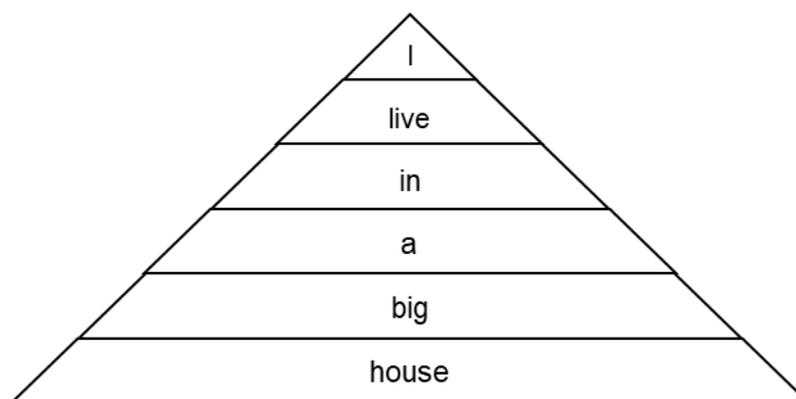


Figure 2.1 Bottom-up model

As this figure shows, each word/unit builds on the previous word/unit to contribute to understanding the author's intended meaning. This emphasis on connecting small units has behaviourist roots. The reader's role in this model of the reading process is based on a behaviour conducted by the reader, the immediate reaction to visual stimuli. 'Phonics' approaches are also behaviourist in nature, as children are taught to read by recognizing letters (visual stimuli) before words (Alderson, 2000). For this reason, scholars have described this model as a mechanical and automatic way to develop reading because readers undertake a passive role as decoders of texts (Alderson, 2000; Hedgcock and Ferris, 2009; Hudson, 2007). In the United States troublesome debates have emerged regarding the place of phonics within reading and the teaching of reading (Shannon, 2007). Hall (2007) states the importance of not following a set of rules in teaching reading to children just by developing phonics through sounds. On the contrary, the individuality and thoughts of the child needs to be considered.

Top-down model. In contrast to the bottom-up model, the top-down model claims that the readers' background knowledge is the key element to access and comprehend a text. Inferencing becomes an important feature in this model where the readers' assumptions, expectations and questions can be confirmed or rejected while they read a text (Aebersold and Field, 1997; Grabe and Stoller, 2011). Two reading researchers have discussed this model widely: Goodman and Smith (Clarke and Silberstein, 1987; Hudson, 2007).

Interactive model. In this model both the top-down and bottom-up reading processes are necessary, they both interact (Lally, 1998). For instance, background knowledge and context are important aspects of the top-down reading view, whereas the

bottom-up perspective develops letter and word recognition, lexical and grammatical forms, and automaticity to process both areas such as words and lexical-grammar patterns (Eskey and Grabe, 1998).

Integrating aspects of both the bottom-up and top-down reading perspectives allows readers to explore and combine the potential of each view (Hedgcock and Ferris, 2009). Grabe and Stoller (2011) provide an example of such combination by explaining that as the bottom-up approach focuses on small parts of a text, the word recognition needs to be faster and more efficient. On the other hand, in the top-down approach background knowledge is considered a relevant aspect to infer and predict during reading a text easily. Thus, it might be considered that this combination is necessary to develop reading easily.

Therefore, the three reading models provide relevant information about how the reading process takes places because every perspective focuses on specific areas that need to be considered to develop this skill in the classroom (Aebersold and Field, 1997).

2.5 Examining Reading Proficiency

Researchers have described readers according to their reading skills proficiency. These descriptions have defined them from a high to a low level of reading proficiency: proficient, skilful, mature, slow, and poor (Stanovich, 2000). A large body of research has shown how readers has grasped such levels and the mastered skills which have determined their reading level (Perfetti, 1999). Understanding these reading proficiency levels helps researchers and teachers to identify their students' reading levels. Furthermore, this is also a guide that helps to identify the difficulties that readers face in certain areas of the process of learning how to read. The recognition of areas that learners struggle in their reading process is necessary in order to help them to overcome these problems. This knowledge is also relevant for the understanding of the L2 reading process which will be discussed in the next chapter.

For instance, the purpose of improving English reading in the United States inspired educational authorities to convene a panel of reading researchers to evaluate the reading

research-based knowledge and the reading methodology to teach reading. The National Reading Panel (NRP) was created in 2000 with those purposes in mind. The NRP identified five researched- based elements in the development of early reading in all English reading programs (August and Shanahan, 2008). These elements should be developed in order to have successful readers: phonological awareness, phonics, reading fluency, vocabulary and reading comprehension (NRP, 2000).

2.5.1 Phonological awareness

Goswami (2007) states that phonological awareness indicates the ability that children have to identify and use the sounds of the words which are presented when they read. It is called an awareness of sounds. Those readers who show accurate performance in reading have been identified as sensitive to the sounds of the words (Goswami and Bryant, 2016). The development of this reading skill is relevant in the process of reading in English. This is an area which will be examined in the next chapter.

2.5.2 Phonics

Educators consider that phonics is a significant element to develop proficient readers through what these authors called as ‘the graphophonic knowledge’ and decoding techniques of beginner’s learners. The grapheme phoneme conversion system is relevant in phonics approaches in teaching reading. Children then learn the sounds that the letters of the alphabet. In this way, they will be able to ‘sound out’ the words they read (Oakhill, 1995). One of the criticisms against this method is the ‘bottom-up’ approach of identifying the words which is more focused on the features of the word instead of developing comprehension. However, research has shown that the phonological study and decoding skills assist learners in text reading and comprehension (Porter, 2014) which reinforces the importance of phonological awareness as stated in the previous paragraph. This is also an area which will be examined in the next chapter.

2.5.3 Fluency

It is considered an important educational goal for elementary school teachers to develop proficient readers (Schwanenflugel and Flanagan, 2016). In addition, it is connected to word recognition skills (NRP, 2000). Kuhn and Stahl (2004) explain this connection by referring to Chall's model (1996). Chall's model presents six stages that readers develop with specific characteristics in each stage. These stages explain how readers start from basic aspects of reading such as introduction to print and phonological awareness and how they develop their reading by identifying sounds with print and the text messages to improve their decoding ability. Then, the achievement of fluency is reached when readers automatically recognize words including prosodic features such as stress and intonation while they read in an appropriate way.

According to Schreier (1980) proficient readers have reached a high level of reading competence when they are able to read effortlessly, smoothly and with automatic understanding. Kuhn and Stahl (2013) mention two elements of fluency: automaticity and prosody. Automaticity refers to how proficient readers accurately read and automatically recognize words in a text, and prosody is attained when readers confidently use prosodic components such as stress, pitch and appropriate text phrasing. This means a higher level of the readers' fluency. Then, these two elements show the level of fluency and understanding that children need to develop in order to become fluent readers. For example, the way of using their intonation, stress and pauses indicates how they have accomplished their reading fluency.

Kuhn and Stahl (2004) mention that when readers have reached this stage of reading proficiency, schools in the United States start to encourage reading for instruction instead of reading for pleasure which was developed in early reading stages. This way of building fluency shows how readers move from basic reading notions to upper reading actions. A study which reported the effects of developing two instructional approaches to encourage reading fluency was carried out by Kuhn et al. (2006). In the first approach, they analysed scaffolded, repeated reading of grade-level texts methods during a week with second-grade children. In the second approach, they looked at scaffolded instruction and included three different grade-level texts every week with less opportunity to repeat

them. They concluded that in the first approach, fluency is developed appropriately through extensive oral reading as well as scaffolded approaches. These are effective methods to promote reading with young learners. Then, continuous reading practice with scaffolded instruction encourage successful reading.

2.5.4 Vocabulary

Reading has been identified as a prevailing source of learning new vocabulary (Adams, 2013). It is intrinsically connected with reading comprehension as words encounter in a text need to be known in order to understand a text (Ricketts et al. 2007). Furthermore, it has been shown that skilled readers recognise words more efficiently than poor readers who struggle to understand a text due to poor vocabulary knowledge (Ouellette, 2006). This element is also an influential aspect for L2 learners because they need to learn as many words as possible to understand a text. In the following chapter the significance of this aspect will be discussed in more detail for the purposes of this investigation.

2.5.5 Reading comprehension

Reading comprehension has been identified as a meaningful and relevant element in the reading process (Goodman and Goodman, 2009). However, the level of complexity of this construct requires a detailed examination because there are significant elements involved in understanding it. For example, reading researchers have explained this process through reading models (see section 2.4). These models have been based upon interpretations rather than on testable theories, thereby creating metaphorical reading models which have also been called approaches, models or metaphors (Hedgcock and Ferris, 2009; Grabe and Stoller, 2011).

Reading comprehension has also been defined as an active cognitive process which comprises two main elements: a reader and a text (Davies, 1995). Reading researchers explain that readers construct meaning and develop their cognitive skills while reading a text. These cognitive skills are decoding, recognizing the meaning of words, and fluency (Unruh and McKellar, 2017). When readers foster these cognitive skills, it is said that an effective communication has been achieved between the reader and the text (McKee, 2012). For example, there are children who read words accurately and fluently. However, when they are asked questions of what they just read, most of them are not able to give a

satisfactory answer (Oakhill, 1995). Then readers do not only need to recognize the words properly, but also they need to infer their meaning. Palincsar and Brown (1984, in Wood, 1998) stated that children fail beginning stages of reading as they do not know how to 'interact' with the text. As they do not engage keenly in what they read, they have difficulties interpreting what they read. The activation of this reading engagement seems a solution for the reading comprehension problems as they found in a study they conducted (see Chapter 4).

During reading comprehension some processes take place. For instance, Woolley (2011) explains that children develop mental images while they read, and two mental models have been suggested to explain this. One is called the 'text-based model' which basically refers to the organization of the text, and the second is the 'situation model' that explains how the text is perceived. Perfetti and Adlof (2012) describes the text-based model as the interaction that the reader has with the text through the identification of small parts of language at different levels. The first level is the 'lexical process' referring to the words. The second level is 'syntactic process' that is, the sentences. And the third level is 'the text' itself. According to him, the reader passes through these levels in order to develop their reading comprehension. On the other hand, Woolley (2011) discusses that a situation model incorporates the reader's prior knowledge in order to infer meaning of the text. The author explains that meaning is constructed actively by combining internal elements of the text in this model, for example, how these words are put together and how they can be understood through activating the reader's background knowledge. Then, this model claims that the construction of meaning is achieved when the reader actively participates in it.

The distinction of previous reading models is supported by Paris and Hamilton (2009) who mention that interpretation, construction, and critical thinking are essential cognitive actions in reading comprehension in the situational models. On the other hand, memorizing or reading without a complete understanding does not mean comprehension. This happens when children do not interpret, construct, and develop their critical thinking from basic education. Consequently, when they grow up this reading behaviour prevails in upper educational levels. This is one of the main criticisms that

Mexico faces in developing reading, as comprehension is not achieved in schooling (see Chapter 1).

In addition, Grabe and Stoller (2011) highlights that reading comprehension entails complex abilities which are influenced by ‘tasks, motivations, goals and language abilities’ (p.13). These are important aspects that reading instruction should consider in order to develop efficient reading programs. For instance, motivation is mentioned as one of the abilities of reading comprehension. Referring to this, Unsworth and McMillan (2013) mentions that a large body of research has demonstrated that the readers’ interest in a particular text causes a positive effect in their comprehension scores. Thus, the interest of reading is a motivational factor which affects constructively reading comprehension. In future sections this aspect will be discussed in detail as one of purposes of this investigation is the development of reading motivation to promote L2 reading.

2.5.5.1 Elements of reading comprehension

Reading comprehension has been defined as a complex construct because it entails diverse elements which are necessary to examine. Reading researchers have identified working memory (WM) as an influential element intrinsically strongly connected to it (Hannon, 2013). WM entails influential reading processes such as the lower-level and the higher-level processes (Grabe and Stoller, 2011). Hence, their study provides the understanding of how reading comprehension works. Figure 2.2 represents how reading comprehension has been explained for some scholars.

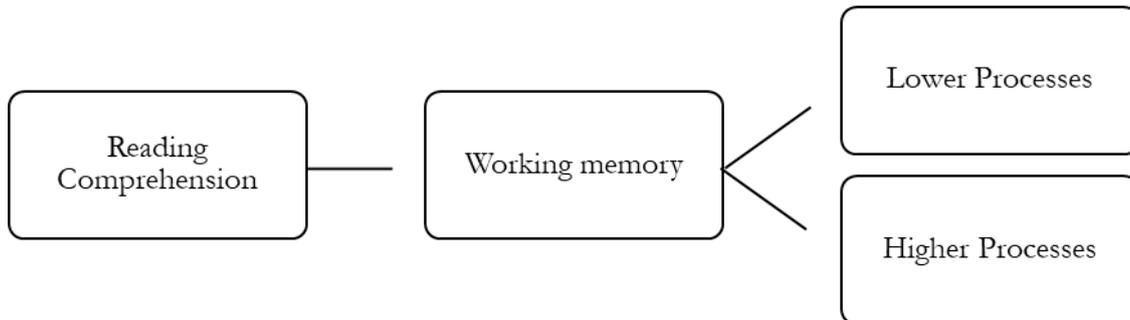


Figure 2.2 Elements of the reading process

2.5.5.1.1 Working Memory (WM)

It is a fundamental element of complex cognition (Miyake and Shah, 1999). It has been described as a system which temporarily maintains information in the form of mental representations (Kellogg, 2007) while a cognitive task such as reasoning, comprehending and learning is taking place (Baddeley, 2010). For example, when a person is asked for the phone number that has just heard, the person tries to recall that number. This process of recalling triggers the person's working memory by attempting to recall the phone number. This example illustrates how the working memory operates in specific tasks. Hence, WM has the following functions: hold information in mind, internalize the information, and use the information (Loring, 1999). WM then has an active role due to this double function of processing and storing information (Daneman and Carpenter, 1980). Baddeley and Hitch (1974) proposed a model which explains the elements involved in the WM. This model had the following elements as figure 2.3 shows.

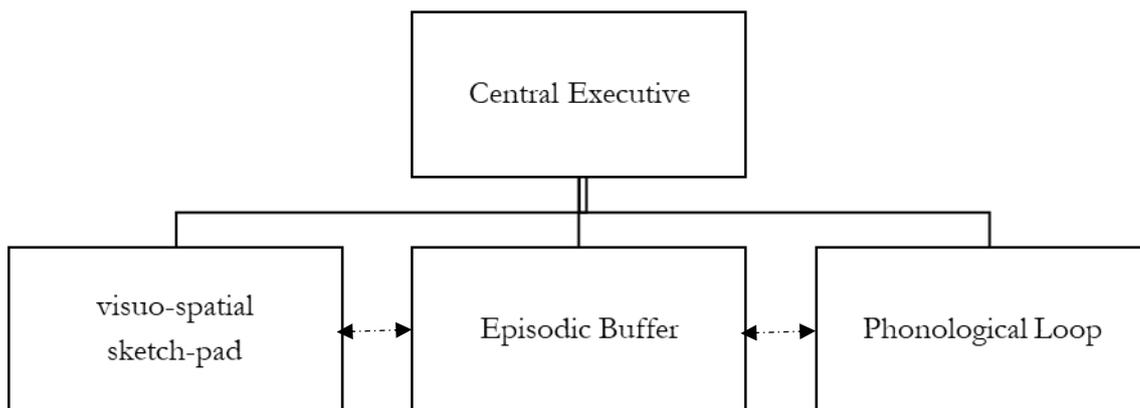


Figure 2.3 Baddeley and Hitch (1974). Working memory model.

According to this model, the central executive is the main organizer of the other elements that are present in this process. The phonological loop is a temporary storage system for auditory information. The storage can be divided into two parts: the phonological store (the inner ear) which stores what one hears and the articulatory process (the inner voice) which rehearses words to keep them in working memory at the same time as needed. The visuo-spatial sketch-pad that is responsible for dealing with spatial and visual information, forms and colours are organized in this part. Then, the episodic buffer which relates to the interaction between the working memory and the long-term memory (Baddeley, 2003). This is also connected to the other components of working memory. The relevance of this model is the detailed description of the elements involved in the WM process.

Towse and Cowan (2004) explain that in the field of childhood development studies have shown that WM is influential in the child's ability to learn. The children's cognitive abilities can be identified in order to indicate an early reading development and school achievement through measures of WM. They report examples of studies of WM conducted with children by other scholars where it was found that younger learners are sensitive to visual and auditive stimuli which helps them to remember information from words and pictures. This is relevant information for L2 learning purposes which will be discussed in more detail later.

In the area of reading, Arrington et al. (2014) explain that WM is necessary to achieve proficient reading because it is implicated in decoding and comprehending longer texts. Moreover, Adams and Carpenter (2013) describe that working memory is a mediator between long-term memory and comprehension because when long-term memory needs certain information, it 'pulls' storage information from the working memory to give meaning to words. Kintsh and Rawson (2005) mention that text comprehension requires a lot of processing in the forms of linguistic-level, semantic and text as explained in the model of Perfetti and Adlof (2012) about reading comprehension where WM functions to achieve the comprehension process.

In the L2 classroom the impact of WM has been studied in order to provide more evidence of its impact in this context. Porter (2017) reports a mixed-method study with young learners where she investigated the influence of verbal working memory in the development of the YL's L2 proficiency and their L2 literacy skills. Her findings revealed the influence of this cognitive aspect in their oral expression and literacy skills.

2.5.5.1.1.1 Lower-level and higher-level reading processes

All the information received and temporarily stored in the WM is organized in levels. For example, Grabe and Stoller (2011) explain that words might be briefly activated for a few seconds through some processes which have been defined as lower-level processes, or they can be reactivated constantly through the reflection of text information in other processes defined as higher-level processing.

Adams (2013) highlights the relevance of understanding these reading processes as they are interrelated. For example, the higher processes cannot be developed without studying the lower processes. Likewise, the lower processes need to be analysed and practiced in order to examine their connection with the higher processes. Then, a mutual interconnection is established between these two processes. This is one of the reasons reading has been defined as a cognitive act. Several processes such as the ability to recognize, interpret, comprehend, appreciate and remember information from texts are necessary to success in reading (Sadoski and Paivio, 2013).

It is then through the examination of the lower-level and higher-level reading processes that reading can be understood. The achievement of reading has led reading researchers to classify readers according to their reading skills performance. Then, the following descriptions have been issued to define readers' reading proficiency from a high to a low level of achievement: proficient, skillful, mature, slow, and poor.

Lower-level reading processes. As stated above, the lower-level reading processes are the foundation elements for fluent reading in order to proceed to higher-level processes (Ateek, 2017). Grabe and Stoller (2011) identify the following lower-level reading processes: word recognition, or also called lexical access, syntactic parsing and semantic proposition formation.

Word recognition. It is a relevant factor of the lower-level processes. Several theories have described this process. For example, Daneman (1991) states that word recognition comprises two processes: 1) the visual aspect of a word (word encoding), and 2) the meaning of words mentally (lexical access). However, she also mentions that some theories of word recognition describe it as a bottom-up or stimulus-driven process, whereas others conceive it as an interactive process where the word moves from semantic to syntactic levels. In addition, there are theories that include elements such as phonological attributes which convert the visual representation of the word into a phonological code. This last description is detailed by Adams (1994) who claims that skilful readers are able to recognise words as whole relationships of visual, auditory, contextual and conceptual. They do not separate these particular features of the words. On the contrary, they see them as a whole system. Thus, Adams (2013) explains that skilful readers recognise words automatically and simultaneously through the spelling, sound, meaning and contextual aspects of frequent words. Hence, Stanovich (1991) stresses that the word recognition process becomes more automatic as reading develops. This means that more exposure to reading increases word recognition or familiarity with words. Adams and Bruck (1993) state that it has been found in several studies that poor word recognition is related to poor reading comprehension. Thus, this aspect is relevant for this investigation as the amount of reading exposure has been planned to be broad. However, there is also the criticism that readers who dedicate much of their reading on word recognition do not develop their reading comprehension skills (Rasinski and

Samuels, 2011). Thus an accurate word recognition does not confirm a complete understanding of the text.

Syntactic Parsing. Grabe (2009) states that meaning information is accessed from words and sentence structure which affects reading comprehension. Perfetti and Stafura (2014) explain that comprehension is a combination of multiple input units. Following this explanation, sentences may have different interpretations of their meaning based on word ordering, tenses, subordinate clauses among other structures and grammatical features (Grabe, 2009). Grabe and Stoller (2011) state that students who have achieved this process mainly in high school might read fluently, but they face difficulties in fulfilling grammar exercises as their grammatical knowledge is tacit but not explicit.

Semantic proposition formation. Vellutino and Denckla (1991) state that semantic codes represent the meaning assigned to words. They highlight that “the more words a child acquires and the more he/she learns about those words, the more efficient he/she becomes in categorizing them and, thus, in retrieving them for appropriate and effective use” (p. 572). Then, ‘a semantic proposition network’ (Grabe and Stoller, 2011, p. 18) is generated by identifying the appropriate meaning of a text while reading it.

Therefore, the study of the three lower-level reading processes provides the identification of their functioning in the WM. Grabe and Stoller (2011) highlight that when these processes do not work efficiently, the reading comprehension process does not advance, and comprehension is not achieved. This is an important statement as reading difficulties that children face when learning how to read might be found in these elements.

Higher-level reading processes. As stated above, the achievement of the lower-level reading processes leads to the success of the higher-level reading processes. Thus, higher-level processes are the next phase to succeed in reading. According to Hannon (2013) in the higher-level processes, readers extract the information explicitly and implicitly from a text and it is integrated with prior knowledge they have. Ateek (2017) mentions that higher-level processes include: text comprehension and situation interpretation which includes a number of other processes which are conducted by the working memory. These processes are goal setting, inferencing, metacognition

awareness, strategy use, comprehension monitoring, and background knowledge. These skills will be discussed in further sections.

To conclude this section, reading comprehension is one of the most important elements of the reading process. In addition, it is complex due to the various processes involved in its functioning. The isolation of each process has been examined through bodies of literature in order to understand its operation (Kintsch and Rawson, 2005). This understanding helps to identify the relevant factors in developing reading for pedagogical purposes as well as for research endeavours that this study aims at.

Chapter 3 Young Learners Learning How to Read in an L2

3.1 Introduction

To date, a large body of reading research in L1 has been conducted which explains how young learners learn to read in their mother tongue. This has contributed to study the nature of the L2 reading process due to the connection which was been found in L2 reading research between these two processes (Bernhardt and Kamil, 2006; Bialystok, 2001). Most studies in L2 reading have been conducted with L2 adult learners and little is known about how young learners develop their L2 reading process. Thus this thesis describes the significance of comprehending how YL learn to read in L1 in order to identify the influence of this process in learning how to read in L2.

This chapter begins by examining some developmental theories of reading because they might provide meaningful elements in line with the view of this investigation. Next, the process that learners develop in learning to read in an alphabetical language is presented through the examination of the attributes of learning how to read in Spanish and in English. This is a foundation for comprehending the linguistic difficulties that Spanish speakers may face during their process to learn how to read in English. This chapter ends by discussing some meaningful theoretical aspects of the L2 reading process through L2 reading studies that support the academic foundations of this investigation.

3.2 The Developmental View of Learning How to Read

In the previous chapter a reading definition stated by Alexander (2012) was presented in order to describe the view of this investigation (see section 2.3). In this definition reading is defined as developmental. This reading perspective states that readers follow a progressive literacy development to attain reading proficiency (Kuhn and Stahl, 2004). A literacy growth signifies the improvement of the different cognitive reading processes (Stanovich, 2004). This section presents some of the reading models that describe this developmental view to identify significant arguments in the line of this investigation.

Chall's reading model

Chall's reading model is a description of distinctive phases of development that readers endure from pre-reading to skilled reading (Ehri and McCormick, 2013). Basic cognitive processes are developed in low stages of reading. These cognitive processes develop more complex processes as they advance in reading (Stanovich, 2004). In other words, Chall (1996) explains that there is a gradual reading shift that children achieve from 'learning to read' which happens in lower levels, to 'reading to learn' that occurs in the middle primary levels. This measured advancement might be considered a similar process in L2 reading where learners develop reading stages in order to understand the L2 reading message. In this study, for example, learners are acquiring the target language in an EFL context where the language input is limited to L2 in the classroom (Brown, 2001). The L2 reading process might follow a gradual process due to the lack of L2 exposure which Chall's model reading model might help to understand how children develop their L2 reading process.

Chall's reading model identifies five stages in the process of reading acquisition from birth (Stage 0) through adulthood where the first three stages highlight the achievement of reading skills, mainly in Stage 1 and Stage 2 (Ehri, 2014). Her model emphasizes the importance of two broad reading abilities: oral language comprehension and word recognition (Spear-Swerling, 2004). It is the word recognition, that is suitable for the purposes of this investigation. Then four stages will be just explained for the purposes of this investigation.

Stage 0 is the pre-reading stage (six months to six years-old). It is significant because at this stage children start being exposed to texts: from being read to, and from dialogic reading performed mainly by parents to their children or adults to children (Geva and Ramírez, 2015). Then children can retell a story by looking at pages which have been previously read to them as well as names of letters.

Stage 1. This stage is defined as initial reading and decoding actions. It is important as children start to understand the relation between letters and sounds, printed and

spoken words in first and second grades (six to seven years-old). Chall (1996) highlights the relevance of instruction at this stage. She explains that early systematic phonics instruction facilitates better reading achievement than later systematic phonics instruction. Reading easy stories and using words with phonics elements are examples of early systematic phonics instruction. This emphasis on phonics creates a higher reading achievement (Hiebert and Martin, 2004). Snow and Juel (2005) mention that Chall (1996) is recognised for stressing the importance of early and explicit exposure to alphabetic instruction for successful acquisition of reading. For that reason, Geva and Ramírez (2015) mention that extensive reading is promoted at this level to expose children to letter-sound relationships and visual rehearsal of high-frequency words. Chall (1996) states that children understand more words when they hear them than the level of difficulty of language they read. Consequently, at the end of this stage, children can understand up to 4000 words or more heard words, but they can read about 600.

Stage 2. Confirmation and fluency. Chall's (1996) explains that at this stage, children from seven to eight years old are able to develop their fluency by reading simple and familiar stories. They enhance their basic decoding elements, sight vocabulary and contextual meaning. Word recognition is then completely developed. This stage can be acquired by direct instruction in decoding skills at an advanced level.

Stage 3. Reading is boosted through learning new ideas, knowledge, experiences. The use of textbooks, magazines and newspapers, and a range of other reading materials which present meaningful concepts will allow the enhancement of reading skills in order to learn how to discuss, answer questions, write, etc. The level of complexity in reading is raised. At the end of this stage the reading and listening skills are at the same level. Those students who read well, have reading skills that are more efficient. Ages of this stage range from 9 to 13 years old (Chall, 1996).

Thus, this reading model discusses significant features of how this author conceives reading development which were considered by other developmental scholars.

Ehri's reading model

Another reading researcher who shares Chall's developmental reading perspective is Ehri (1995). He states the significance of fluency. They explain that readers attain fluency by developing reading comprehension. This researcher highlights the study of how readers

foster this reading process by calling it 'phases of development in learning to read'. Ehri (2005) describes her theory in a four-phase of sight word reading. The first phase is called 'pre-alphabetic' which entails visual and contextual connections. The second phase is 'partial alphabetic' involving the connection of prominent letters and sounds. The third phase is 'full alphabetic' where the connection between graphemes in spelling and phonemes in pronunciation is developed. And the fourth is 'consolidated alphabetic' involving connections of syllabic and morphemic units. She explains that phase 1 relates to the meanings of the words and the following phases focus on pronunciation. In phase 3 the decoding skill will emerge by enhancing the memory of sight words. This theory focuses on the development of the word reading development to attain fluency and automaticity.

Thus, the analysis of both models describes how learning to read follows a developmental process by following stages or phases. Chall's model focuses on the description of the different ages to achieve this process. However, Geva and Ramírez (2015) claim that this developmental model needs to be flexible as it should not be limited to the ages and the grades proposed. Individual differences also need to be considered to identify changes in the stages. Likewise, Ehri (2005) proposes stages of reading development, but focusing more on fluency and automaticity.

To conclude, Chall and Ehri's reading models can be applied to EFL contexts to develop L2 reading because children are exposed to a language that they do not speak. Then, a measured form of introducing reading could achieve what these reading models propose in L1 reading. In EFL contexts children need to be exposed to reading little by little in order to achieve the whole L2 reading process. It is then that the exposure to as many reading activities as possible from kindergarten (if possible) to elementary level seems necessary in order to stimulate their sight and pronunciation of the words. It is through reading aloud, extensive reading and reading circles methodologies (see Chapters 4 & 5) that vocabulary learning, phonics, word recognition, and lower-level reading skills can be encouraged so that the ground for higher-level skills can be prepared. The knowledge of these reading models seems a suitable option for the development of L2 reading with YL.

3.3 Learning How to Read in Alphabetical Languages

This investigation studies the L2 reading process in English with Spanish speakers. English and Spanish are alphabetical languages. Hence, an analysis of how children learn to read in these languages is significant for this investigation. Researchers have claimed that there is an interrelation between writing systems and spoken languages (Perfetti, 2003). Learners develop a recognition process where they learn that each letter relates to a specific sound, and afterwards they are able to identify that a word contains a sequence of sounds (Birch, 2008). Perfetti (2003) explains that writing systems are classified into: alphabetic, syllabic, and logographic. Alphabetic writing systems use symbols which represent sounds through a vowel or consonant. It is found within the alphabetic writing systems the following alphabets: consonantal (Hebrew and Arabic), transparent (Spanish, German, Serbo-Croatian and Greek), and Opaque (Russian, French and English) (Birch, 2008). Transparent and Opaque alphabet characteristics will be analysed in the following sections as they are the alphabet writing systems of the two languages in this study.

Perfetti (2003) mentions that children learn to read based on their writing system functioning (principles and orthography). The use of an appropriate reading method is important because it will determine the learners' reading process (Lieberman et al., 1989). In this section an examination of the attributes of reading in Spanish and reading in English will be presented in order to identify the main aspects in developing reading in these languages and the academic challenges faced to achieve L1 reading efficiently.

3.3.1 Attributes of learning how to read in Spanish

The participants in this investigation are young learners of Spanish from grade 4th to grade 6th. It is then assumed that these students should have acquired the basic reading skills during their education in a public school. However, the reading process in the Mexican education system has reported low reading rates, mainly in public schools (see Chapter 1). Thus, it seems necessary to identify what difficulties have been found in the development of L1 reading in this language. This information will be meaningful for the purposes of developing L2 reading in this study.

Goodwin et al. (2015) explain that transparency is a classification of alphabetic languages. The degree of transparency determines how readers deal with texts from using simple forms to more complex processes. Spanish has been described as a transparent language, mainly in reading. Ardila and Cuetos (2016) state that one of the main characteristics of learning to read in Spanish is its rhythm of 'syllable-timed'. According to them, this means that Spanish readers have developed a syllabic awareness due to the way they were taught to read at school. For example, when teachers start teaching to read in Spanish, they present the word 'gato' (cat, in English) which is divided into two syllables: ga-to. Then, Spanish readers develop this syllabic process to read a word. This action has consequences in the way they access to texts in the future by following this syllabic way of reading. For this reason, Katz and Frost (1992) state that orthography is an influential factor in the reading process because it shapes the readers' strategies to access a text. This explains why if readers are taught to read in a syllabic form, they will access reading the words using this form.

The transparency of Spanish is described by Uribe et al. (2019) who explain that there are five pure vowels, five diphthongs and nineteen consonants which may provide an accessible way of reading compared to other languages. In addition, Seymour et al. (2003) state that studies on transparency orthographies have shown that children who are learning to read in this language develop a faster reading process compared to children learning to read in opaque orthographies, as English. For instance, studies carried out with Spanish YL and English YL have shown how the reading process takes place between transparent orthographies and deep orthographies (Caravolas et al, 2012; Caravolas et al. 2013; Serrano et al., 2010). These studies have shown that children from transparent languages are accurate and fast readers compared to languages with irregular writing systems such as English (Ardila and Cuetos, 2016). Nonetheless, it seems necessary to question how these findings are not suitable to the reality of Mexican YL because the reading rates obtained in Mexico are not as high as reading rates in English-speaking countries since 2000 (see Chapter 1). The information provided about the poor development of the reading process in public schools confirm these low results in reading (see Chapter 1). It seems necessary to evaluate the reading methods used in Mexico as well as their implementation. This action would lead researchers to know why Spanish

speakers who develop a faster and accurate reading process compared to English speakers do not obtain proficient reading results in upper levels.

Cuetos (2017) analyses the importance of selecting an appropriate method to learn how to read in Spanish. He suggests that successful reading results depend on the reading method selected. He identified that phonological awareness needs to be stimulated in kindergarten by identifying the relationship between the sounds and the letters. He highlights that this is an area which needs to be considered to obtain successful results on how to read in Spanish.

Guevara and Rugerio (2014) conducted a study with four kindergarten teachers who were trained to read aloud to children. The objectives were that children could listen to stories which stimulated their comprehension, oral expression, recognizing letters and words. At the beginning of the training the teachers did not have the required skills to achieve the learning objectives of reading aloud to the children. They did not show letters, words, and images to stimulate the children's attention to the story. After the training, these teachers changed their reading aloud skills and promoted more visual attention through recognition of words, letters and showing images of the story. Thus, phonological awareness was also found to be an important element of the reading process.

Defior et al. (2015) claim that phonological awareness regulates the reading process depending on the level of transparency of the language, provides opportunities to develop reading accuracy, and it is an important reading predictor. Then, appropriate training for teachers in reading methods regarding phonological awareness seems a necessary action in order to achieve an appropriate reading process.

The relevance of phonological awareness is also presented by Dominguez and Cuetos (2018) who studied word recognition by analysing how children learn to identify the correct word stress. They explain that learners need to identify the stressed syllable of words in Spanish. For example, *aNImo* (encouragement) and *aniMÓ* (encouraged). The first word does not have a written accent, whereas in the second word it is in the last syllable. Children are taught how words which do not have written accent need to be pronounced, especially when the words are similarly written. They observed how children learned to read the different pronunciation of words without written stress, words with

written accent and words with similar stress in syllables but not related to them (dorMÍ, RASgo). Results demonstrated that children were able to identify the correct stress of words similar written, but with written accent. Researchers concluded children were able to distinguish the difference of similar words with written stressed syllables and stressed syllables. They point out the importance of stimulating children from early stages of reading to learn this difference in order to become orthographic and phonological attentive of these word features.

Finally, Cuetos (2017) stressed that once the decoding process is automatised the reading comprehension needs to be encouraged in order to grasp a higher level of reading. This factor is one of the lowest areas in the PISA results of Mexico. Salvador et al. (2016) carried out a study with 243 Mexican children from 9 to 12 years-old in primary school. They used an Evaluation Test on Reading Processes (Batería de Evaluación de los Procesos Lectores Revisada (PROLEC-R), in Spanish) from Cuetos (2017). In this test the recognition of letters, the use of punctuation forms, and inferencing were evaluated. Once children achieved these practices, an examination of reading comprehension was conducted in this test. In this way, they could have a wider view of the participants' different processes attained. They found that this test is helpful to improve or identify a possible academic failure in the reading process. The results demonstrated that children read less in upper levels compared when they started school. They also identified that nearly sixty-six percentage of these children showed poor reading skills and low reading comprehension based on the reading tests. Unfortunately, these responses will affect their future reading performance in upper levels of schooling. This test also identified what areas need to be improved in to solve these problems. This study contributed to distinguishing the factors that are negatively affecting the reading process of Mexican children and the possible ways to overcome them.

To conclude: Spanish is identified as a transparent language which provides opportunities to develop a fast and accurate process due to the ease in accessing words. In addition, phonological awareness is a significant reading element which needs to be developed properly from kindergarten in Spanish school curricula to obtain successful reading results to avoid the low reading proficiency obtained (as it happens in the

Mexican educational context). Although it has been identified that most Spanish readers develop automatic word recognition and decoding, reading comprehension is not attained as the final stage of the reading process. As discussed in the previous chapter, the Mexican Education System needs to improve the reading programs to achieve higher standards of reading proficiency and, therefore, raise hopefully their reading rates in international tests like the PISA examination.

3.3.2 Attributes of learning how to read in English

This investigation studies the development of reading in English as a foreign language with Spanish YL. It is then significant to understand how English speakers learn how to read as well as to identify the difficulties that English speakers face in their reading process. This information might be meaningful in the study of the L2 reading process.

Rayner et al. (2001) explain that the English alphabetic writing system is a non-transparent alphabetic script because it entails a high level of complexity due to the 'abstract nature of phonemes' (p. 33). Uribe et al. (2019) explain that in English there are twelve pure vowels, eight diphthongs and twenty-four consonants. In addition, English does not have one-to-one grapheme-phoneme correspondence. 'It means that each English sound can have more than one phoneme realization depending on its syllabic position' (p.217). Mainly, the consonants vary their sound depending on the vowel that is close to it. This description of the English alphabetic system may explain the academic discussions on the selection of appropriate reading methods in English. Snow and Juel (2005) mention that English speaking countries such as the United States and The United Kingdom have targeted their academic efforts in developing accurate systems in the teaching of how to read in English.

One of the major problems that children face in the development of reading in English is the correct identification of phonemes and morphemes while reading (Perfetti, 2003). For example, Oakhill (1995) explains that beginner readers have to deal with 40 phonemes in English as well as vowels which also have a variety of sounds. This means a high level of difficulty for young learners to be able to identify these sounds. Thus, phonology is a relevant factor in reading in English (Liberman and Shankweiler, 1985). For example, Katz and Frost (1992) states that when English readers read aloud the reader

must remember to read a word as a whole and the pronunciation rules to know how to read it.

Two traditional reading methods have been developed to deal with the alphabetical writing system in English: whole word and phonics instruction (Rayner et al, 2001). The whole word, as it refers, develops sight vocabulary of words. On the other hand, phonics promotes graphemes and phonemes learning. A more recent reading method is called whole-language instruction which exposes children to real vocabulary from literature to encourage meaning through the engagement of texts (Church, 1996 in Maddox and Feng, 2013). Rayner et al. (2001), states that several discussions regarding the appropriateness of whole- language instruction and phonics to promote reading in a suitable way have occurred during these years. The reading methods mentioned have provided some approaches of how reading can be developed in an alphabetical language, and studies can present the results of each reading method to develop an accurate opinion of them. Every method presents elements that are necessary in the development of early reading. Section 2.3 in chapter 2 analysed the factors (phonological awareness, phonics, reading fluency, vocabulary and reading comprehension) that are necessary to achieve reading proficiency in English. Therefore, the knowledge of how children learn to read in English is significant to understand the L2 reading process as well as the influential factors for achieving reading proficiency which will be discussed in the following sections.

3.4 The L2 Reading Process

The discussion of the previous topics of this chapter set the foundation of this section which aims at examining the elements that L2 reading researchers have identified as significant in the comprehension of the L2 reading process. This investigation examines how young learners (YL) develop the L2 reading process by pleasure in an EFL context. Then the study of how the YL participants develop their cognitive processes in this process as well as the difficulties they might encounter are necessary aspects to be considered for the research purposes of this investigation. The following sections examine the influential factors in the development of L2 reading.

3.4.1 Defining L2 readers

Reading researchers have explained the characteristics of L2 readers in order to compare the differences with the achievements of L1 readers. It is necessary to understand how they have explained the features that readers demonstrate in the L2 reading process to identify their strengths and difficulties when the L2 reading process is developed in the classroom. As the reading intervention in this study promotes the L2 reading process of young learners in an EFL context, it seems necessary to analyse what significant elements have been found in L2 reading research to guide learners properly. For example, Hudson (2007) and Grabe and Stoller (2018) discuss statements that provide descriptions of L2 readers. However, their discussion was basically developed on adult L2 learners research findings. The following statements were selected on their arguments that can be suitable to analyse young learners' L2 reading:

L2 readers have previously attained their reading skills in L1. Then, their L1 reading skills may be transferred to their L2 reading process. This transfer process might facilitate or interfere the L2 reading process. For example, similar orthographies may assist the reading process between alphabetical languages such as Spanish and English (Hudson, 2007). In this case, the participants of this study have already learnt how to read in their mother tongue.

L1 reading is developed after speaking which is the highest language proficiency skill of native speakers. This explains how L2 learners first develop their L2 speaking skill. Afterwards, L2 reading instruction is introduced to them. The nature of the L2 reading process is then distinctive to the reading development of native speakers (Hudson, 2007). In this investigation the objective is that YL learn English by learning how to read it.

The development of the lower-level processing skills has a distinctive process. Beginner and intermediate L2 readers have a different reading process compared to the development that L1 readers had grasped within these skills. The higher-level skills will be also attained by advanced L2 readers through similar process that the L1 readers did, but not identical with practice and time (Grabe and Stoller, 2018). In this study, the objective is to develop both lower-level processing skills and higher-level skills in a gradual way (see Chapter 5).

The L2 learners' linguistic knowledge (vocabulary, grammar) is small. While learners develop their reading skills, they are building their vocabulary and grammatical knowledge (Grabe and Stoller, 2018). These linguistic features are essential elements to be encouraged during the reading intervention in this investigation.

L2 readers do not have enough L2 reading experiences due to the lack of practice of this skill (Grabe and Stoller, 2018). One of the research aims is to expose as much as possible to learners to L2 reading for pleasure (see Chapter 4).

The L2 readers' interests to read in the target language are different from the L1 readers' motives. These are mainly influenced by the academic and personal purposes (Grabe and Stoller, 2018). This study aims at encouraging learners to read because they would discover their own motivation to read, and not as a compulsory task.

Thus, these features guide reading researchers and teachers to identify how L2 readers face their L2 reading process by identifying the areas which need to be reinforced while developing L2 reading. Then, L2 learners can be encouraged in the L2 reading process to fulfil it properly. For example, Grabe (1998) suggests the following aspects in order to promote L2 reading efficiently.

- 1) Recognition of the L2 readers' reading background in L1. This aspect is necessary because provides information about the way the readers approach texts, their reasons for reading and the kind of reading experiences readers had had previously. In this reading intervention it was identified the strengths and weaknesses of the learners in L1 reading (see Chapter 6) in order to know what problems, they might also encounter in L2 reading.
- 2) It is also necessary to know if learners have previous L1 reading instruction in order to identify their reading views. As stated previously, it is necessary to identify how much the L1 reading skills have been attained to promote the L2 reading skills.
- 3) The analysis to what extent the language transfer facilitates or restrains the L2 reading skills is necessary. The discussion on this aspect will be presented in a following section.

- 4) Similarly, the influence between orthographies might influence the L2 reading acquisition depending on the orthographic conventions of both languages. The study of how English orthography might have similarities with Spanish might answer some the learners' reactions to reading in English.
- 5) L2 learners' mastery of the target language is not at the same level as the native speakers' language level when they start developing reading. It is acknowledged that L2 learners will experience different stages of L2 reading as it is not their L1. For this reason, a continuous exposure to reading enhances positively the reading skills as mentioned in previous chapters.

These characteristics explain how L2 readers have been described according to their L2 reading performance and distinguish what areas are necessary to study in the L2 reading process.

3.4.2 The influence of the psycholinguistic guessing game in L2 reading

According to Bernhardt and Kamil (2006) in the search of understanding the complexity of the L1 reading process and confirming emerged L2 reading theories and models, reading researchers started to examine L2 reading and provoked an expansion of this research field. This might indicate how these two reading processes started to be connected and how the influence of L1 reading theories was a distinctive marker to explain the L2 reading process.

Koda (2004) states that L2 reading entails two languages and the level of complexity is higher. Reading researchers developed theories and models of L2 reading which offered significant information in order to comprehend the L2 reading process (Barnett, 1989). This investigation focuses on L2 reading development. Hence, the examination of L2 reading models provides the knowledge of certain aspects which are relevant for the purposes of this investigation. In this particular case, the analysis of the psycholinguistic reading model as an influential theory is presented.

The first influential work of the psycholinguistic reading model was presented by Smith in 1971. He wrote his book 'Understanding Reading' which highly influenced the teaching of reading by developing concepts of this theory (Tracey and Morrow, 2012). He explained the importance of how meaning is processed and developed during the reading

process (Alexander and Fox, 2013). Goodman, who is acknowledged as an important contributor of L2 reading research, worked with this reading model as well (Bernhardt, 2011). He explains reading as a 'psycholinguistic guessing game'. This means that the reader assumes an active role to construct the meaning of the L2 message through different cognitive actions (Carrell and Eisterhold, 1998).

This model then offered a conception of how L2 reading takes place. For example, he developed the concept of 'miscue analysis' which was the analysis of reading responses which were not expected in oral reading written texts (Goodman and Goodman, 2013). He observed how readers anticipated words not presented in the text in reading aloud activities. This happens when readers confused words due to the similar characteristics the words shared among them. It was through the analysis of these 'errors' that he highlighted a fundamental interaction of language and thought in reading. He explains that this interaction indicates that readers do not just look at the words by identifying their letters and their phonics, but they also perceive the words as images produced by the perceptual input received which generates the expectation of the reader (Goodman, 1988). Interestingly, this argument which highlights perception of words in reading is suitable for children who develop their imagination and conception of words by reading a text. This aspect is significant for this investigation and will be discussed in future chapters.

Coady (1979) suggested a reading model constructed on this psycholinguistic model of reading. He explains that there are three elements which interact in the reading process: higher-level conceptual abilities, background knowledge, and process strategies and the result of this interaction is reading comprehension. According to him, these three elements are necessary to understand a text. The first element refers to the conceptual abilities which, the author explains, are related to the ability to learn a foreign language. The second is background knowledge that is the similarity of the language learners' L1 might have with the L2 learnt. Finally, process strategies are related to the knowledge that the learner has about the language. For example, grapheme-morphophoneme correspondences, syllable-morpheme information, syntactic information (deep and surface), lexical meaning and contextual meaning, cognitive strategies, and affective

mobilizers. The more knowledge the learner has of these strategies, the better their interaction with L2 reading is. Thus, this reading model presents meaningful theoretical aspects to be considered in the L2 reading process.

However, Carrell and Eisterhold (1998) state that the concept of background knowledge has been ignored in EFL/ESL reading despite the importance of considering all the aspects that the reader brings to a text. In addition, Coady's reading model emphasizes the importance of higher-level comprehension strategies instead of lower-level strategies in order to stimulate them, as the tendency in L2 reading had been concentrated on looking at every single word to understand a text. This is also an important argument in this study as the importance of encouraging the comprehension of reading a text through higher-level reading strategies seems necessary instead of looking at the meaning of every single word. This statement will be discussed in the next chapter. Thus, his reading model presents meaningful aspects that will be discussed in future sections.

Clarke (1979) is another scholar who supported Goodman's reading model by explaining that the interaction between thought and language is an important aspect of reading. Then, the reader's thoughts and ideas which are brought to the text are relevant in the construction of meaning. It is important to encourage readers to become independent in L2 by providing them the necessary reading strategies such as guessing, skimming, scanning among others to interact actively in L2 reading. The fact of presenting readers motivating texts which they are eager to read is a factor that facilitates the use of such strategies. This aspect will be discussed in the next chapter.

The psycholinguistic guessing game has contributed by offering the theoretical ground that has been applied in L2 reading instruction and L2 reading research. It is then significant to continue the study of these academic arguments in order to enrich the L2 reading experiences of the learners.

3.4.3 Language transfer

One influential argument in defining L2 readers is the influence of the L1 reading skills into the L2 reading process. This influence or relationship of L1 in L2 has been defined as 'language transfer' in theoretical concepts. Bernhardt (2011) explains that this is a

concept which has been widely discussed in L2 acquisition research. This concept is highly significant for L2 reading research purposes in order to understand how both languages interact in L2 learning. As this investigation studies the L2 reading process, the examination of this concept provides the explanation of some of the inquiries of this study.

Previous sections have mentioned how reading researchers have claimed the influence of L1 reading in the L2 reading process. Thus, the study of this influence seems a relevant aspect to examine for those who are investigating L2 reading. Hatch (1974) mentions that studies claim the importance that children first need to learn how to read in L1. Afterwards, they can develop L2 reading. Once they had learnt what reading involved in L1, it is not necessary to learn how to read in L2 as they had developed their lower-level skills. They only need to develop a new system in L2 reading which can be achieved by a continuous practice as Clay (1985) claims regarding the development of reading (see Chapter 2).

A significant study in this field was carried out by Bernhardt and Kamil (1995). They aimed at re-examining the Alderson's statement of 'language problem-reading problem' which had originated several studies to examine this question. Two reading hypotheses were used as the theoretical background: The Linguistic Threshold Hypothesis (LTH) and the Linguistic Interdependence Hypothesis (LIH). The first hypothesis (LTH) states that it is necessary to grasp certain L2 knowledge in order to achieve L2 reading. The second hypothesis (LIH) asserts the dependence of L2 reading performance on L1 reading ability. In this way, the success of L1 reading skills guide the development of L2 reading skills. Thus, these reading researchers examined these two hypotheses in their study with 186 native speakers of English who read in English (L1) and Spanish (L2). The evidence provided in several reading studies pointed out the influence of L1 reading in L2 reading. Likewise, the effect of L2 linguistic knowledge is a prevailing factor in the L2 reading process as well. Findings in their study reported the importance of both linguistic knowledge and L1 reading proficiency. The two factors needed to be strengthened in order to develop L2 reading efficiently, not only one in the L2 reading process.

Geva (2006a) also states the relevance of language transfer as part of the universal framework that states the similarity of language learning processes of L1 in L2. Koda (1989) mentions it has been found that L2 learners with interrelated L1 orthographic backgrounds transfer more easily their L1 vocabulary knowledge into the target language compared to L2 learners' orthographic backgrounds which are completely different. However, Spanish and English do not share same orthographies, as mentioned in the previous sections of this chapter, Spanish has a transparent orthography whereas English has an opaque one (Jiménez and O'Shanahan, 2008). This difference causes a negative effect in Spanish learners when they read aloud words in English. In future sections, some studies on this aspect will be discussed.

As previously discussed, language transfer is an important factor in the study of the L2 reading process. Furthermore, it is the reference for the examination of children who are in bilingual contexts. Several studies have examined language transfer with bilingual children. The findings of these studies have offered information of how these children acquire L2 reading in ESL contexts. Hence, for the purposes of this study, language transfer is a significant element because the participants of this investigation did not have previous L2 language knowledge. This L2 language program was their first formal exposure to English and their L1 reading skills might not be completely proficient (due to the reading situation in the Mexican education system discussed in Chapter 1). Thus, it will be necessary to investigate the process of both L2 language progress and their L1 reading skills proficiency during the development of their L2 reading process.

3.4.3.1 Vocabulary in L2 reading

In the previous chapter it has been discussed the importance of reading to learn vocabulary. Learning vocabulary in L2 reading has distinctive features compared to learning vocabulary in L1 as studies have shown (Grabe, 2009; Grabe and Stoller, 2011). For example, when YL are exposed to texts in L2 reading for the first time, most of the words they encounter are unknown to them. They have not ever seen them before, neither have they listened to them. Hence, the question of how developing vocabulary properly in L2 reading seems necessary to avoid boredom and lack of interest in L2 reading. On the other hand, it is indispensable to encourage successful L2 reading experiences that motivate learners to read in L2 (Krashen, 1997). In this section, the

discussion on the relevance of encouraging L2 vocabulary will be presented as well as an analysis of studies which have been conducted with YL to develop it.

Koda (2004) states that the vocabulary process needs the functioning of certain skills such as 'constructing a context, access to stored information through visual words displays, identification of significant meaning built on context information, and evaluation of the appropriateness of the selected meaning in future sentences', while students read an L2 text (p. 48). These are significant cognitive skills that are developed when L2 learners are exposed to reading in L2. Then, the relevance of promoting reading in the L2 classroom seems necessary in order to activate these skills which will have positive language learning results (Anderson, 2009).

As Koda (2004) identifies, the influence of context to understand an unknown word is a required reading skill. Likewise, Nation (2011) highlights that guessing a word from context is one of the most valuable skills. He explains that this skill provides language learners the opportunity to learn incidentally a word as native speakers do. Guessing a word from context prompts L2 learners to concentrate their attention on the text and the elements that support the text information. For example, Warwick (1989) conducted a study where L2 young learners learnt new vocabulary incidentally by listening illustrated story books which were read to them. Showing that they gained a significant amount of vocabulary knowledge. Thus, this is another benefit of promoting L2 reading in the classroom to learn new words in L2 by creating an educational environment like what native speakers have when they learn vocabulary through reading.

Koda (1996) states that research studies in L1 have shown the effect of vocabulary in reading comprehension. Likewise, some studies in L2 reading have studied this association between L2 vocabulary and L2 reading comprehension. In this connection, Koda (1989) identified a meaningful element which was language transfer. Then, she studied how transferred vocabulary facilitates L2 reading comprehension. In her study Chinese and Korean learners of Kana (Japanese syllabary) participated. These languages are different, but they share similar backgrounds (Kanji characters). It was found that due to the similarities of the orthographic backgrounds between kanji and kana, learners were

able to improve their reading proficiency which also had a positive effect in developing their L2 vocabulary.

Jimenez et al. (1996) conducted a similar study, but in an alphabetical language. In this investigation bilingual students in grades 6th and 7th participated to examine the influence of Spanish-speaking into English-language knowledge through cognate relationships in the development of their reading comprehension. Findings showed that learners did not encounter difficulties to infer the word meaning of the English texts due to the use of bilingual strategies such as transferring and translating which helped them to identify the cognates and their L2 reading comprehension. This finding is in line with Genesee et al. (2008) who state that when there are similarities between L1 and L2 such as cognate vocabulary, L2 acquisition is hastened.

These two studies show how the influence of similar orthographic backgrounds influence positively in the development of the L2 reading process by relating the L1 language knowledge with the target language. This aspect might seem relevant for learners which have never been exposed to the L2 and finding similarities between the two languages facilitates their L2 reading process as well as their L2 vocabulary growth.

To sum up, it is conclusive the effect that L2 reading has in vocabulary learning. The promotion of reading stimulates the adequate cognitive skills to acquire the knowledge of new words which seem an ideal process for language learners who do not have the same language learning opportunities than native speakers do. Moreover, it is relevant to study the effect that language transfer has in the acquisition of L2 vocabulary in order to identify the suitable L2 instruction that allows L2 vocabulary learning.

3.4.3.2 Word recognition: phonological decoding in L2 reading

According to Fisher et al. (2023) proficient readers have competently attained their word recognition skills. Scarborough (2001) explains that word recognition skills entail phonological awareness (syllables, phonemes, etc.), decoding (alphabetic principle, spelling-sound correspondences) and sight recognition (familiar words). Chapter 2 has previously introduced the relevance of phonological awareness and phonics. For example, phonological awareness is an important predictor of English word reading skills (Geva, 2006b). Adams (2011) suggests that in order to understand this term, first, it needs to be

defined. She provides the following definition: it is ‘the insight that that every spoken word can be conceived as a sequence of phonemes’ (p. 15). She explains that this definition highlights the importance of phonemes because they represent the sounds of the letters in the alphabet. Second, she then recommends the importance of learning phonics and spelling. It is through decoding that students are able to connect the spelling of the words and their phonological representation. Thus, phonological awareness is a constituent element in the development of reading.

Goswami and Bryant (2016) point out that phonological skills are the first elements that children have to develop to achieve a successful reading process. For example, phonics and decoding have a meaningful role in the development of the L2 reading process. Stanovich and Stanovich (1999) claim the significance of explicit instruction of phonics for spelling-sound correspondences which is a necessary aspect for successful reading in English. On the other hand, decoding is part of the process of word recognition. McCandliss et al. (2003) explain that when children are successfully able to employ the sub lexical letter-sound units in their reading process, they are also able to pronounce efficiently the words every time they find them. Decoding is then achieved through these actions and children become proficient readers. Therefore, for the purposes of this investigation, decoding will be studied due to its importance in the process of L2 reading with EFL learners whose language environment is completely different from ESL learners.

An interesting study which shows the relevance of phonics and decoding is presented by Porter (2020) who reported a study with two groups of young learners learning French in England. She developed a robust literacy language that included teaching seven specific phonetic sounds which were selected based on their difficulties and similarities with the learners’ L1 to study phonemic awareness. Findings showed that children enjoyed phonics instruction which had a positive impact in their productive skills such as writing and speaking. As Lesaux et al. (2008) claims the outcome of encouraging positively phonology is speaking. Even though this is not a study to develop reading in English, it is a study which developed reading in French. The focus on sounds showed the

similarities and difficulties that L2 learners faced. This was relevant for the purposes of this investigation.

Durgunoğlu et al. (1993) reported what factors influenced English word identification with thirty-one first grade Spanish speakers in two schools. In this study the researchers studied the influence of phonemic awareness in Spanish to L2 word recognition and language transfer. Several methods were used: A phonological awareness test, Spanish and English language assessment scales, and two transfer tests. Results suggested that children who obtained a high level in Spanish phonological awareness tests could read English words better than children who obtained a low result in these tests. Language transfer is observable in word recognition as phonological awareness and word recognition skills in Spanish predict word recognition in English. Regarding this study, Bialystok (2001) states that these findings helped to identify elementary principles of phonological awareness that can be transferred to the L2 reading mainly of Spanish speakers learning English.

Weber and Longhi (2001) reported a study with two Spanish speakers from Puerto Rico developing their reading and writing skills in English. These students have already mastered their L1 literacy skills. English is taught as a second language in this context, then researchers focused on the development of L2 literacy skills. They found that children both struggled to comprehend written English stories. This was considered a natural process for their school teachers, as they have just been exposed to written English. However, they were able to deal with the linguistic basic principles as to relate letters and sounds correctly. In addition, they tended to concentrate more on the form than on the meaning of words. Despite the individual difficulties both of them experienced, their background literacy knowledge was an advantage to progress their L2 literacy skills. Thus, this was a study which provided examples of the relevance of mastering L1 literacy skills in order to the develop them in L2.

Gottardo (2002) investigated the cross-language transfer of phonological awareness and reading skills with children. Eighty-five first grade Spanish- English speakers participated. These children had previous reading skills knowledge learning to read in English. Results indicated that there was a connection between reading and phonological

processing as children related language naming in English to previous words learnt in Spanish in oral vocabulary which facilitated their phonological processing.

Finally, Quiroga et al. (2002) administered two studies with ESL learners in first grade whose L1 was Spanish. Thirty participants were in the first study who completed an assessment battery with both Spanish and English measures of phonological awareness, Verbal IQ, oral language proficiency, and single-word reading. Through this battery they wanted to identify a possible language transfer between L1 and L2. On the other hand, the four males and the four females who had the lowest reading achievement participated in an instructional design experiment with a phonological awareness training in both languages (Spanish and English), explicit instruction in the alphabetic principle of English, and reading of a motivating English text with comprehension exercises in this language. Findings showed that in the first study, phonological awareness was associated to learning to read in English when the L1 is Spanish, and the reading instruction was in English because Spanish and English phonological awareness predicted English word reading. The authors highlight that this finding is important due to the transparency of Spanish language at the syllable level, and the consistency of spelling-phoneme that Spanish has compared to English for decoding. And the findings of the second study indicated that including instructional components of phonological awareness in both languages with the English alphabet principle explicit instruction and the continuous reading of a motivating English text, the reading achievement was raised in less than two months. The gain obtained in this short time was a proof of the relevance of a monitoring reading intervention.

To conclude: phonological decoding is a significant factor in the development of L2 reading due to the isolation sounds to spell and decode multi-syllable words. Learning to hear and identify the sounds orally helps L2 learners to put the sounds together with the letters they represent. In this investigation, the participants have already learnt to read in Spanish and they have developed their phonological skills in most of the words that they read. It will be meaningful to study how they develop their phonological skills in L2 as the previous studies have reported significant findings. This is an investigation which will show the importance of creating reading conditions to

promote cognitive and affective elements in L2 reading. Therefore, the relevance of phonological skills has been highlighted in the previous studies and include them in the development of reading to obtain successful reading proficiency results.

Chapter 4 L2 Reading Motivation in an EFL Context

4.1 Introduction

This chapter is an analysis of selected aspects of the significance of L2 reading motivation with YL for this investigation. It begins by analysing the concept of motivation in academic settings and how it influences learning. Then, academic intrinsic motivation is identified as a meaningful component of this concept which is significant for the purposes of this investigation. Next, a discussion on the importance of L2 motivation is offered in order to recognise the main influential factors that trigger the interest of language learners to study an L2. Then, an analysis of how reading motivation has been identified as a fundamental factor to improve reading proficiency is presented based upon a large body of reading research. It is then discussed how growing research studies in L2 reading has shown similar learning effects to L1 reading. Finally, an introduction of the reading methodologies which are implemented in this study is offered. Extensive reading, reading circles, and reading aloud are examined through the body of literature that has reported meaningful educational findings in language learning.

4.2 Motivation in Educational Settings

The influence of motivation has been studied in the development of reading and language learning through the study of their influential affective variables. Reading, for example, has been defined as cognitive process in the previous chapters. However, as some scholars have claimed not only cognitive elements, but also affective factors are involved in this process (Alexander, 2012; Schwanenflugel and Flanagan, 2016). And the effect of affective variables such as language attitudes and motivation has also been examined in language learning (Gardner and MacIntyre, 1993). As this investigation aims at studying the effect of L2 reading with young learners, it is necessary to examine the role that reading motivation and L2 learning has. This section analyses the term of motivation from an educational perspective due to the purposes of this investigation.

4.2.1 The effect of motivation in learning

Firstly, it seems necessary to identify what motivation involves by analysing its definition. Although there are numerous definitions of motivation, there is a consensus that it refers to an inner energy that drives people to obtain their needs, desires and goals (Boekhaerts, 2010). These elements are strong and unique forces that people want to fulfil in their personal lives (Long et al., 2011). The interest of this term for educational reasons is focused on how psychologists have described motivation. It has been defined as a powerful force that prompts students to obtain success on their learning (Wigfield and Eccles, 2002). For example, a significant number of research studies have shown that students learn more when they are willing to by showing interest, curiosity, and involvement (Nurmi and Aunola, 2005). The result of all of this, it is the accomplishment of their academic purposes which fulfil their personal goals (Williams and Burden, 1997). This confirms the relevance of considering not only the learners' cognitive factors, but also those factors which are related to the students' personal interests (Boekhaerts, 2010) in order to achieve a holistic learning process that includes them.

For example, the concept of 'the whole child' was introduced in the British education system some years ago to incorporate 'the child's personal, social and emotional development and well-being...' (p. 184). Hence, this view portraits how educators should approach the development of education integrating these suggested aspects in the child's education and not only focusing on the cognitive elements. Likewise, the Mexican education programs promote educational goals which encourage the children's freedom to express their ideas, develop their curiosity, and cooperative learning. This means to strengthen their personalities in a holistic manner. Thus, these two educational systems are examples of the interest of developing children's education as a wholeness in a motivating environment of learning.

It is then the interest of any educator to facilitate a meaningful and motivating learning in their programs. As it has been recognised, lack of motivation causes a deficient learning (Filgona et al., 2020). Then, teachers undertake the task to develop motivational actions with their students in order to keep them interested and engaged in their learning process. For example, Boekaerts (2002) suggests that teachers need to identify their

students' beliefs about the course topics. This might help to identify their involvement, commitment, and engagement in class. Hartley (2006) claims that when children are excited and engaged, they learn better. This author also states that the presence of joy seems necessary in the children's school activities so that they learn to love learning.

Thus, motivation plays a central role in learning. It is then the appropriate design of motivating activities in the course that it might facilitate students their engagement, involvement and commitment with their learning process as Boekaerts (2002) suggested.

4.2.2 Motivation: the internal power in academic settings

As stated previously, defining motivation has involved several definitions which have included different views to describe this term. From a behaviourist perspective, 'rewards' are important goals that people want to accomplish, and their behaviour is targeted to obtain them. These rewards may come from internal reasons (sense of enjoyment or achievement of a task), or from external incentives such as compliments, stickers, small presents, etc. (Gray and MacBlain, 2015).

Then, Long et al. (2011) suggest that in the educational field, motivation refers to how students point their learning to obtain the rewards they want. These rewards can come from a personal interest to obtain them, or they are external elements that they want to obtain. This statement has been defined as a behaviourist view and criticism has stated that an overuse of rewards in education might lead just to the students' desires to obtain incentives instead of studying for the desire of enhancing their learning (Warneken and Tomasello, 2008). Thus, these different motives have been identified as external (coming from incentives) and internal (the inner desire of learning).

On the other hand, a social constructive view regards motivation as a combination of cognitive and emotional encouragement which triggers people to act intellectually in order to obtain a personal goal (Williams and Burden, 1997). This perspective remarks the individual choices of peoples' behaviour instead of just following their desires to obtain something without thinking. Constructivists researchers such as Piaget (Huitt and Hummel, 2003; Twomey and Stewart, 2005) and Vygotsky (DeVries, 2000; Gray and MacBlain, 2015) highlighted the importance of the individuality and social context as influential factors in the construction of learning. Thus, the relevance of encouraging

individual goals in learning above of obtaining external rewards has been discussed by these researchers.

The importance of academic intrinsic motivation in children's education has been discussed by Eskeles (1985) whose research found a significant and positive influence of intrinsic motivation in the children's school achievement. She defines it as the personal interest and pleasure that students point to learn at school. She investigated the relation between academic intrinsic motivation and achievement with children. One of the studied subject areas was reading as well as math, social studies, and science. Three studies were conducted which found that children who showed a high level of intrinsic motivation had also a high school achievement and low levels of academic anxiety. Moreover, the influence of the subject area was also a proof of the personal interest that students showed in this study. Specific behaviours were found according to each subject. Thus, her study is an example of how students develop their intrinsic motivation based on their particular interests to learn something that they were really interested on learning.

4.3 L2 Motivation

Motivation has also been acknowledged as an influential element in L2 learning which has originated L2 motivation research areas (Ellis, 1994). A large bulk of L2 motivation research has focused on how adult learners develop their motivation to learn English (Dörnyei, 2009, Ushioda, 2008). However, some researchers point out that little is known regarding how YL are motivated to learn English and how their motivation processes are developed in the classroom (Changsheng et al. 2017; Eskeles, 1990; Gurland and Glowacky, 2011). Then, Yingying et al. (2019) claim that the L2 motivation studies with adults cannot be generalized to YL because YL have different cognitive, psychological, and affective attributes from adults. L2 motivation research with YL needs to be studied.

The studies that have been conducted in L2 motivation with adults have described how they develop their interests to learn a foreign language. Williams et al. (2015) explain how the study of L2 motivation has been focused on the influence of different elements such as the social and contextual factors, stages of motivation or 'process model of L2

motivation' (Dörnyei and Otto, 1998), the context, among other which have been studied mainly with adult L2 learners.

For the purposes of this investigation, it seems necessary to examine those studies which have reported the influence of L2 motivation, but with children. The description of the following studies shows specific aspects which are relevant for the purposes of this investigation regarding the motivation to learn a foreign language.

For example, Kim et al. (2017) conducted a study with sixty-five young children aging from four to six. Their aim was to analyse the origin of children's mistakes and their responses to errors to certain school activities in order to understand early motivational processes. They found out that when children did not find difficulties in doing an activity, they showed enjoyment for it, which increased their participation. Another finding was that children who were confident in their abilities to do an activity were more attentive to the possible mistakes they could do and learn from them. Thus, it seems significant to highlight two aspects from this study: the first is how enjoyment is an important factor in the children's participation and the second is the influence of children's confidence in their abilities promote L2 learning.

Another study is from Butler (2017) who reports a longitudinal study in China with young learners' motivation development. She studied how the socioeconomic status influences the YL participants' interest to learn English. Then, she identified how motivation, self-confidence and anxiety were changing during the school years and the how the socioeconomic status of the children influenced in their learning process. This is an interesting aspect to analyse, mainly for low-income countries where the socioeconomic status affects the learners' academic development. For example, it was found that children with access to technology were exposed to more interactive L2 learning situations compared with children who did not have any access to technology due to their parents' economic situation. These learners had limited opportunities to learn L2 and it affected their motivation in language learning.

Nagy (2009) conducted a study with Hungarian children aged 10-11 who were asked to reflect on their motivation and attitudes to learn L2. The significance of the asked questions led children to raise their awareness about their interest to L2 learning. This was an important finding of this study (Pinter, 2011). Significantly, it was also found that

the teachers played an important role by showing enthusiasm and commitment in teaching L2. These two aspects are meaningful: one, raising awareness is related to the individual identification of each student to know the significance of learning a second language. This is academic intrinsic motivation which comes from the inner learners' interest to learn L2. And two is the influence that the teachers had to draw the learners' attention to learn a foreign language. The recognition of this aspect seems relevant to understand the motivational effect that teachers have in the students' learning.

Another significant study is from Nikolov (2001) who investigated how previous languages experiences from childhood affected the language proficiency of adult L2 learners in Hungary. These students had studied several languages: Russian, German, English, Spanish, Italian, Romanian, Portuguese, Turkish, Greek, Dutch and Hebrew. The examination of the influence of classroom experiences, teachers, and materials provided the data to identify the success of the L2 learners. Several findings were detected: One, these students acknowledged the importance of the specific foreign language that they were studying by presenting a positive attitude to learn it. Two, there was a significant interest to learn about the L2 culture. Three, the recognition of English as an international language was also a significant response. Four, language anxiety was found a factor that inhibits the participation of students in class because of the fear to being ridiculed by their classmates. And five, self-confidence in L2 was shown as an aspect that students need to strengthen. Thus, these findings are related to the students' motivation on learning a second language. They are also significant for the purposes of this investigation because one of the main goals of this investigation is the promotion of positive L2 reading experiences which may construct positive attitudes to learn a foreign language.

Therefore, these examples of L2 motivation research with children show the relevance of studying not only cognitive factors in L2 learning, but also affective factors that influence it. It seems necessary to know more about how young learners' feelings affect L2 learning because the quality of their L2 learning experiences at early age will construct their L2 learning attitude in future levels as has been shown in Nikolov (2001). Unfortunately, as discussed in chapter one, most of language learning experiences have

not been constructed positively in Mexico and it seems necessary to find ways to make a change in this aspect.

4.4 What Reading Motivation Entails

Reading involves not only cognitive skills, but also affective skills such as engagement, enjoyment which also have a positive learning effect (Lockwood, 2008). For this reason, Baker and Wigfield (1999) explain that the development of a positive attitude to reading is necessary in order to promote it. Hence, multitude studies have investigated children's reading motivation, and much has been learnt about how children develop their interest and enjoyment to read (Wigfield, 1997).

To start with, Applegate (2010) explains that the expectancy value theory has been applied to reading motivation through the value that readers assign to their reading activities. They explain that when readers engage in a reading activity, they are intrinsically motivated and repeatedly read with enthusiasm. Then, two actions are identified in this statement: engagement and motivation.

Ng et al. (2018) explain that these are two related terms, but their processes in reading are not the same. Motivation is a more internal process which sustains and directs engagement, and engagement is an external process, observable through actions. These scholars define engagement as 'students' dynamic participation and co-participation in recognition of opportunity and purpose in completing a specific learning task' (p. 10). They explain that when students are engaged, they are committed to their learning and have better achievement. Learning then becomes in a successful and meaningful experience. Furthermore, they suggest that learners should be 'cognitively, behaviourally, emotionally, autonomously and socially engaged' to use their knowledge and skills in learning. These authors highlight the importance of this term for social and personal development due to this holistic view of learning. The knowledge of these terms helps to understand how learners are motivated and engaged in their learning process.

As regards to reading, reading engagement is also conceived as the active role that children take of their own development, they are learning new things and it is through reading that they gain more knowledge (Verhoeven and Snow, 2001). Baker et al. (2000) use three words describe reading engagement. These are interest, enjoyment, and

learning. Precisely, Clark and De Zoysa (2011) highlight an important argument regarding enjoyment. They claim that there are children who attain a high reading level but without enjoyment. However, English children in primary schools accomplish high reading standards compared to other countries because they enjoy reading.

Baker et al. (1997) highlight that children who enjoy reading engage freely in this activity without the request of the teacher. Likewise, Baumann and Duffy (1997) point out that children with a high intrinsic motivation level to read can be transformed into avid readers compared to children who lack of this kind of motivation. Thus, engagement and motivation are vital elements to achieve in the development of reading. It is then the interest of this investigation to promote suitable and educational reading methodologies to lure learners into reading.

4.4.1 Reading motivation studies

A large body of literature in reading motivation has reported the educational benefits to promote it in the classroom. The following studies are examples of significant studies that are in the line with the topics of this investigation.

Mei-Ju et al. (2016) conducted a qualitative research study where they created an aesthetic reading environment to promote children's motivation to read in kindergarten. The study had two stages to evaluate the development of their reading plans. The first stage included the creation of an attractive reading environment which triggered the motivation and attitudes of the children to read. The second stage developed several reading activities such as child-centred reading, shared reading time with parents, borrowing-books home activities, among others. Observations, interviews, children's documents, drawings, and hands-on activities were the instruments used to collect the research data. It was found that the children were highly motivated to read, they collaborated devotedly in the activities, and they participated actively and with efficiency. These were positive results in the creation of this aesthetic reading environment.

Cox and Guthrie (2001) report a study where they examined the factors that predict the students' amount of reading. They identified three influential variables in this construct: motivation, strategy-use, and past reading achievement. Then, questionnaires

and a reading test were applied to analyse these variables. Two hundred and fifty students of third and fifth grade participated in this study. Findings showed that a highly influential factor in reading for enjoyment was motivation, whereas the reading for school was determined by strategy-use. This indicated how school tasks determines the degree of reading students do. In contrast, students enjoy reading when they are motivated. Then, school reading tasks are frequently requested in the classroom. It is part of the school curriculum. On the contrary, reading for enjoyment seems not the priority of some school curricula (see Chapter 1). Furthermore, Cremin (2007) questions to what extent students read because they like or because the teachers and assessment system required to do so. It should be questioned if the desirable amount of reading should be based only in academic tasks or reading should be more books with the enjoyment that motivation brings to it.

Gambrell et al. (1996) investigated the reading motivation of 330 students of third and fifth grade through a reading survey which evaluates two subscales: self-concept as a reader and value of reading. They found that the third-grade children valued reading much higher than the fifth graders. This confirms that intrinsic motivation declines when students grow and continue studying (Guthrie and Wigfield, 2000). In addition, the proficiency level differences were identified, for example, proficient readers had a more solid self-concept as readers than less proficient readers. Then, this study shows the significance of promoting reading motivation to strengthen the desire to read since low levels of school despite their future lack of interest in higher levels. Moreover, the promotion of proficient readers will improve their confidence to consider themselves as competent readers. The fact of improving students' confidence in their learning is an important aspect of education.

Thus, these studies are samples of the large body of research which has shown the significance of reading motivation as an important element in the process of reading. They showed how the creation of reading environments that promote reading through the selection of motivating reading methodologies, promoting the amount of reading for pleasure and the strength of the self-concept of reading. These are meaningful aspects to promote reading motivation.

4.5 L2 Reading Motivation

The large body of reading motivation research has shown diverse findings on the significance of encouraging it. However, little attention has been given to L2 reading motivation for young learners (Bland, 2018) despite the growth of L2 teaching in early years in most countries (see Chapter 1). The meaningful findings of reading motivation have shown the plethora of benefits in language proficiency. Thus, it seems relevant to investigate if the influence of motivation in L2 reading has similar effects in L2 learning or what other effects can be found.

Krashen (2004) is a scholar who has claimed the importance of promoting reading for pleasure in order to enhance L2 learning. He asserts that free reading is enjoyable where the affective filter (one of his theoretical approaches) is lowered. Hence, there is not language anxiety which ensues language learning through a relaxed learning environment. Thus, some studies will be examined in order to identify their significance in promoting L2 reading motivation with children and the elements entailed in the development of this construct.

Coria and Lagos (2008) examined the encouragement of L2 reading to motivate children to learn English in a Mexican public elementary school. Due to the learners' lack of interest to learn English, they tried several L2 reading activities in an action research project to evaluate their effect in the children's attitudes and motivation to read in L2. Their results indicated that most children's interest to read stories led them to try to understand the stories by learning the new words presented. In addition, children enjoyed reading in English which motivated them to continue to study this language. Furthermore, the parents' support in this activity determined the children's participation in class. Students who had more participative behaviour in class was influenced by the parents' support of the L2 reading activities at home. In contrast, children whose parents did not give any support did not participate actively. However, they also noticed that few students who had their parents' support did not show much interest in the reading activities. This indicated the relevance of intrinsic reading motivation which showed that children had read what they really wanted to know and enjoy.

Dlugosz (2000) reports a pilot action research study which was implemented to teach how to read in English with kindergarten children to observe the effects on the learners' speaking and understanding of this language. The reading methodology 'look and say' adapted to L2 reading was implemented to encourage these children to read in English. Findings have shown a positive growth on the learners' understanding of new phrases and responding to new phrases. This meant a positive outcome in their L2 speaking skill. In addition, the relevance of reading motivation was identified by parents who observed how their children were interested in reading the L2 books that they were given. This study is an example of how children were motivated to read books in English.

Machura (1991) describes an EFL teaching experience with real children's books in Hungary. Although formal data is not reported about the progress of the children's language proficiency, she does explain the high motivational effect of her teaching reading practice with her learners. For example, the gain of confidence to read in L2 on their own, and above all, with enjoyment. Another benefit was the group collaboration generated in the reading activities. Teacher and students formed a motivational bond of L2 reading.

Bland (2013) discusses the significance of L2 reading motivation through an action research project conducted in a primary school in Germany. Classic fairy tales were used to motivate their young learners to read in English. Responding to the stories through writing was an activity implemented in this project. Children were given a picture from a fairy tale to colour in and it had an empty speech bubble. They had to fill it with free writing. They were encouraged to colour, draw or write few words of the dialogue in the picture. Although these children did not have English classes in their curriculum, they learnt by listening to the story once and they were able to write short phrases with showed their interest and enthusiasm in L2 reading.

Therefore, these research studies show the significance of promoting L2 reading in the classroom in order to improve L2 learning. Moreover, the fact of studying the impact that L2 reading motivation creates in the classroom environment is necessary in order to understand how children develop their L2 reading by pleasure process.

4.6 Motivating L2 Reading Methodologies

Grabe (2002) discusses how L2 reading research has provided insights for reading development and instruction. For example, he points out the appropriateness of L2 reading instruction in order to achieve L2 successful reading outcomes and overcome the existing problems in this field. Renandya and Jacobs (2002) state that it is then the concern of current second language pedagogies to foster an effective L2 environment, a more active participation of the learners' language learning process, and the stress on the learners' fluency more than their accuracy. For example, they mention how extensive reading is an L2 reading methodology that exposes a view focused more on the development of fluency than intensive reading that focuses on accuracy. Likewise, Porter (2020) highlights the importance of literacy instruction as a way to promote an enjoyable environment of L2 learners.

Thus, the emphasis of considering metacognitive, social, and affective aspects in the development of L2 reading seems a relevant element in the understanding of what L2 reading entails (Schramm, 2008). It is through the study and evaluation of L2 reading methodologies that have not been widely developed that both teachers and researchers can identify their success or limitations in the development of this language skill. For this reason, three reading approaches (extensive reading, reading circles and reading aloud) will be examined in this section, due to the significance that research studies have reported in their implementation. In addition, they will be developed and studied in this investigation.

4.6.1 Extensive reading with children

Good readers are exposed to an extensive amount of written language. This provides them the ability to learn unfamiliar words easily from context (Stanovich, 1986). Likewise, it has been suggested that through free reading or extensive reading, young learners can increase their literacy and language development in second language learning (Krashen, 2003). Moreover, their reading comprehension, vocabulary, spelling, grammar and writing will benefit from this L2 reading practice (Krashen, 1992). Thus, encouraging L2

reading as much as possible in the classroom will offer these L2 reading habits to language learners.

However, most extensive reading research in L2 has been carried out with adults learning L2 and studies on the use of children's literature in foreign language is limited (Cheetham, 2015). Therefore, it seems necessary to investigate how children might enhance their language learning through extensive reading. In this section, some extensive reading research studies will be presented, mostly with children and one study with teenagers.

In this first study, Kolb (2013) investigated a case study on extensive reading with picture books in a primary EFL class in Germany. The objective of her project was to observe how students were able to understand English picture books on their own, what comprehension strategies they developed, and what effects this project had in their reading competence. The researcher used self-assessment questionnaires to know the students' use of strategy. In these questionnaires students rated on a three-level scale to what extent these comprehension strategies helped them in their reading process. Findings revealed that students dealt actively with picture books on their own, and they used a variety of comprehension strategies. They also improved their reading motivation and confidence. These findings show how L2 reading activated significantly both cognitive and affective aspects of the young learner's participants.

A second study conducted by Strobbe (2013) who implemented an extensive reading project during a whole school year, with teenagers learning English in Belgium. The purpose of the reading activities was to improve their L2 communicative skills and promote their L2 learning. His idea of this L2 reading project seemed challenging as reading in English is not a popular activity with Flemish teenagers. However, he found out that most of the students participated actively during the implementation of the project. For example, they had read around twelve and fifteen novels despite that his expectation was that they would read just four or five books. Then, the purpose of extensive reading to encourage many books to read was achieved. In addition, enjoyment was a feature that students showed during the implementation which it was also considered an achievement in this particular age.

A third investigation by Lundberg et al. (1988) who present a training program for children. Its aim was to stimulate the children's L2 phonological structure by exposing them to books. In a period of over eight months, 235 Danish students participated in this program with no prior reading instruction. The researchers examined reading and spelling in the first and second grades. By implementing the L2 reading program, findings showed that their metalinguistic skills were improved. For example, rhyming tasks and activities with syllable and word manipulation had a beneficial effect on phonological awareness which facilitated the learners' reading and spelling. This positive effect was observed until grade 2. As previously discussed, phonological awareness is an important reading predictor in both L1 and L2 reading (see Chapters 2 & 3).

In a fourth study, Gardner (2004) conducted an investigation to analyse lexical differences between narrative and expository reading with children of ten and eleven years-old. He examined how these two kinds of texts influenced the learners' vocabulary acquisition by promoting extensive reading. He found out that students enhanced their vocabulary learning with this reading approach by the frequent encounter with unknown words while reading their selected readings. Moreover, reading for pleasure was also identified as a significant element during the study.

Finally, Birketveit and Rimmereide (2012) discuss their five week-investigation of promoting motivation and extended reading with children of 11 years of -age. In the study, the children read as many books as possible from of a selection of seventy books. They were asked to write book reports after reading a book, given a questionnaire, and they were also interviewed. Findings showed that they greatly improved their vocabulary knowledge. Especially, these words were mainly learnt in context rather than in an isolated way. The participants also improved their storytelling skills and language development as measured by using qualitative and quantitative methods. Moreover, students found this reading project interesting and enjoyable and stated that self-selection of reading material improved their reading motivation.

All these studies present different ways to encourage extensive reading and the effects they had in the development of children's language learning. Enjoyment was an important element achieved in most of these studies. When students read for pleasure, it

seemed language learning was higher through learning a good number of words in context. Finding a way to make learning enjoyable is one of the teachers' concerns in most teachers. As stated previously, the emphasis on developing fluency rather than accuracy seems an important element of current language learning pedagogies. Thus, learning a foreign is not only performing conversations, listening to dialogues in textbooks and doing vocabulary exercises, but it is also the ability to interact with a text by reading stories which stimulate the students' imagination and thoughts.

4.6.2 Reading circles with children

Reading circles or also called literature circles is a reading approach that has reported positive reading academic outcomes. For example, it has been observed the significant active students' participation to read independently and the improvement of collaborative learning (Tim, 2004). Then, Daniels and Steineke (2004) define this methodology as an organised reading discussion formed by small groups whose members have selected what to read. In addition, they agree to work together and delimit how they will report their readings to learn from them (see Chapter 5). King and Briggs (2012) highlight the pedagogical benefits of this methodology. They mention that teachers can study the children's understanding of the text. Learners progress their reading skills and build a positive attitude towards reading.

Thus, this section is devoted to present illustrative research studies whose findings provide the analysis of the educational outcomes presented. The insights generated by the examination of these studies are meaningful for the aims of this investigation.

Firstly, Avci and Yüksel (2011) investigated the effect of reading circles with seventy-two students of fourth grade in a private school in Istanbul. Findings demonstrated that some students improved their reading comprehension skills, especially those who had a low-rate level in this area. In addition, the variety of reading tasks implemented were found motivating for the students. For example, they expressed their opinions of their readings with their classmates, and they gave presentations about their books which improved their L2 learning skills.

Secondly, Shelton-Strong (2012) implemented an investigation of reading circles in ELT with two groups of Vietnamese teenagers, both groups with different language

proficiency levels. The author examined two classes to explore the potential of this methodology for language learning, strengthen the learner's self-confidence, and create the enthusiasm for reading. The first group had a lower advanced language level and read readings for L1 audience. The reunions for reading circles lasted 24 weeks and they met twice weekly for an hour in this activity. On the other hand, the second group had an intermediate level and they read a graded reader at Level 5 which is a C1 proficiency level. The meetings were over 16 weeks. This group met twice a week as well for forty minutes. His research outcomes demonstrated that the first group participated actively in the discussion of the readings and showed understanding of the stories by following the plot despite these were written for an L1 audience. Students were motivated to share their opinions. In addition, their fluency in reading and speaking was highly improved. Regarding the second group, it was found that despite the challenge that students faced at the beginning of this reading activity, they started to participate in the reading discussions. Thus, this study shown how reading circles can create positive language learning results by comparing the effects of this methodology in the two groups with varied language proficiency levels. Moreover, students had the opportunity to interact with books and expressed their own opinions of what they read.

Thirdly, Cumming-Potvin (2007) conducted an action research study where she examined the reading circles experiences of a seven-year-old boy in an Australian primary school. He was selected from a group of students due to his limitations in reading comprehension. She identified that through scaffolding the texts, he was engaged in the reading tasks. In addition, his social interaction was improved by working in the reading discussions with his classmates. She observed that one of the readings was challenging for him, but he overcame the challenge by expressing his opinions about the book. Thus, although this study does not report L2 learning outcomes, it describes the benefits that reading circles can give to non-proficient readers. For example, he was able to express his opinions by being exposed to reading activities which promoted an active participation in class. Thus this is a benefit for students who suffer reading constraints. In this way, students enhance their reading experiences with this reading approach.

Fourthly, a study was conducted by Allan et al. (2005) with native speakers in Scotland. A report is presented about four elementary schools that implemented literature circles in their curricula. The aims were: first, to report the teachers' and students' experiences of developing a reading circles program in Scottish schools and provide advice to introduce and develop this reading methodology. Second, to examine the children's achievement and attitudes, with a focus on gender. And third, the consequences for teachers, school managers and policy makers in developing the reading curriculum. It was found that children acquired autonomy and eagerness through the reading circles. Parents reported that their children started naturally to discuss their readings at home. Regarding gender, both boys and girls showed more positive attitudes to reading. In addition, the number of books they read was significantly increased. Their vocabulary was improved which had beneficial effects in their verbal reasoning ability. Thus, this study confirms the academic benefits of promoting reading circles in the classroom.

Fifthly, Crum (2006) examined the effects of literature circles in the reading comprehension of middle school students in the United States. The evaluation required to observe whether students improved their reading comprehension after participating in the literature circles as well as to evaluate their reading achievement levels. The study lasted four weeks. Interestingly, findings showed that students with low reading achievement did not progress significantly. On the other hand, students with high reading achievement progressed better. Thus, the author claims the importance of continuing studying reading circles in order to identify how these affect the students' reading performance more precisely. As her study showed that although the students had interest in the reading activities, there was not a significant academic gain in the reading comprehension of the low proficient students. Thus, this is an example of a study which reported slightly different results to the previous studies examined.

And finally, a study implemented with native speakers of English was conducted by Certo et al. (2010) who investigated the students' perceptions of their experiences in literature circles in elementary grades. Randomly, they examined twenty-four students from grades 1 to 5. Students were interviewed to obtain perceptions of their attitudes towards the literature circles and their learning perceptions. They found that students expressed their preference towards literature defining it as the best subject, they also

expressed that writing was a good form to organize their discussions, and they improved their comprehension and response towards literature. Then, the examination of this last study on reading circles highlights how students perceive their reading experiences by considering their preferences to read and their feelings by doing this activity. This is a significant element to study.

Therefore, the examination of these studies activates insights to consider the promotion of reading circles in the L2 classrooms. This is a methodology that should be more included in the L2 curriculums to create a positive attitude towards L2 reading. As Burns (1998) states independence, creativity and autonomy are decisive elements to make a positive learning change in the classroom and this can be achieved through implementing this reading methodology. Precisely, these studies demonstrated how cooperation, willingness to work, development of autonomy, and L2 skills were developed by participating in this reading methodology which prompts to consider its implementation in the L2 classroom.

4.6.3 Reading aloud in L2 to children

A number of studies have discussed the educational benefits of reading aloud to children in L1. Lane and Wright (2007) point out that one of the most significant pupils' learning experiences is when a teacher reads aloud them a book. Listening to a story develops learners' knowledge and improve their reading (Cunningham, 2005). Moreover, reading aloud helps to learn new vocabulary because the unknown words become in familiar words. This happens when these words are read to their children and explained the meaning of them (Duursma et al., 2008).

In addition to the cognitive benefits, the affective results exist. Children get involved by listening to a story that arouses their interest and their enjoyment to read is boosted (Campbell, 2009). Hence, a balance between cognitive and affective factors are resulted in this reading activity. In other words, Trelease (2006) explains through reading aloud the verbal knowledge of the child is stimulated, and positive reading conditions are built like reading with enjoyment, building vocabulary, and creating a background knowledge.

Parker and Parker (1991) stress that reading aloud is an effective form to expose children to the features of standard English and to the sounds of this language.

Thus, a large body of research studies have reported these benefits with native speakers of English. However, little is known about the effects of this reading methodology in L2 contexts with children. In this section, some reading aloud studies will be analysed to evaluate its impact to reach the goals of this study.

In the achievement of reading for enjoyment, Worthy et al. (2012) created a positive classroom environment in a second-grade group. Reading engagement and student-initiated talk were positive effects of developing reading-aloud. Learners used language in a meaningful form, understood and engaged with the stories, developed and shared ideas, opinions and feelings; as well as enhancing their views considerably through reading aloud discussions.

Regarding vocabulary learning, Greene and Lynch-Brown (2002) examined reading, performance reading, and interactional reading aloud with 117 pupils from first grade and 129 pupils from third grade. Trained preservice teachers read two storybooks. It was found that reading aloud influenced significantly in vocabulary acquisition and comprehension in each group. Vocabulary learning was highly affected due to the development of the interactional reading.

In a study with EFL learners, Sun (2020) investigated the effect of reading aloud with two classes of seventh-grade students from a public middle school in Taiwan. Word inference ability and attitudes toward reading in English were the two aspects examined in this investigation. The author suggests that creating a motivation classroom environment with reading aloud provokes the students' enjoyment to read. As a consequence, their reading attitudes change which have a positive language learning effect and enhance their word inference for future reading activities.

Therefore, developing reading aloud in the classroom is the opportunity that children have to practice their listening skills, discover new words among other significant educational benefits as previously discussed. However, an increase of research in the area of EFL with children should be developed to learn more about the educational effects of reading aloud in L2 at this age.

4.7 Motivating Reading Materials for L2 learning

Reading provokes different experiences which readers can associate as positive or negative (Afflerbach and Cho, 2011). It is then the interest of L2 teachers to provide as many as possible positive L2 reading experiences to promote L2 reading motivation. It is then through reading and listening to stories that Hughes (2011) highlights the magic that stories bring to the listener/reader. Then, books are a prevailing educational resource for L2 classrooms. Moreover, Wilkinson and Silliman (2000) claim how exposure to print is a motivational reading element for children because they learn about literacy aspects, phonological aspects of the language, and conventions before they learn to read and write in L1. Then, finding meaningful reading materials which stimulates these aspects and the joy for reading is an essential aspect in developing L2 reading (Parker and Parker, 1991).

In this section, three kinds of reading materials: authentic texts, graded readers and picture books are examined, as these are the reading materials used in this investigation.

4.7.1 The debate: graded readers vs. authentic texts

There is a frequent discussion in the development of L2 reading regarding the pertinence of the kind of texts that should be used. An argument that Day and Bamford (1998) name as 'authenticity' versus the 'simplification' of texts has originated several breakdowns of the benefits that each part bestows. This investigation used authentic texts for children and graded readers in the reading intervention (see Chapter 5) to promote extensive reading and this section explains the advantages of each kind of text.

Graded readers

A pioneer in promoting graded readers is Hill (1997) who defines graded readers as 'extended texts, mostly fiction, written in language reduced in terms of structures and vocabulary. They were initially simplified versions of classics, modern novels, and fairy tales..' Then this definition portrays the main characteristics of these texts which have been adapted from original stories written mainly in English. One of the characteristics of graded readers is the reasonable language length for different L2 levels (Nation and

Wang, 1999) because the lexis and syntax has been adjusted for L2 learners (Hill, 2008). In addition, some books include language activities in order to strength the learner's L2 proficiency. However, publishers present slightly different scheme levels in these books. For example, Bowler and Parminter (2011, p. 35) explain that the Bookworms Oxford Library grading system has the following scheme level as the following table 4.1 shows:

Level	Number of words
Intermediate	1000
Pre-intermediate	700
Elementary	400
Beginner	250

Table 4.1 Library grading system

Another example is given by the Black Cat publisher which presents a wide collection of graded readers. They have categorized their grade readers into two series: Earlyreads and Green Apple. The first is targeted for young learners aging from 4 to 12. The series includes classic, traditional tales and other children's stories. The English level is from very elementary to A1 level according to the CEFR. The second is for older children from seven to fourteen years old. The language level is divided into three levels: A1, A2 and reaching B1, this is a more language-oriented series. The number of words in this series ranges from 2000 to 11000 words. Regarding the Earlyreads the grading system is shown in table 4.2

Early reads	Number of words
Level 1	550 words
Level 2	700 words
Level 3	850 words
Level 4	1000 words
Level 5	1200 words

Table 4.2 Number of words based on the readers' level

Thus, the way both publishers present their grading system varies. Oxford publisher starts from 250 words, whereas Black Cat presents 550. The first ends the intermediate level with 1000 words and the second with 1200. Regarding these number of words, Nation and Waring (2020) point out that a five-year-old native speaker of English

generally has a vocabulary of around 3000- or 4000-word families. Then, books written for these native speakers consider this vocabulary knowledge and present a wide range of words. Consequently, these authors suggest that the use of graded readers is more appropriate for EFL learners due to the number of words presented have been adapted for L2 learning purposes. Likewise, Simensen (1987) agrees that graded readers have an appropriate language level for language learners. Parminter and Bowler (2011) also states that graded readers are very useful at the initial stages of language learning.

This investigation promoted the use of graded readers as it will be explained in the next chapter. The examination of using this kind of reading material was considered to promote the enjoyment of L2 reading.

Authentic texts

Day and Bamford (1998) mention that authentic texts are chosen because they are interesting, engaging, relevant and motivating. They have been primarily written for native speakers, so the main purpose is to entertain and communicate. Then, this does not interfere in the purpose of establishing communication with the reader (Swaffar, 1985). This is an argument of 'real language' presented in authentic texts compared to non-authentic texts that present 'artificial language' (Berardo, 2006). Moreover, non-authentic texts target a reading task which might lead learners to struggle with some difficulties to fulfil the task.

Thus, this two-side points of view of using both materials for encouraging learners to read in L2 needs to be considered for examination. Language teachers know their own contexts and realities where these materials can be suitable or not. Crossley et al. (2007) claim that more studies contrasting both sides need to be investigated. They conducted an exploratory study to investigate this gap and concluded that there was not a significant difference between the two texts regarding linguistic features. Then, they suggest that more research needs to be done to study this argument.

This investigation used authentic texts as it will be also explained in the next chapter for the purpose of encouraging L2 children to read for pleasure.

4.7.2 Picture books

Graham (2013) discusses two definitions of picture books. The first definition refers to a text with illustrations which is commercially traded, and the second describes picture books as texts focus on establishing communication with children. They contain many pictures with slight texts or no text inside them. She explains that the main purpose of picture books is raising the children's enjoyment to have these books in their hands to read them and look at their pictures.

As originally intended for native speakers of English these books also have the intention of teach about their particular contexts. However, the potential of these books to teach EFL might be a good source as Enever (2006) stresses to cultivate the understanding of other countries' cultural attributes and, above all, provoke the enjoyment to read a story in L2, and sometimes proper rhymes feature these books. For example, Abellán and Hébert (2013) analyse some picture books biographies of gifted young Hispanic children. They highlight that these can be helpful for teachers to use in the classroom to talk about the social, emotional, and intellectual needs of these biographies with Hispanic children. The objective is the recognition of this cultural identity by designing lessons that encourage the learners' affective needs. This is an example of the significance that picture books might have in education.

Moreover, picture books are a motivational educational tool to develop children's visually literacy through reading in L2 (Lugossy, 2005). Then, the benefits of using picture books for language learning purposes are significant for language teachers to be considered. In this investigation, picture books were used as a meaningful resource to encourage learners to read L2 and create a motivating L2 learning environment (see Chapter 5). It is through the evidence offered in research studies that the consideration of using these books was decided.

For example, Bland (2013) mentions the relevance of picture books in an action research study which she conducted with primary children who enhanced their writing skills by using pictures books while learning English in Germany. Likewise, Kaminski (2013) reports an investigation with primary German children. The aim was to identify the impression of a first encounter with a picture book that children had to understand it. She found that picture books built a meaningful learning context for the learners due to their

reconstruction of the line of the story. This had a significant effect in their L2 vocabulary learning.

Therefore, including picture books in EFL seems a meaningful way to motivate young learners to read in L2 by developing not only vocabulary knowledge, but also stimulating their language and visual learning skills by interacting with attractive books. The richness of picture books seems extensive and fruitful for language learning purposes, but above all to encourage the pleasure to read in L2.

Chapter 5 L2 Reading for Pleasure Intervention Project

5.1 Introduction

Previous chapters develop the theoretical argument of this thesis: the importance of encouraging L2 reading for pleasure to learn L2 meaningfully (Ghosn, 2013; Krashen, 2004). Firstly, it was discussed how the L2 reading process seem to be relevant for L2 teachers to encourage both cognitive and L2 language skills to their students, as studies have shown the benefits of developing this language skill (Geva, 2006a; Koda, 1998). And secondly, the influence of reading motivation was examined as a significant affective characteristic of avid and interested readers who read because they are engaged with their stories (Guthrie and Wigfield, 1999). Reading motivation then constructs an appealing and meaningful L2 learning environment. This creation has a positive learning effect, especially in EFL contexts where there is a persistent lack of exposure to L2 input (Day and Bamford, 1998). Thus, both cognitive aspects and affective aspects influence the process of L2 reading, which also would have a positive impact in the L2 learning process.

This chapter presents the design and implementation of an L2 reading project which was designed to examine the YL participants' L2 reading process in an EFL context. The main aim of this study is the understanding of the L2 reading process from the influence of the cognitive and affective factors with a prominence on the latter one. The examination of theoretical stances based upon reading research studies both in L1 and L2 contexts with young learners supports this project which were examined in the previous chapters.

Regarding the cognitive area of L2 reading, the study of phonological awareness, phonics, reading fluency, vocabulary and reading comprehension highlights relevant elements of the lower-level and higher-level reading processes (NRP, 2000) (see chapter 2). Then, this project examined phonological decoding and vocabulary (Koda, 1996) as influential elements of L2 reading to study their cognitive influence in this particular context. And second, the examination of the affective reading area which embraces reading motivation through the development of three reading approaches: extensive reading (Day and Bamford, 1998; Krashen, 2004), reading circles (Daniels, 2002) and reading aloud (Ellis and Mourão, 2021). These were selected to observe their effects in

the young learners' L2 reading process. The design and implementation of these reading approaches follow their pedagogical principles which have been adapted to the particular context of this investigation.

Yield data from this investigation was examined from a qualitative approach to understand how these young learners developed the pleasure to read in L2 by listening to their L2 reading experiences for pleasure. In addition, the teacher-researcher role provided the analysis of the design and implementation of this project from the acquainted L2 context. Thus, this information contributed to inform how L2 reading for pleasure could be developed with children in an EFL context.

5.2 The L2 Reading for Pleasure Program

The L2 reading for pleasure program in this investigation was implemented during 32 weeks in the same public school where the pilot study was conducted (see Chapter 6). The program (see Appendix A) was organised with an hour-class three times a week for a total of ninety-six hours during the whole course. English instruction was given in English and sometimes Spanish was spoken by the teacher. During this course the students were introduced to L2 reading by developing activities which promote extensive reading, reading circles and reading aloud. The methodology included these reading approaches as well as a combination of different language methods (total physical response, audiolingual, communicative approach, etc.). Following an action research methodology, the program was modified each week in order to fulfil the learners' needs and evaluate continuously each class given.

5.3 The Theoretical Foundations of L2 Reading

In this investigation, the study of the L2 reading process entails the understanding of how the L1 reading process in Spanish works in order to develop the L2 reading process in English. For example, English is classified as an opaque language which follows a specific process of learning how to read compared to learning how to read in Spanish that is classified as a transparent language (see Chapter 3). Then, the selection of two cognitive elements such as phonological decoding and vocabulary seem necessary as studies with

Hispanic children in ESL contexts have demonstrated interesting findings in the L2 reading process (see Chapter 3).

On the other hand, researchers have claimed the importance of reading as a source not only of cognitive development, but also of enjoyment for children (Meiers, 2004) where literature becomes a meaningful form of learning (Brewster, 1991). Thus, the selected reading methodologies of this study: extensive reading, reading circles and reading aloud might lead to the examination of the affective young learners' responses. Their pedagogical principles will be described for the purposes of this intervention.

5.3.1 Two cognitive factors: phonological decoding and vocabulary in L2 reading

Chapter two and chapter three provided the theoretical discussion on the relevance of phonological awareness and vocabulary as influential factors in the reading process of learners in ESL contexts. The examination of these two cognitive skills allows the understanding of how the YL participants develop their L2 reading process and the difficulties they encountered during this process from the designed L2 reading and L2 activities.

5.3.1.1 The practice of phonological decoding in this project

Phonological awareness (PA) has been examined from quantitative studies which have shed light regarding how young learners process the discrimination of L2 sounds to read in an alphabetical language (Chieh-Fang, 2014; Koda, 1998). It is within the area of PA that phonological decoding will be studied. However, this study aims at reporting from a qualitatively perspective, some empirical PA practices that reflect the process of phonological decoding that Spanish YL deal with. Mainly sounds which are not common in their L1. The following phonemes were identified as necessary to learn: The 'voiced th' /ð/ which is an important phoneme because in Spanish there are no words with this sound, thus Spanish learners seem to struggle with it. And the phonemes /v/ and /b/ are important because they are not distinctive in Spanish, they both sound alike. Spanish speakers do not distinguish the sound difference when they read words with these phonemes. Teaching YL how to read words like 'book' or 'very' would provide the knowledge of PA which is a proper identification of the difference of both sounds.

Phonological decoding as discussed in Chapter 3 is an important element in learning to read. Children who are learning to read in a foreign language need to know its importance. For example, Spanish speakers who do not have certain sounds that there are in English need to practice those sounds which are not in their mother tongue. Thus, in this L2 reading program phonological decoding exercises are included to strength the knowledge of English. Then, the program included sixteen sessions for PA in the overall program. Samples of the lesson plans are provided (See Appendixes B, C, D, E & F). These were designed in the following manner as Table 5.1 shows:

	Two sessions	Five sessions	Six sessions	Two sessions	One session
Activities and Reading Methodologies	Introducing how sounds work in English compare to their L1 (Spanish). Then, the focus was the sounds: /ð/, /v/ and /b/. Some words taken from previous students' readings and daily words were reviewed. For example: Three, book and very. Then, a list of common words was provided to practice these sounds. The lesson plans of these sessions explain in detail the procedure (see Appendixes 3 & 4).	Individual sessions of extensive reading activities helped students to review the sounds they learnt in previous classes. For example, the teacher worked with the book that each student was reading in order to identify the phonemes they learnt (see Appendix 5).	Reading circles activities were focused on asking learners if they could find words in their books with the phonemes they learnt previously (see Appendix 6).	In these sessions, students worked with the selected phonemes: /ð/, /v/ and /b/ to check if the story "The Gruffalo" had words with these phonemes (see Appendix 7).	Review the three phonemes: /v/ /b/ /ð/ learnt in this course.

Table 5.1 Activities and reading methodologies of the reading programme

An example of a lesson plan is provided to offer the information about how phonological decoding was developed during the vocabulary activities and in every reading methodology (see Appendix B).

5.3.1.2 Vocabulary activities in this study

Previous discussion of the influence of vocabulary on reading has presented the relevance of developing it (Chapter 3). It seems necessary to highlight that the YL who participated in this program come from low-income families with very limited or null L1 reading practice. Whitehurst et al. (1994) points out the relevance of promoting reading at school in order to enhance vocabulary and phonological awareness which is not promoted in the learners' homes. Thus, in this L2 reading program, vocabulary was developed from two ways: basic vocabulary from the curriculum of beginners and the vocabulary learnt from the stories YL read (extensive reading, reading circles and reading aloud). As Collins (2010) states, meaningful vocabulary activities are opportunities for language learners to acquire L2 vocabulary such as experiences with story book reading, explicit curricular instruction of targeted words, exposure to words from read alouds, and self-read texts. These suggestions support the determination of including curricular vocabulary and the YL's reading practices vocabulary.

Strategies implemented to learn L2 vocabulary from the program and their readings included: providing a simple and accurate definition in L2, showing a picture, role playing, synonyms and, in some cases, the use of L1 word to explain the unknown word. In particular, vocabulary activities were enhanced in the activities of the reading methodologies. The exposure to new words in the stories was an important aspect to observe in order to identify the level of comprehension that the students might had developed during reading their books.

During the extensive reading activities YL wrote lists of the words that they considered significant to understand the story. In the reading circles there was an assigned vocabulary role. It was called the 'word master'. The person in this role was in charge of identifying the main words of the books they read. However, there were some situations where other students contributed by adding other words that they also considered important to learn in spite of not having this role. And in the story of "The Gruffalo" students created their own vocabulary lists based on their vocabulary knowledge they had constructed in their previous readings.

5.4 The Practice of Extensive Reading with EFL Young Learners

The previous chapter has discussed the educational relevance of this reading methodology in L2 learning based on research which has been carried out mainly in ESL contexts with children. In this study, the objective was to implement this reading methodology with EFL YL in order to promote their pleasure. In this chapter the pedagogical implementation of ER is explained.

ER is one of the most well-known L2 reading approaches which promotes the pleasure of L2 reading (Farrell, 2009). Some principles have been suggested to implement this reading methodology effectively by Day and Bamford (2004). However, their ER principles have been implemented mainly with EFL adults (Day, 2015) and little is known with young learners. Thus, the following principles from Day and Bamford (2004, p. 2-3) were adapted to this investigation:

The reading material is easy. Students need to be able to deal with material that is understandable to them. They need to read books where there are words known to them with few unfamiliar words or grammar patterns. In this case, these students were not familiar with English as they had not taken classes before. At the beginning of the course, graded readers for children were used. Once they were used to read these books, authentic books for English-speaking children were provided. The objective was to expose the children to attractive readings and enhance their vocabulary learning through meaningful stories.

A variety of reading material on a wide range of topics is available. A variety of books are presented to students, so they can choose what they want to read based on their interests and preferences. In this reading intervention a range of approximately twenty-five different books were presented to the children. Each child selected the book to read once a week. This extensive reading principle is attractive for the children to have a wide selection of books to choose.

Learners choose what they want to read. Students are free to choose from a variety of options what they will read. They are also free to return a book that did not like or find too difficult to read. The freedom given to students to select what they wanted to

read created a relaxing environment where neither there was not an assigned task to accomplish nor there was a book which had been chosen by the teacher. It is necessary to mention that this is not a common practice, particularly in this context. Teachers are usually the leaders of the class and mostly they choose what to read in class.

Learners read as much as possible. Quantity is a key element in this approach for students to improve their language knowledge. Due to the fact that books are usually short, a book per week is an ideal goal for beginners. These young learners had reading on Fridays and finished reading the same day. Thus, each student had read approximately from five to seven books in the extensive reading activities during this L2 reading program. The emphasis was to provide opportunities to read as much as possible.

Reading speed is usually faster than slower. Due to the briefness of the books, students usually read faster. A dictionary is not a recommended source to be used because students tend to look for every single word they do not know. Then, they take longer to read. Hence, in this program students were encouraged to guess the meaning of those words that they did not know. For example, they were asked to choose two or three words of each page that they considered relevant to learn their meaning. Consequently, they could understand the text more completely and enhance their vocabulary knowledge.

The purpose of reading is usually related to pleasure, information, and general understanding. In extensive reading students read because they want to read a particular book and develop their enjoyment. Children read books because they want to enjoy the story that the book offers. Then, encouragement as mentioned in the previous chapter was an important element to promote in this program. In addition, the relevance of reading their choice makes the difference of extensive reading.

Reading is individual and silent. Students follow their own time to read a book. Then, there is not pressure of time to finish a book. YL knew that there was no rigidity to finish their readings. They have the length of time to read their books at their own pace.

Reading is its own reward. There are no comprehension questions at the end of the book. Hence, students have the freedom to finish when they are able. Teachers may ask their opinions about the books they read. The discussion of their experiences of reading is a significant aspect. Asking their opinions of their readings was a meaningful activity. It is

the opportunity to explore their reading comprehension level. In this context, learners are not used to expressing their opinions of what they read in L1, which does not build their reading proficiency for upper levels of their schooling. Then, students were prompted to express their opinions in order to listen to them. The teacher showed interest and attention to their ideas and made questions regarding them. The focus was to stimulate their thoughts and make them to feel comfortable to express them.

The teacher orients and guides the students. The teacher's role in this approach is as a guider of the process of reading by explaining students: what the approach is, why they are reading in that way, and how to go about it. Teacher also monitors how much they read and their reactions towards the chosen book. The teacher's role in this approach seems more as a facilitator instead of having the control of what happens in the L2 classroom. In this way, teachers can observe more the learners' reactions while reading their texts. Furthermore, YL have the freedom to explore their reading experiences without troubling about a grade.

The teacher is a role model of a reader. It is important to share with the students the teacher's readings experiences. The teacher can recommend books to read and motivate students to read. A relevant part of inspiring learners to read is when the teacher shares stories and opinions of books they have read before. Narrating the adventures, actions and characters of stories is a motivating part in the L2 reading for pleasure process.

These principles guide the development of extensive reading efficiently. In addition, the teacher's sensibility seems a relevant element. As guiders of this reading, they can evaluate what it is working properly or not. Moreover, implementing the extensive reading principles offers the opportunity to the teacher to create a L2 reading environment of joy and pleasure which is much needed in EFL contexts where there is a lack of reading in L2 with this approach. This is a motivating learning activity that invites YL to read in an L2.

5.4.1 Graded readers and authentic books: their implementation

In the previous chapter, an academic discussion has been presented regarding the use of graded readers as opposed to authentic books in developing L2 reading. This investigation promoted the use of both graded readers, picture books and authentic books to provide three formats of reading books in English. The observation of the students' reactions towards these materials was deemed relevant to obtain data that could evaluate each option.

The extensive reading sessions as the program shows (see Appendix A), provided a wide range of books that intended to motivate YL to read. These books came from donations and the researcher's personal budget. A list of authentic books for English speakers (children's books), phonics books, graded readers and picture books (see Appendix G) were divided during the seventeen sessions of extensive reading activities due to the lack of a library or prepared classroom space for the purposes of this course. The teacher had to take the books with her in a trolley in every session to show them to students and be able to read them.

Authentic books designs were colorful and attractive. Specially picture books had big and attractive fonts. On the other hand, phonics books and graded readers were small as well as the fonts. As Singer (1970), in chapter two, described the readers' eye movements shift according to the infrequent and frequent words. Then, it seems important to select books that develops a reading speed (Rayner, 2009) which might be affected by the size of the fonts.

In every session there were some authentic books and graded readers. These were displayed on at the teacher's desk. Then, students were allowed to choose any book that came to their attention. Afterwards, it was stressed that if the book was not interesting to them after reading a couple of pages, they could choose a different one. The classroom atmosphere was quiet and relaxed while they were reading.

5.5 Reading Circles

In the previous chapter, the significance of this reading methodology was explained through research studies that indicate the advantages of developing this reading methodology in the L2 classroom. In this section, the pedagogical application is explained.

This reading methodology was included in this investigation to supplement the L2 reading proficiency that YL were fostering through the extensive reading practices. The ER practices developed reading independence and autonomous work. However, it seemed necessary to include a reading activity where collaborative work was present as meaningful aspect of children's development (see Chapter 2). Daniels (2002, p.18-27) states the following characteristics to create effective reading circles. He names them as "literature circles" and his work was basically conducted in the development of L1 reading. However, most of these characteristics share similar views with the ER principles described previously. During their description, explanations of the application of the reading circles in this study is mentioned. Then, these are some of the Daniels' features of the literature circles which were applicable in this study:

1) *Children choose their own reading materials*

During the implementation of the ER activities in this course, YL get used to select the books they wanted to read. There was not any instruction to read a designated book from the teacher. In this way, they enjoy reading their own choices. Furr (2011) claims that in L2 the material to read has been carefully selected by the instructor to facilitate the L2 learning. In this case the selection of picture books was used for this particular activity. The previous chapter discussed the relevance of using them as research studies have shown it. In future sections the reasons of using picture books in this study will be discussed.

2) *Small temporary groups are formed, based on a book choice*

Four picture books were introduced to the YL. The titles were:

- The Littlest Bird by Gareth Edwards and Elina Ellis.
- My Shadow by Robert Louis Stevenson

- Aliens in Underpants Save the World by Claire Freedman and Ben Cort
- Keith the Cat with the Magic Hat by Sue Hendra

The teacher showed each book and elicited from the students what they would think about the story. According to their preferences, four groups were formed. Three groups had four participants and one group just two.

3) Groups meet on regular, predictable schedule

In the fifteenth session, YL were introduced to this reading methodology, and it was set a day on the week (usually on Wednesdays) just to work with their groups on reading circles. The reading activity was set for twenty minutes reading and fifteen minutes of discussion among the participants.

4) Kids use written or drawn notes to guide both their reading and discussion

Once they finish reading, YL were asked to start talking about the reading. Their ideas and opinions on it. They were also asked to think about the final of the story. As this a language activity, they were asked to identify the words that were important to study their meaning in the dictionary.

5) Discussion topics come from the students

YL had the freedom to discuss among themselves what they think about the topic of each story by themselves. The teacher did not take part in the discussions at all.

6) The teacher serves as a facilitator

The role that the teacher adopted during the reading circles was a facilitator who provided any help regarding materials to be used and answering a question about the use of the dictionary to find a word. It was just this kind of activities that the teacher did in these sessions.

7) Evaluation is by teacher observation and student self-evaluation

Daniels (2002) mentions that the main aspect to assess in reading circles is the students' active participation through observing the discussions of what they read. The compilation of the students' work in the session through their portfolios is an example of their work. A qualitative perspective is needed to evaluate this participation. In this investigation, students knew their responsibility in conducting the reading circles. They were assigned a

specific role in their reading circles group. The roles will be explained in the following paragraphs. In this way, they could evaluate among themselves about what they read.

8) A spirit of playfulness and fun pervades the room

YL participated actively in the stories they chose. The fact of working in groups created a sense of freedom and independence because they responsible of what they had to do. The teacher was not giving instructions regarding any task. They felt responsible of their own learning.

Another element which was introduced in this reading activity was that each book was read by a native speaker of English who agreed to record his voice to read the books. His voice was recorded while reading in a power point presentation. In this way, each book had its own presentation slides with the recording voice to read and listen the story. The presentations of the book each group selected were sent to each YL's email to have access to read it at home.

5.5.1 Reading circles roles

Furr (2011) suggests the following roles in L2 reading circles which are adopted by each participant in the group: discussion leader, summarizer, connector, word master, passage person, culture collector. However, the explanation of the duties that each role has, it seemed to be focused more for L2 adult learners than YL. Certain academic skills are required which YL have not developed yet. As this study was conducted with beginner young language learners, the roles were adapted to children's academic and L2 skills. Four roles were considered per group because three groups had four participants and one group two participants. These are the roles that were developed:

- a) **Discussion leader** directs discussions in the group by asking simple questions about the story (e.g., did you like this part of the story? Explain why?)
- b) **Summarizer** creates the review of the story by mentioning the main parts of what the story is about.

- c) **Word master** identifies important unknown words and important phrases of the story. Furthermore, it invites to the rest of participants to contribute with their own information.
- d) **Passage person** selects the most important parts of the story and describes the characters.

In this study, the teacher explained that after the first reading of their picture books, they had to take a role which had a specific task. Young learners listened carefully the instructions and they decided in their own groups what role they were going to take in this activity.

5.5.2 Picture books

The academic significance of picture books was discussed in the previous chapter. In this section, it will be explained the reasons of including for the reading circles. First, the format of picture books is very attractive. The books' size is manageable with colourful and appealing images which invite children to read them. And second, the titles of the stories are captivating to the children's interests. Even though these books have been written for native speakers of English, the sentences are not complicated for YL language learners to understand the message of the story. These two characteristics invite children to read them more than books that have been designed to teach L2 due to the depth of the visual content (Enever, 2006).

The selected titles of this activity were:

The Littlest Bird by Gareth Edwards and Elina Ellis. This is the story a bird that did not feel happy by being the littlest of the family. She considered that she did not have enough space to be comfortable. Then, she took a decision to change her situation. Her decision is interesting to analyse in order to see its pertinence.

My Shadow by Robert Louis Stevenson. It is a story about a boy who was afraid of his own shadow and how he defeated this fear.

Aliens in Underpants Save the World by Claire Freedman and Ben Cort. In this story a meteorite is approaching the Earth and some Aliens help to save the Earth from its

impact. They solve the situation by doing the strangest action that people could not ever imagine...

Keith the Cat with the Magic Hat by Sue Hendra. It is a story about the cleverness of a cat that finds a positive solution to a problem he had got.

These stories presented good opportunities for YL to discuss the message of the story and listening to everybody's opinions about it. In addition, it was an excellent opportunity to develop the reading circles principles. This reading practice not only motivate children to read, but also, prepare YL language learners to enhance their language knowledge by interacting with new vocabulary and phonological decoding that children who are native speakers of English have to develop.

These YL read and worked once a week in reading circles (see Appendix A). They read and each student completed the assigned role for eight sessions. At the end of these sessions each group designed a poster (see chapter 7). A lesson plan shows how this activity was developed in specific stages of this reading methodology (see Appendix E).

5.6 Reading Aloud

It has been discussed the significance of developing reading aloud in the L2 classroom according to research studies in this field. In this section, the pedagogical considerations for its implementation in this study is discussed.

Ellis and Mourão (2021) explain how reading aloud should be conducted efficiently. They suggest that picturebook read-alouds should be mediated or 'scaffolded' in order to support the children's comprehension of this activity. They suggest that teachers should use their teaching competences sensibly in order to convert this reading activity in an enjoyable L2 learning experience with an active children's participation of what they are listening about the story.

These scholars recommend three stages to mediate a picture book aloud, (p. 23):

- I. **Stage one. Before.** Choose and prepare the picture book.

- II. **Stage two. During.** Use expressive techniques: body, eyes, voice. Reading aloud. Read-aloud talk.
- III. **Stage three.** After. Follow-up and reflection.

In this research project eleven picture books were selected (see Appendix X). Two of them followed this recommendation process to develop it properly. The other eight picture books were used for the extensive reading activities due to the children's fondness with these reading materials.

The book that had more repeated reading aloud sessions with certain adaptations to this context was "The Gruffalo" by Julia Donaldson. This particular book was selected because it is a story of a mouse whose imaginative fabrications to protect himself from 'dangerous animals' invite readers to raise their expectations of what every page presents. Regarding the L2 language content, it was accessible to the L2 learner's language knowledge because this picture book was introduced to them in the 29th week when YL had developed more vocabulary and phonological awareness practices with extensive reading and reading circles.

Two more activities were added. The first was that after reading aloud the story following the recommendations of Ellis and Mourão (2021) on stage one and stage two. It was added that the teacher gave to each student this picture book. Then, the teacher read again the story and YL could read the words by themselves now in order to continue practicing the vocabulary and phonological awareness activities. The second activity was to ask YL to read by themselves one or two pages of the book. It was pointed out that they use the right tone of voice depending on the description of the story to continue practising their phonological decoding activities.

Reading aloud was a suitable activity for the purposes of this study which provided the indispensable L2 reading practice. In addition, it was a suitable reading methodology to create a remarkable environment to read L2 for pleasure.

To conclude, this chapter has presented the design and implementation of the L2 reading by pleasure programme in an EFL context with young learners. The aim of encouraging L2 reading by exploring reading approaches which promote the pleasure of reading was relevant in this project. Phonological decoding and vocabulary tasks were

also included in the programme to be developed due to their cognitive influence in the L2 reading process.

Chapter 6 Research Methodology

6.1 Introduction

This investigation aims to examine the L2 reading for pleasure process that EFL young learners in a Mexican public primary school developed. In addition, it identifies the influence of motivational factors entailed during the reading intervention and provides implications for future research and teaching practices. Thus, this chapter is dedicated to the research methodology in which the following sections will be provided.

First, the pilot study is described as it determined the research design of the current investigation and its implementation. Second, an overview of the research questions, and methodological strategies summarised in table 6.1. Third, the philosophical views of this research will be explained, and they will guide the researcher's perspective to develop the research design. Fourth, the research design is presented by explaining the research methodology selected. Fifth, the data collection is explained regarding the selected research tools to investigate the research inquiry and how they were developed in this study. Sixth, the quality of this research study is presented through explaining the relevance of triangulating the data. Seventh, the research context is described to understand where this investigation took place and the participants involved in the research project. Eighth, the ethical considerations are presented in order to explain how the young participants were protected during the research project. And finally, the data analysis is provided to describe how the researcher analysed the data obtained during the investigation.

6.2 The Pilot Study: Encouraging Extensive Reading to L2 Young Learners

This section refers to the implementation of the pilot study which determined the current research plan. It includes the respective modifications identified through this application. This action research model was previously conducted by the researcher in her master studies (MA) and followed the process of collecting and analysing the yield data. The description of this pilot study is presented in this section.

6.2.1 Background

The researcher had been a teacher of young adults at university level in Mexico. In this country English is learnt as a foreign language at school which gives it a category of compulsory subject (see Chapter 1). Thus, it is frequently found that the Mexican students' attitude to learning this language is unsatisfactory (Méndez, 2012). This lack of interest to learn English in the classroom seems to happen because it is not practised outside the classroom (Davies, 2011). Students find it worthless. As a result, a low proficiency language level has been found in this country (see Chapter 1)

With the desire to overcome this low proficiency L2 learning and create a motivating classroom atmosphere, she started to look for an attractive L2 methodology. Then, in her MA studies, she analysed the extensive reading approach which mirrored herself as an EFL learner. This means that she became aware of the significance that L2 reading had had in her L2 learning because she had been fond of L2 reading stories since she was little. This reading experience reminded her the significance of reading in L2 who motivated her to learn English. Consequently, this action created a positive influence in her L2 learning process.

It was then in her MA project that she conducted an extensive reading program with university students who studied English as a compulsory subject in their BA within the first year of study. This is where she found out that students were not familiar with a reading for pleasure approach. For instance, they did not know classic titles of English stories because they had never been exposed to these kinds of readings before. Thus, it was through the exposure of an extensive reading programme that positive L2 learning benefits were shown. For example, these students started to become more talkative by reporting their readings in the classroom. In addition, they were more interested in participating in class albeit their oral reports were in L1. However, they improved their vocabulary in their written reports by using the words learnt in their readings. Moreover, they became more concerned to attend their classes in order to select the books that they would read. These results inspired the teacher-researcher to investigate more about the promotion of ER in this EFL context. Furthermore, she started to ask herself about the

idea of promoting extensive reading with young learners due to the reading motivation research reports that highlight the benefits of encouraging it (see chapter 4).

The research pilot study started in a public elementary school in the suburbs, after an unexpected invitation was issued by the principal to the researcher to give an English summer course to her 6th grade students. This course was mainly requested by the parents of these students who would start secondary school after the course. As parents had a low-income status, they could not pay for private classes or a private school to take their children there to study this language. In addition, most of them were housewives and construction workers who did not study secondary school, and none had learnt English before. Hence, they were worried about the future academic progress of their children. For this reason, they were interested in having their children take an English course which might not be expensive for them to pay.

6.2.2 The pilot research design and methodology

The English programme started with the objective of developing extensive reading for young learners and see its effects in their L2 learning. A group of twelve children from 6th grade participated. The course lasted eight weeks with a total number of 36 hours.

The research design included an action research methodology due to the evaluation of the practice of an L2 methodology, and the role that the teacher-researcher would be adopted. The research instruments would be triangulated (classroom artefacts, teacher's diary, and fieldnotes) to strength the validity of the data.

In order to find evidence for the aim of this preliminary study, these were the research questions back then:

1. What are the observable changes that extensive reading triggers in the L2 young learners?
2. What are the L2 learning difficulties that students face in reading in English?
3. How do the L2 reading materials affect the interest to read in L2?

Before starting with the description of the program. It seems relevant to mention that a collection of thirty books for children was available. These books came from a donation of two American friends. In addition, the researcher could buy other books with a reasonable discount in a conference at the International Literacy Association (ILA) that she attended in 2013.

The programme included basic topics of English and in the third week of the course the extensive reading course would be initiated. This was the starting point where three action research cycles were conducted. The plan was to introduce the easy readers books to the students by describing most of them and eliciting what they thought each book was about. After that, the children chose the book they wanted to read and they were told that if they found the book difficult or boring, they could choose another one. Then, the teacher reflected on the actions taken in that session in order to identify their success and failure. Next, she designed a new plan with different educational actions to overcome the failures and support the achievements. Following that she implemented it. Finally, she reflected again about this last plan created to see its advantages and disadvantages in the observations obtained. The following cycle was the third. Thus, three action cycles were conducted.

6.2.3 The pilot study conclusions

Once the data collection was ended and after analysing, the following main findings emerged.

With regard to the first question, the analysis of the teacher's diary showed the most relevant changes that some students had. Their names are protected by using different names. These are some the extracts of the teacher's diary:

Week 3

The selection of the books was a very motivating aspect today. Children were very excited. They ran immediately to choose their books. Carlos and Clara wanted the same book, but Carlos took it firstly. It is interesting because he is mostly shy in other activities.

Week 4

Carlos has started to be more participative in class. He gets very excited when he sees the books to choose. He is the first one to run. He finishes the book and starts doing the extensive reading activities in his notebook.

The observation of the student 'Carlos' was just an example of what his other classmates showed. There was a change in their attitude towards learning English when they saw the books. They were more participative in the English activities and motivated to do the post-reading activities such as drawing, colouring, and writing about the book they read.

Concerning the question two, the researcher identified by comparing both field notes and the teacher's diary that students understood the general meaning of the story by looking at the images and reading the story aloud for themselves. They seemed concentrated in their readings. Just two of them had changed the book in the second week of the extensive reading activities. They still did not know most the words that the books had. However, they understood the general meaning of the story by looking at the images. In addition, they tended to read the words as if they are reading in Spanish without paying attention to the phonics.

Regarding the last question, it was included during the extensive reading activities in the last cycle, a warm-up activity. It was a reading aloud activity which presented a 'big book' with a story called "I am a...". It was about a boy who describes the profession he would like to have in the future. By looking at their classroom artefacts the researcher found the following:



In this drawing, the name of the student has been covered. His drawing shows how he wants to become an ecological engineer. Then, the impact of reading this story for this child was positive. The speech bubble says: “Mr., watch your manners and do not cut trees!”. This is a meaningful learning effect. The fact of raising awareness of the environment by identifying how to say this in English is relevant to learn. Moreover, the family context of this boy came from a construction father and a young housewife mother. Then, promoting meaningful readings might help students to continue their studies. Encouraging future academic studies to young learners is necessary to construct a better society.



This second drawing shows a positive effect of reading the story. The drawing presents the child's desire of improving the environment by becoming a marine biologist. The desire to protect the environment seemed to be a shared interest of some children through the drawings they made. Likewise, the family context of this student does not come from educated parents. It is then relevant to encourage these students to continue studying because most of them stop studying and start working in jobs that do not require professional education, and some students even adopt bad health habits such as alcoholism or drugs.

This reading intervention was the basis for the rationale and research design of the current investigation. For example, the findings and procedures of the pilot study revealed the necessity to investigate more on the influence of the cognitive and affective factors in the L2 reading process. Regarding the cognitive factors, it was found the relevance of phonological decoding and vocabulary in the L2 reading process has in the development of L2 reading. In addition, how these students managed to develop these two cognitive reading elements. Concerning the affective factors, the teacher-researcher discovered the significance of motivation in the process of L2 reading as well as the encouragement of influential affective variables during the L2 reading by pleasure

process. Thus, both cognitive and affective factors are the centre of the current investigation and will be discussed in the further sections.

6.3 The Present Study Research Summary

In the Table 6.1 below, the research summary for this investigation is provided, which includes the research questions, the type of data from different sources, the research instrument and the method used for analysing the data.

Research Questions	Data Sources	Instruments	Data Analysis
RQ1. What reading difficulties do young learners encounter in regard to cognitive aspects such as phonological decoding and vocabulary during their L2 reading process?	<ul style="list-style-type: none"> ○ Transcribed recorded data ○ Classroom activities 	<ol style="list-style-type: none"> 1. Classroom observation (audio and video) 2. Researcher's diary 3. Focus groups 4. Classroom artefacts 	<ol style="list-style-type: none"> 1. Thematic analysis 2. Thematic analysis 3. Thematic analysis
RQ2. What is the effect of YL's motivation to read in English?	<ul style="list-style-type: none"> ○ Transcribed recorded data ○ Focus group transcription 	<ol style="list-style-type: none"> 1. Focus group 2. Researcher's diary 3. Interviews 4. Classroom artefacts 	<ol style="list-style-type: none"> 1. Thematic analysis 2. Thematic analysis 3. Thematic analysis
RQ3. How do language anxiety, L2 self-confidence, and personality attributes influence the L2 learning process through L2 reading?	<ul style="list-style-type: none"> ○ Transcribed recorded data ○ Focus group transcription ○ Classroom activities 	<ol style="list-style-type: none"> 1. Focus group 2. Researcher's diary 3. Interviews 4. Classroom artefacts 	<ol style="list-style-type: none"> 1. Thematic analysis 2. Thematic analysis 3. Thematic analysis

Table 6.1 Research summary of this investigation

The justification of the research questions is explained in the following paragraphs.

6.3.1 Research question 1

What reading difficulties do young learners encounter in regard to cognitive aspects such as phonological decoding and vocabulary during their L2 reading process?

Cognitive actions have been identified as highly influential. Thus, reading researchers have studied them from the views of constructivism and cognitive processing

theories (Schwanenflugel and Flanagan, 2016) with relevant studies in L1 and L2 reading (see chapters 2 and 3). For example, phonological decoding and vocabulary are two influential factors in the development of reading. However, these two factors have mostly been studied in ESL contexts. In these contexts, children learn the L2 language in a different form than children in an EFL context. Thus, L2 reading needs to be taught to children who do not speak and listen to L2 outside the classroom. However, as studies have suggested there is the advantage that they have acquired the skills to read in L1. Hence, these skills can be transferred to L2 reading (see Chapter 3).

In this investigation, the observation of the difficulties that the young learners faced during the exposure of L2 reading for pleasure can be analysed by through the action research methodology. This allows the identification of failures in the implementation of teaching practices. Moreover, it is through the evidence of their tasks, listening to their opinions regarding the phonological exercises and vocabulary activities that the researcher can identify the difficulties found in these two factors. Focus groups, classroom observation and classroom artefacts were the research instruments that the teacher researcher used during the action research cycles to analyse and evaluate the yield data.

6.3.2 Research question 2

What is the effect of YL's motivation to read in English?

Although a substantial body of research into L2 motivation and reading motivation has reported significant findings in language learning (Williams et al. 2002; Guthrie et al. 2007), these studies have been mainly conducted with adults learning L2 and children reading in L1. Little is then known about the influence of motivation in L2 learning (Butler, 2017) as well as L2 reading motivation with children. Thus, this question aims at examining the effect that motivation has in the development of L2 reading to engage young learners in the L2 reading activities. By listening to their L2 reading experiences and analysing their responses through interviews, focus groups, researcher's diary and classroom observation (video and audio) this question can be answered and generates insights of the implementation of the selected L2 reading approaches for pleasure.

6.3.3 Research question 3

How do language anxiety, L2 self-confidence, and personality attributes influence the L2 learning process through L2 reading?

It has been shown that language anxiety, L2 self-confidence, and personality attributes are influential affective variables in the development of L2 learning (see chapter 3). Likewise, a large bulk of reading motivation research has reported the effect of affective variables in the reading process. It is then through the observation of the L2 reading motivation process in this L2 reading intervention with the selected research instruments (interviews, focus groups, classroom observation, and researcher's diary) that the study of these variables can answer this question to report the participants' responses on this matter.

6.4 The Philosophical Views of This Research

also called 'philosophical views' (Creswell, 2009) which influence research and are necessary to be identified. These assumptions or philosophical views are based on the particular researcher's ontological and epistemological conceptions. Then, ontology and epistemology play a central role in defining the research methodologies of studies (Creswell, 2009). In this section, defining both terms and the role both develop in this study are necessary steps in this investigation.

Ontology refers to how the social world is conceived. This position can be adopted from realism to constructionism or constructivism (Creswell, 2012). Waring (2012) explains that in realism there is only one objective reality which is not connected to the individual's perceptions on it. On the other hand, constructivism involves multiple realities which are constructed by individuals. These realities are affected by the social interaction of the participants, and they constantly change (Bryman, 2012). Then, ontologically speaking, the present study conceives constructionism as the adopted position due to the studied phenomenon constructed by individuals who develop different perceptions of a reality and combine them with an interaction with other individuals of the same reality. Moreover, there is a continuum progress during the

construction of their realities. As mentioned in previous chapters, this study involves the examination of how young learners develop their L2 reading by pleasure process through the analysis of their reading experiences in the different stages of the study. Thus, these constant changes are the objectives to analyse in this investigation.

On the other hand, epistemology has been defined as the recognition of what is appropriate knowledge into a specific discipline (Bryman, 2012). This view of knowledge is objective, tangible, and hard which adopts two positions: positivism and interpretivism (Cohen et al., 2011). Positivism describes that knowledge is achieved through direct observation or the measurement of the phenomena to be investigated, and interpretivism understands 'the subjective world of human experience..' (Cohen et al., 2011, p. 17). The observations of this world offer the indications of the phenomena, and thus 'knowledge is developed through a process of interpretation' (Waring, p. 16). Thus, in terms of the epistemological position, this study is interpretivist, as it approaches the L2 reading by pleasure process based on the account of the young learners' reading experiences.

Thus, once researchers identify their philosophical views. They select their research design which can be qualitative, quantitative, or mixed methods. This is in accordance with their epistemological and ontological views. For this particular research, the purpose is to understand how young learners experience their L2 reading by pleasure process. This is an addressed issue which fits in educational matters because knowledge is generated in a teaching context which presents a particular reality of EFL (Hubbard and Miller, 2003). This study will position in relation to the qualitative inquiry approach which is in accordance with the epistemological and ontological views described previously.

6.4.1 The qualitative approach

Understanding the social world through research has adopted two main stances: quantitative and qualitative. The measurement of facts and reports of tangible data through quantitative research have given to people valuable information of the world they live in through scientific discoveries (Robson, 2011). However, there is also relevant information to be considered through the identification of inner elements of the human being such as feelings, emotions, opinions, and so on that also have a relevant role in

developing this understanding. It is through qualitative research that these elements can be studied.

Denzin and Lincoln (2011) explain that qualitative research provides ‘a set of interpretive, material practices that make the world visible. The practices transform the world..’ (p. 3). This definition highlights the significance that interpretation has on practices which have the purpose of making a change and improve detected difficulties. Likewise, Litchman (2013) asserts that the objective of qualitative research is to ‘describe, understand, and interpret human phenomena, human interaction, or human discourse..’ (p. 17). This author refers to human phenomena as lived experiences of humans. Human interaction how human interact with each other, and discourse or narrative on how humans communicate their ideas among themselves. For this reason, qualitative researchers want to examine how these events take place and to understand them.

In the field of education qualitative research has contributed enormously to understanding educational inquiries due to nature of the role that the researcher adopts as a ‘participant-observational fieldworker and as an observer/author’ (Erickson, 2011, p. 54) in order to interpret the phenomena of the study. Luttrell (2010) highlights the concern that qualitative research has in comprehending the individuals by listening to their feelings and thoughts. These aspects have meaningful influence in the learning process (see chapter 2 and chapter 4). This emphasis on the people’s experiences to identify their emotions and feelings have had an effect in educational matters (Bogdan and Knopp, 2010). For example, a change can be made by provoking a little introspection sometimes with successful outcomes, and other times without them (Howe, 2001).

Thus, the nature of qualitative research is congruent with the aims of this study that examine the influence of affective variables in the development of reading for pleasure in a foreign language and how motivation influences the L2 reading process. Qualitative research gathers the research attributes to study these objectives and answer the research questions stated earlier. Additionally, qualitative research has been used in applied linguistics to examine L2 issues such as the process of language teaching and language behaviour (Holliday, 2015). Therefore, qualitative research is the appropriate research methodology to examine the inquiry of this investigation.

6.5 The Research Design

Once identified the philosophical views and the research methodology of this investigation, Creswell (2012) describes that the next step is the research design which entails certain investigation processes: data collection, data analysis, and report writing. Then, he describes eight different research designs. Action research is one of those research designs which gathers the features that are required to investigate the educational inquiry stated (see section 6.2) in this investigation. Then, this section is devoted to explaining the rationale of this research method.

6.5.1 Action research

An influential scholar in action research is Elliot (1991) who provides the following definition of this research methodology:

“The study of a social situation with a view to improving the quality of the action within it”
(p.69)

Action research has been applied in social sciences (Levin and Greenwood, 2013). Especially, education has been a science where this research methodology has greatly contributed due to its concern of designing an activity to provoke a change (Hatch, 2002). Then, Mills (2007) highlights the potential that action research has in education as being a powerful instrument to create a change.

Kemmis and McTaggart (2005) mention that how action research has been influential in the different areas of study through different decades. One area of study is classroom action research. They explain that teachers use qualitative interpretive research inquiries in order to improve their teaching practices. In other words, teachers focus on solving their classroom problems and use research as a means to solve them. For example, Johnson and Christensen (2012) state that through the implementation of changes detected by the research practices, teachers solve their local problems. Merriam (2009) describes that the improvement of the teaching practices leads to the teacher-researcher to develop a reflective attitude during this progress. Thus, action research involves action, evaluation, and reflection in order to produce a change through practice (Koshy, 2011) which have originated an inquiry model which will be analysed in the further sections.

The focus of the present study is to promote L2 reading for pleasure in order to motivate young learners to read in L2. It is through the implementation of three L2 reading approaches that the evaluation of their effectiveness to promote L2 reading for pleasure will be conducted. Action research is then a suitable research methodology to study the results of these teaching practices (Townsend, 2010).

6.5.1.1 Action research in L2 learning

Action research has become considerably accepted to improve academic settings in language learning (Edwards and Burns, 2016). For example, Burns (2010) discusses how action research can be a significant research tool for language teachers to improve their teaching skills, learn about themselves as teachers and understand their L2 classrooms as well as their language learners. It is in these last two mentioned aspects (L2 classrooms and language learners) that the importance of action research is considered for the purposes of this investigation because this study is conducted in an EFL classroom with young learners who have not taken English classes at school previously.

Some arguments that support the development of action research are presented in order to understand its significance in the field of second language learning. Crookes (1993) claims that there are two kinds of action research that seem to be prevailing. One is the adopted view as a teacher-researcher who sees an educational problem to solve. Then, some research steps are developed: the observation of the learners or the teacher's own practices, collecting some data related to the nature of the research question (from a qualitative perspective), and finally the data is used to answer the question which consequently solves the problem. On the other hand, the second view aims at cultivating a more focused teacher's self-understanding of their practices. It means that by reflecting, an action would be started. Thus, a proposal of a cyclical process of reflection and action emerges from the work of Carr and Kemmis (1986).

In the following section the action research model used for this particular study is explained. Wallace (1998) explains that following the proposal of a reflective cycle leads to create an effective method to solve a language problem selected by the L2 teachers to improve their actions professionally.

The proposal of the reflective cycle relates to the terms of change and development that Somekh (2006) describes as core elements in the action research process because their connection provokes significant innovations in the teaching setting. Likewise, Nunan (1992) relates the reflective cycle with the terms of intervention and change. Thus, Burns (2009) describes the functioning of action research as a transformative model of teacher education.

Action research studies in language learning need to be analysed in order to understand their significance in this field. An example of an action research investigation in language learning was conducted by Calvert and Sheen (2015). This investigation reports the experience of a teacher who developed, implemented, reflected analytically, and changed a language learning task to accomplish her students' needs in an adult refugee programme. The researchers observed a group of teachers who struggled to develop language tasks. The tasks had a required criterion to develop them properly and they had to be appropriate to the teaching context. The researchers identified a teacher who wanted to develop and evaluate a language task. This teacher followed several steps that included: the design of the language activity, the analysis of the task's effectiveness, the implementation, and the evaluation of the task. Once the teacher followed these steps, she could identify the strengths and weaknesses of the task in order to improve it. She then developed the task for the second time. She followed the cycle of application with the same route of steps: design, analyse, implement, and evaluate the task again. She found out that the results of this second implementation provided more positive L2 learning results.

The researchers concluded that the processes of designing, implementing, and evaluating the two versions of the task offered awareness to the teacher. First, she realised the significance of an appropriate development of a language learning task by comparing the results in the first and second implementation. Second, she identified what elements influenced a correct development of a language learning task. And third, she realised the significance of reflecting in order to make a change. These findings provided a change in the teacher's attitude to develop future language learning tasks by conducting an action research model.

This study is an example of how a language activity can be evaluated by following an action research methodology.

6.5.1.2 The action research model

As stated in the previous sections, conducting action research entails developing a cyclical research model. Kemmis (2007) explains that this model is based on a spiral process of self-reflection which includes cycles of ‘planning, acting, observing, and reflecting’ (p. 175). It is through this process that an improvement and change is yielded through the researcher’s understandings and actions. Burns (2007) describes the stages of the research model proposed by Kemmis and McTaggart (1988) as the following figure shows:

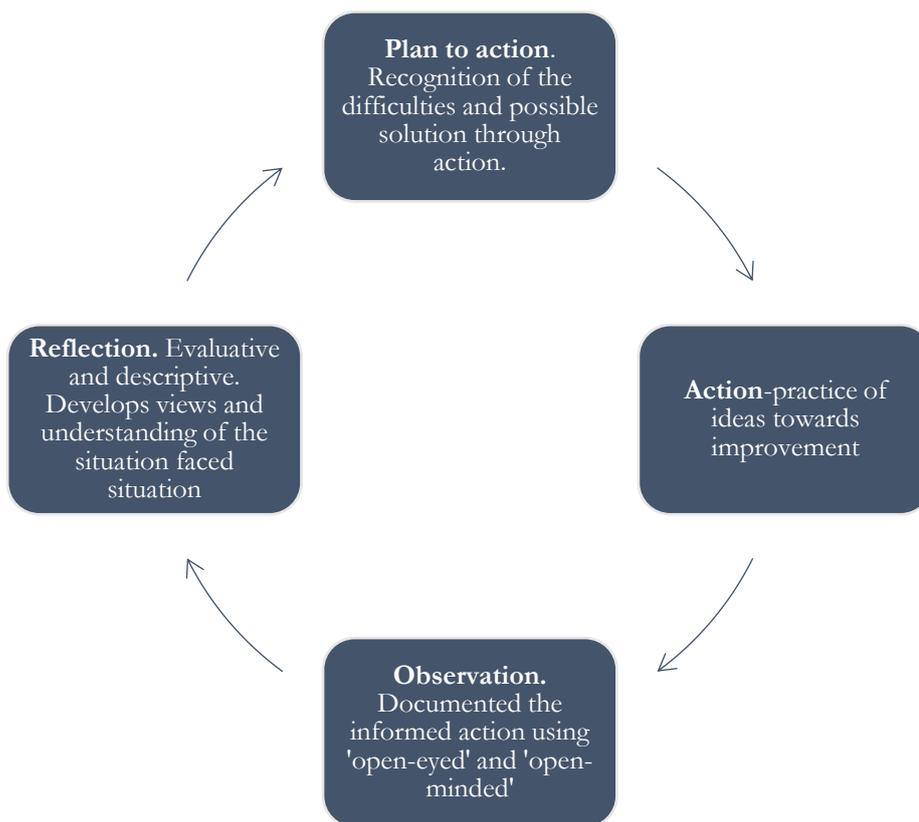


Figure 6.1 Action research cycle. Adapted from Burns (2007)

Then, this reflective cycle entails a continuous process which starts in a certain point, and it returns to the initial point in the cycle again, as there is not an end-point (Barbour, 2008; Craig, 2009). For example, every time a problem is solved a new event appears to be improved. Burns (2011) claims that improvement and involvement are two

characteristics of action research projects. Improvement refers to the result of a designed plan whose activities need to be systematic and self-critical to be implemented.

Involvement means the responsibility of those who conduct the plan.

This reflective cyclical research model was adopted for this investigation in order to evaluate the appropriateness of the selected L2 reading approaches to be used with young learners. The following figures show how these methodologies were implemented.

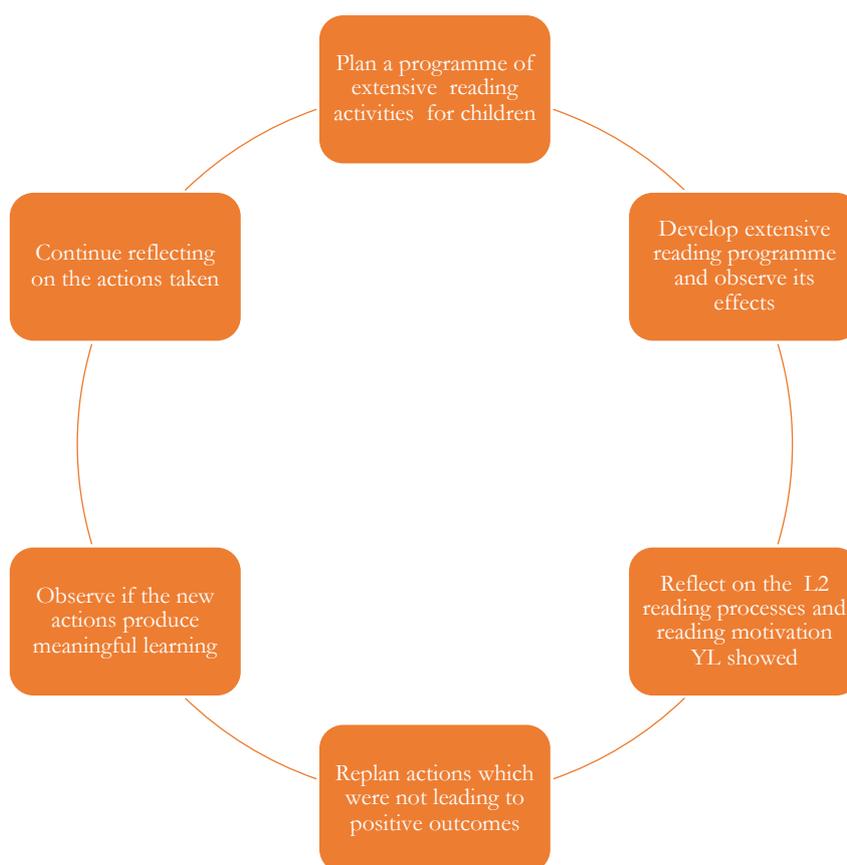


Figure 6.2 Action research cycle model for extensive reading activities

Action research model for extensive reading activities. This figure shows how the plan for developing extensive reading activities was first designed. The second step was the implementation of the ER activities in order to observe the learners' achievements and failures. The teacher-researcher used field notes, teacher's diary, and video recording, as the research instruments to conduct this investigation. A third step reflected on the limitations and achievements of the activities. The fourth step was a replanning of the actions to obtain better results. The next step was the observation of the new plan in order to compare the results obtained with the initial plan. Finally, the teacher-researcher

reflected again on this last application of ER activities. Thus, this is the whole process of an action research cycle. The teacher-researcher then decides how many reflective cycles are needed to obtain meaningful changes in the educational objectives of the programme.

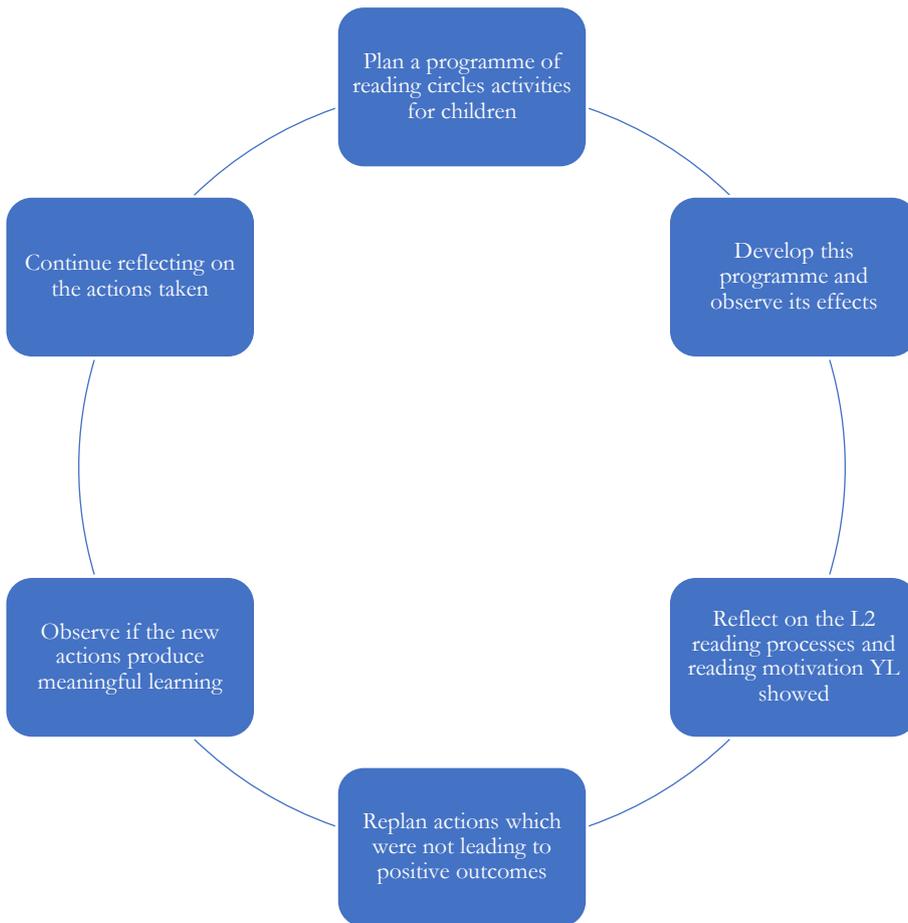


Figure 6.3 Action research cycle model for reading circles activities

Action research model for reading circles activities. After the implementation of several the extensive reading activities, the next reading approach selected was reading circles. This figure shows the initial plan of designing a programme of reading circles activities. Then, the implementation of the reading circles programme was conducted to observe the effects on the young learners through teacher’s diary, field notes, and classroom observation. After that, reflect on the identification of the L2 reading processes observed and the reading motivation’s level that the young learners showed in the reading circles activities. Next, replan new actions to overcome the limitations found in

the initial plan as well as strengthen the achievements. Following, observing the effect of the new actions if they were successful or failed. Finally, reflecting on future actions to solve the existing outcomes and continue, as the programme requires, the implementation of following reading circles activities.

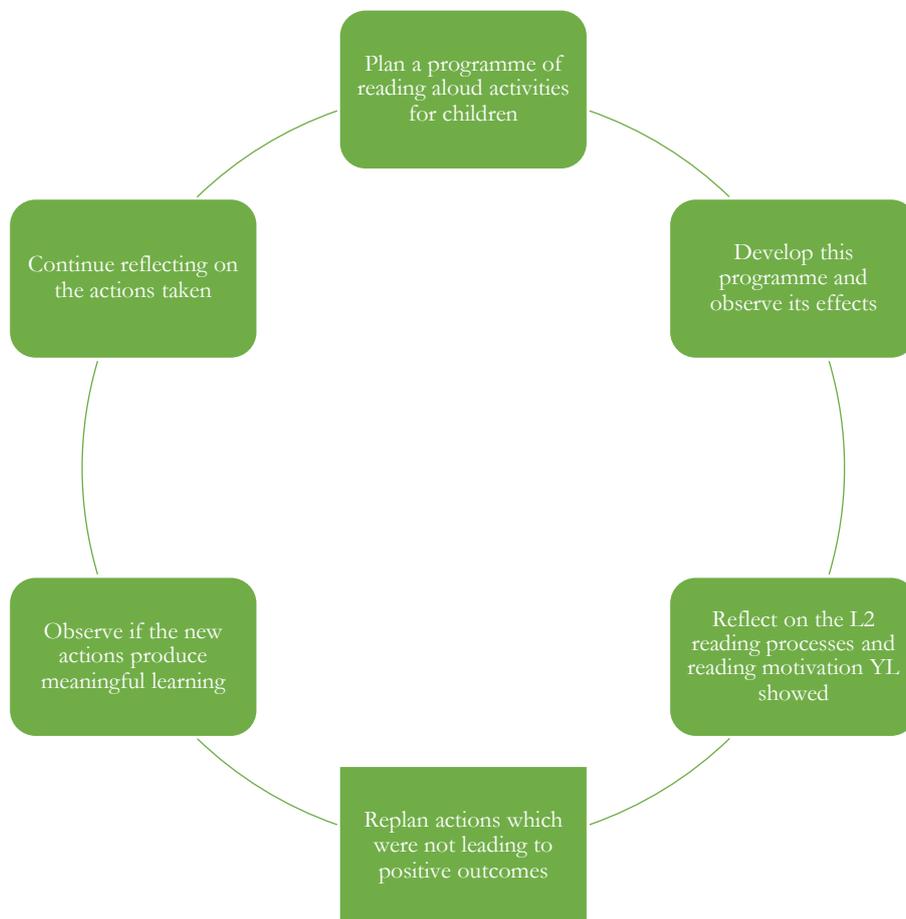


Figure 6.4 Action research cycle model for reading aloud activities

Action research model for reading aloud activities. Following the previous steps in the implementation of this model in the previous reading approaches, this figure shows how the researcher continued the action research model in this reading approach; first, by designing a programme of reading aloud activities, then the implementation of these activities to observe the effects on the young learners through the research instruments: teacher's diary, field notes, and classroom observation. After that, the teacher-researcher reflected on how the students developed their L2 reading processes both in their cognitive and affective areas. Next, the teacher-researcher replanned new versions of the activities which were not interesting to students with unproductive results and reinforce the successful L2 learning accomplishments. Next, a new observation of the effect of these new actions took place to see their results. Finally, the teacher-researcher reflected

on upcoming strategies to solve the results obtained of this new action and continue with more reading aloud activities.

6.5.1.3 The researcher's role in this action research study

The role of research has been questioned regarding its practicability in real situations in the classroom. Theory seems to go to an accurate direction and practice seems not to follow the same direction due to lack of the theories' appropriateness (students' needs, context, resources) in education (Mertler, 2009). For example, Borg (2013) mentions that in language teaching research unsuccessful results to promoting L2 learning effectively caused the need to investigate more productive and classroom-based research in this field. This is where action research started to be considered as a research methodology in the field of language learning. Burns (2009) defines this action as 'a way to bridge the gulf between researchers and teachers' (p. 290).

To explain this gap between teaching and researching Freeman (1998) mentions that both concepts are involved with 'the processes of knowing and establishing knowledge' (p. 7). For example, teachers focus on their students' learning. Then, the knowledge is processed by the students. For teachers-researchers their concern is on understanding the processes of teaching and learning in the classroom. In this way the knowledge is generated by the teacher's understandings.

Despite these hypothetical arguments, Dörnyei (2007) distinguishes that action research is more a 'top-down' movement where applied linguistics do not thrive in conducting action research properly due to the double role adopted in the classroom. He highlights the following problems regarding this aspect: one, lack of time due to the workload of teaching which do offer enough time to design research projects properly and two, the expertise in conducting research projects. Lack of knowledge in research matters and practice of research skills question the reliability and validity to conduct this research methodology. The question of research rigour or reliability, validity and even theory has been one of the most disapproved aspects of action research (Bloor and Wood, 2006).

Burns (2010) responds to this criticism by explaining that action research 'may have resonance in other teaching contexts' (p. 95). Hence, she recommends the use of triangulation of data to improve the objectivity of action research because the lack of objectivity is a criticized aspect of action research. In addition, she highlights the significance of comparing and contrasting cross-checking evidence of data in order to be sustained. Moreover, presuppositions and biases are then prevented by using the reflections and conclusions supported by the yield data.

The previous arguments support the decision that the researcher developed in this study. The researcher adopted two roles: as teacher and researcher. Three reasons determined this decision in this study. One, L2 reading for pleasure with YL is not included properly in the L2 curricula at basic education and, therefore, is not included as a common L2 learning activity. Then, there were no teachers with a proper training or knowledge of extensive reading, reading circles and reading aloud. In addition, there was not any possibility of conducting an ethnographic method to observe other teachers developing these reading approaches. Two, the results obtained in the pilot study (see next section) prompted the teacher-researcher to create an L2 reading programme. The goal of this programme was the study of the influence of cognitive and affective factors in the development of reading. In this way, the reading approaches selected could promote the students' freedom to express their feelings and thoughts. And three, the teacher adopts the role of facilitator and guider during the L2 reading process. In this way, young learners develop their own motivation to read in L2. Thus, these reasons determined the adopted role of the teacher-researcher in this investigation. This role was undertaken in the following manner- as a teacher by implementing the L2 reading methodologies planned in this L2 reading programme. And the role as a researcher was by observing how young learners developed their the L2 reading process and their particular responses in an EFL context.

Stringer (2014) stresses that researchers in action research become facilitators as they monitor and support the activities that are the focus of their investigations. In this case, through the reflective cycles the researcher was able to evaluate the objectives of the research by analysing each L2 reading methodology implemented.

Furthermore, validity and reliability are relevant elements research. Thus, data triangulation (focus group, researcher's diary, interviews, classroom observation) was used to accomplish these two research elements in this investigation. In a following section these elements as well as the description of the research tools will be explained.

6.6 Data Collection

As stated in previous sections, this study follows a qualitative approach due to the nature of the present research inquiry (see section 6.3.1). It is the significance of the young learners' L2 reading experiences during this investigation that their analysis is essential (Altrichter et al., 2008). Mills (2007) explains that qualitative methods are used to explain the actions that happen in a situation as well as understand the effects of implementing an educational intervention.

The answers to the research questions explored qualitative data. Research techniques were selected to analyse the obtained qualitative data such as interviews, focus groups and classroom observation (video and audio). They were triangulated to strengthen the data's validity and reliability. In addition, researcher's diary and classroom artifacts were other research tools employed in order to support the data collected.

6.6.1 Verbal data

Qualitative data is considered complex and multidimensional due to the richness of the information obtained (Hesse-Biber and Leavy, 2006). Within qualitative data, verbal data refers to the collection of the participants' experiences, preferences, thoughts, opinions among other expressions of themselves. It also provides a range of words to be analysed for research purposes (Flick, 1998). For this reason, Taylor and Bogdan (1998) explain that verbal accounts are a form to learn about people's social life reality. Then, it is through interviews, focus groups or group discussions that researchers can collect this kind of data (Flick, 2014).

6.6.1.1 Interviews

An interview is defined as a conversation between two persons: an interviewer and an interviewee. The former assumes the role of an active listener (Atkins and Wallace, 2012; Gillham, 2000) and has the clear intention to understand to the interviewee's conceptions and views (Brinkmann and Kvale, 2015). In addition, the interviewee's thoughts and emotions are elicited (Barbour, 2008; Litchman, 2014).

An interview has a specific focus to investigate with purposeful questions whose answers may lead to yield effective data (Richards, 2009). For example, it is through an interview that the researcher is able to describe the meaning that people give to their reality and how they use their own discourse to describe that specific reality (Kvale, 1983). This is the information which will be analysed and interpreted (Bryman, 2004; DiCicco-Bloom and Crabtree, 2006).

There are different kinds of interviews: structured, semi-structured or open-ended, and exploratory or in-depth (Flick, 2014; Hennink et al., 2011; Litchman, 2014; Mertler, 2012; Oppenheim, 1996). Structured interviews have a very specific and planned goal. For example, surveys, opinions polls, and questionnaires (Freebody, 2003). Semi-structured interviews contain a general set of questions and format for all the participants involved in the investigation (Taylor and Bogdan, 1998). In the following paragraphs, the discussion will be centred on the semi-structured interviews which were employed in this study.

Hobson and Townsend (2010) mention that the openness of the semi-structured interviews allows the interviewer to listen to the interviewee without introducing concepts or structures based on the researcher's values. On the contrary, interviewees can speak more freely, not based on a determinant question. In addition, the interviewer can add a question not planned in the prepared interview, or just listening to what the interviewee is saying. This gives more information to the talk. Likewise, Bryman (2004) explains that in the semi-structured interviews the researcher plans a list of questions or specific topics to discuss. This is called an interview guide, which gives to the process of the semi-structure interview flexibility to be conducted.

Interviewing children is considered a special challenge due to the specific form is required when conducting (Litchman, 2014). For example, Mukherji and Albon (2015)

state that interviews should consider the children's experience to express their thoughts because they could remain silent if they face elaborated and difficult questions to answer. In addition, Greig et al. (2007) asserts that interviews are a suitable method to obtain the child's own views because children are able to share their experiences of practices with people they know well. In this study, the researcher who was also the teacher was seen more as a facilitator, as stated in the previous sections. Thus, there was an open channel of communication. Children were not afraid to talk, and they knew they could express their opinions on their reading experiences, as they were used to during the reading methodologies implemented (see Chapter 5). An example of conducting interviews with children is described by Fleta (2019) who conducted a small-scale longitudinal study to trace young children's L2 learning over time in Madrid. While they were interviewed, the researcher noticed how these children switched English and Spanish languages in their responses. Then, it was through these interviews that she identified this language behaviour.

Thus, in this investigation semi-structured interviews were conducted with an external teacher from elementary level, the two teachers who were in charge of the 4th and 6th grade that the children were studying, the children's parents and the children who participated in this study. The purpose of interviewing them were the following:

- a) The objective of interviewing an elementary teacher was to obtain a preliminary information about the way elementary teachers teach children how to read in Spanish. For example, what kind of teacher training she has had to teach reading, her experience about teaching reading at elementary level, and how she has solved the problems regarding this matter. This information was considered to be useful to set the ground of the first step of the action research cycle. This was the planning of the reading program.
- b) Interviews with the teachers of the 4th and 6th level were necessary because they were the teachers of the children who participated in this study. It was important to know how they had developed reading in their classes. In addition, they had identified these students' reading level and their reading habits in class. The

information would be meaningful for the planning step of the action research cycle.

- c) Parents were also interviewed to explore the children's educational background. If they had read to their children at home, their children's reading habits, and general characteristics of their children's personalities. All of this information was significant in order to comprehend the family background of these children and their education at home.
- d) Thirteen children's interviews were conducted with each participant at the end of the course. The objective was to obtain their personal opinions of the course, their L2 reading experiences and their L2 learning practises (see Chapter 7).

As stated in previous sections, the value of listening to the children's own voices regarding their experience on developing L2 reading for pleasure was an important aspect in this investigation. Therefore, it would be anticipated that conducting interviews would provide meaningful data to develop the researcher's insights on evaluating the successful and unsuccessful areas of the intervention plan. Moreover, listening to young learners' experiences of learning EFL is meaningful. Little is known on this specific population of learners and their L2 reading for pleasure practices in an EFL context.

6.6.1.2 Focus groups

Franklin (2012) explains that focus groups consist of a group of five to eight people discussing a particular experience. Although the size number of the participants may also be smaller three or four, and a maximum of eight is recommended. The importance of focus groups is sensibly to listen to all participants (Barbour, 2007) because they interact reciprocally by sharing their thoughts, beliefs, feelings and perspectives (Carey, 2015; Franklin, 2012).

Hennink (2007) highlights that focus groups is 'an effective tool for exploratory, explanatory or evaluative research' (p. 11) due to this interactive communication of the members' own expressions. Participants may be stimulated by rising a statement, showing a visual material (picture, cartoon or film) issued by the researcher who moderates the focus group (Flick, 2014).

Hill et al. (1996) explain that a combination of focus groups discussions and individual interviews is appropriate to listen children's perceptions of their emotional needs. They conducted a study that employed several techniques within the focus groups to obtain meaningful information from the children. Their findings revealed that children responded positively by expressing their feelings and emotions. It was through this research tools that they identified meaningful information from their participants. This investigation was conducted with primary children in a Mexican setting where children tend to be extrovert and talkative. Thus, this research tool seemed appropriate to obtain information from them.

A focus group is then a research tool which has been found significant to obtain verbal data. Lewis (1992) mentions that this research instrument has been developed in various contexts such as therapeutic, social work, educational assessment, and legal areas. However, little is known about its implementation with children at primary level. Pinter and Zandian (2015) claim that the relevance of this kind of participatory research technique because it involves an active participation of them. For example, an interesting aspect of focus groups is the opportunity that participants have to listen to each other, which facilitates the understanding among themselves (Hennink, 2007). However, the voice of some participants can be more dominant than others. Then, the researcher must assure that there is an equal intervention, especially, if this research tool is employed with children (Mukherji and Albon, 2015; McLeod, 2008).

In the field of L2 learning with young learners, Enever and Watts (2009) conducted a qualitative study to observe the process of incorporating foreign languages in some schools in the UK. As discussed previously, it is important to evaluate the appropriateness of L2 methods for children to have a more objective view of the young learners' academic progress (see Chapter 1). Focus groups were employed in order to gain insights on piloting the selected L2 approaches in two phases. This technique allowed the researchers to identify the children's likes and their possible dislikes of the L2 classes.

In this investigation young learners worked with three reading approaches: extensive reading, reading circles and reading aloud. Students experienced individual L2 learning and they also interacted with their classmates by developing L2 reading with

these reading approaches. Then, the individual learning experiences and collective ones were significant to be analysed for the purposes of this study. Hence, focus groups was a suitable research instrument to obtain this valuable information.

To conduct the focus groups in this study, the thirteen participants were divided into two groups: one group with seven members, and the other group with six members. Then, two sessions were conducted per each group. All sessions were audio and video recorded using electronic devices as a small tape recorder and a small video camera which facilitated the recording of all the details of the focus group sessions (Bloor and Wood, 2006). The first session was carried out at the middle of the course and the second almost at the end of the course. The sessions lasted approximately 25 minutes each.

Thus, listening to the young learners' voices was one of the most important objectives of this study in order to know their opinions about their learning experiences with each reading approach. Moreover, it was relevant to listen to their opinions because they had not learnt English by reading in this language before. Then, these opinions could provide the strengths and weaknesses of the L2 reading programme developed in this investigation.

6.6.2 Classroom observation

This study followed an action research methodology where the action reflective cycles included an observation step to implement the designed plan. Efron and Ravid (2013) recommend that action researchers when observing their own classrooms need to develop a conscious perspective as an outsider. This will help them to have a more analytical and objective analysis of what they see (Norton, 2009). Altrichter et al. (2008) highlights that this direct observation needs to have a target of what needs to be observed in order to avoid being biased, diffused and ephemeral. This observation can be supported by technical aids such as videorecording, photographs and audio (Stringer, 2014).

In this study, specific classes of the programme were videotaped as well as audiotaped with a recorder to support the video recording (Bloor and Wood, 2006). A small video camera was used to record those classes. It was placed at the back of the classroom because children would not see the camera in front of them with this position.

Children were told the classes would be recorded and there was no need to look at the camera, to avoid their distraction or a feeling of discomfort. On the other hand, the recorder was always placed on a chair close in the middle of the room in order to get a good quality of the children's voices. These recordings would help to capture the students' reactions, their attitudes, and their interaction during the classes by looking at their faces and listening to their voices. This would provide meaningful data for the stated research questions.

6.6.3 Researcher's journal

Mills (2007) explains that journals are records of what happens in the classroom which serve to reflect as part of the action reflective cycle. These journals include the teacher-researcher's descriptions, analyses, and interpretation of the students' behaviours. This will help to analyse and evaluate the designed plan of the class. The researcher's journal can include the narration of events, thoughts and feelings (McKernan, 1996).

This is a study that reports the work that children performed. Working with these children provoked a continuous reflection in the researcher's mind due to the variety of spontaneous and varied actions performed by them. Noting the children's reactions was a valuable action in the research process. In this study, the teacher-researcher's reflections from class evaluated not only the students' reading development, but also her own self-critical reflection (Goodnough, 2003). These reflections were kept in a daily journal of the classes. Every page had the space of the date, main description of the class, students' particular reactions, and final comments. At home, the researcher was able to look at the main notes and then she wrote with more details what happened in the class and her final reflection of the successful and failed aspects of the class in order to have time consistency (Bailey, 1991). Engin (2011) suggests an internal dialogue is developed through keeping a researcher journal and the action research cycle is consolidated.

6.6.4 Classroom artefacts

Originally, the use of portfolios was intended to be included as a research tool. However, the students were not going to be involved in collecting and evaluating their class work. It

was not the purpose of this course to develop that assessment skill. Then, the teacher collected significant pieces of their work to create a portfolio. They were placed in a ring binder whose cover was created by the students. In addition, reading notebooks were provided and they were used only in the classroom for their reading activities. Their reading reports, drawings, vocabulary lists, and some other activities were part of this classroom artefacts to provide information of their learning progress.

6.7 Quality of Action Research: Triangulation

Altrichter et al. (2008) mentions that using the method of triangulation increases the quality of action research. When several research tools are combined, they provide an organised frame of the different types of evidence or how they are interrelated. Processes such as comparison and contrast can be conducted, and this is called triangulation (McKernan, 1996). Craig (2009) highlights that triangulation of data is central, as it supports the researcher in validating the findings obtained. An advantage of triangulation is the use of the different sources of data which provides different perspectives to answer the research questions of the investigation (Richards, 2003).

Rallis and Rossman (2009) claim that triangulation is a strategy which determines the credibility of a research study. They also mention that it is through the application of different research tools that the analysis of the data leads to the development of strong conclusions. These conclusions should be connected with the theoretical views of the investigation. Craig (2009) suggests that the use of a triangulation matrix guides the action researchers. In this way, they are able to develop accurately the research design and analyse the data more easily. In the following table the triangulation matrix shows the research tools. These research tools are presented based on their importance to answer the research questions.

Focus of the Action Research Study			
Evaluate the process of L2 reading for Pleasure			
Overarching Question	Data Source 1	Data Source 2	Data Source 3
1. What reading difficulties do young learners encounter in regard to cognitive aspects such as phonological decoding and vocabulary during their L2 reading process?	Classroom observation (audio and video)	Researcher's diary	Classroom artefacts *Focus groups (this is a supporting research tool for the triangulation)
2. What is the effect of YL's motivation to read in English?	Focus group	Classroom observation (audio and video)	Interviews *Classroom artefacts (supporting research tool)
3. How do language anxiety, L2 self-confidence, and personality attributes influence the L2 learning process through L2 reading?	Focus group	Researcher's diary *Classroom observation (audio and video)	Interviews *Classroom artefacts (supporting research tool)

Table 6.2 Triangulation matrix of this research. Adapted from Craig (2009)

This matrix shows how each research question has research tools to collect the data.

Question one aims at identifying the reading difficulties that young learners encountered during their L2 reading process. The following research tools were used: classroom observation was a suitable research tool to identify the sort of difficulties that students faced during their reading process in the classes. The audiotaping and videotaping allowed the researcher to identify such L2 reading problems.

A second research tool was the researcher's diary which reinforces the classroom observation notes. In addition, it provides the insights generated on the reflections written in this diary about the YL's learning experiences and the teacher's L2 reading practices.

The third research tool was classroom artefacts. They support the findings obtained in classroom observation and researcher's diary. The analysis of the young learners' writing in their reading reports and activities was a genuine indicator of their L2 reading experiences. Finally, focus groups was also a used research tool that could add more information about the examined findings.

Question two points at studying the effect of YL's motivation to read in L2. The first research tool was focus groups that aimed at obtaining information from the children about their L2 reading experiences that were described within a group. The second research tool was classroom observation where the researcher identified their motivation levels in the L2 reading activities. The third research tool was semi-structured interviews that reinforced the information obtained from the focus groups and classroom observation. These interviews were the researcher's opportunity to talk individually to each child and listening to their opinions on their L2 learning process and their L2 reading experiences. Classroom artefacts were also included, as they are a good source of information to see their interest in doing their reading activities.

Question three targets the affective variables that seem to be strengthened during the L2 reading process for pleasure. The research tools were the following: first, focus groups was a relevant research tool to listen to the children's voices about their L2 reading experiences. Second, the use of researcher's diary helped to compare and contrast the information obtained with focus groups in regard to the aim of question three. The third research tool was the interviews where learners individually expressed their L2 reading experiences. Finally, classroom artefacts were an additional source of information. This supported the information obtained from the other research tools used to answer this question.

This research matrix shows how the employed research tools were triangulated in order to validate the yield data. In the next chapter these findings will be presented.

6.8 Research Context

This study was conducted in a suburban public elementary school. This school was located in the South-East of Mexico. Thirteen children participated (eight girls and five boys). The details of the participants are as follows:

Number of participants	13
Ages	Fluctuate from 9 to 11 years-old
Students in 4 th grade	4
Students in 5 th grade	3
Students in 6 th grade	6
Female	8
Male	5

Table 6.3 Details of the YL's participants

The number of the parents' occupations are the following: Housewives (8), housekeepers (2), a hairstylist, a butler, construction workers (5), a baker, and a journalist. Most children live with their mothers who are divorced or single. This information gives a perspective of the kind of educational background that these children have at home.

The setting. This is a school with a classroom per grade. The size of each classroom has an acceptable dimension to accommodate approximately 20 students per group. Furniture is also in good conditions for children to work. Regarding classroom technology, it is not fully utilized. For instance, there is an interactive board, a projector and a desk computer in the classroom where this research took place. Unfortunately, not any work properly. Thus, they are never used. In addition, the internet had unsteady connection.

It is a school that has few students as it is located in the suburbs. Just children who live close to the school area attend this school. A very few students might come from a town located six minutes from this area.

There is also a library which has many books concerning to science, literature, history, and poetry. They even have some books in English which have been donated by some private schools. Sadly, it is a library which is not frequently visited.

6.9 Ethical Considerations: Informed Consent

As mentioned in Chapter 5, both parents and children were informed of the research purpose of this English course. Before the English course started, there was an

introductory meeting with the parents who were informed of the aims and methodology of this course as part of a research project. Furthermore, the principal of the school also attended this meeting to explain the official steps taken and warranty the children's safety.

Afterwards, individual meetings were arranged with the parents so that they could understand the consent forms and get their signed consent for their children who were interested in participating in this project (see Appendix H). As Robson (2011) distinguishes there are two concepts that involves research with children 'assent' and 'consent'. In the former, there is an agreement to participate with lack of understanding of the real purpose of the research, whereas the latter means that after age fourteen boys and girls are enough mature to understand the nature of research participation. Pinter (2011) states that it seems necessary to consider the children's permission to conduct research with them no matter their age. It is important to include their acceptance as they will be the participants in the planned research. Even though these children were younger than the suggested age by Robson (*ibid*), they also were given a consent form as a way to respect their acceptance to participate in this investigation. Due to the nature of this study, the real names of both children and parents are not revealed. False names are used instead.

6.10 Data Analysis

In the preceding sections, the research tools to collect data were explained. Once the researcher has the yield data from a qualitative approach, the analysis of qualitative data is considered a challenging method that entails, according to Taylor and Bogdan (1998) 'inductive reasoning process, thinking and theorizing (p. 140)'. Thus, it is considered a complex process due to these intellectual actions involved.

Flick (2014) defines the analysis of qualitative data as 'the interpretation and classification of linguistic (or visual) material' (p. 370). He explains that the purpose of such interpretation is the meaning making of subjective consequences. Two concepts are identified in his definition: interpretation and meaning making. Regarding the first concept, Denzin (2000) suggests that interpretation is an art where there is a creative and dynamic process that combines insight and intuition to identify themes and develop

concepts (Taylor and Bogdan, 1998). In the second concept, Merriam (2009) explains that making sense of data involves 'consolidating, reducing, and interpreting what people have said and what the researcher has seen and read' (pp. 175-176). This is how she defines the process of making meaning.

Richards and Morse (2013) suggest that qualitative data should be seen as made rather than 'collected'. These scholars explain that collecting implies an action of taking things from a direct source without creating any change. On the other hand, qualitative researchers gather accounts of events which need to be interpreted by them. This is a task that requires a different level of treatment. Their explanation defines the type of task that a qualitative researcher adopts when deals with data. In this way qualitative researchers have a profound involvement with the treatment of this qualitative data. For example, Merriam (2009) states that fragments of data and abstract concepts, inductive and deductive reasoning, description, and interpretation are aspects where the researcher moves back and forth between them. This is how the researcher represents their meanings, understandings, or insights of their findings in an investigation. The significance of this task relates to what her statement that research questions are answered in the data analysis.

In the current study, the main research tools employed were focus groups, interviews, and classroom observation which triangulated the action research study. In addition, as mentioned previously, researcher's diary and classroom artefacts were also employed to strengthen the yield data because the triangulation of the research tools expanded the insights of the identified themes.

6.10.1 Strategies for qualitative data analysis

Most qualitative researchers agree on following certain common steps for data analysis and interpretation (Flick, 2014; Maxwell, 2013). For example, Hesse-Biber and Leavy (2006) present a defined recommendation of three steps for data analysis and interpretation which were adopted in this investigation as the following figure shows:

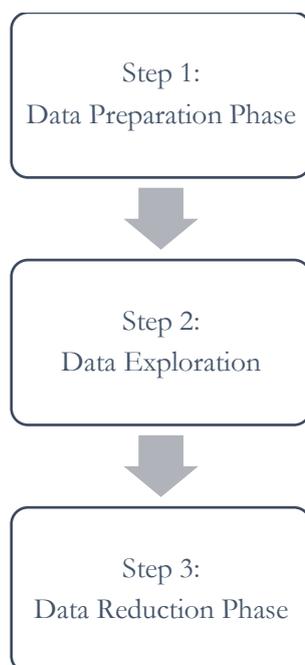


Figure 6.5 Data analysis steps. Hesse-Biber and Leavy (2006)

Step one. Hesse-Biber and Leavy (ibid) suggest the transcription of the data to analyse and interpret it. In this study, the interviews and focus groups were transcribed. The classroom observation was organised according to the topic investigated (Lankshear and Knobel, 2004).

Step two. The researchers suggest that by reading the textual transcription and listening the audio recording, a process of reflexion needs to emerge. Identifying the most important aspects is necessary. This aspect was essential to conduct it as the nature of this study is action research where the process of reflexion was embedded in certain points to possibly modify certain aspects of the classes.

Step three. In this stage, the coding process started by selecting a qualitative analysis approach with the research tools selected. This examination will be described in the following section.

6.10.2 Thematic analysis

As stated in the previous section, Hesse-Biber and Leavy (2006) suggest that selecting a suitable qualitative analysis approach is necessary to investigate the researcher's data obtained in the data reduction step of their model. Punch (2014) stresses that there is a

variety of approaches to interpret the richness and complexity of qualitative data. However, it is the purpose of the research that determines the selection of the qualitative analysis method. Furthermore, they highlight that this analysis needs to be systematic and disciplined in order to answer the research questions of the investigation and understand how the conclusions were obtained. Additionally, it is necessary to review the aims of the current study (see Chapter 1, section 1.4) which are connected with the research questions. In general terms, these aims concentrate their interest in studying the young learners' experiences in L2 reading for pleasure through the examination of the development of their L2 reading process. Thus, a suitable qualitative analysis approach to answer the research questions of this study is thematic analysis because it reports the 'experiences, meanings, and the reality of the participants' (Braun and Clarke, 2006) which is related to the aims of this study.

Thematic analysis is a method which is considered a common widely-used tool to analyse qualitative data (Terry et al. 2017). Braun and Clarke (2012) define this method as a systematic form to identify, organise, and offer 'insight into patterns of meaning (themes) across a data set' (p. 57). It mainly focuses on the meaning across the data set. Moreover, they claim that it offers to the researcher the opportunity to see and make meaning of the shared significances and experiences identified in the data. In addition, Aronson (1995) claims that transcribed conversations models of experiences can be listed in thematic analysis. Hence, an emphasis on examining the participants' experiences is an essential objective of this research analysis method. Thus, these arguments continue supporting the selection of this qualitative analysis approach in this study.

A theme is a relevant concept that needs to be understood in the qualitative analysis. Bryman (2016) explains that a theme is 'a category identified by the analyst through her data which is related to her research focus or research questions. It is built by codes which were identified in the transcripts or field notes. In addition, it provides the researcher with the basis for a theoretical understanding of her data that can make a theoretical contribution to the literature relating to the research focus' (p. 584). In thematic analysis Braun and Clarke (2013) describe that themes can be recognised in a data-driven, inductive, or bottom-up called. Or they can be identified in a 'top-down'

approach, deductive or concept driven. In other words, the researcher seeks in the data the theoretical ideas found in the data that guide their investigation. They also explain that both approaches are commonly combined in one analysis. Along the same line of reasoning, the themes of this research are not entirely predetermined or emergent, but a combination of the both namely concept-driven coding and data driven coding. This is another aspect that influenced the selection of this method because it was important to identify the theoretical aspects of L2 reading and L2 reading motivation in order to understand the L2 reading for pleasure process (concept driven). However, it was also significant to find particular explanations (data driven), for example, about the L2 reading process. In the next chapter, the explanation of the found themes and the processes of how they were identified will be explained.

Another form of selecting the themes is by identifying their level. Boyatzis (1998) describes that there are two levels to interpret themes: at a semantic or explicit level, or at a latent or interpretative level. Braun and Clarke (2006) explain that in thematic analysis the focus is principally on one level. For example, in the semantic approach the themes are recognised directly from the explicit meaning of the data, the researcher does not look for anything further than what their participants have said or have written. Then, the patterns are shown in 'semantic content, and summarised to interpretation' (p. 13) where the significance of the patterns are related to previous theoretical aspects reviewed in the literature. On the other hand, Braun and Clarke (2006) state that the thematic analysis at a latent level 'examines the underlying ideas, assumptions, and conceptualizations' (p. 13) and tries to identify the features of the form and meaning of such utterances. In this way the development of themes at this level requires an interpretative work, it becomes more theorised. Thus, in this investigation, the semantic approach was applied to identify how the patterns were related to previous discussed aspects in the literature as it will be shown in the following chapter.

6.10.3 Data analysis in action research

Koshy (2010) asserts that qualitative data in action research typically explore attitudes, behaviour and feelings which need to be analysed and interpreted. In this study, the stated three research questions deal with these mentioned elements. She suggests following Creswell's framework (2009) for qualitative analysis and interpretation. This

framework is also recommended by Braun and Clarke (2006). This study pursues the following steps summarised by Koshy (ibid):

Step one. Organization and preparation of data for interpretation. In this study, the focus groups, interviews, and classroom observation field notes were transcribed. Then, they were organised in their corresponding type of research tool.

Step two. Read through all the data. Getting the general impression of the kinds of information and start reflecting on the whole meaning of the information are necessary actions. They help to identify the meaningful aspects found to answer the research questions. For example, making notes in the margin and write reflections are essential actions in this step. It was in this stage that reading the transcripts from the interviews and focus groups provided the opportunity to the researcher to identify the relevant aspects obtained through the research tools.

Step three. The coding process starts. Creswell (2009) recommends to code: the theoretical elements that readers studied in the literature framework and common sense, surprising and unexpected aspects, and unusual elements which may be related to concepts that attract the attention of the readers. As this study was conducted with young learners, the attention was focus on the selection of the theoretical elements formulated in the research questions. In addition, the dynamics of working with young learners provided a series of unexpected and fruitful academic moments to be interpreted. In addition, the use of NVivo provided the assistance to organise this information correctly as it will be shown in the following chapter.

Step four. The coding process should be used to generate a description of the setting or the participants, as well as categories of themes for analysis. Creswell recommends that from five to seven categories should be generated. These categories need to provide specific evidence and supported with quotations. This step will be shown as the evidence obtained will be presented in the next chapter.

Step five. A chronology of events is suggested to present the description and themes in a qualitative narrative representation. Or 'a detailed discussion of several themes (complete with sub-themes, specific illustrations, multiple perspectives from individuals,

and quotations), a discussion with interconnected themes' (p. 114). These forms will be presented in the next chapter.

Step six. The final step is the deriving meaning from data. A questioning of lessons of what has been learnt is asked. They are based on the interpretations of the researcher. These can also be related to the literature review that confirm or diverge the arguments of the thesis. This step seems necessary in this study to evaluate the L2 reading approaches developed in the reading intervention and how they affected the young learners' L2 reading process.

These steps were followed to analyse the findings which are described in the next chapter.

Chapter 7 Research Findings: The Action Research Model

7.1 Introduction

This chapter presents the results of this investigation. First, it explains the themes generated in the first phase of this action research project which were obtained through interviews conducted with three elementary school teachers. This information contributed to the design of the L2 reading programme. And second, an analysis of the data collection of the main core of this investigation is offered. In addition, the research tools employed (classroom observation, teacher's diary, focus groups, interviews, and classroom artefacts) are described by using a thematic analysis. This examination will lead to answer the research questions that will be discussed in the next chapter.

7.2 Theme Generation

Theme analysis was the selected method to analyse the data of this action research study. This has been explained in the previous chapter. In this section, the procedures of theme analysis will be presented. The identified themes for each research tool employed are analysed in order to answer the research questions.

7.2.1 Phase I. The planning

As discussed in chapter 1, Mexico is a country which has obtained low rates of reading proficiency based on the PISA results (see chapter 1). This study aimed at promoting L2 reading for pleasure in an EFL context. Thus, an analysis of the participants' L1 reading context seems necessary to study how this influenced their L2 reading process during the reading intervention. For example, some influential elements involved in the progress or deficiency of this cognitive skill were analysed. Grabe and Stoller (2018) state that the development of L2 reading process is associated with the learners' L1 reading skills because learners have already been attained their L1 reading skills. Bernhardt and Kamil (1995) point out that an example of this connection between L1 and L2 reading skills is shown through the limitations of the L1 reading process which might negatively interfere

in the L2 reading development. Thus, these theoretical aspects need to be considered in the analysis of this investigation.

As Altrichter et al. (2008) mention, every action that the teacher-researcher conducts, it promotes new insights in this cycling process of the target investigation. Thus, the investigation of the participants' context such as their academic background, family setting and their L1 reading progress was an essential element to design the action research plan of this study. In this first phase, three teachers were interviewed (see chapter 6 section 6.6.1.1). The data obtained was analysed through a CAQDAS (computer Assisted Qualitative Data Analysis Software) called NVivo. This programme helped to organise the interviews' data by following the thematic analysis' steps recommended by Creswell (2009) and Braun and Clarke (2006) described in the previous chapter.

Once the interviews transcriptions and the reflective process of reading were ended, the coding process started. It was based on the theoretical framework of this investigation. The following screenshots shows how the data was coded. For example, figure 1 shows a sample of an interview transcript. All transcripts were in Spanish. However, the coding process and data report were translated to English. Step three shows how the coding process started. It was a first attempt to gather relevant quotes to understand the research context, as the following screenshot presents.

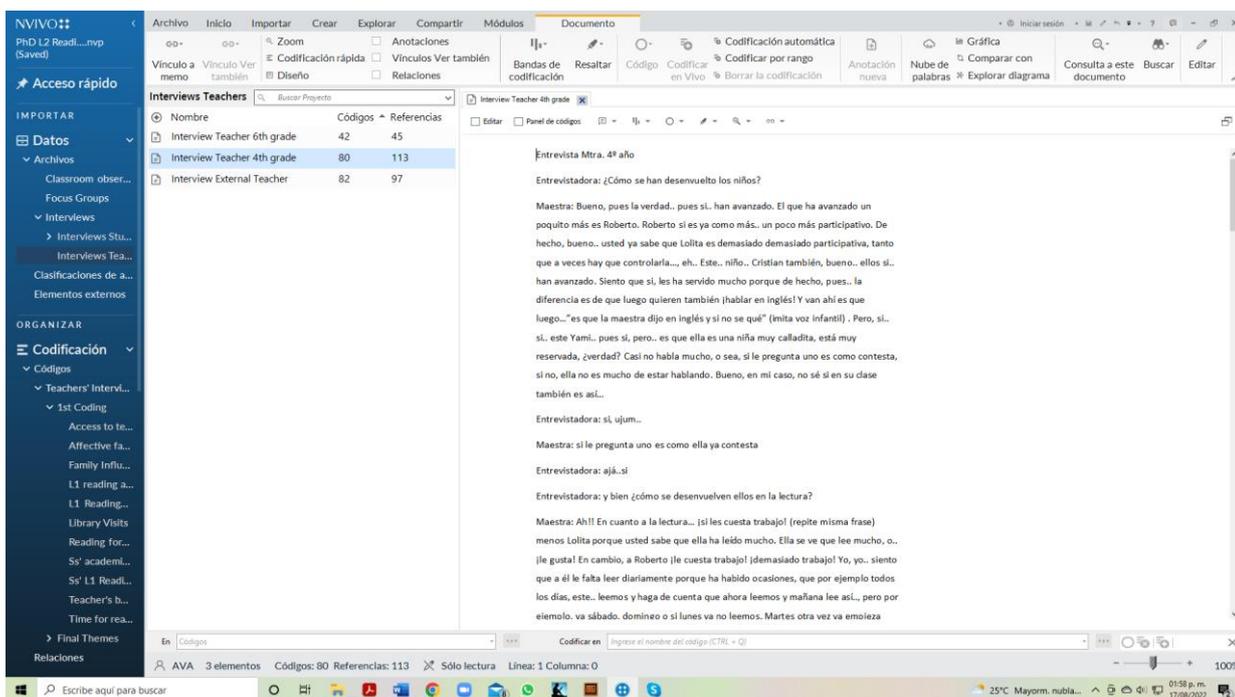


Figure 7.1 Teachers' interviews transcripts

Figure 7. 2 presents the first coding developed in order to identify the most relevant information of the teachers' interviews.

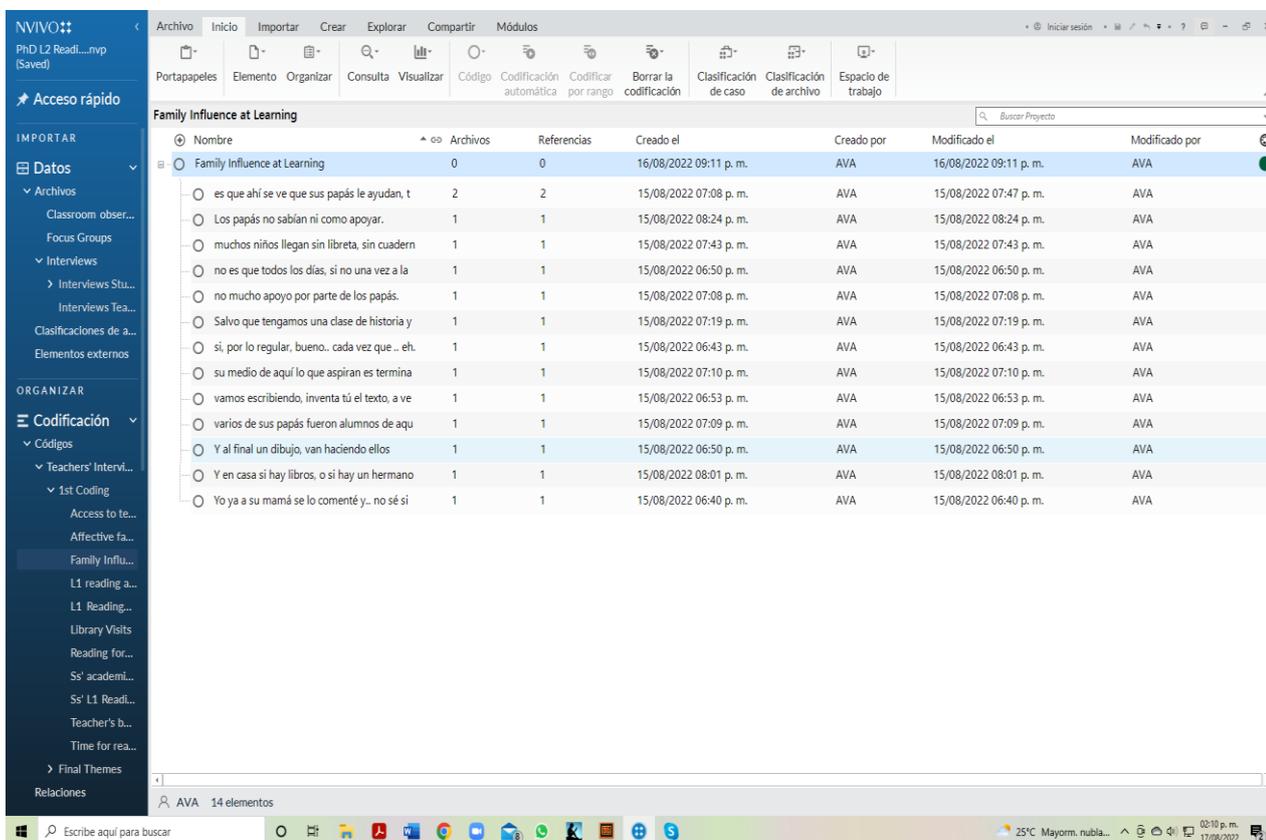


Figure 7.2 1st coding developed

In the step three is recommended to generate from five to seven themes which were supported with the quotations. Five themes were generated by developing a visual mapping (Braun and Clarke, 2022) as the following figure shows.

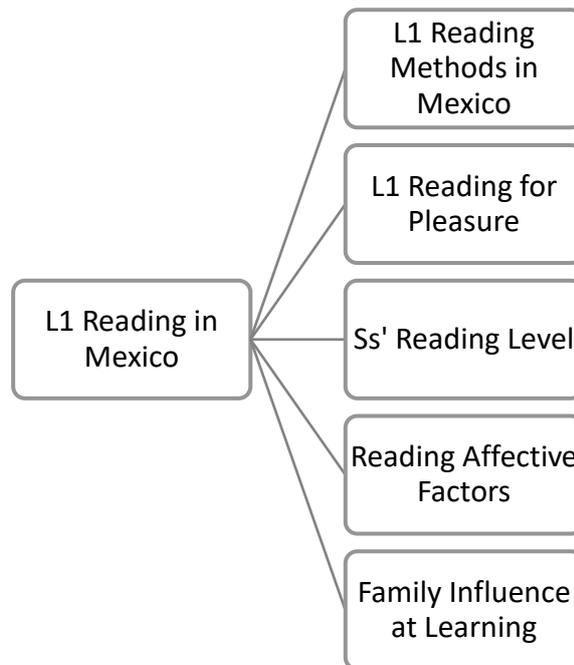


Figure 7.3 Visual mapping

Then, the next NVivo screenshot displays how these themes were organised.

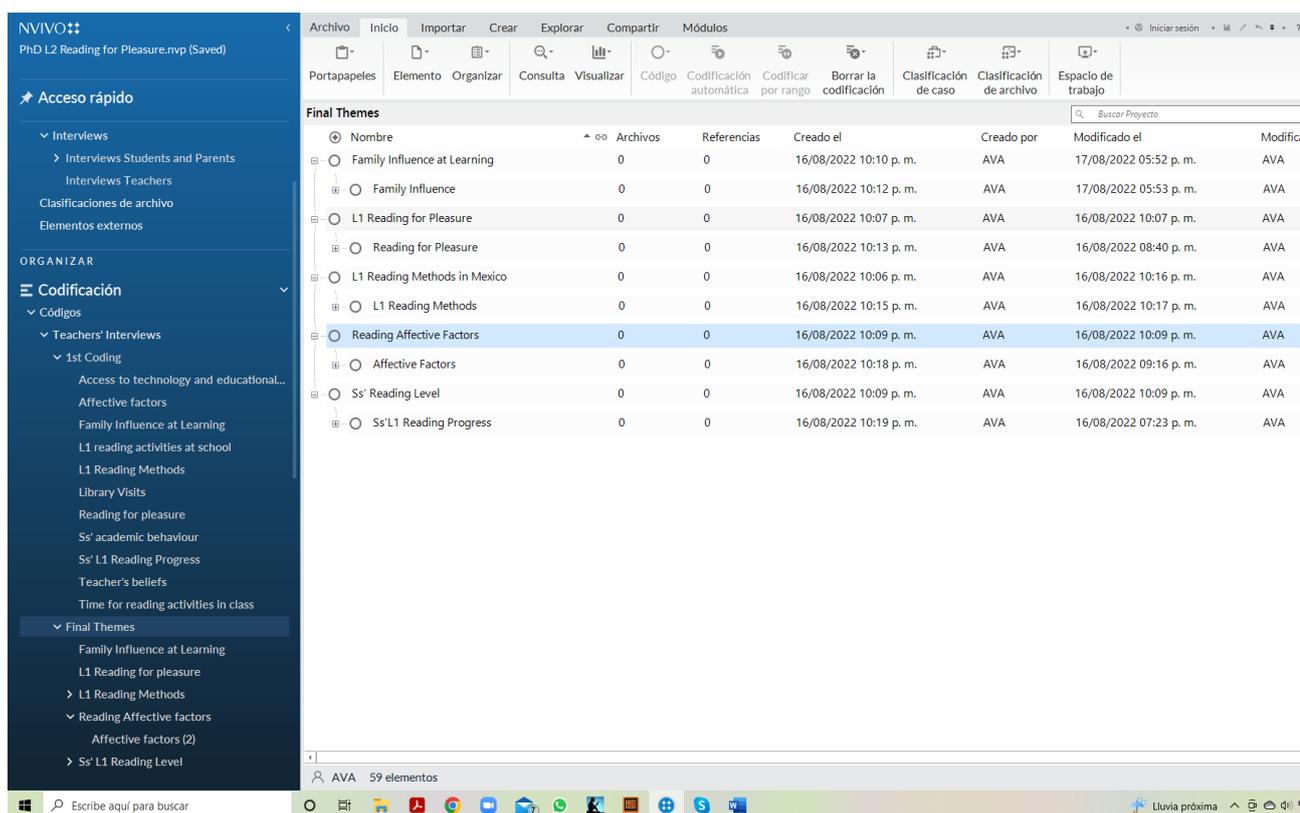


Figure 7.4 Themes generated

A description of the themes generated is presented in the following table.

Theme	Description
1. Ss L1 Reading Level	Teachers illustrate their students' L1 reading level and the difficulties they face in reading.
2. L1 Reading Methods in Mexico	Teachers explain the methods they learnt on teaching how to read in Spanish.
3. Family Influence at Learning	Teachers describe the importance of the family in the academic progress of the students at school.
4. L1 Reading for Pleasure	The reading for pleasure activities is described in this theme.
5. Reading Affective Factors	This theme presents the quotes related to the young learners' affective factors involved in their L1 reading process

Table 7.1 Description of the themes generated

The identification of these themes explains how these teachers expressed their opinions on the development of reading in their context and the problems they have faced to encourage L1 reading with their students.

7.2.1.1 The Students' L1 Reading Level

The three teachers similarly described that their students struggle to read efficiently. In addition, they mention the problems they have to develop reading in their classrooms.

Unreal names are used to protect the students' identities. The following extract describes the teacher's comments.

“It's hard for them to read. They need to read twice because it's difficult to read for them. For example, '1' reads really well. I think she has read a lot! It seems that she has a lot of books. Another student is '2'. She reads well. On the contrary, '3' does not read well. He needs to read daily. '4' reads very fast and then he confuses the words.” (Teacher 4th grade)

This illustrates how just one student seems to read efficiently because she has a good number of books at home. Interestingly, another female student reads well. However, two boys do not read well. One reads fast and confuses the words, and the other does not read well. She recommends that both need to read more often. These descriptions present the L1 reading proficiency of these students.

Another interesting comment comes from a teacher of 6th grade. Her students are in the last year of elementary level.

“Most children read well, except for two or three students. When I give them a questionnaire to answer the 50% of the students answer correctly, but the other 50% has difficulties in spite of reading well. It seems that they do not understand what they read.” (Teacher 6th grade)

At the beginning she said that she did not have many students with reading problems. Later, she acknowledged that half of her students shows reading comprehension difficulties. As Gutiérrez and Montes de Oca (2004) mention that the students' reading habits developed at elementary level influence how they analyse texts at university level. This might be the origin of the poor reading habits of most Mexican students. These habits are poor in basic education and become a more complicated problem to amend in upper levels. The external teacher gave objective descriptions about this situation.

“Students cannot identify the words properly, they change letters or words even the meaning because sometimes when they read, they do not what they are reading. They must read and comprehend. This is the goal which is not achieving.”

She also highlights the importance of attending kindergarten as a previous exposure to reading.

“We can recognise whether they are prepared to read or not, whether they had attended kindergarten or they hadn’t because those children who did not attend kindergarten are the ones who take longer to learn how to read”

As Cuetos (2017) stresses in Chapter 3, kindergarten is a necessary educational stage because it is at this level where children need to be exposed to phonological awareness activities. He explains that they need to be encouraged to identify the relationship between the sounds and the letters in order to develop word recognition.

7.2.1.2 L1 Reading Methods in Mexico

Ardila and Cuetos (2016) explain how children learn to read in Spanish with the syllabic method (see Chapter 3). The following extracts describe how two teachers were trained about the method they had been used to teach how to read in Spanish to their students and how one teacher describes the parents’ opinions about their children’s reading progress.

“We were not taught about a method on how to teach reading and writing. It was just the practice of it as I studied in a school for teachers on Saturdays. But we worked with the global method.” (Teacher 6th grade)

“We faced the ‘reform change’ (national educational programme for teaching reading). The changes on the textbooks and the different ways to teach children how to read. We were told not to push children to read. But there was criticism against this global method. Parents said that their children had learnt to read faster with the syllabic method.” (external teacher)

There is a teacher who seems she did not have an satisfactory training on teaching children how to read. She did not review theories or methodology to know what she was going to do in her classroom. It seems that she just developed the global method through daily practice in the classroom. It seems not to be the appropriate pedagogical method, but it is the reality of this educational setting.

In contrast, the external teacher was more knowledgeable on how to teach reading as she highlighted the changes on the textbooks and the reading methods. However, she had to face the parents’ resistance to develop this method with their children. Hence, a

lack of accordance between the educational policy makers' decisions on promoting a change on the reading methods and proper training of them create a serious problem.

Gómez (2008) states that the reading problems of this country are generated at basic education level. They might be caused due to this serious deficiency of pedagogical organization in the educational system.

7.2.1.3 Family Influence at Learning

Studies have reported the influence of parents in the development of reading at home (Baker, 2003). Extracts report the experiences that these teachers had had with their students' parents. How these parents support their children at home and how they also influence their children's learning progress.

“There is not enough support from the parents. I have told to her mum that he has problems in reading, but I don't know if she is supporting him at home. It seems that these parents are helping this girl at home.” (Teacher 4th grade)

“I had had parents that they know how to support their children at home! Many children do not have notebooks to work at class. They have problems at home. Some children walk from one hour to two hours to get to school (in rural communities). They do not have breakfast or lunch. All of these factors affect their learning process.” (External teacher)

“The goal of these children, in this context, is to finish elementary school. Then, work or get married mainly the girls, and that's it! Some of their parents were my students. They finish here and continue studying secondary school and then they got married! That's all!” (Teacher 4th grade)

The teachers expressed how the support of the parents at home is limited or there is no support, and how this affects the students' academic progress. For example, a teacher mentioned that one of children has L1 reading difficulties due to this lack of reading support at home. In contrast, a girl is a good reader in her class because her parents have encouraged her to do her homework. Thus, parents' support seems a key element in their children's progress.

The external teacher highlighted the situation of children at communities which is heart-breaking. These children's basic needs are not covered and they need to be fulfilled

first. For example, children are not able to learn academic topics if they are starving or tired of walking a long distance to get to school. Moreover, they do not have notebooks to write on.

Finally, the 4th grade teacher describes a discouraging reality of the children's school where this investigation took place. Children tend to repeat their parents' behaviour. They get married when they are teenagers and stop studying in upper education levels.

7.2.1.4 L1 Reading for Pleasure

Schwanenflugel and Flanagan (2016) highlight the significance of the influence of affective factors and reading motivation in the development of reading (Baumann and Duffy, 1997). However, reading for pleasure is an activity which seems not being efficiently promoted in this context (Chávez, 2005). As discussed previously, the development of reading has not properly achieved. Hence, promoting reading for pleasure seems to be a challenge to be achieved due to the lack of the students' habits. The following excerpts present some examples on this matter.

“‘X’ loves reading! She always wants to read aloud in class” (Teacher 4th grade)

This teacher again points out how just one student has willingness to participate in the reading activities because she is a good reader.

“It's a challenge to achieve that these children develop the love for reading, grab a book and read it by themselves.” (Teacher 6th grade)

In contrast, this teacher describes the difficulties to motivate children to read books. However, she does not explain what kind of strategies she uses to motivate them to read.

On the other hand, the external teacher provides more information about the development of reading for pleasure with her students as the following excerpt shows.

“The pleasure for reading should be promoted in kindergarten and we will continue enhancing this at elementary level. We need to encourage them to read, the love for books, their textbooks, and the themes of class. I loved reading to them. I enjoyed looking for the themes that they were interested in.. the ones they wanted to read. Once, I had a student who was described as a boy with behaviour and learning problems. Then we started to read together books with images. Then,

he started to read in February (five months after the term started). It was very gratifying to see this. Maybe he did not read at the same level as his classmates did, but he started! It was with a story about animals that he became interested at reading.” (External teacher)

This teacher meaningfully described the development of reading for pleasure in her context. She claims the importance of attending kindergarten as a basis to develop reading. Moreover, she explains the kind of strategies she has used to encourage students to read. Finally, the story of the student who was labelled as a problematic student was motivating to hear.

7.2.1.5 Reading Affective Factors

Wigfield (1997) discusses the importance of affective factors in the development of reading. In these interviews the only teacher who mentioned this topic was the external teacher. The other two teachers did not mention anything about the students’ feelings regarding reading.

“When a child reads aloud, there must a lot of respect for him or her. If they make a mistake, their classmates start laughing at them or correct them. Then, they feel ashamed, or they feel that they cannot make it!”

This teacher brought a very relevant point to this conversation regarding how the children feelings affect positively or negatively their reading development. It is then the teacher’s sensitivity to observe their students and promote the respect among themselves to achieve academic objectives.

These five themes provided the information to organise the reading programme in order to promote L2 reading for pleasure.

7.2.2 Phase II. The action. Implementing an L2 reading programme

Chapter 5 presents the reading programme who was implemented in this study. In this section, the themes generated from the classroom observation, the focus groups, the interviews with the young learners and parents, teacher’s diary and classroom artefacts will be presented to answer the three research questions.

7.2.2.1 Classroom Observation

The following descriptions refer to four classes where children reported orally the books they selected to read in Spanish. This information comes from the field notes which were taken during the class observation and the teacher's diary. The objective of the oral book report activity was to evaluate their understanding of the books they read by describing them. After each student had explained the book, questions were asked about the book's descriptions. These are some significant examples of the students' questions:

- I. Why did Mr. Brown make sounds? (from the book Mr. Brown Can Moo! Can you? By Dr. Seuss's)
- II. What was the thing you liked the most from the 'book' (word said in English)? This word was commonly used among the children in English instead of saying it in Spanish.
- III. What didn't you like from the book?
- IV. Why did you choose this book?
- V. What did you understand from the 'book'?
- VI. What words did you learn from the 'book'?
- VII. Did you understand the book with the images or in English?

Students also made specific questions from each particular presentation (the characters, actions). Children themselves made these questions. The teacher was not involved in helping them to ask the questions. She was just a guide in this activity and her intervention involved only to giving the meaning of a word, clarifying some misunderstandings, or explaining in detail a specific topic that they did not understand from the book. While each student talked about their books, their classmates were attentive and concentrated on listening to their classmates.

These activities belong to the first books they chose to read during the implementation of the extensive reading activities. The themes and subthemes generated from the observation of the classes are presented in this section. The procedure to obtain the themes and subthemes followed the same procedures recommended by Braun and Clarke (2022) as discussed in the previous section.

7.2.2.1.1 Thematic analysis process. Classroom observation

The thematic analysis procedure to obtain the themes and subthemes is described in the following figures.

Figure 7.5 shows a screenshot of the observations and reflections of the teacher's diary. NVivo was the selected CAQDAS programme to start the analysis of this research tool. Reflection is a step within the action research cycle (Burns, 2010). Thus, the analysis of the actions occurred during the oral presentations of the extensive reading activities is important.

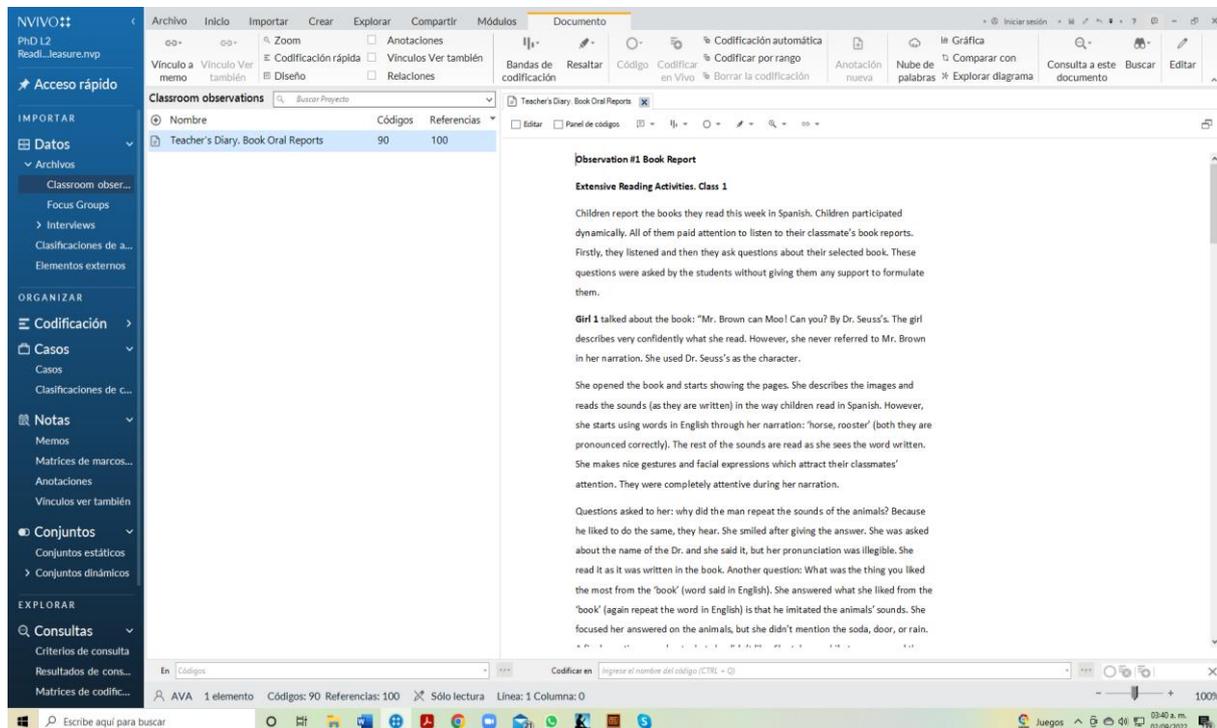


Figure 7.5 Teacher's diary notes

Figure 7.6 shows that after analysing the teacher's diary notes, the first coding was created. The codes were based on the theoretical framework of this study.

The screenshot shows the NVIVO software interface with a table titled 'Classroom Observation coding'. The table has columns for 'Nombre', 'Archivos', 'Referencias', 'Creado el', 'Creado por', 'Modificado el', and 'Modificado por'. The data is organized by student groups: Boy 1, Confiden, Don't kno, Images, Interest, Personal, reasons f, Boy 2, Boy 3, Boy 4, Boy 5, Girl 1, Girl 2, Girl 3, Girl 4, Girl 5, Girl 6, and Girl 7. Each row shows the number of files and references associated with that student group.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
Boy 1	0	0	20/08/2022 10:26 p. m.	AVA	20/08/2022 10:26 p. m.	AVA
Confiden	1	1	20/08/2022 10:27 p. m.	AVA	20/08/2022 10:27 p. m.	AVA
Don't kno	1	2	20/08/2022 10:46 p. m.	AVA	20/08/2022 10:47 p. m.	AVA
Images	1	3	20/08/2022 10:29 p. m.	AVA	20/08/2022 10:41 p. m.	AVA
Interest	1	2	20/08/2022 10:38 p. m.	AVA	20/08/2022 10:42 p. m.	AVA
Personal	1	1	20/08/2022 10:40 p. m.	AVA	20/08/2022 10:40 p. m.	AVA
reasons f	1	1	20/08/2022 10:41 p. m.	AVA	20/08/2022 10:41 p. m.	AVA
Boy 2	0	0	21/08/2022 12:02 a. m.	AVA	21/08/2022 12:04 a. m.	AVA
Boy 3	0	0	21/08/2022 12:08 a. m.	AVA	21/08/2022 12:11 a. m.	AVA
Boy 4	0	0	21/08/2022 12:14 a. m.	AVA	21/08/2022 12:14 a. m.	AVA
Boy 5	0	0	21/08/2022 12:16 a. m.	AVA	21/08/2022 12:16 a. m.	AVA
Girl 1	0	0	20/08/2022 01:40 p. m.	AVA	20/08/2022 11:08 p. m.	AVA
Girl 2	0	0	20/08/2022 10:48 p. m.	AVA	20/08/2022 10:48 p. m.	AVA
Girl 3	0	0	20/08/2022 10:57 p. m.	AVA	20/08/2022 11:04 p. m.	AVA
Girl 4	0	0	20/08/2022 11:13 p. m.	AVA	20/08/2022 11:13 p. m.	AVA
Girl 5	0	0	20/08/2022 11:52 p. m.	AVA	20/08/2022 11:52 p. m.	AVA
Girl 6	0	0	21/08/2022 12:05 a. m.	AVA	21/08/2022 12:05 a. m.	AVA
Girl 7	0	0	21/08/2022 12:12 a. m.	AVA	21/08/2022 12:12 a. m.	AVA

Figure 7.6 1st coding developed

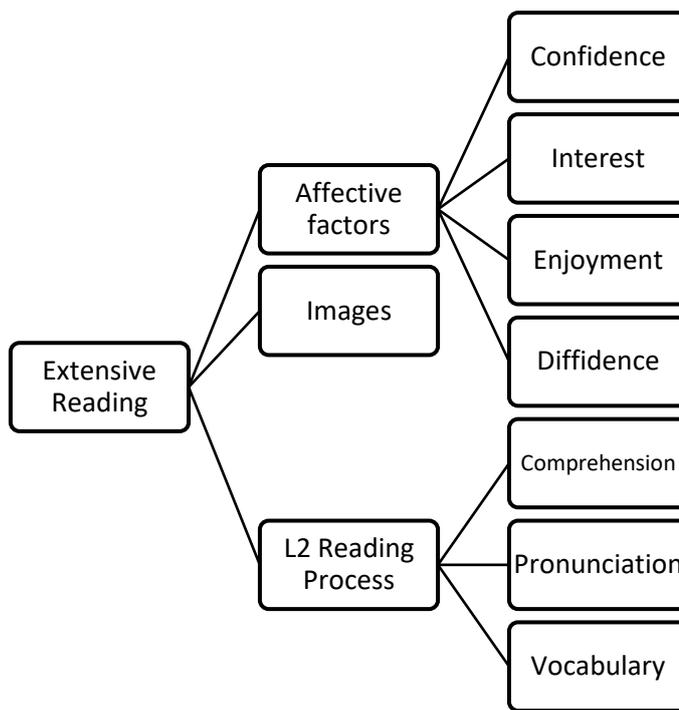


Figure 7.7 Visual theme mapping

Figure 7.7 shows that the final themes and subthemes generated.

Figure 7.8 shows the coding process that was the next step.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
○ Affective Factors	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:37 p. m.	AVA
○ Confidence	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:34 p. m.	AVA
○ Diffidence	0	0	21/08/2022 01:46 p. m.	AVA	22/08/2022 05:44 a. m.	AVA
○ Enjoyment	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:35 p. m.	AVA
○ Interest	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:35 p. m.	AVA
○ Images	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:37 p. m.	AVA
○ Images Boy 1	1	3	21/08/2022 01:51 p. m.	AVA	21/08/2022 01:51 p. m.	AVA
○ Images Boy 5	1	1	21/08/2022 02:16 p. m.	AVA	21/08/2022 02:16 p. m.	AVA
○ Description of images Girl 1	1	1	21/08/2022 04:48 p. m.	AVA	21/08/2022 04:48 p. m.	AVA
○ Images Girl 2	1	1	21/08/2022 04:59 p. m.	AVA	21/08/2022 04:59 p. m.	AVA
○ Images Girl 3	1	1	21/08/2022 05:06 p. m.	AVA	21/08/2022 05:06 p. m.	AVA
○ Images Girl 6	1	1	21/08/2022 05:18 p. m.	AVA	21/08/2022 05:18 p. m.	AVA
○ Images Girl 7	1	1	21/08/2022 05:20 p. m.	AVA	21/08/2022 05:20 p. m.	AVA
○ L2 reading Process	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:43 p. m.	AVA
○ Comprehension	0	0	21/08/2022 02:08 p. m.	AVA	21/08/2022 02:08 p. m.	AVA
○ Pronunciation	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:42 p. m.	AVA
○ Vocabulary	0	0	21/08/2022 01:46 p. m.	AVA	21/08/2022 01:42 p. m.	AVA

Figure 7.8 Themes and subthemes generated

Then a description of the themes and subthemes generated is presented in the following table.

Themes and subthemes	Description
1. Affective Factors	The influence of the affective factors is a significant aspect in the development of L2 reading. It was found some subthemes in the data obtained.
1.1 Confidence	How students expressed their confidence to report their readings.
1.2 Diffidence	The expressions of some students' lack of confidence to report orally their books.
1.3 Enjoyment	Students' comments on their enjoyment to read their books.
1.4 Interest	The interest students developed in reading the L2 stories.
2. Images	The impact that images had in the reading motivation and comprehension of the L2 stories.
3. L2 Reading Process	The description of the L2 reading process that students developed in this investigation.
3.1 Comprehension	How students cope with the L2 reading comprehension process.
3.2 Pronunciation	The influence that pronunciation had in the L2 reading process.
3.3 Vocabulary	How students learnt the words they read.

Table 7.2 Description of the themes and subthemes generated

7.2.2.1.1.1 Affective Factors

Applegate (2010) discusses the influence of affective factors and motivation in the development of reading. In view of this investigation promoting L2 reading for pleasure, it

seems reasonable to analyse the effect of their influence in the development of L2 reading. Then, this theme was selected due to its importance in this investigation. During the data analysis of the classroom observation the following affective factors were found. Then, the subthemes were created to provide significant information.

7.2.2.1.1.1.1 Confidence

Engagement in reading has been defined as an external process of active participation that students show during reading. It is through reading that students show a complete engagement of their cognitive and emotional factors (Ng et al., 2018; Verhoeven and Snow, 2001). For example, during the oral report of the students, some students showed confidence in their reports. On the other hand, others were insecure in explaining their thoughts.

There was a boy who read aloud confidently some sentences from English to Spanish from the book he read, at the beginning of his presentation. The book he chose was called “Netherlands”. He explained the location of this country and some aspects of this country based on what he read.

Teacher’s diary notes

Another boy also read the title of his book in English confidently. The title was “Proud Little Peacock”. He referred properly to the animals mentioned in the story by saying their names in English. Similarly, a boy explained his book “Oceans” and read the different oceans and words in English. In addition, two girls clearly explained their stories and gave examples of the words they learnt in English.

Teacher’s diary notes

In this oral report activity students increased their confidence through learning the pronunciation and vocabulary of the words they learnt in their books. It was their positive attitude to read the books that helped students to engage freely in this activity (Baker et al., 1997). Likewise, Kim et al. (2017) found out that confident children, while performing a task in the classroom were focused on avoiding mistakes. But if they made them, they would have learnt from them. These students were always open to learn without focusing on the mistakes they made, but on the activity itself.

7.2.2.1.1.1.2 Diffidence

On the other hand, there were children who showed diffidence to report their books.

‘X’ read in a low tone of voice the title of his book and in a quick manner. As a result, it was not easy to understand what he said. However, he mentioned three words in English accurately pronounced and appropriate used from the book to explain the story. His nervousness interfered in explaining the story.

Teacher’s diary notes

Thus, it seems that the boy was diffident due to his nervousness to be in front of the group and his proper limitations to read in L1 were evident (Grabe and Stoller, 2018; Hudson, 2017). This boy tends to be shy in the class. He struggles to read in L1, and he also shows some difficulties in L2 reading as it was shown in this activity.

7.2.2.1.1.1.3 Enjoyment

During the oral reports, it was noticeable the enthusiasm that most children showed to describe their books. Some students mentioned that they like their books because they learnt about a specific topic. They also were attracted to the title of the story and cover of the book. Then, they wanted to learn about the content of the book. The children’s gestures to explain their books were vivid and energetic.

There was a girl who described the book from Dr. Seuss’s and their gestures to describe the sounds were ingenious which caught the classmates’ attention. In addition, there was even a boy who mentioned the style of dancing ‘chacha’ from the book “Giraffes can’t dance” and pretended to dance. It was a humorous moment and their classmates laughed cheerfully. The class environment was concentrated on listening to the stories and learn from what their classmates reported from their books. Thus, enjoyment was a key element that children showed in their reading oral reports.

Teacher’s diary notes

Kim et al. (2017) discussed how enjoyment influences the active participation of students in the classroom activities. Likewise, Wigfield (1997) stated that enjoyment to read is a key element in the reading motivation process. Then, it is necessary to promote

it in the reading activities to achieve it. The teacher's diary notes show how these students showed interest in their reading activities. This was a motivating factor in their L2 reading experiences.

7.2.2.1.1.1.4 Interest

Most students expressed that they chose their books because they wanted to learn from the title of the book or cover. For example, some students read books about countries such as Netherlands and Ghana. They were interested to get information about these countries because they did not know anything about them. Then, these books were stimulating for them to read. Another example was about a boy who wanted to know about oceans and he selected to read a book about this topic.

The boy who read the book from Netherlands explained that people in that country eat raw fish which called his attention. He understood that this is a common tradition in that country, but he found repelling to know this. He prevented his classmates not to eat before reading this book because they might feel sick as it happened to him.

Teacher's diary notes

By the same token, other students wanted to learn about the characters of the story. For example, a girl wanted to read a picture book about barn animals. These different reactions show how students were able to read what they wanted according to their particular preferences. Their reports described aspects which they found meaningful. This was a significant result of their own books selection.

7.2.2.1.1.2 Images

Enever (2006) highlights that picture books significantly influence children to read them. The colourful pages and drawings are attractive motives to catch the children's attention to read them. As Arizpe and Styles (2016) highlight, the significance of visual input greatly engages children to read a picture book. Thus, picture books significantly affect the development of reading for pleasure.

Images then played an important role in this investigation. Most children highlighted how attractive the books' images were for them. When they reported their stories, there was a strong emphasis on describing the book's images.

During the oral presentations, their comments were interesting as the following teacher's diary note shows.

The boy who talked about the tradition of eating raw fish in Netherlands. He understood this idea because there was in the book an image of a woman ready to eat. She was opening her mouth and holding in her hand a raw fish taken for its tail. However, the picture had at the bottom the explanation of the picture saying: "a young woman eats raw herring in the traditional Dutch way". Then, he connected the images with the words as the word 'traditional' is a cognate in Spanish. A classmate asked the following question and he answered this: "Why did they eat raw fish? Because I SAW that it was a tradition or something like that."

There were also other children who did not read at all. They just concentrated their talk on describing the pictures. Through the images they constructed the general meaning of the story. However, they started reading and using few words from the book.

Teacher's diary notes

Then, the importance of images is significant for the children to construct the meaning of their reading.

7.2.2.1.1.3 L2 Reading Process

Koda (2004) states that L2 reading entails two languages and the level of complexity is higher. The examination of the children's L2 reading process in this study will shed light on how they experienced this process in an EFL context.

7.2.2.1.1.3.1 Comprehension

Reading comprehension has been identified as a meaningful and relevant factor in the reading process (Goodman and Goodman, 2009). This section presents how some children described the effect that images and specific words had on them to comprehend the stories.

A girl said that she understood moderately the story through the names of the animals as well as their actions through the verbs she had learnt in class.

A different description was of a girl who said that she understood some words, but she did not understand the rest. Moreover, she looked for the meaning of some words at home. Interestingly, she had been the only student in this activity who mentioned that investigated the meaning some words at home. Likewise, another girl answered that while she was reading, she remembered some words. This helped her to understand the story. However, she did not say any of these words in the description of the story.

It called the researcher's attention the boy who read the story "Giraffes can't dance" because he didn't like that other animals made fun of her; it was something sad for him. He learnt from the book that people shouldn't make fun of others. Although neither he did not provide a full description of the images nor mentioned words in English, he understood the meaning of the story. Even, he highlighted that he learnt that respect was the word he learnt from the story because people need to respect to each other

Teacher's diary notes

Some of these comments highlight how children constructed the meaning of the story by identifying which they had previously learnt in class. When they did not know the meaning of a word, they also looked it up in the dictionary. However, there were also many words that they did not know, but the images helped them to comprehend the story.

7.2.2.1.1.3.2 Pronunciation

As previously stated, the importance of phonological awareness in reading is an important aspect in the development of reading (Goswami, 2007) and it is an important predictor of English word reading skills (Geva, 2006b). It was pronunciation, the element that these young learners identified as relevant in their L2 reading process. In this investigation, children read the words similarly as when they read in Spanish.

These children had phonological decoding activities (see chapter 5) in order to get familiar with some English phonemes. However, most of them still had not stressed those phonemes when they encountered them in some words.

7.2.2.1.1.3.3 Vocabulary

Krashen (1987) asserts that it is indispensable to encourage successful L2 reading experiences that motivate learners to read in L2. In this investigation, vocabulary was an area that children found difficulties, as they did not know many words. The following aspects were observed during the children's oral presentations which were recorded in the notes of the teacher's diary.

Teacher asked to the boy that read "Giraffes can't dance" what was the meaning of the title in Spanish. Then, in his answer he did not know the meaning of can't and dance. He confused the word dance with sing.

There was a girl who read the book "Eskimo". The teacher asked her what an eskimo is. She replied that it was a place. Then, she asks to the group if anyone knew the meaning of this word, but nobody knew the answer. After that, the teacher says the word in Spanish, but students still did not understand the meaning of the word. They did not know what an eskimo was. Teacher then started explaining about eskimos by using the book that the girl read.

A girl who presented her book "Charlie needs a cloak". She said the first two words correct into Spanish, but she provided the meaning of cloak incorrectly. She used the word 'custom' in Spanish. Then, the meaning was incorrect.

The boy who read the book 'Netherlands' was asked for the name of this country in Spanish. He apologised by saying that he didn't know that he had forgotten the name.

Another boy expressed that he didn't like that there were words that he didn't understand.

Vocabulary was an important element for the children to understand the stories completely. When children showed facial expressions of lack of understanding of their readings, this helped to the teacher to support them to comprehend the story better.

To sum up, classroom observation provided meaningful information of the learners' progress. Observing these classes, writing the field notes, and watching the videos of the classes helped to the researcher to identify the students' academic progress and the entailed affective factors during the extensive reading activities.

7.2.2.2 Focus Groups

As described in chapter 6 (section 6.6.1.2), focus groups were conducted in this investigation. The objective was to obtain information about the young learners' thoughts, beliefs, feelings, and perspectives (Carey, 2015; Franklin, 2012). Scholars recommend that groups need to be small in order to conduct this activity more properly. Then, this group was divided into two small groups.

Two sessions were conducted. The first session took place in the middle of the course to know the YL's opinions about the extensive reading activities and reading circles. On the other hand, the second session was almost at the end of the course to evaluate the course. The data obtained is presented in this section.

First of all, a description is presented from the teacher's diary about how these focus groups were conducted.

Stage 1 (middle of the course)

March 7th, 2016

Group 1

Today I conducted the first focus group. I explained from the very beginning the rules in this session about the importance of listening to their classmates while they were talking. Besides, they had to take turns to answer the questions because all of them, in previous classes, wanted to answer the same question at the same time when I had made one.

I think, this helped to create a nice and relaxing atmosphere in the session. Children were very participative in the session. All of them wanted to give their opinions without interrupting to each other. They listened to their classmates' comments and sometimes if someone made a funny comment, they started laughing at it. Then, it was also a cheerful moment we had together. Their comments were brilliant and honest.

After fifteen minutes, it was important not to prolong this activity as children started to get very active and anxious. Then, they became more talkative and some of them started to interrupt to their classmates.

Stage 1 (middle of the course)

March 14th, 2016

Group 2

Today I conducted group two of the focus groups. This group is the other half of the kids. Again, at the beginning, I explained to the students the rules of this session

When we started, students were quiet. They were not very participative compared to the previous group. I sometimes had to reformulate the questions twice in order to elicit their responses. Later, they started to participate more in some questions.

Their mood was fine. Anybody was stressed or uncomfortable. But some students kept quiet compared to the classes where they have been more active. However, their responses were honest and smart.

Stage 2 (end of the course)

May 16th, 2016

Group 1

This is the final session of group one. Students answered the questions actively. All of them participated and provided more information compared to the first session.

However, this session I had to remind them to listen and allow their classmates to finish their answers and then to participate. They all wanted to participate at the same time.

Their responses were concrete and provided more details of their reading experiences. Some answers kept the same as most of them struggled with understanding the words and how the images helped them to deduce the meaning of the story.

Stage 2 (end of the course)

May 23rd, 2016

Group 2

The final session of group two seemed to be more successful than the first one. Most students were more participative and respected their classmates turns to answer the questions. They even say some jokes about something they learnt. For example, girl X started to laugh when she said the word underpants in Spanish ("calzoncillos") and the way she said provoked that everybody laughed at it.

Listening to their reading experiences was very enriching as they seemed happy of having learnt English through words and their pronunciation. Boy X remained quiet although he is very participative in class. Maybe, being in a circle with their classmates and teacher was intimidating to him. However, they answered all the questions, just I had to ask him directly his opinions.

Thus, these different sessions allowed the teacher-researcher to identify the strengths and weaknesses of the reading approaches developed in this investigation.

7.2.2.2.1 Thematic analysis process. Focus groups

This research tool was analysed through thematic analysis. The same procedures of data analysis were followed like the previous research tools have had.

Figure 7.9 shows the transcripts in Spanish from the focus group.

The screenshot shows the NVIVO software interface. On the left, there is a sidebar with navigation options: 'Acceso rápido', 'IMPORTAR', 'ORGANIZAR', 'Casos', 'Notas', and 'Conjuntos'. The main window displays a transcript titled 'Transcripción Grupo Focal 1' with a time of 23:44. The transcript text is in Spanish and discusses classroom activities and student participation. The text includes dialogue between a teacher and students, mentioning topics like 'clases de inglés' and 'participación en clase'.

Figure 7.9 Focus groups transcripts

Figure 7.10 presents the first attempt of coding to select the most relevant information given from the young learners in the focus groups.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
Choosing your own book	0	0	25/08/2022 06:11 a. m.	AVA	25/08/2022 06:11 a. m.	AVA
¿Qué les pareció cuando ustedes eligier	1	6	25/08/2022 06:12 a. m.	AVA	24/08/2022 08:35 p. m.	AVA
Feelings on reading	0	0	25/08/2022 05:56 a. m.	AVA	25/08/2022 06:04 a. m.	AVA
¿cómo sienten que están leyendo en in	1	5	25/08/2022 05:57 a. m.	AVA	24/08/2022 01:30 p. m.	AVA
Mmm... tenía nervio de que... de que me	1	2	25/08/2022 06:31 a. m.	AVA	24/08/2022 08:31 p. m.	AVA
Learning from Stories	0	0	25/08/2022 06:16 a. m.	AVA	25/08/2022 06:16 a. m.	AVA
¿y que más aprendieron de las historias	1	8	25/08/2022 06:17 a. m.	AVA	24/08/2022 01:43 p. m.	AVA
Pronunciation	0	0	25/08/2022 06:28 a. m.	AVA	25/08/2022 06:28 a. m.	AVA
la clase, eh... es buena-- Profesora- ¿po	1	1	25/08/2022 06:28 a. m.	AVA	24/08/2022 08:19 p. m.	AVA
Reading Comprehension	0	0	25/08/2022 06:29 a. m.	AVA	25/08/2022 06:29 a. m.	AVA
lo de los books es también un poco difi	1	8	25/08/2022 06:30 a. m.	AVA	25/08/2022 05:38 a. m.	AVA
Reading Effects	0	0	25/08/2022 05:52 a. m.	AVA	25/08/2022 06:04 a. m.	AVA
¿cómo les ayudó leer-- César- para a	1	3	24/08/2022 08:31 p. m.	AVA	24/08/2022 08:32 p. m.	AVA
¿les ha gustado después leer en inglés-	1	4	25/08/2022 06:08 a. m.	AVA	24/08/2022 08:38 p. m.	AVA
¿por qué te ha parecido bien-- Pablo	1	1	25/08/2022 06:09 a. m.	AVA	24/08/2022 08:18 p. m.	AVA
digo la palabra 'books' que fue lo que a	1	6	25/08/2022 06:26 a. m.	AVA	24/08/2022 01:40 p. m.	AVA
qué me pueden decir en relación a que	1	7	25/08/2022 06:35 a. m.	AVA	24/08/2022 01:15 p. m.	AVA
si no hubiéramos tenido books aquí ¿cr	1	7	25/08/2022 06:36 a. m.	AVA	25/08/2022 05:45 a. m.	AVA
Reading Habits	0	0	25/08/2022 06:20 a. m.	AVA	25/08/2022 06:20 a. m.	AVA
¿y tú Diana, tú lees en casa-- Diana-	1	1	25/08/2022 06:20 a. m.	AVA	24/08/2022 08:24 p. m.	AVA
Pablo- este... y este... lo leo y mi mamá	1	3	25/08/2022 06:32 a. m.	AVA	24/08/2022 08:28 p. m.	AVA
Reasons for learning L2	0	0	25/08/2022 06:21 a. m.	AVA	25/08/2022 06:21 a. m.	AVA

Figure 7.10 1st coding developed

Figure 7.11 shows the visual mapping which organised the first coding in themes and one subtheme.

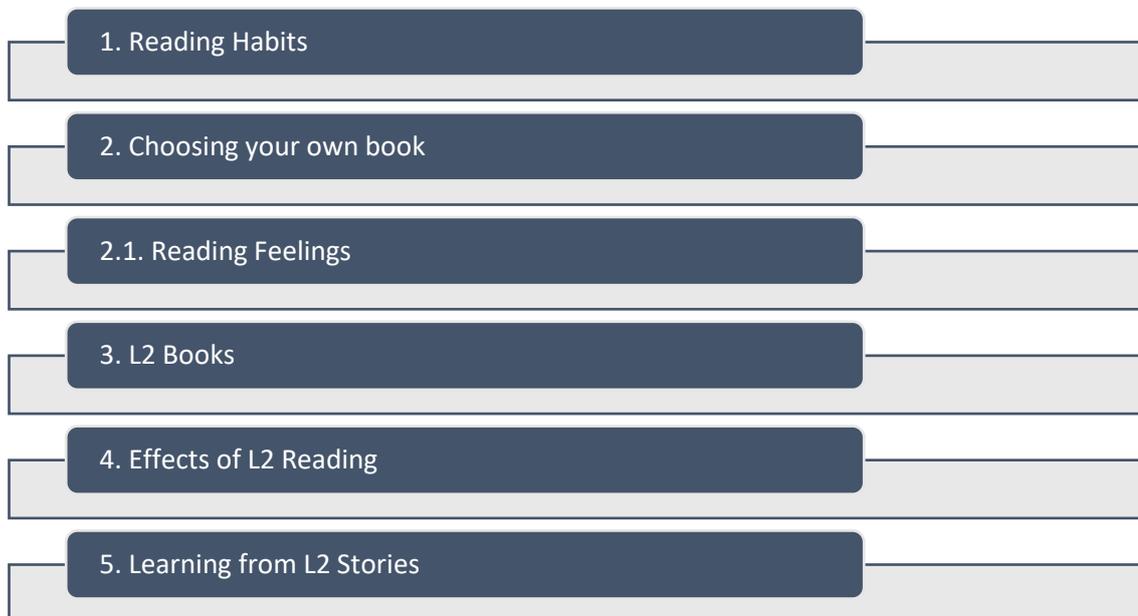


Figure 7.11 Visual theme mapping

Figure 7.12 shows the coding of the themes and subthemes generated from the focus group data.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
1. Reading Habits	0	0	25/08/2022 11:56 a. m.	AVA	28/08/2022 12:25 p. m.	AVA
¿y tú Diana,	1	1	25/08/2022 12:06 p. m.	AVA	24/08/2022 08:24 p. m.	AVA
Pablo-- este,	1	3	25/08/2022 12:06 p. m.	AVA	24/08/2022 08:28 p. m.	AVA
2. Choosing you	0	0	25/08/2022 11:57 a. m.	AVA	28/08/2022 12:25 p. m.	AVA
¿Qué les par	1	6	25/08/2022 12:06 p. m.	AVA	24/08/2022 08:35 p. m.	AVA
2.1 Reading	0	0	28/08/2022 12:21 p. m.	AVA	28/08/2022 12:26 p. m.	AVA
Reading	0	0	25/08/2022 12:01 p. m.	AVA	25/08/2022 12:30 p. m.	AVA
¿có	1	4	25/08/2022 12:07 p. m.	AVA	28/08/2022 01:20 p. m.	AVA
Mm	1	1	25/08/2022 12:07 p. m.	AVA	28/08/2022 01:27 p. m.	AVA
3. L2 Books	0	0	25/08/2022 12:02 p. m.	AVA	28/08/2022 12:26 p. m.	AVA
lo de los bo	1	8	25/08/2022 12:09 p. m.	AVA	25/08/2022 05:38 a. m.	AVA
4. Effects of L2	0	0	25/08/2022 12:03 p. m.	AVA	28/08/2022 12:26 p. m.	AVA
¿cómo les a	1	3	25/08/2022 12:10 p. m.	AVA	24/08/2022 08:32 p. m.	AVA
¿cómo se h	1	13	28/08/2022 01:17 p. m.	AVA	28/08/2022 12:43 p. m.	AVA
¿cómo sient	1	2	28/08/2022 12:46 p. m.	AVA	28/08/2022 01:19 p. m.	AVA
¿les ha gust	1	4	25/08/2022 12:10 p. m.	AVA	24/08/2022 08:38 p. m.	AVA
¿por qué te	1	1	25/08/2022 12:10 p. m.	AVA	24/08/2022 08:18 p. m.	AVA
digo la pala	1	6	25/08/2022 12:10 p. m.	AVA	24/08/2022 01:40 p. m.	AVA
qué me pue	1	7	25/08/2022 12:10 p. m.	AVA	24/08/2022 01:15 p. m.	AVA
si no hubier	1	7	25/08/2022 12:10 p. m.	AVA	25/08/2022 05:45 a. m.	AVA
5. Learning fro	0	0	25/08/2022 12:04 p. m.	AVA	28/08/2022 12:27 p. m.	AVA
¿y que más	1	8	25/08/2022 12:11 p. m.	AVA	24/08/2022 01:43 p. m.	AVA

Figure 7.12 Final themes generated

7.2.2.2.1.1 Reading Habits

The examination of the students' comments about their reading habits is a relevant factor in this investigation. As CONACULTA (2015) reported in a study, students have poor reading habits in Mexico. Chávez (2005) states that poor reading habits have negatively affected the students' academic progress and their enjoyment to read. Lack of reading practices at school and home seems to be one of the main causes of this educational problem.

This theme was selected because it was important to know how much the participants read in Spanish. For this reason, children were interviewed to compare their answers with the teachers' interviews. In addition, the discussion in Chapter 3 points out the influence of the L1 reading skill to develop the L2 reading skill (Bernhardt and Kamil, 1995). Then, the examination of these students' reading habits might help to understand the development of their L2 reading process. The following four examples show significant answers in the following box. One column is in L1 and the other column is the translation in English.

Box 7.1 describes how girl 1 reads books in her free time. Sometimes she reads and reports to her mother what the story was about. She also said that when she has time, she reads on her own. Then, she can go out to play later. Would it mean that as a ‘reward’ to read she can go out? It seems difficult to know. However, it needs to be recognised that this is a girl with a good reading level in Spanish and in English she has reported efficiently the stories that she has read. She described the story from Dr. Seuss’s.

<p>Box 7.1 Spanish Version Question: ¿tú lees en casa? Niña 1: si Profesora: ¿qué lees? Niña 1: tengo varios libros así gruesos (hace gestos con su mano mostrando lo grueso del libro) lo que leo, son cuentos y a veces son leyendas y eso.. y leo una y después de que las leo, le tengo que decir a mi mamá de qué trata Profesora: umm. ¿pero tú lees porque tú quieres o por qué te lo piden? Niña 1: si a veces yo quiero y las leo cuando casi no tengo tarea o cuando tengo la hago y después si tengo tiempo libre, leo media hora o una y ya después me dejan salir (a jugar eso significa esta expresión para los niños).</p>	<p>English Version Excerpt one Question: do you read at home? Girl 1: Yes Teacher: What do you read? Girl 1: I have several books like this thick (makes gestures with her hand showing the thickness of the book) what I read stories and sometimes legends and that... I read one and after I read it, I have to explain to my mum what the story was about Teacher: Mmm.. but do you read because you want to or because you’re asked to read? Girl 1: yes, sometimes I want, and I read them when I do not have homework to do or when I do have it, I do the homework and after if I have free time, I read for half an hour or for an hour and then I can go out (to play this is the meaning of this expression for children)</p>
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Box 7.2 presents how boy 1 explains that he reads because his mother pushes him to do it. If he does not read, her mother does not allow to go out and play with his friends. With this action, his mother does not encourage him to read for pleasure. This activity becomes mandatory. Thus, it seems not an appropriate strategy to motivate a child to read because this boy does not develop his pleasure to read by himself. On the contrary, this action does not develop a good reading habit.

<p>Box 7.2</p> <p>Niño 1: este.. y este.. lo leo y mi mamá me pregunta y luego le digo y me dice: “¡lee bien o no te dejo salir!” y yo lo tengo que leer bien</p> <p>Profesora: pero, lees entonces porque te dicen, no porque quieres</p> <p>Niño 1: ¡no!</p> <p>Profesora: no, no porque tú quieras leer</p> <p>Niño 1: umm.. bueno.. ese día lo agarré (el libro) y mi mamá, no sé qué llegó.. y me preguntó y me dijo que lo volviera a leer otra vuelta.</p>	<p>Boy 1: well.. and well.. I read it and my mum asks me and then I answer and she says: “read well or I won’t let you go out!! And I have to read well.</p> <p>Teacher: but, then you read because you are told to not because you want to..</p> <p>Boy 1: no!</p> <p>Teacher: no because you want to read</p> <p>Boy 1: Mmm.. well... that day I grabbed it (the book) and my mum, I don’t know.. she arrived and asked me and told me to read it again.</p>
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Box 7.3 presents an excerpt of a girl who says that she sometimes reads. She explains that she reads because she needs to improve her reading fluency. But she does not mention that she reads because she enjoys this activity.

<p>Box 7.3</p> <p>Niña 2: mmm... si</p> <p>Profesora: ¿qué lees?</p> <p>Niña 2: mmm... cuentos ó.. leyendas</p> <p>Profesora: ¿lees todos los días, o a veces?</p> <p>Niña 2: a veces</p> <p>Profesora: ¿y por qué lees?</p> <p>Niña 2: para así este.. mejorar la lectura y.. no andar.. tartamudeando .</p>	<p>Girl 2: Mmm.. yes</p> <p>Teacher: what do you read?</p> <p>Girl 2: Mmm.. stories or legends</p> <p>Teacher: Do you read every day or sometimes?</p> <p>Girl 2: Sometimes</p> <p>Teacher: and why do you read?</p> <p>Girl 2: to.. improve my reading and not stutter while reading</p>
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This box 7.4 shows the boy’s responses about his reading habits. He honestly expresses that he reads because it is a mandatory activity. Even a girl interacts in this conversation by highlighting that reading is done because someone asks to do it.

<p>Box 7.4</p> <p>Profesora: y ¿a ti te gusta leer?</p> <p>Niño 2: a veces...</p> <p>Profesora: ¿sinceramente?</p> <p>Niño 2: sinceramente A VECES</p> <p>Profesora: ¿a veces por qué?</p> <p>Niño 2: a veces porque... porque... eh.. a veces me mandan a leer algo</p> <p>Profesora: pero eso ya no es que te guste</p> <p>Niña 2: eso es que te manden</p>	<p>Teacher: and do you like to read?</p> <p>Boy 2: Sometimes..</p> <p>Teacher: Honestly?</p> <p>Boy 2: Honestly SOMETIMES</p> <p>Teacher: why sometimes?</p> <p>Boy 2: sometimes because ... eh.. sometimes I am told to read something</p> <p>Teacher: but that doesn’t mean you like it</p> <p>Girl 2: that is that someone told you to do so</p>
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These examples have shown how the reading habits of these students are not encouraged. The result is that these students are not proficient readers. Thus, they do not enjoy reading. They read because they are asked to do this activity. For that reason, boy 2

says that he *sometimes* likes to read. He also reads because he is asked to do it. Reading is then considered more a mandatory school activity instead of enjoying it.

7.2.2.2.1.2 Choosing your own book

One of the principles of extensive reading is the free election of a book to read by the students (Day and Bamford, 1998). In this pedagogical intervention, the extensive reading activities encouraged students to select the books they wanted to read. In this section, excerpts of such selection describe factors which were involved in this action. Such factors need to be considered in order to encourage extensive reading activities, especially if they are developed with children.

Box 7.5 presents boy 1's feelings of anxiety to read. However, he recognises he has learnt English from reading the books. He even says the title of the book in English. He also describes one part of the book by referring to its images. As Arizpe and Styles (2016) highlight visual input promotes curiosity to read a book because images have a great impact in the children's minds.

<p>Box 7.5</p> <p>Profesora: ¿Qué les pareció cuando ustedes eligieron el libro que ustedes querían?</p> <p>Niño 1: yo me sentía ansioso y, yo de los que le leído como ese de los países, aprendí.. de 'my shadow' (dice la palabra en inglés), de la sombra</p> <p>Profesora: ¿qué aprendiste de ese libro de la sombra?, ¿qué fue lo que te gustó?</p> <p>Niño 1: me gustó cuando el niño salió de su casa a recolectar flores</p> <p>Profesora: ¿y eso por qué te gustó?</p> <p>Niño 1: era una bonita imagen</p>	<p>Teacher: What do you think when you chose the book that you wanted to read?</p> <p>Boy 1: I felt anxious, and I've learnt from the books that I've read like one about the countries and from 'my shadow' (says the word in English).. yes 'la sombra' (translation of shadow in Spanish)</p> <p>Teacher: what did you learn from the book of the shadow?</p> <p>Boy 1: I liked when the boy went out from home to pick up flowers</p> <p>Teacher: why did you like that?</p> <p>Boy 1: It was a nice image</p>
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Box 7.6 and Box 7.7 show how two girls point out their feeling of nervousness when they have to choose a book due to the lack of knowledge about the meaning of its title. However, for girl 1 both the images and the teacher's support helped to understand the story. Moreover, the recognition of how she learnt new words through reading was a positive outcome of this activity. On the other hand, girl 2 mentions that she did not know the meaning and the pronunciation of some words to understand the story. Thus,

these elements provoked that feeling of nervousness because she thought that she would not be able to understand the book she chose. However, the teacher's guide alleviated this negative feeling of anxiety towards L2 reading.

<p>Box 7.6</p> <p>Niña 1: Pues.. cuando escogimos los books (palabra en inglés), me sentía como que nerviosa en no saber que significaba el título, pero más o menos viendo los dibujos y usted nos iba explicando. Eh.. como que se iba, iba yo, eh.. más o menos entendiendo lo que quería decir el título y me ayudó a saber nuevas palabras y aprender este... aprender a leerlos.</p>	<p>Girl 1: Well.. when we chose 'the books' (word said in English), I was like nervous because I didn't know the meaning of the title but watching the drawings and that you were explaining to us. Eh.. like I was, I was eh.. more or less comprehending the meaning of the title and it helped me to learn new words and learn.. well.. learn to read them.</p>
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<p>Box 7.7</p> <p>Niña 2: a mí el primer día que escogimos los libros también me puse nerviosa, este... porque como no sabía que significaban o como se pronunciaban las palabras. Pensaba que no le iba a poder entender, pero al ir viendo también las imágenes, iba sabiendo más de que trataba el cuento.</p> <p>Niña 3: este.. el primer día que escogimos los 'books' (palabra dicha en inglés), me puse nerviosa porque no le entendía a las palabras ni el título y de ahí fui entendiendo porque usted me explicó.</p>	<p>Girl 2: For me, the first day that we chose the books I was also nervous, well.. because I didn't know what the words meant or how to pronounce them. I thought that I was not going to be able to understand them. But by watching the images, I knew more what the story was about.</p> <p>Girl 3: Well.. the first day that we chose 'the books' (word said in English), I was nervous I didn't understand neither the words nor the title and I understood because you explained me.</p>
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In Box 7.8 a boy describes he had similar feelings to the previous girls. However, the teacher's support helped him to overcome his feeling of nervousness by explaining them the words. The teacher asked him to write the words that he did not know to find their meaning.

<p>Box 7.8 Niño 2: ah, yo.. antes cuando teníamos los ‘books’ (palabra dicha en inglés) cuando la primera vez que nos los dio, sentía como nervios, porque como dijo mi hermana no sabíamos leerlos, de ahí usted nos fue enseñando que palabras hay que no sabíamos y entonces nos dijo que escribiríamos algunas palabras que entenderíamos y las que quisiéramos y escribimos cinco palabras para querer saber que eran.</p>	<p>Boy 2: Me.. when we had the ‘books’ (word said in English), the first time you gave them to us, I felt like nerves because as my sister said we didn’t know how to read them. Then, you were teaching us the words that we didn’t know and then you told us that we had to write the words that we didn’t understand and the ones we wanted, and we wrote five words to know their meaning.</p>
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In Box 7.9 boy 3 said that he was unsure and nervous because he did not know the meaning of the words. However, a classmate helped him to understand the title. When the boy was explaining this reading experience in his mother tongue, he suddenly incorporated in his explanation a word in English (books). This means that he knew when to use certain words that he was learning.

<p>Box 7.9 Niño 3: yo.. un poco raro, porque el título yo casi no sabía porque, este.. en ‘Spanish’ (palabra dicha en inglés) no sabía que era y ya como que al momento, pero ‘X’ nos ayudó a razonar como se leía el título y ya.. ¡ahí fui aprendiendo tantito!</p>	<p>Boy 3: I.. a little weird because I didn’t know much about the title because well... in ‘Spanish’ (word said in English) I didn’t know it. But later ‘X’ helped us to think about the meaning of the title and it was then when I was learning a little!</p>
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In Box 7.10 this boy describes that his reading experience. He explains his feelings when he chose a book and how he tried to understand the meaning of the words. He stressed how nervous he was when he gave his oral book report because he did not know how to explain it. Even though he did his best to explain it.

<p>Box 7.10 Niño 4: Al escoger el ‘book’ de Netherlands, me sentí un poco confuso porque las palabras como eran muchas, me confundía y al ver las imágenes, también como que no entendía lo que me quería decir y muchas cosas.. y de ahí ya al pasar ahí a exponer me puse nervioso porque no sabía cómo decirlo pues ahí no más como que intentaba.</p>	<p>Boy 4: When I chose the ‘book’ (word said in English) ‘Netherlands’, I felt a little confused because there were many words. Then I was confused and watching the images, I didn’t understand what they meant and many things, either.. Then when I gave my presentation, I was nervous because I didn’t know how to explain it, so I just tried to do it.</p>
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These descriptions show how these children dealt with their reading choices. They clearly described their reading difficulties when they started to read in L2. This was a completely a new experience to learn L2.

7.2.2.2.1.2.1 Reading Feelings

Schwanenflugel and Flanagan (2016) assert that not only cognitive factors are involved in the reading process, but also affective factors. The descriptions of the readers' feelings prove their influence in the reading process. As it was demonstrated in the previous section, the significance of feelings was highlighted in the learners' expressions of their reading experiences. The excerpts presented from Box 7.5 to Box 7.10 show how children connected their feelings with their reading experiences. Thus, the concept of 'feeling' was then a meaningful aspect because the first response they gave are related to the expression of their feelings in L2 reading.

For example, in Box 7.5 boy 1 was anxious with the books he chose to read. In Boxes 7.6, 7.7, and 7.8 children said that were nervous because they did not know the meaning of most words they read. In Box 7.9 boy 3 felt odd because he did not understand the title of the book he chose. Finally, Box 7.10 shows how boy 4 was confused to read words in his book that he did not know the meaning of. All this information had come from three children who were in the focus group 2 (first stage).

Box 7.11 shows how girl 1 reports her positive feelings about her L2 reading development. She felt accomplished to be able to read in English. She never thought that she would do it one day. Likewise, boy 1 was proud to see that he had got the same English knowledge that his brother. His brother participated in the pilot study. Boy 2 said that he was nervous and afraid because the teacher might had told him off if he did not understand the book. This boy was described as a poor reader by his Spanish teacher. In addition, he did not have any support to improve his reading at home.

<p>Box 7.11 Maestra: ¿cómo sienten que están leyendo en inglés? Niña 1: yo siento que.. me siento feliz y sorprendida porque cuando era chiquita nunca pensé que yo podía leer en inglés, y me siento feliz y sorprendida Niño 1: yo me siento feliz. Este.. porque yo antes cuando mi ‘brother’ (palabra dicha en inglés) venía a inglés, yo veía que él aprendía palabras y así como.. este.. yo decía que era él.. él único que sabía Niño 2: Mmm.. tenía nervios de que... de que me fuera a regañar cuando dijera lo de los cuentos, tenía miedo.</p>	<p>Teacher: how do you feel that you’re reading in English? Girl 1: I feel that.. I feel happy and amazed because when I was little, I never thought that I could read in English, and I feel happy and amazed Boy 1: I feel happy. Well.. because when my ‘brother’ (word said in English) took English classes, I saw that he was learning words and then ... well.. I thought that he was the only one that knew Boy 2: Mmm.. I was nervous that... that you were going to tell me off when I read the stories, I was afraid.</p>
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7.2.2.2.1.3 L2 Books

Picture books are motivational educational tools which develop children’s visually literacy in L2 reading (Lugossy, 2006). Then, it was significant to listen to the students’ opinions regarding the L2 books they read as well as picture books, for example, to what extent they found them significant and attractive to read them. The following box shows some comments on this matter.

<p>Box 7.12 Maestra: díganme ahora ¿cuál es su opinión cuando trabajamos en la clase sin libros o cuándo los utilizamos en clase? Niño 1: lo de los 'books' es también un poco difícil entenderles porque tenemos que ver que como se pronuncia, que significa y otras partes que.. nosotros todavía no podemos saber que significan y ya.. porque algunas palabras ya se saben de ahí y quiero saber algunas palabras que traen, quiero saber que significan. Niña 1: Y del 'book' si me gusta porque viene a color y se entiende perfectamente las palabras Niña 2: y el book porque... es a color y... y se ven las letras muy bien y grandecitas... Niño 2: porque los 'books'.. porque.. eh... al leerlos algunas palabras casi no las entiendes, algunas sí porque si te acuerdas y otras porque a veces también se estresan por.. por saber que dicen. Niña 3: Y los 'books' también me gustan porque vienen a color y vienen más expresadas las palabras</p>	<p>Teacher: tell me now, what's your opinion when we work in class without the books or when use them in class? Boy 1: about the 'books', it's a little difficult to understand them because we have to see how the pronunciation works, the meaning and other things that.. we still do not know what they mean and.. because we know some words and I want to know some words, I want to know what they mean. Girl 1: And about the 'book' yes, I like it because it's colourful and I totally understand the words. Girl 2: And about the 'book' because... it has colours and the letters look well and big.. Boy 2: Because the 'books' because.. eh.. when we read them some words are not easy to understand. Whereas other yes, because if you remember and others because they stress me to.. to know what they mean. Girl 3: and the 'books' I like them because they are colourful, and the words are well expressed there.</p>
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In Box 7.12 boy 1 said that it was not easy to understand L2 books. He described his strategies to understand the words. He also mentioned that pronunciation is an important element. Thus, he showed a natural interest to learn new words. On the other hand, boy 2 says that there were some words that he understood because they were in his memory. However, there were also words that he did not know and he was stressed because he did not know their meaning. Vocabulary learning then was an influential element in the process of L2 reading. Children were interested to learn more words, but they were also anxious when they did not know their meaning.

Another factor that girl 1 and girl 2 considered meaningful was the colours of the images in the books. It was an attractive factor that affected their attention to read them. Again, the books' visual impact is an influential element for the children to engage with reading a book.

7.2.2.2.1.4 Effects of L2 Reading

This section presents how students described what they had learnt in L2 reading. In addition, what they considered to be improved in their L2 learning process. Their answers provided more information of their L2 reading process.

Box 7.13 describes how boy 1, girl 1, and girl 2 highlighted that pronunciation was a meaningful learning factor in their reading process. They learnt how to pronounce some words by reading their books. The guidance of the teacher was also necessary to show the right pronunciation of the words, as boy 1 mentioned. Learning the meaning of words was another aspect they had learnt in order to comprehend the story. Interestingly, girl 3 mentioned that she had an English book at home which she was able to read by taking this course. Thus, these children expressed with honesty and confidence their L2 reading process.

Box 7.13	
<p>Maestra: ¿de qué manera les ha ayudado leer en inglés?</p> <p>Niño 1: para aprender a pronunciar algunas palabras. Porque haga de cuenta, que cuando nosotros leímos el ‘Gruffalo’, este.. Usted nos decía como se pronunciaban</p> <p>Niña 1: pues a mí ayudó un poco como este.. ver su significado y aparte como a ... como se lee.</p> <p>Niña 2: Mmm.. a mí me ayudó en saber cómo se pronunciaban y el aprender a leer más</p> <p>Niña 3: a mí me ayudó porque yo tenía un ‘book’ que es de inglés y luego me pongo a repasar</p> <p>Niño 2: a mí me ayudó a repasarlo y aparte el abecedario</p> <p>Niño 3: yo aprendí porque había palabras que no sabíamos y como hemos visto esas palabras, ahí vienen en los ‘books’ y por ahí ya le entendemos</p> <p>Niño 4: saber lo que dicen en los cuentos, para así poder saber lo que me está contando y saber leerlo bien.</p>	<p>Teacher: How reading in English has helped you?</p> <p>Boy 1: To learn to pronounce some words, you know, when we read the ‘Gruffalo’, well.. you told us how these words should be pronounced</p> <p>Girl 1: it helped me a little.. to look for the meaning and how words should be read</p> <p>Girl 2: Mmm.. it helped me to know how the words are pronounced and read more</p> <p>Girl 3: It helped me because I had a ‘book’ in English and then I read it at home</p> <p>Boy 2: it helped me to learn it and the alphabet</p> <p>Boy 3: I learnt that there were words that we didn’t know and how we have learnt those words that come in the ‘books’ and then we understand them</p> <p>Boy 4: Know what the stories are about, learn what they are narrating and know to read them well.</p>

Box 7.14 presents some excerpts about the effect that reading aloud had in the children’s reading process. Boy 1 recognises that through practice, he had improved his reading. He then recognised the importance of continuous reading practices. He got a response from Boy 2 who said that it is important to learn this language. On the other

hand, girl 1 talked about her nervousness to read aloud. She was afraid that someone might laugh at her while reading aloud. In addition, she did not feel confident in her pronunciation, which is an aspect that she had to learn. The teacher tried to make her understand that it was a class activity where no one should make fun of their classmates. By the same token, girl 2 says that reading in English was strange for her because she did not know the sound of some words when she was reading them. These comments show how children reacted to reading aloud in English.

<p>Box 7.14</p> <p>Maestra: a ver... platíqueme ¿qué les ha parecido leer en voz alta?</p> <p>Niño 1: hay veces que.. así como le vas agarrando la onda, así.. ya va uno leyendo ¡mejor!</p> <p>Niño 2: porque tenemos que aprender</p> <p>Niña 1: yo porque a la vez se siente raro otro idioma y que no estás acostumbrado y a la vez me siento muy nerviosa, me agarran los nervios</p> <p>Profesora: ¿te agarran los nervios? ¿por qué te agarran los nervios?</p> <p>Niña 1: no sé... siento que.. me van a decir algo</p> <p>Profesora: pero a ver ¿quién te dice algo?, ¿yo te digo algo?</p> <p>Niña 1: no</p> <p>Profesora: ¿entonces? ¿hay alguien aquí que te dice algo?</p> <p>Niña 1: no.. es que siento</p> <p>Niño 1: que alguien se va a burlar.</p> <p>Profesora: ¿eso es lo que querías decir?</p> <p>Niña 1: si.. También yo siento que.. como que.. ¡se me fue la palabra!.. siento que no se me entiende cuando yo pronuncio..</p> <p>Niña 2: a mi.. pues.. como que se siente un poco raro porque es un poco raro estar leyendo las palabras en inglés, y como suenan las que no te sabes, suenan raro y.. pero las que si te sabes pronunciar también suenan raro; entonces yo siento raro, así..</p>	<p>Teacher: Ok.. Tell me what is your opinion when you read aloud?</p> <p>Boy 1: sometimes it's like you start getting it. Then, you begin to read better!</p> <p>Boy 2: because we have to learn</p> <p>Girl 1: It feels weird another language that you're not used to, at the same time I feel very nervous</p> <p>Teacher: are you nervous? why do get the nerves?</p> <p>Girl 1: I don't know.. I feel that.. someone is going to tell me something</p> <p>Teacher: but, who tells you something? Do I tell you something?</p> <p>Girl 1: no</p> <p>Teacher: then? Is there anyone here that tells you something?</p> <p>Girl 1: no.. it's just what I feel</p> <p>Boy 1: that someone is going to laugh at you</p> <p>Teacher: is that what you wanted to say?</p> <p>Girl 1: yes.. I also feel that .. like.. I forgot the word! I feel that people don't understand when I pronounce</p> <p>Girl 2: For me.. it feels weird because it's weird to read English words and the sound of those words that you don't know. But the ones you know how to pronounce them also sound weird. Then, I feel odd, like that...</p>
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Box 7.15 presents an interaction among these children who recognised the relevance of L2 reading for their immediate level that they would study (secondary school). Likewise, girl 1 considered important to learn English because she would like to travel overseas and work in the USA as an English teacher. It was also interesting to listen to girl 2 who acknowledged the importance of L2 reading. She wanted to read texts in English. Girl 3 mentioned her reading strategy to comprehend the texts. It was the use of similar cognates to her native language. This is an example of language transfer which was discussed in chapter 3.

<p>Box 7.15</p> <p>Profesora: ¿qué han aprendido a través de leer en inglés?</p> <p>Niño 1: ahora nosotros aún estamos chiquitos. En la secundaria hay veces que nos enseñan inglés y hay veces que nos ponen a leer y nosotros no sabemos y ya con este curso, pues ya podemos aprender</p> <p>Niña 1: yo digo que si porque más adelante, eh.. cuando trabajemos o eso podemos ir a otros lugares y ya saber más o menos el inglés como en Estados Unidos o eso. Podemos ir aprendiendo ahorita a leer para después saber que significa y así enseñar</p> <p>Niña 2: Mmm.. pues primero para ir desarrollando esa habilidad para leer más y saber que significa en español</p> <p>Niña 3: a mi me gustaron los 'books' porque aprendí palabras como 'fantastic' que en español es fantástico y elastic que en español es 'elástico'</p> <p>Niño 2: vamos aprendiendo más y más. Y pronunciando más las palabras.</p>	<p>Teacher: What have you learnt by reading in English?</p> <p>Boy 1: we're still young, but at the secondary school English is taught there and sometimes we're asked to read in English and if we don't know. Well, with this course we can learn.</p> <p>Girl 1: I say that in the future when we work or whatever, we can go to other places and know English more or less like in the United States or that. We can start learning to read now and to know what it means and then teaching it later</p> <p>Girl 2: Mmm.. well first developing this ability to read more and know what it means in Spanish</p> <p>Girl 3: I enjoyed the 'books' because I learnt words like 'fantastic' which means 'fantástico' in Spanish and elastic that in Spanish means 'elástico'</p> <p>Boy 2: we're learning more and more and pronouncing more the words.</p>
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These excerpts were from the last session of the focus groups. At that point, learners had had enough practice in L2 reading to express their reading experiences. All of them acknowledged the significance of books in their L2 reading process by reading aloud. Pronunciation of the words was a frequent factor mentioned through the identification of sounds and spelling. Listening to the words to learn their pronunciation

was also a significant learning element that they identified. Thus, the discussion of chapter 3 regarding the influential elements in the development of reading can be identified in this box.

Boxes 7.16 and 7.17 show the significance to that children found in reading the books in this programme. They enjoyed them and learnt from them. Once again, they stressed the relevance of learning how to pronounce, spell and write words efficiently through reading.

<p>Box 7.16</p> <p>Maestra: si digo la palabra 'books' ¿qué fue lo que aprendieron de ellos?</p> <p>Niño 1: aprendimos nuevas palabras, leer en voz alta y también las aprendimos a pronunciar</p> <p>Niño 2: lo que nosotros aprendimos en los 'books' fue palabras y también aprendimos a leer como se pronuncian.</p> <p>Niña 1: aprendimos a pronunciarlas y a escribirlas. A escuchar cómo se pronuncian</p> <p>Niña 2: en los 'books' aprendimos palabras, la pronunciación, como se escuchan y como se deletrean y como se deben de leer</p> <p>Niña 3: en los 'books' aprendimos palabras nuevas, que significan, bueno de algunas..</p> <p>Aprender a pronunciar en voz alta y aprender a pronunciar bien las palabras</p>	<p>Teacher: if I say the word 'books' what did you learn from them?</p> <p>Boy 1: We learnt new words, reading aloud and we also learnt to pronounce them.</p> <p>Boy 2: what we learnt in the 'books' was words and we also learnt how they should be pronounced by reading them</p> <p>Girl 1: we learnt to pronounce them and write them. To listen how they are pronounced</p> <p>Girl 2: in the 'books' we learnt words, pronunciation, how they sound and how they are spelled and how they should be read</p> <p>Girl 3: in the 'books' we learnt new words, their meaning, well of some... Learn to pronounce by reading aloud and learn to pronounce the words correctly.</p>
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<p>Box 7.17 Maestra: ¿cómo creen que hubiera sido este curso si no hubiéramos tenido los ‘books’? Todos: ¡NO! Profesora: ¿por qué dicen no? Niña 1: porque los libros te dejan aprender Niño 1: porque.. no supiéramos.. nada más supiéramos lo que usted nos enseñaría y a la vez, como se llama, en los ‘books’ como que.. hay palabras que no las entiendes y así.. Niño 2: no supiéramos pronunciar las palabras Profesora: ¿han aprendido a pronunciar las palabras? Niña 2: yo he aprendido a pronunciar ALGUNAS palabras Niña 3: Yo he aprendido a escribir BIEN algunas palabras Profesora: Ah! ¡qué interesante! Niña 3: por ejemplo, antes en mi otra escuela también había inglés y a veces la maestra nos dictaba, pero yo casi en todo salía mal porque no sabía escribirlo, pero ahorita el otra vez que usted nos dictó algo y yo en muchas palabras las tuve bien escritas.</p>	<p>Teacher: How do you think that this course would have been if we hadn’t had the ‘books’? All: NO!!! Teacher: why do you say no? Girl 1: Because the books help you to learn Boy 1: Because.. we wouldn’t know ... we had just known what you would teach us, but in the ‘books’ there are words that you don’t understand, so.. Boy 2: we wouldn’t know how to pronounce the words Teacher: have you learnt to pronounce the words? Girl 2: I have learnt to pronounce SOME words Girl 3: I have learnt to write WELL some words. Teacher: Ah! How interesting!! Girl 3: For example, in another school I had also English classes and sometimes the teacher dictated us, but I almost got everything wrong because I didn’t know how to write in English. But now the other day you dictated us something and I got many words written correctly.</p>
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7.2.2.2.1.5 Learning from Stories

The influence of stories in the children’s minds is definitely a key element that hooks the children’s interest to read a story. The followings excerpts are from the last session of group two. Children had had more practice in L2 reading stories. This theme is meaningful because of the children’s responses.

<p>Box 7.18 Maestra: ¿y que aprendieron de las historias? Niño 1: algunos ‘verbs’ (palabra dicha en inglés) Niño 2: ‘animals’ Maestra: si, pero aparte ¿qué más? Niña 1: ¿valores? Maestra: ajá, a ver.. ¿valores como qué? Niña 1: honestidad, respeto.. Maestra: y a ver ¿dónde había respeto? en ¿qué libro aprendiste sobre el respeto?</p>	<p>Teacher: what did you learn from the stories? Boy 1: Some ‘verbs’ (word said in English) Boy 2: ‘animals’ Teacher: yes, but what else? Girl 1: values? Teacher: yeah! Let’s see.. what values? Girl 1: honesty, respect Teacher: tell me, where was respect? in what book did you learn about respect? Girl 1: well.. in one that I read that was about the turtle and a hare</p>
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<p>Niña 1: Mmm.. en uno que leí que era de una tortuga y una liebre</p> <p>Maestra: ¡Muy cierto!</p> <p>Niña 2: que .. yo aprendí en el del ‘Aliens in Underpants’ que hay que ayudar a los demás porque los ‘aliens’ salvan a las personas que están aquí en la tierra y en otro que era de .. el de ra.. el de ‘mouse’ de la ciudad..</p> <p>Maestra: the city mouse and the country mouse?</p> <p>Niña 2: ajá! Que también .. que nuestro hogar no tiene que ver con otro hogar, o sea.. ¡es que no sé cómo explicarlo!</p> <p>Niña 3: también aprendimos a no burlarnos de los demás cuando tenía el libro de los gatos</p> <p>Maestra: ah! Eso lo aprendiste en ‘Keith the Cat with the Magic Hat’</p> <p>Niña 4: que también en el Gruffalo no hay que decir mentiras porque si no es verdad lo que se nos aparece como el ratoncito que decía que si quería ir a desayunar con él y con el Gruffalo y de momento todos le dijeron que no y él iba caminando solo por el bosque y se encontró al Gruffalo como que se espantó.</p> <p>Niño 3: yo lo que aprendí en ‘the littlest bird’ fue que no hay que pensar que tu ‘mother’ no te quiere</p>	<p>Teacher: Right!</p> <p>Girl 2: I learnt that in ‘Aliens in Underpants’ we have to help to others because the aliens save people that live here in the Earth and other that was about.. the ‘ra’ (beginning of a Spanish word rata) the ‘mouse’ of the city</p> <p>Teacher: the city mouse and the country mouse?</p> <p>Girl 2: yes! That also... our home is not like another home, it means.. I don’t know how to explain this!</p> <p>Girl 3: we also learnt that we shouldn’t laugh at other people when I had the book about the cats</p> <p>Teacher: Ah! You learnt that in ‘Keith and the Cat with the magic Hat’</p> <p>Girl 4: Also, that in the Gruffalo we shouldn’t tell lies because if it is not true it is like the mouse that said that he wanted to have breakfast with him and the Gruffalo and suddenly everybody said no and he was walking alone in the forest and he found the Gruffalo and he got scared.</p> <p>Boy 3: I learnt in the ‘littlest bird’ that we shouldn’t think that your ‘mother’ doesn’t love you</p>
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This interaction was one of the most fruitful conversations. Children expressed by themselves what they learnt from the stories not only from the academic part, but also the values they learnt in the stories. It was clear that children had started to use the words they had learnt in their conversations. In addition, a girl discussed the theme of values that enriched the conversation. It was satisfactory to listen all the things they learnt from the stories.

To conclude: these five themes identified in the focus groups provided meaningful information of the L2 process that young learners experienced in this reading programme. Listening to their own voices was rewarding. Moreover, observing the children’s language learning process through the employed reading strategies was also a meaningful outcome of this investigation.

7.2.2.3 Semi-structured Interviews

As explained in the previous chapter, semi-structured interviews were planned as a research tool in this investigation to obtain information from the teachers, the young learners' parents and the young learners who participated in this investigation. In this section the analysis of the parents' and children's interviews will be presented.

7.2.2.3.1 Parents' semi-structured Interviews

The objective to interview the parents in the first phase of this action research study was to obtain information about their children's reading and learning habits, the academic support they give to their children at home and their family background. All this information was necessary to know the children better. On the other hand, the second interview aimed at identifying what they observed in their children's learning during this course. Besides, to know whether their expectations of the course were fulfilled or not.

During the first interview, most parents attended it. Only the parents of a girl did not join it because of their schedules. In the second interview, most parents attended, but the missing parents of the first interview still did not attend. As mentioned in previous chapters, most parents did not have high education studies. Just one parent finished high school whereas the others did not complete elementary school.

Most mothers are housewives or work as cleaning ladies in houses. In this group of parents, one father was completely in charge of taking care of his daughter and his wife works the whole day in a restaurant. He was the only father who participated in the interviews.

In the first interview all of them mentioned their interest that their children could study English because it was going to be very useful for secondary school. In the group of these children, three were at the 6th grade. This would be their last year at elementary level. Thus, the concern of these parents was basically that their children would be able to succeed in English at the next level. This is an excerpt of what a mother said to her son about taking the English course in the interview:

“Yes, my boy you have to take this course because this is going to be useful at the secondary school and you will also learn many things”

The interest of these parents that their children learn English was really relevant for them.

In the second interview, parents were asked about the changes they had observed to their children during the English course. In the following section, the thematic analysis to obtain the themes will be presented.

7.2.2.3.1.1 Thematic analysis. Parents' semi-structured interviews

It was through thematic analysis that relevant themes were identified in the interviews, regarding how parents observed their children's progress during the course. The process of thematic analysis was the same as in the previous research tools.

Transcribing the interviews was the first step to follow and put them in NVivo. The following figure shows an example of this.

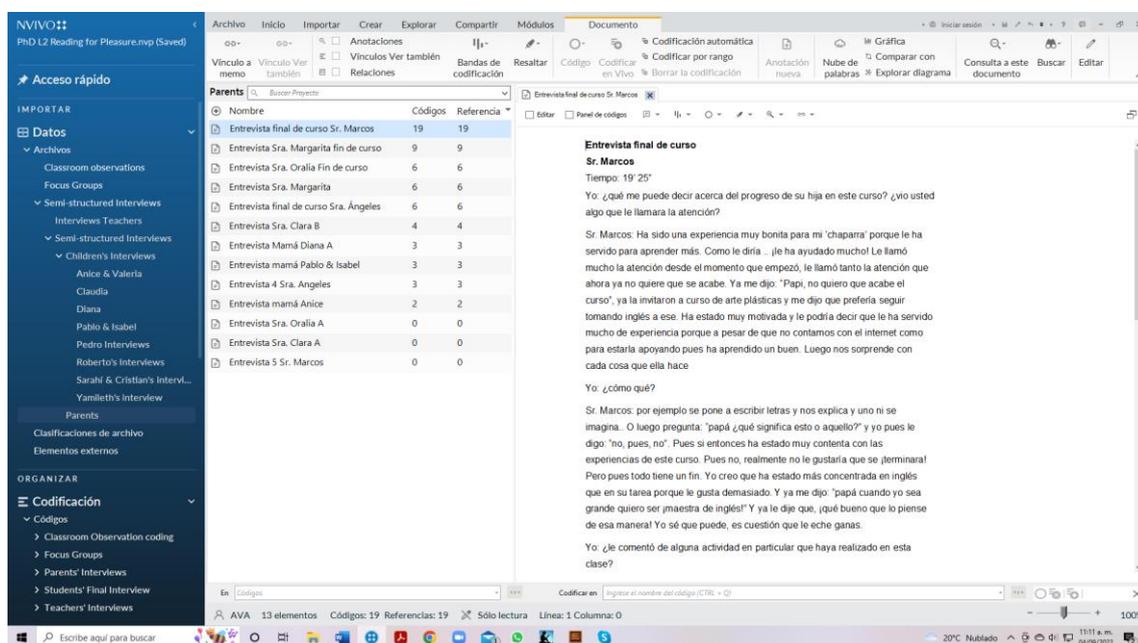


Figure 7.13 Semi-structured interviews transcripts

The next figure presents the first coding. It was the result of analysing the parents' interviews transcripts. The information obtained was broad. Then a detailed examination was necessary to select the most important of the interviews.

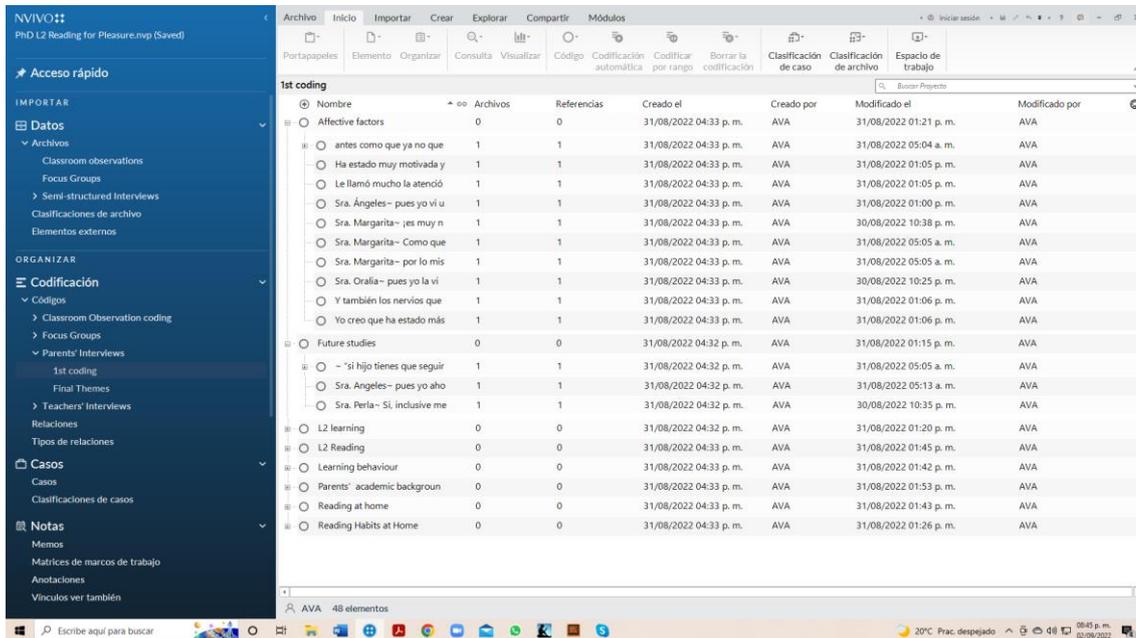


Figure 7.14 1st coding semi-structured interviews

After selecting the most important information through a visual mapping, the following themes were created as Figure 7.15 shows.

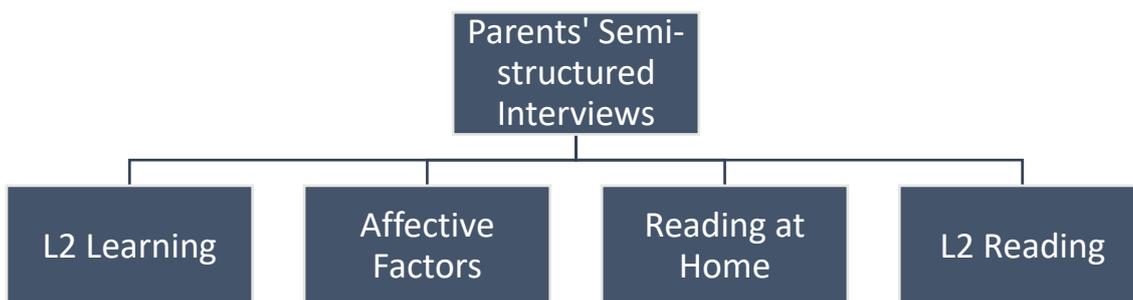


Figure 7.15 Visual mapping

Then, the themes were created in NVivo to start the coding of such themes as Figure 7.16 shows.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
1. L2 Learning	0	0	31/08/2022 04:38 p. m.	AVA	31/08/2022 04:38 p. m.	AVA
Ahora a su mamá y a mi	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 01:07 p. m.	AVA
dice que aprendió más a l	1	1	31/08/2022 04:40 p. m.	AVA	30/08/2022 10:26 p. m.	AVA
Mamá Diana- tiene libro	1	1	31/08/2022 04:40 p. m.	AVA	30/08/2022 10:29 p. m.	AVA
Otra cosa que noté es qu	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 01:07 p. m.	AVA
Si aprendió bastante y pu	1	1	31/08/2022 04:40 p. m.	AVA	30/08/2022 10:36 p. m.	AVA
Sr. Marcos- Ha sido una	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 01:05 p. m.	AVA
Sr. Marcos- por ejemplo	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 01:05 p. m.	AVA
Sra. Angeles- pues yo he	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 12:59 p. m.	AVA
Sra. Angeles- vi que con	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 01:00 p. m.	AVA
Sra. Clara- porque anteri	1	1	31/08/2022 04:40 p. m.	AVA	30/08/2022 10:37 p. m.	AVA
Sra. Margarita- Como qu	1	1	31/08/2022 04:40 p. m.	AVA	31/08/2022 05:05 a. m.	AVA
Sra. Oralla- ¡Sí! Sí, la vi p	1	1	31/08/2022 04:40 p. m.	AVA	30/08/2022 10:26 p. m.	AVA
2. Affective Factors	0	0	31/08/2022 04:38 p. m.	AVA	31/08/2022 04:38 p. m.	AVA
3. Reading at home	0	0	31/08/2022 04:38 p. m.	AVA	31/08/2022 04:39 p. m.	AVA
4. L2 Reading	0	0	31/08/2022 04:39 p. m.	AVA	31/08/2022 04:39 p. m.	AVA
Sr. Marcos- En cuestione	1	1	31/08/2022 04:46 p. m.	AVA	31/08/2022 01:06 p. m.	AVA
Sra. Angeles- si en el he	1	1	31/08/2022 04:46 p. m.	AVA	31/08/2022 01:00 p. m.	AVA

Figure 7.16 Themes generated

In the following sections these themes are discussed.

7.2.2.3.1.1.1 L2 Learning

First of all, parents described how their children started to speak some words in English at home. As their main concern was their future preparation for studying English at secondary school, they primarily focused their attention on this aspect. The following excerpt is from the father who participated in these interviews.

“I noticed that she likes to make drawings about us (her parents) and now she draws with the words not in Spanish, but in English ‘father’ and ‘mother’. She did the same with other drawings, she doesn’t put the names in Spanish, but in English such as elephant, dog or boy. So, this calls my attention because she didn’t use to do that before. But now she is very interested in this.”

This father noticed this unusual behaviour of her daughter.

Likewise, other parents described their children’s progress. This is a comment from a mother about her son.

“He learnt A LOT. Yes, I’ve seen his continuous progress.. I see that he is learning a lot, he learnt MORE and MORE, and I was really surprised, right? Even his father is very pleased with you! And this was a very good change. So, he loves English. I see how fond is of this language.”

A mother of two children who were together in this course (brother and sister) mentions their L2 progress.

“I have seen... a lot of progress in my girl and in my boy because they know the numbers, more or less the alphabet. So, they go ...They talk each other in English! Even their father says that he doesn’t understand them. So, they do their best! They sing, study the alphabet, the colours. They study all of this. They read and study. They help to each other.”

These two children were very attentive and participative in the classes.

Thus, the changes these parents noticed were significant for them as they do not know anything about this language and their academic skills are limited. However, they have a strong willingness to see their children’s progress. These parents work hard to offer to their children the education that they did not achieve.

7.2.2.3.1.1.2 Affective Factors

As mentioned in previous sections the importance of affective factors is meaningful for the development of L2 reading. The following extracts show how these parents mentioned the influence of the affective factors in their children’s academic progress.

These two extracts are from the mother of the boy who was defined as a poor reader by his teacher. However, this boy had reached a good L2 reading progress in this course.

“So, he didn’t want to come to the course anymore. It was really hard for him! He said that he could not learn anything, but later you see that he did his best and I think that he learnt something because he now points out how some things need to be said in English. So, I see his progress!”

“He is very anxious. He even gets hives when he is stressed. For example, when he uses his iPad. He has already stopped using it. Yes, he finds this class difficult.”

This mother provided a real description of his son. He made his best in the classes. He knew that English was not easy for him, but he attended all the classes and participated in the activities. He learnt to read in English despite the difficulties he faced with it. Maybe his L2 knowledge was slower than his classmates, but what he learnt was significant and useful for him. He explained in a clear and positive manner his learning progress in the focus group. However, he was a boy who needed to control his anxiety in order to keep relaxed in class. It was the teacher's guide that helped him to keep relaxed in the reading activities.

The father of the girl expressed the following statements about her academic progress in this extract:

“She has been very motivated, and I would say that this course has given her a lot of experience. Although we don't have the Internet to support her learning, she has learnt a lot! We sometimes get surprised of what she does. She writes letters and explains to us what they mean. She also asks: ‘Dad what does this means or that mean? But I cannot give her an answer..’”

The interest of this girl is genuine to understand the meaning of words and practice at home what she had learnt in class.

Likewise, within the positive comments, the mother of two children who are in the course, says about her daughter the following:

“I saw a very special change because she speaks more in English. She tells me what she does in class. She is proud that she learns more and more...”

These comments were expressed by those parents who felt satisfied to observe their children's happiness and motivation to learn English. The affective factors were highlighted in these comments.

7.2.2.3.1.1.3 Reading at Home

The influence of the reading habits which are built at home is a significant factor in the development of reading for children. Considering that the parents' academic support is limited in this context, it seems necessary to examine how much they encourage reading at home. The following extracts are from a mother of two girls in this course.

“About reading...she likes stories with big letters and lots of drawings something like that. Not getting complicated more! My girls don't like to get in trouble by reading. But when their brother reads to them, they are very attentive that he reads a story to them. Specially if the story is related to a movie and they go to the cinema. But honestly that she grabs a book by herself, no! She only has the support of her brother. He helps them and asks them to look for the words that they do not know.”

Another mother said:

“Well.. reading is tough! (laughter) we're bad at it! She doesn't like to read. I have to push her continuously, I said to her: 'Let's read!. Let's read together!!!, Sit down, you read a part and I read another.' About comprehension.. we're working on that. I have told her that she has to understand what she reads because if she doesn't, she can't solve things! Then, she moans.. So, I really struggle with her.”

These extracts show how the two mothers complain about their daughters' attitude to read. Both of them seem not interested in encouraging to their daughters to read. For example, in the first situation, it was the girls' brother who read to them. But their mother did not. This mother never explained either why she did not read to her daughters or the importance of reading to them. This mother seems not fond of reading as well. Then, the parents' encouragement of reading to their children seems unlikely to succeed if they do not give an example of their own willingness to read.

Likewise, the second mother who only demanded her daughter to read. This form of developing reading does not promote the genuine girl's interest to read by herself. Unfortunately, this is a common situation in this context where parents do not know how to encourage their children to read, and they do not provide a good example. It seems that the parents' concept of reading is like a mandatory school activity and not a pleasure activity.

7.2.2.3.1.1.4 L2 Reading

The objective of this programme was to encourage L2 reading for pleasure, thus the outcomes of such action seemed necessary to examine. These were obtained by the parents' comments. Parents observed whether significant changes in their learning

behaviour occurred at home or remained without any change. Two parents said the following:

“About reading in English.. she told me that she was reading, but that she still doesn’t understand everything. There are words that she didn’t know, but there are others that she is learning now.”

“About the books he says he is reading little by little. He says: ‘mummy, I understand a little, but the teacher teaches us well. Then, I’m learning little by little.’ So, I’ve seen a change because I’m honest, he didn’t want to come to this course at the beginning.”

Both comments describe the progress that these children had in L2 reading and how they had started to build their vocabulary knowledge in L2.

Therefore, the semi-structured interviews with the parents offered meaningful information about their children’s progress outside the classroom. Parents were able to observe how children spontaneously practiced this language by themselves. Moreover, listening to the parents’ comments was an important aspect for the teacher-researcher to identify the weaknesses and strengths of the L2 activities in this course.

7.2.2.3.2 Students’ semi-structured interviews

A semi-structured interview was conducted with each child. The objective of this interview was to listen each particular opinion of the course. It was significant to talk to them individually to compare their answers with previous comments they had made. During this final interview the children actively participated.

7.2.2.3.2.1 Thematic analysis. Students’ semi-structured interviews

The transcription of the interviews was the first step. Later they were placed in NVivo to start the coding process, as the figure 7.17 shows.

Chapter 7

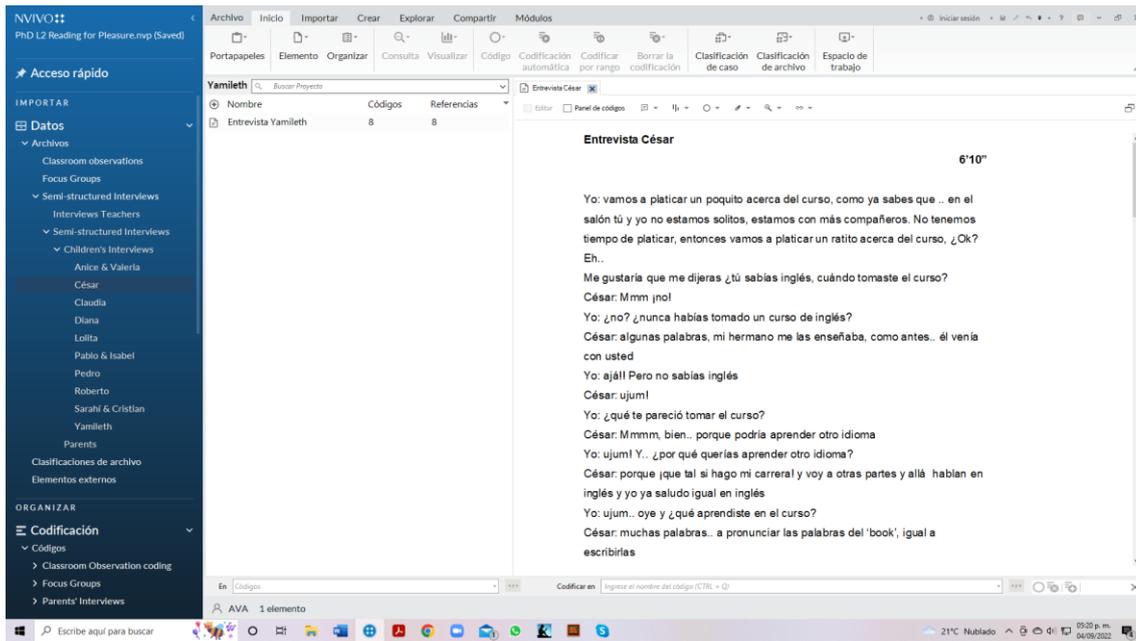


Figure 7.17 Interviews transcripts

The second step was to read the transcripts and start the first coding, as the following figure shows.

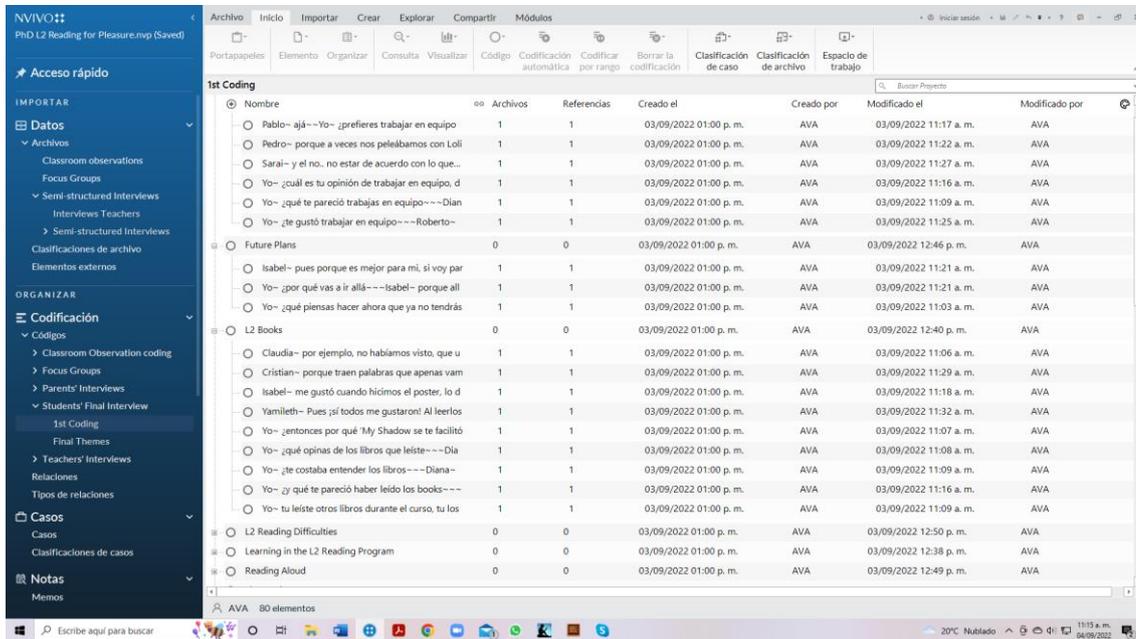


Figure 7.18 1st coding semi-structured interviews

After the first coding was done, a visual mapping was created to identify the most relevant themes of the data.

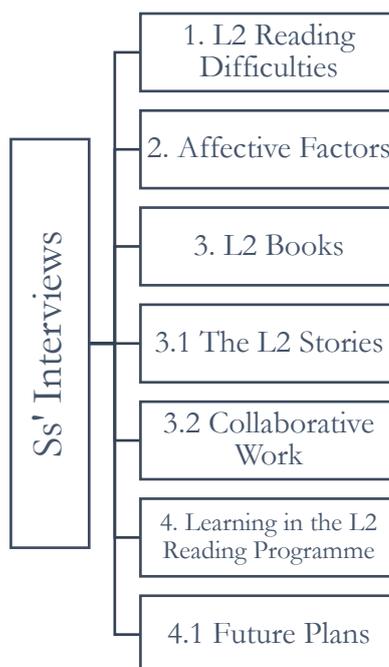


Figure 7.19 Visual mapping

Then, the creation of the themes and subthemes generated was placed in NVivo to start the final coding.

Nombre	Archivos	Referencias	Creado el	Creado por	Modificado el	Modificado por
1. L2 Reading Difficulties	0	0	04/09/2022 07:27 a. m.	AVA	04/09/2022 07:27 a. m.	AVA
1. L2 Reading Difficulties	0	0	04/09/2022 07:45 a. m.	AVA	04/09/2022 07:47 a. m.	AVA
2. Affective Factors	0	0	04/09/2022 01:50 p. m.	AVA	04/09/2022 01:51 p. m.	AVA
Roberto- siento que los demás ponen la cara así como	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:24 a. m.	AVA
Sarai- Mmm... a la vez me sentía nerviosa porque pen	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:27 a. m.	AVA
Sarai- Mmm... no me sentía tan... nerviosa al leerlo por	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:28 a. m.	AVA
Yo- ¿cómo te sentiste leer en voz alta---Claudia- M	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:07 a. m.	AVA
Yo- ¿porqué---Claudia- porque yo senti que usted	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:07 a. m.	AVA
Yo- ¿qué te pareció leer en voz alta---Pedro- penos	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:23 a. m.	AVA
Yo- ¿y cuál es tu opinión de leer en voz alta---Diana	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:09 a. m.	AVA
Yo- ¿y cuando tu léas en voz alta---Cristian- Mmm	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:30 a. m.	AVA
Yo- Bien... ¿qué te pareció leer en voz alta---Anice- a	1	1	04/09/2022 01:50 p. m.	AVA	03/09/2022 11:03 a. m.	AVA
3. L2 Books	0	0	04/09/2022 07:52 a. m.	AVA	04/09/2022 01:51 p. m.	AVA
3. L2 Books	0	0	04/09/2022 07:53 a. m.	AVA	04/09/2022 01:51 p. m.	AVA
3.1 The L2 Stories	0	0	04/09/2022 07:53 a. m.	AVA	04/09/2022 04:39 p. m.	AVA
3.2 Collaborative work	0	0	04/09/2022 07:55 a. m.	AVA	04/09/2022 01:51 p. m.	AVA
4. Learning in the L2 Reading Programme	0	0	04/09/2022 07:56 a. m.	AVA	04/09/2022 01:52 p. m.	AVA
4. Learning in the L2 Reading Programme	0	0	04/09/2022 07:58 a. m.	AVA	04/09/2022 01:52 p. m.	AVA
4.1 Future Plans	0	0	04/09/2022 07:57 a. m.	AVA	04/09/2022 01:52 p. m.	AVA

Figure 7.20 Themes and subthemes generated

These themes and subthemes were analysed to discuss the findings obtained in these interviews.

7.2.2.3.2.1.1 L2 Reading Difficulties

In this investigation identifying the students' L2 reading difficulties was relevant. This provided meaningful information.

Classroom observation and focus group's information presented how children expressed their difficulties to their books. For example, they did not understand the meaning and pronunciation of English words that they had never seen before. The following extracts show the comments of two students in regard to this aspect.

“Some words were difficult to understand and pronounce them, too!” (Girl 1)

“I couldn't pronounce some words well” (Girl 2)

“At the beginning was difficult because there were some words that I didn't understand.” (Boy X)

Vocabulary and pronunciation were aspects that students struggled with during their L2 reading process.

A boy said the following:

Box 7.19

Teacher: What happened when you read “Aliens in Underpants Save the World”?, was it difficult to understand it?

Boy X: More or less

Teacher: Why?

Boy X: I have already known some words that I saw in the films, in videogames, or in another books.

It was interesting to listen to this boy. He mentioned the influence of videogames to learn English. Videogames play an important role in the L2 reading process of the young learners because they are exposed to words that they learn in a playful environment for them.

The identification of these reading difficulties allows the consideration of different teaching strategies that the teacher might take for future courses. It is relevant to help students to learn vocabulary and pronunciation in a meaningful form to store these words in their minds.

7.2.2.3.2.1.2 Affective Factors

The previous section presented the influence of affective factors in the development of L2 reading. For example, children expressed their feelings of fear, anxiety, nervousness, and uncertainty in the reading aloud activities. The following extracts show these comments.

“I felt that everyone was looking at me as I didn’t know anything, and this made me feel nervous.” (Boy 1)

“I thought that you were going to tell me off because I didn’t know how to say the words well.” (Girl X)

“I felt nervous. I thought that I was going to make a mistake.” (Boy 2)

The first boy recognised that nervousness was a feeling that he had. It appeared when he had participated in class. He had been worried about his classmates’ opinions of his performance. This lack of self-confidence had been his behavioural characteristic during the course.

Another example of the influence of affective factors in L2 learning came from a girl. She was afraid that the teacher could tell her off during her class activities. Probably a previous learning experience caused her that fear. In addition, she was not self-confident about how to pronounce the words correctly because she was afraid of making mistakes. Finally, boy 2 shared the same feeling that their classmates talked about.

On the contrary, two girls and a boy were more positive about reading aloud as these excerpts show.

“I wasn’t very nervous because I have already known some words and I knew how to pronounce them.” (Girl 1)

“Reading aloud helped me to see what I’m doing incorrectly and then start correcting it! (Girl 2)

“It helped me to defeat my fear to read aloud in front of my classmates”

In the focus groups girl 1 expressed her nervousness to read aloud because she did not know how to pronounce the words of the book that she read. Focus groups were conducted in the middle and almost at the end of the course. This interview was at the end of the course. Then she could see her improvement through reading aloud activities.

The second girl was very positive of her reading experiences. She was one of the girls who showed willingness to learn English and improved her L2 reading skills. His father also described her L2 learning interest in his interview.

Boy 3 defeated his fear to read aloud in front of his classmates. This boy was one of the most participative students in the classes. He was also interested in learning English because his father moved to the USA to work. This is a common story in this country.

These responses show how affective factors influence the development L2 reading in the classroom. The guide and support of the teacher seems necessary to strengthen the learners' confidence on what they are learning through reading. Students were able to express these opinions because teacher had inspired them trust. They talked freely about their L2 reading experiences.

7.2.2.3.2.1.3 L2 Books

The exposure to L2 books in this course was a significant event for these children who had never had the experience of reading in L2. Previous comments in the classroom observation and focus group demonstrated their interest to read L2 books. The following excerpts show their opinions about this.

“You brought the books to choose them, and we looked for unknown words. I have never done this before!” (Girl 1)

“Books have words that we're learning and that you also teach us.” (Boy 1)

“We've learnt words in the 'li.' (word in Spanish) [then he changes to the word in English] 'books' and the ones you had put in the board.” (Boy 2)

“Books are beautiful. They have new words and you told us to look for the words that we didn't know in the dictionary. Then, to read the book again with the meaning of these words.”

Similar comments were made by the rest of the students who did not express any negative feeling on the use of books. It was then satisfactory to listen how much they recognised the positive effect that books had on their L2 learning process.

7.2.2.3.2.1.3.1 The L2 Stories

If children found L2 books useful, the stories had a great effect both in their L2 reading process and in their affective factors. They had expressed in the classroom observation and focus groups analysis their enjoyment to read. It is confirmed in this last interview. The following excerpts are about the story of “The Gruffalo”

“It was a very nice story of a very clever mouse!” (Girl 1)

“It is a good story. Although it is about telling lies, it teaches us something.” (Girl 2)

“I liked it. I learnt that we shouldn’t tell lies because the ‘mouse’ (word said in English) said to every animal that he found about an unreal animal and at the end, it appeared to him!!!” (Girl 3)

This was a story that the children enjoyed a lot. The difference about this activity with other reading activities was the way they had the books. To start with, the box where the books came was opened in the classroom. They were able to open these books for the first time. It was a nice experience to get new books. In particular, there was a boy who was very interested about this story. He said the following:

“I didn’t like that the mouse told lies, but it’s a pretty story. One day I was watching TV and then the film of “The Gruffalo” was on it, but in Spanish. So, I looked for it on the Internet in English and I found it!” (Boy 1)

“I enjoyed the book more than the film because we read the book and, in the film, there are not many words to read.” (Boy 1)

It was nice to hear his reading experience because the teacher did not know that the film was available on the Internet. The child’s initiative to look for the film was surprising. The second extract is even more rewarding when the child highlights the importance of reading words from a book.

7.2.2.3.2.1.3.2 Collaborative Work

Reading circles was a L2 reading approach where students participated actively and developed their collaborative work as the following extracts show.

“I liked to work in teams because we helped to each other. Sometimes I don’t understand although I think about it, but it is wrong!” (Boy 1)

“Sometimes I didn’t like it because I didn’t agree with the others about what they proposed to do.” (Girl 1)

“I liked to work in teams because we helped each other to know about the words. There were ones who knew the meaning of some words and others who knew the meaning of other words. So, we supported each other to understand the words.” (Girl 2)

Most children agreed on working in teams as way to support each other’s learning. Girl 2 said some classmates in the group knew the meaning of words, but others did not know. Then, they constructed the meaning of the words through collaborative work. Even though there were disagreements within each team, they did not interfere to continue their work as a team. Undoubtedly, children may argue to make an agreement, but they had solved their differences.

Children improved their language learning in the reading circles as they scaffolded their L2 reading process with their classmates. Reading circles was then a suitable approach to develop their L2 reading process.

7.2.2.3.2.1.4 Learning in the L2 Reading Programme

Children highlighted their language learning during this L2 reading programme. They had expressed interesting comments about their L2 learning.

“This course was interesting and nice. Interesting because it will help me at the secondary school to learn things that I will be taught there. Nice because it’s nice to learn English.” (Girl 1)

“It was good because I didn’t know how to say some words, and things.. Now, I can a little bit more. And I learnt to read in English!” (Girl 2)

“I learnt words in English and then I could understand English.” (Girl 3)

“I enjoyed working on my poster and reading!” (Girl 4)

“I learnt another language, to pronounce the words from the ‘book’ (word said in English) much better and write them. I also learnt not to be embarrassed to read aloud. I wanted to learn this language because what would it happen if had I studied my career and travelled to other countries, and they spoke English there and I had to greet in English too!” (Boy 1)

“I learnt to read in English. I remembered the words you taught us and their meaning, how these words are in English.” (Boy 2)

These children perfectly identified the meaning of learning words in English by reading them. Pronunciation was an aspect where they focused their attention on how it was improved. Boy 1 highlights how he learnt to write words in English.

It seems that these children had recognised their progress in learning this language and how this will be useful for their future academic studies. Thus the parents’ original goals to have their children in this course were fulfilled.

7.2.2.3.2.1.4.1 Future Plans

One of the questions in this interview was regarding what plans they might have after learning English in this course. What they would do regarding this language knowledge and if they would continue reading in English. Some children answered the following:

“English was good for me. If I go a country where they speak English and they don’t speak Spanish and they said something to me, I’m not going to understand them! Now I know a little! Now I can visit my dad and my uncles in the USA.” (Girl 1)

“I’m going to get books to learn more.” (Girl 2)

“I’m going to buy some books and read them. I want to buy some!” (Boy 1)

Girl 1’s purpose was to learn English so that she could communicate in English. Her father lives in the USA and she plans to visit him in the future. Even though her father speaks Spanish, she knows that she needs English to communicate with other people in that country.

On the other hand, girl 2 and boy 1 had learnt that through books they could continue learning English. They acknowledged the importance of books as a form to learn English. Thus, this is a successful achievement of this L2 reading programme.

To conclude: these final interviews allowed the teacher-researcher to identify the strengths and weaknesses of this L2 reading programme. The children's honesty to express their feelings and thoughts were elements that provided meaningful data. The information was not biased by the students' interest to get a reward or a high mark in the course.

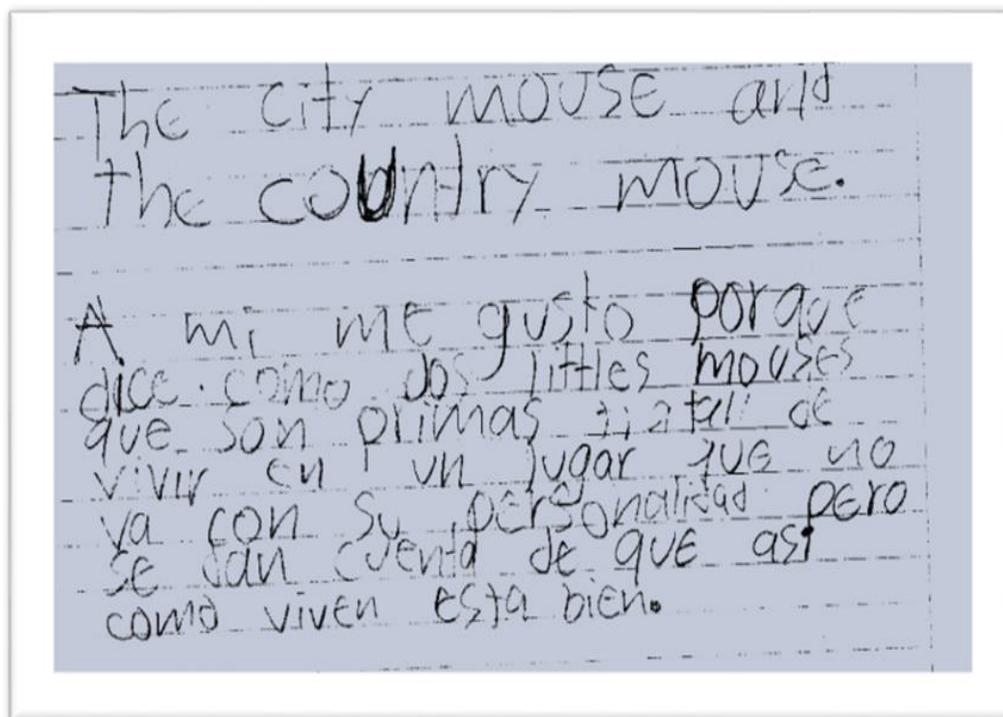
7.2.2.4 Classroom artefacts

In this L2 reading programme young learners have certain tasks after reading their books. For example, they had to write reading reports where they expressed their opinions and understandings of the books they read. They also created reading posters in the reading circles. This section presents significant examples of these pieces of their work. They are presented in the order the L2 reading approaches were developed.

7.2.2.4.1 Extensive reading reports

As described in Chapter 5, children had read several books which were selected by their own. The following reports and drawings are from the extensive reading activities.

This reading report was written by a girl who read the book "The City Mouse and the Country Mouse". This is a girl who was described by her teacher as the best reader in her group.



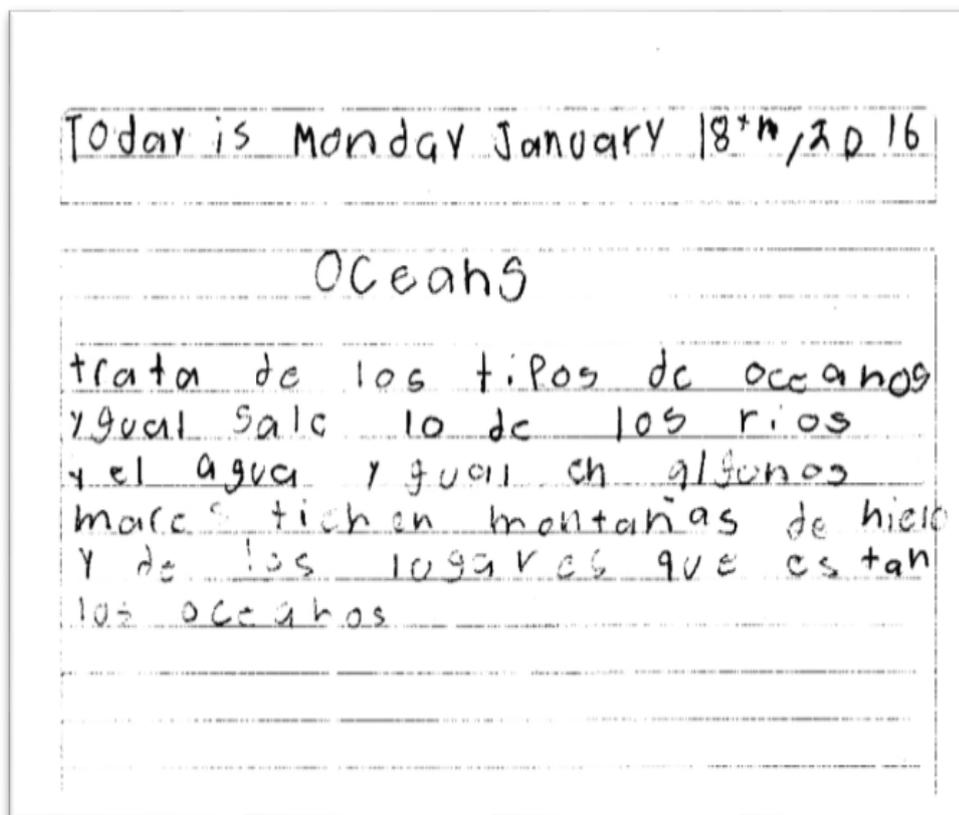
This is the translation in English:

“I liked it because it says that two ‘lirtles mouses’ that are cousins try to live in a place that doesn’t go with their personalities, but they realized that they are happy in the way they live.”

She described the main idea of this story in this paragraph. The L1 interference appears when she wrote ‘lirtles’. The adjectives can be plural in Spanish. She also used a plural form for mouse. Her Spanish interfered by putting an ‘S’ at the end of the word. In addition, she did not know the plural form of mouse. The following drawing shows the vocabulary she learnt and how she then wrote the plural of mouse correctly.



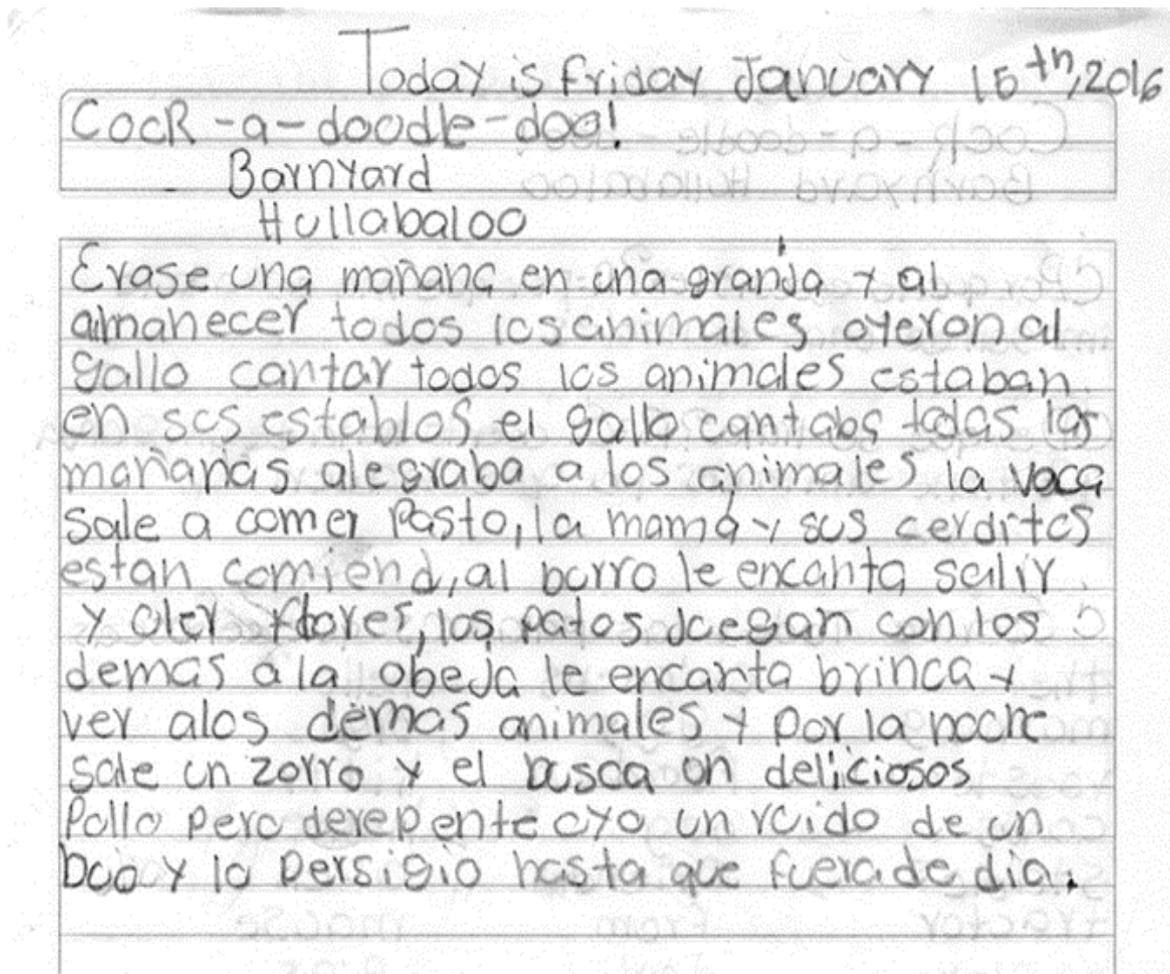
The following reading report is from a boy who was not good at writing in Spanish. Several spelling and punctuation mistakes in his mother tongue are shown in his paragraph. In addition, he did not organise his ideas in his paragraph. This was one of the problems that the teachers mentioned they had seen in their students' writing. However, it was good that this boy started practising his writing with these reading reports. Writing book reports is something that seems to be missing in their Spanish classes.



Translation:

“It is about the types of oceans which come from the rivers and the water the same in the sea which have ice mountains and the places that the oceans are”

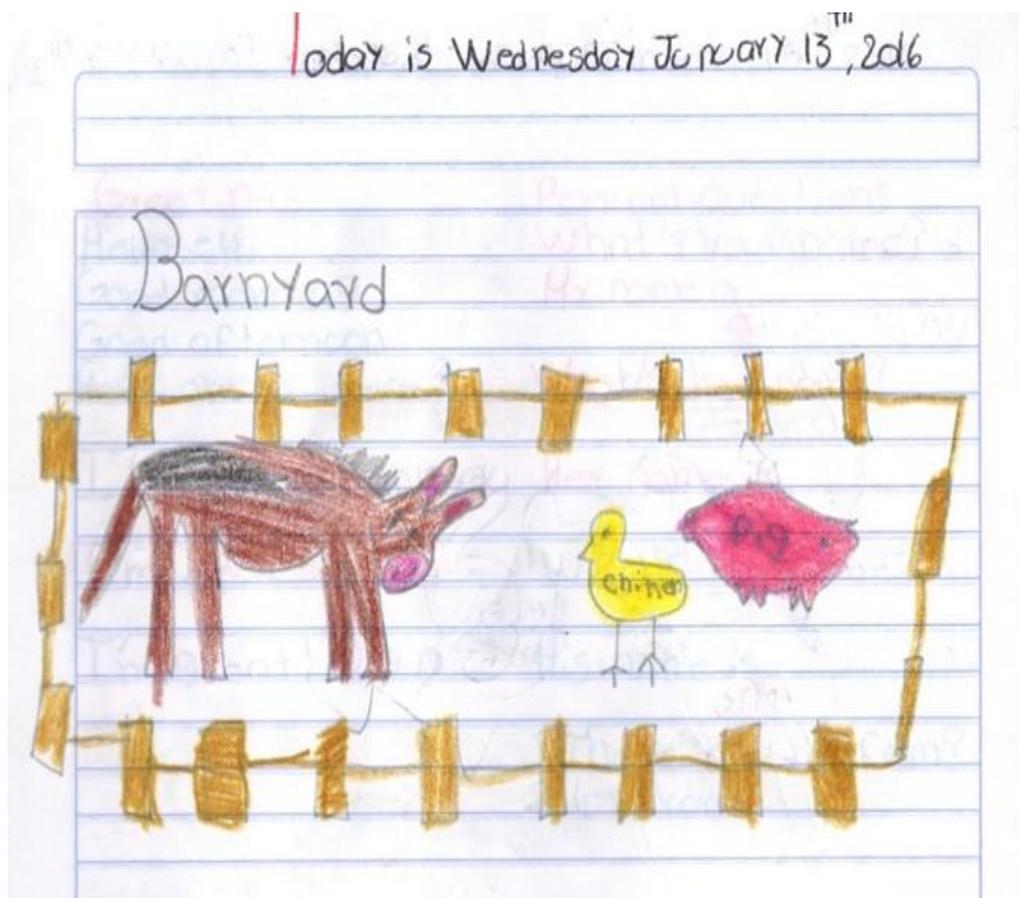
However, there were also students who developed their writing skills efficiently. The third report is from a girl who wrote in detail what she had read. Mostly this report is what she had said in her oral presentation of this book.



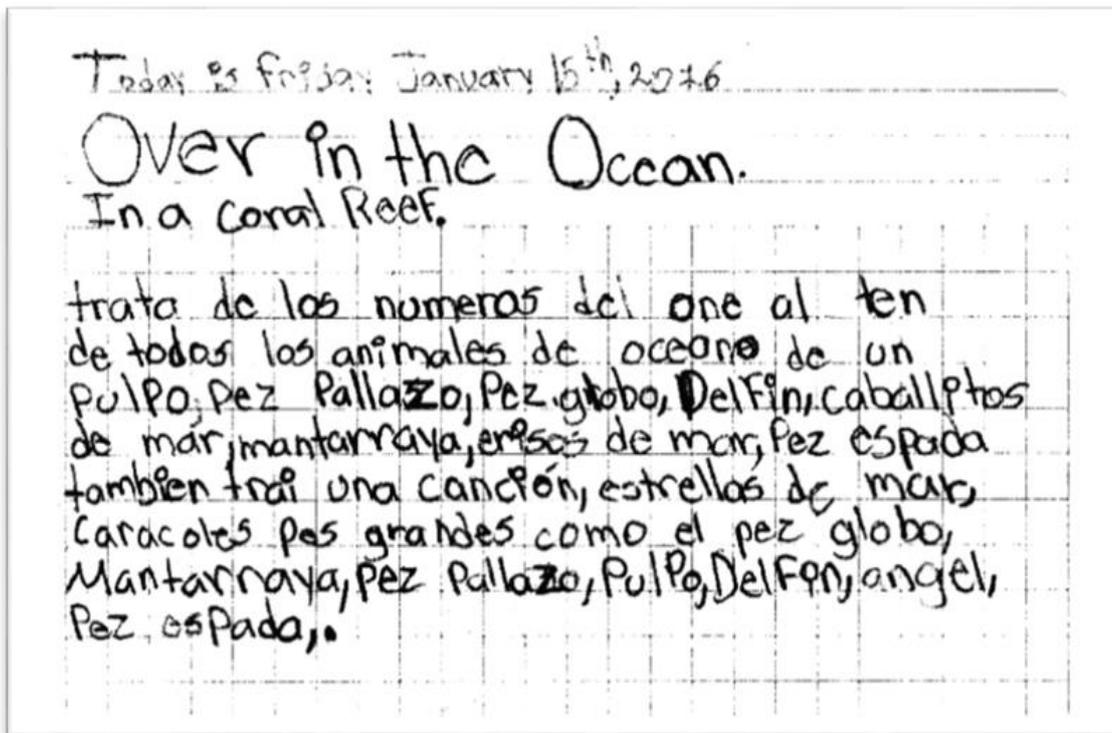
Translation:

“It was one day in the morning in a farm and at the sunset all the animals heard to the rooster crowing all the animals were at the stable the rooster crowing in the morning cheering up to the animals the cow eats grass, the mother and her piglets are eating, the donkey likes to go out and smells flowers, the ducks play with the others and the bee loves jumping and sees the other animals and at night a fox leaves and looks for a delicious chicken but suddenly heard a noise of an owl who chases him until the next morning.”

Spanish spelling mistakes and punctuation are the problems of this girl in her reading report. However, she meticulously explained the story. For example, how each animal in the barn was doing something interesting. In the following image her drawing shows that she wrote chicken in the way this word is read in Spanish ‘CHIKEN’. This is the reason why the spelling is incorrect.



The fourth reading report presents a girl who described the story "Over in the Ocean". She wrote some words that she knew in English. In this story several sea animals are mentioned. She wrote properly the names of those animals in Spanish.



Translation:

“It is about the numbers ‘one’ to ‘ten’ of all the animals of the ‘oceans’ about an octopus, a clown fish, a ball fish, dolphin, seahorses, stingray, sea urchins, hammerhead shark also it has a song, sea stars, snails, big fish like ball fish, stingray, clown fish, octopus, dolphin, angel fish, hammerhead shark.”

Her report described the pages she had read. This is a picture book with colourful and attractive images of sea animals. In her report, she only wrote the words ‘one’ and ‘ten’ as she knew these words in English. However, in her drawing she uses the proper name of the following fish and the names of the colours in English, as the following picture shows:



7.2.2.4.2 Reading Circles Reports

The following reports are from the four different books the children read in individual teams. Then, a sample of each book is presented. It was randomly chosen from a student.

- I. The first report is from the book "Alien in Underpants Save the World". The story is about a group of aliens who save the world from a meteorite which is going to crash in the Earth. They prevented this by using people's underpants. This is what a girl wrote about her reading experience.

Today is Monday - April 18th 2016

1- ¿Cómo se llama tu libro?
 Aliens in Underpants Save the World

2- ¿Te gusta el libro? (SI) (NO)
 ¿Porque?
 porque es muy divertido y los personajes son muy interesantes.

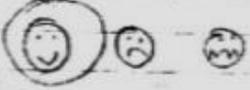
3- ¿Que aprendiste sobre la historia?
 que aunque a ti no te haya pasado algo debes de ayudar.

4- ¿Cual es la pagina que te gusta?
 p. 13, 14, 15 and 16
 ¿Porque?
 porque son muy graciosas y divertidas.

5- ¿Fue difícil entender?
 NO

6- ¿Que palabras conocías?
 lucky, crazy, face chips, space, work etc

7- ¿Que palabras aprendiste?
 pinching, underpants, pinching
 etc

8- ¿Cómo te hace sentir la historia?


¿Porque?
 porque es muy graciosa y divertida.

Translation:

1. What is the name of your book? **Aliens in Underpants Save the World.**

2. Did you like the book? (**YES**) (**NO**)

Why? **Because it is very funny, and the characters are very hilarious.**

3. What did you learn about the story? **That even though we haven't experienced anything bad, we must help**

4. What is the page you enjoyed the most? **13, 14, 15 and 16.**

Why? **Because they are very funny**

5. Was it difficult to understand? **No**

6. What words did you know? **Lucky, crazy, space ships, space, work, etc.**

7. What words did you learn? **Underpants, pinching, etc.**

8. How does the story make you feel? 😊 😞 😡

Why? **Because it is very funny.**

This girl enjoyed the book because she said that it was funny. She really loved reading the book. She actively participated in the activities. She helped their classmates to know the meaning of some words by explaining it to them. She also looked for the words she did not know in the dictionary. She was entirely motivated to participate by expressing her ideas. She made the following drawing.



Translation:

He is stealing underpants and his arms are invisible.

She drew this alien stealing the underpants because this is what happens in the story. She independently wrote the word 'arms' in English.

- II. "My Shadow" is the story of a boy who was afraid of his own shadow. He describes in this story his fear about it. A girl describes her experience reading it.

Today is Monday April 8th 2016

1. ¿Cómo se llama el libro que leistes?
R= My Shadow

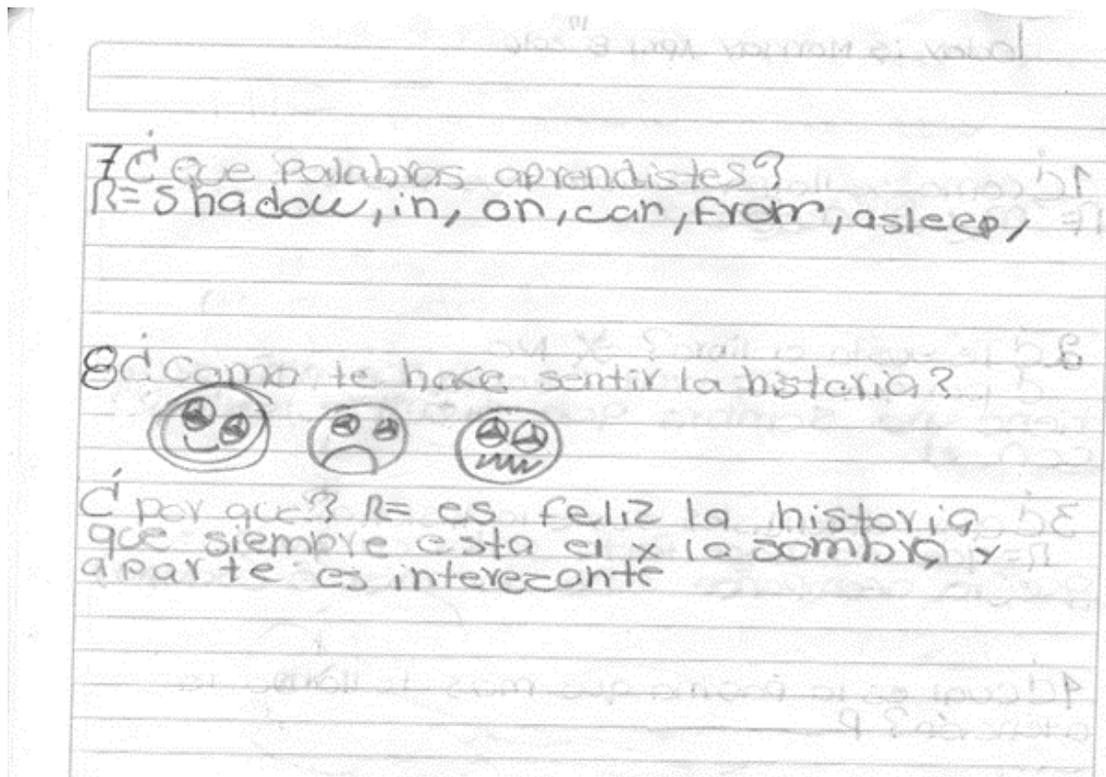
2. ¿Te gusta el libro? ~~X~~ No
¿por qué? R= trata sobre un niño que tiene una sombra que siempre está con él

3. ¿Qué aprendistes sobre la historia?
R= que no hace falta estar con amigos que te acompañen sino tu mismo (sombra)

4. ¿Cuál es la página que más te llama la atención? P. _____

5. ¿Fue difícil entenderlo? R= el saber como se dice

6. ¿Qué palabras te sabias? R= like, jump, plax, one, making, I, bed



Translation:

- What is the name of the book you read? **My Shadow**
- 2. Did you like the book? **Yes No**
- 3. What did you learn about the story? **It is not necessary to be with friends but being with yourself (shadow)**
- 4. What is the page that liked the most? **(no answer)**
- 5. Was it difficult to understand? **To know how to say it**
- 6. What words did you know? **Like, jump, play, one, morning, I, bed**
- 7. What words did you learn? **shadow, in, on, can, from, asleep**
- 8. How does the story make you feel? **😊 😊 😊**
- Why? **It is a happy story because the shadow is always with him and it is interesting**

This girl provided concrete answers. She was a quiet and shy girl. However, she was always interested in the reading activities. This is her drawing about the story.



Translation:

Why? I liked and he is playing hide-and-seek with his friends.

Her drawing indicated that she loved to read that part of the story where children had been playing.

- III. The third book is called “The Littlest Bird” which is the story of a bird. She was the youngest sibling of several birds that her mother had. This bird felt that her mother did not pay attention to her. Then, she ran away from home. While she was away, she suffered from loneliness and faced difficult weather conditions. In the end, she decided to return home because she felt sorry for her feelings about her mum.

This is the report from a boy who was really interested in this story. While he was taking the course, his parents separated. Then, his father moved to the USA to work. It seems that he identified with the character of this story.

Today is Monday April 18th, 2016

1. ¿Cómo se llama el libro que leste?
R= The littlest bird

2. ¿Te gustó el libro? Si No

¿Por qué? R: Porque al final va llegando a su nido su mamá lo abraza y sus demás hermanos lo abrazan y su mamá aplaudo a todos los birds.

3. ¿Qué aprendiste sobre la historia? R: que hay que hacerle caso a alguien y no dejarlo hablando solo.

4. ¿Cuál es la página que más te llamo la atención? R: p. 23

¿Por qué? R: Porque su mamá los abraza a todos los birds.

5 ¿fue difícil entenderlo? R= un poco

6 ¿Qué palabras te sabías? R= seven, green, birds, nest, littlest, space, place, no, brother, sister, what, morning, tooth brush, wings, mountain, one, night, cracking, sound, dragon, word, mother, big, good bye, perfect, back, yes, and, small, like,

7 ¿Qué palabras aprendiste? R= best, beautiful, spread, sister, wished, nest, word, littlest, mountain, cracking

¿Cómo te hizo sentir la historia? 

¿Por qué? R= Porque un día su mamá no le hizo caso al bird y se fue y el bird se fue triste

Norma

Translation:

1. What is the name of the book you read? **The Littlest Bird**
2. Did you like the book? **Yes**
Why? **Because at the end he gets to his nest his mother hugged him and his siblings talked to him and the mum hugged to all the 'birds'**
3. What did you learn about the story? **That we shouldn't leave anyone talk alone**
4. What is the page that liked the most? **Page 23**
why? **Because the mum hugged to all the 'birds'**
5. Was it difficult to understand? **A little**

Chapter 7

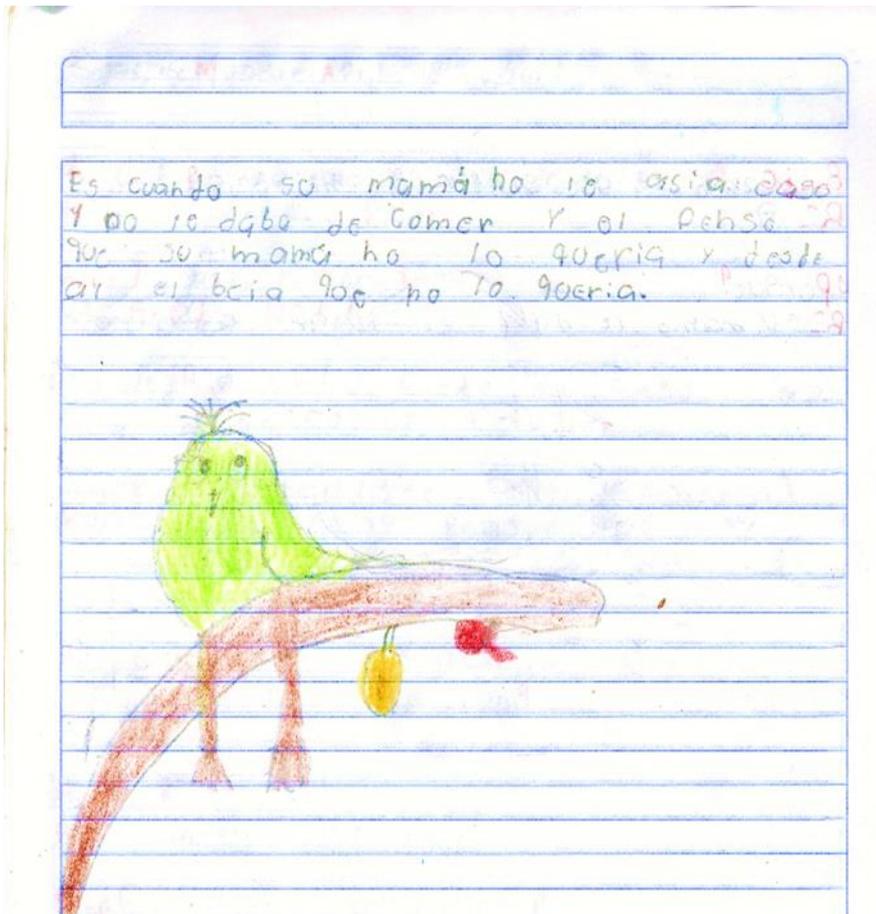
6. What words did you know? **seven, green, nest, littlest, space, morning, night, dragon**

7. What words did you learn? **best, beautiful, mountain, cracking**

8. How does the story make you feel? 😞

Why? **because his mum one day didn't pay attention to the 'bird' and the 'bird' was sad.**

He drew the following image.



His writing is full of spelling mistakes in Spanish. He highlighted the bird's feelings about her mum.

Translation:

It was when his mother did not pay attention to him and did not feed him and he thought his mother did not love him.

- IV. “Keith the Cat with the Magic Hat” is a book about a cat whose friends make fun of him. They made silly things to him as they think he is not clever.

In the following report a girl explained that it was not easy to understand the story because there were some words that she did not know. However, she was interested in reading this story. She even mentioned that she got angry that the cats bullied Keith. For this reason, this is a story that presents the bad effects of bullying.

Today is Monday April 18th, 2016

1. ¿Cómo se llama el libro que leíste?
Keith
The cat With the Magic hat

2. ¿Te gustó el libro? ~~SI~~ O NO

3. ¿Qué aprendiste sobre la historia?
Siempre podemos hacer lo que queremos sino los escuchamos.

4. ¿Cuál es la página que más te llama la atención? p 4, 5, 7, 8, 14, 15, 16

¿por qué? por el gato está feliz

5. ¿Fue difícil entenderlo? poco por que algunas palabras no te entendí.

6. ¿Qué palabras te sabías?
the, cat, merry, his, little, and, Tuce, excitedly, rich
It's, a, yes, Magic, poor, so, chocolaty, gasped, run, of

7. ¿Qué palabras aprendiste? op, Family forever, sea
poor, go, listen, yes

8. ¿Cómo te hace sentir la historia

 ¿por qué? a la veces bien
cuando Keith está feliz, enojado cuando sus amigos se burlan.

Translation:

1. What is the name of the book you read? **Keith the Cat with the Magic Hat**
2. Did you like the book? **Yes** No

Chapter 7

3. What did you learn about the story? **We can always do what we want if we make an effort**

4. What is the page that liked the most? **1, 5, 7, 8, 9, 15, 16**

why? **because the cat is happy**

5. Was it difficult to understand? **a little because there were some words that I didn't understand**

6. What words did you know? **the cat, merrily, his, little, and, face, excitedly, it's, a, yes, magic, poor, so, run, of**

7. What words did you learn? **up, family, forever, go, listen**

8. How does the story make you feel? 😊 😞 😡

Why? **sometimes well when Keith is happy, angry when his friends made fun of him.**

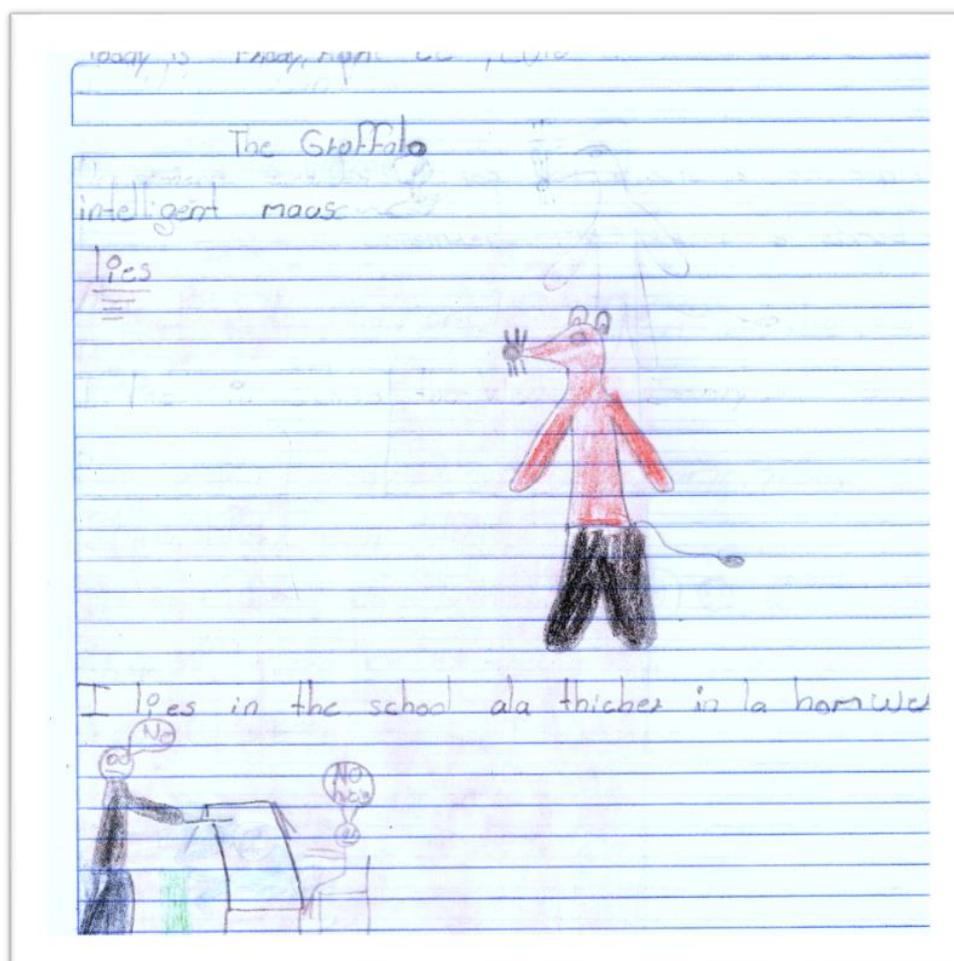
On the other hand, her drawing shows that Keith was happy with his friends.



To sum up, children actively interacted with the picture books. They found them motivating and meaningful. These reports and drawings are just a sample of several opinions and significant comments that they had made after reading these stories. Writing and drawing about their readings stimulated their understanding and enjoyment to report their reading experiences. Thus, promoting L2 reading for pleasure was achieved through these kind of meaningful activities.

7.2.2.4.3 Reading Aloud

“The Gruffalo” was a significant and attractive story. It was read aloud by the teacher. Later, children read this story aloud by themselves in order to improve their pronunciation and vocabulary subskills as mentioned in Chapter 5. The following classroom artefacts are a sample of the meaning that this story gave to them.

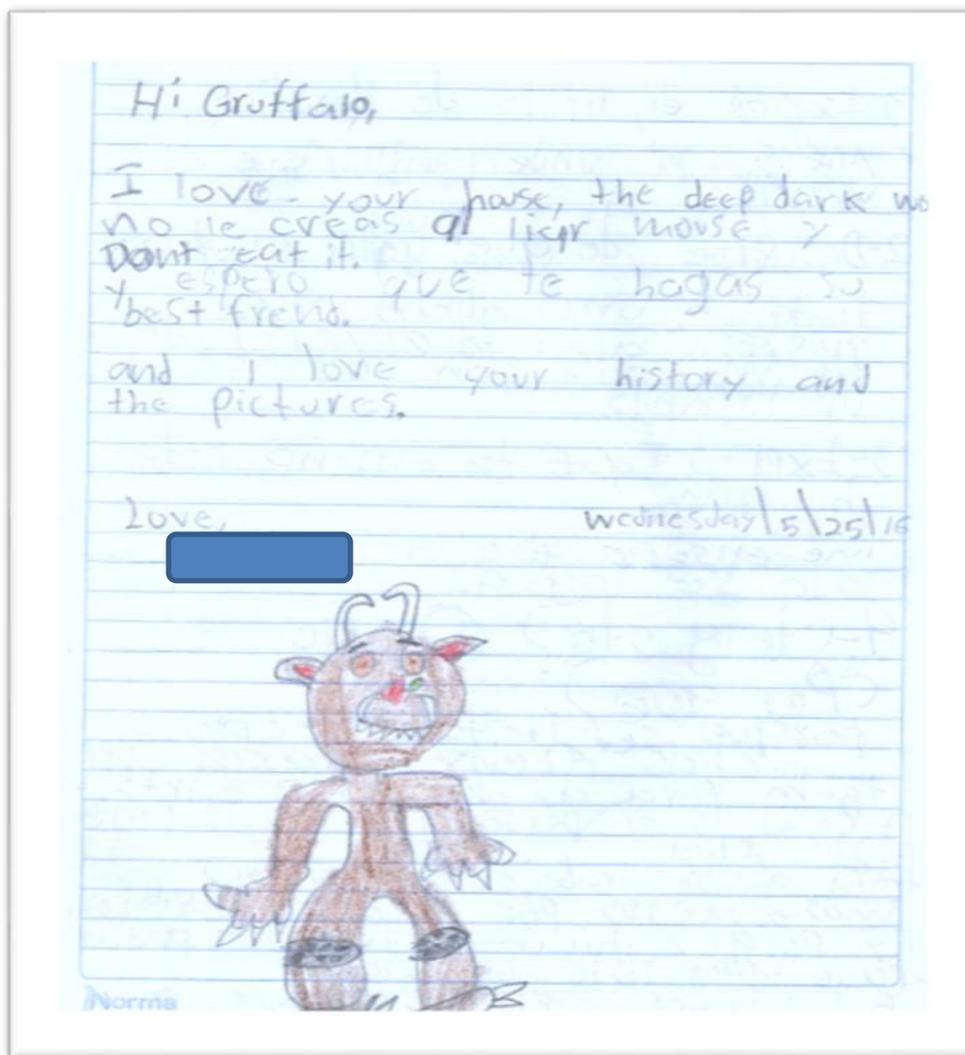


This first drawing was selected for the following reasons: Firstly, the boy was writing a sentence in English using some Spanish words. Secondly, he used the 'S' form for first person of singular, but with the wrong personal pronoun. When he made this drawing, the teacher was working with the 'S' in the third person of singular. And thirdly, he included of an important verb of this story. It is 'lie'. He even explained a situation about him when he lied to his teacher. This is the sentence:

I lies (incorrect form) in the school 'ala' (incorrect written form in Spanish) (to the in English) thicher (incorrect spelling, sounds in Spanish) in la (using the feminine form of the article in Spanish for homework which is 'tarea') homwerd (incorrect spelling).

The correct form should be: "I lied to the teacher about the homework." Thus, this boy started to include English words in his writing. This is an example of the L2 learning progress through reading. How he incorporated new words in his composition.

The second classroom artefact comes from a girl who wrote the following:

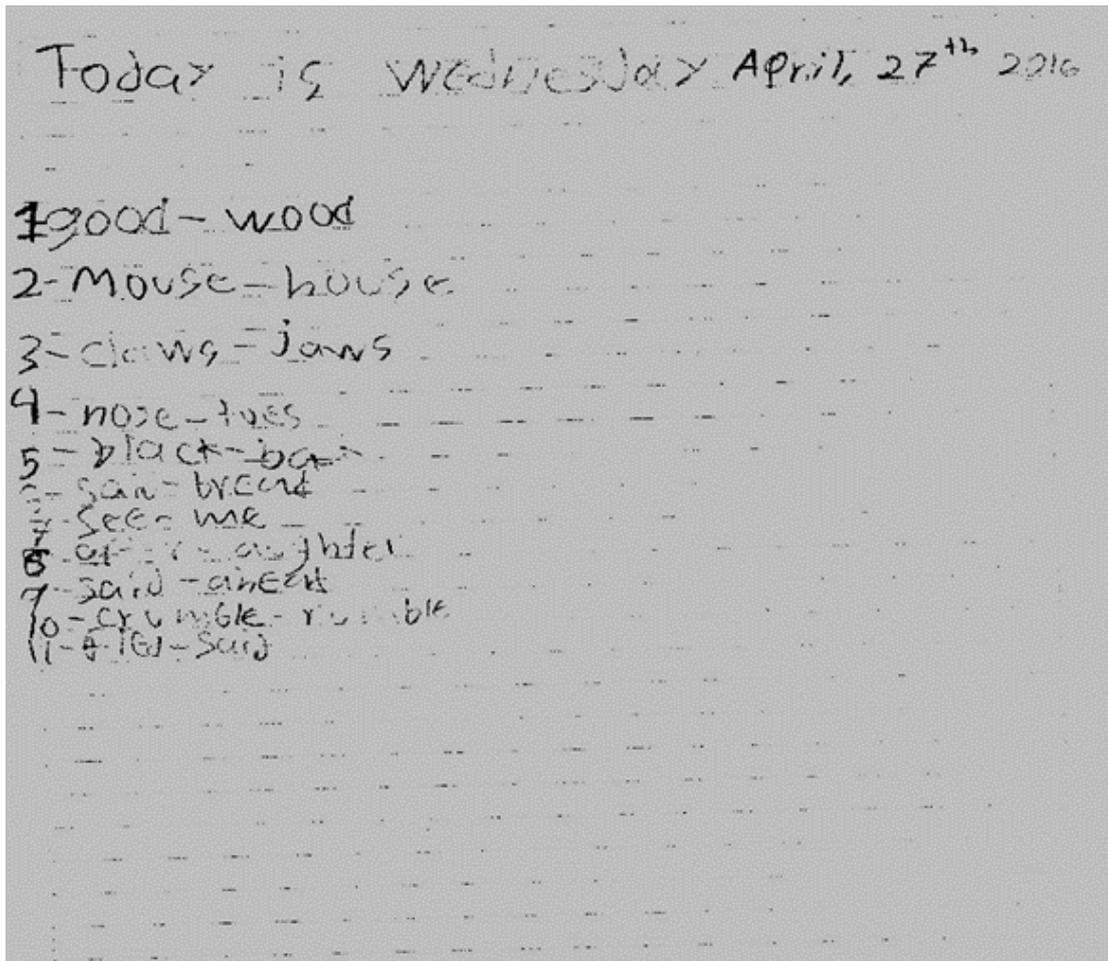


This girl is combining English and Spanish to express her ideas. This is the translation into English:

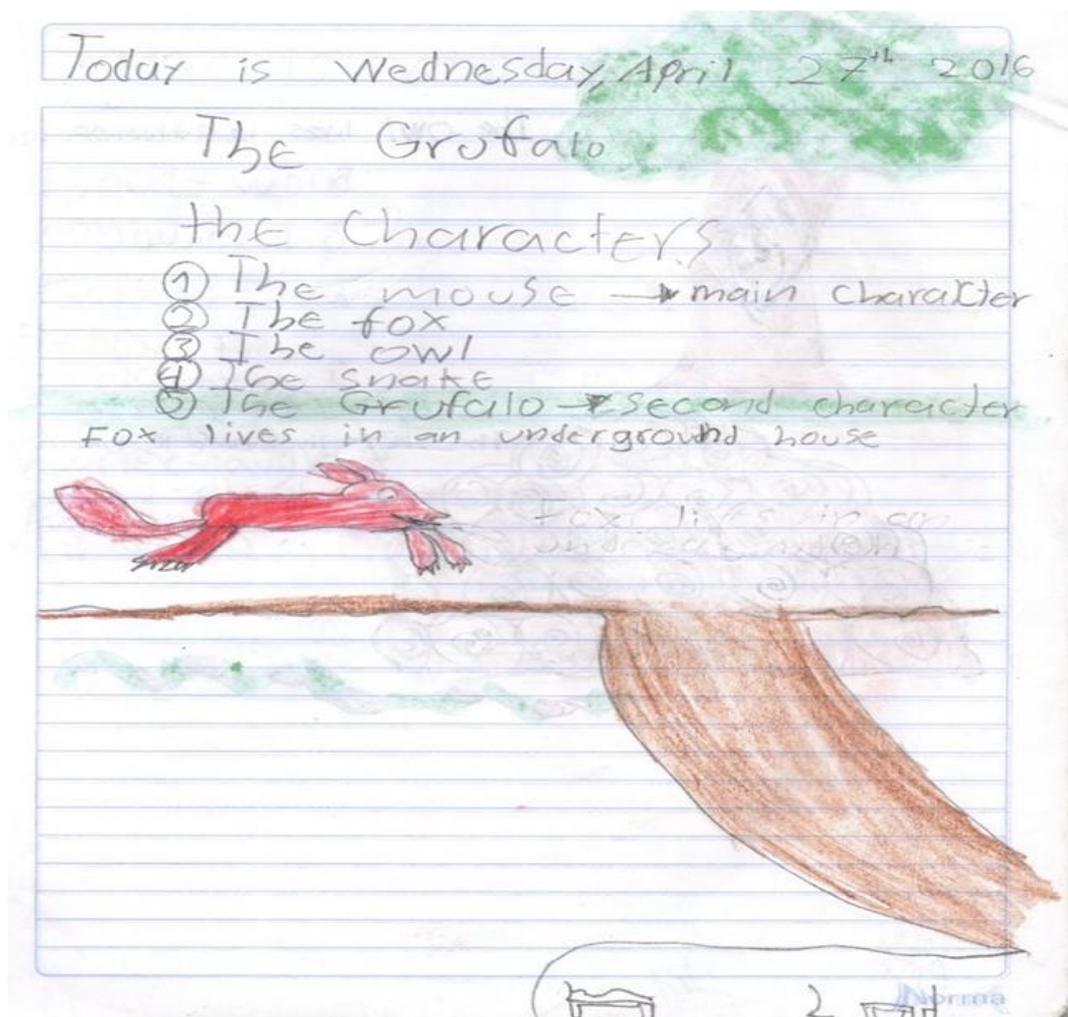
Hi Gruffalo, I love your house the deep dark and then uses Spanish to say 'don't believe to the' liar mouse 'and' don't eat it.

'and I hope you become in his best friend and I love your history and the pictures.
Love,

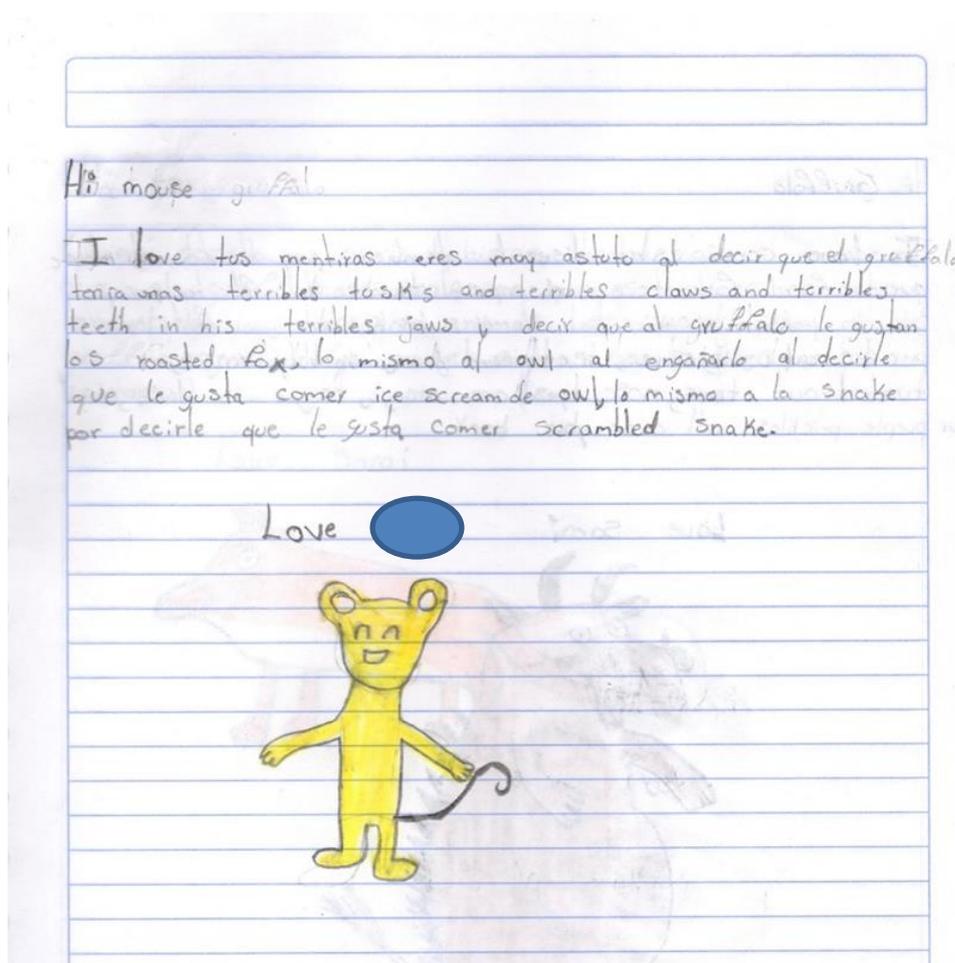
This girl had incorporated not only words, but also phrases. This girl also identified the following words in the book which rhymed. It was interesting for her this activity because she put into practice the decoding exercises from class. Some of these words did not rhyme, but others did. This is shown in the following classroom artefact.



Within this reading activity, students also had to identify the main characters in order to describe each of them. It was also a significant reading activity because they had to describe the actions of each character. The fourth classroom artefact shows an example of this character identification in a girl's drawing.



The fifth classroom artefact is from a girl who wrote a composition about one of the characters of the story, as the following image shows.



Translation:

Hi mouse, 'I love' your lies you are very clever to say that the gruffalo had terrible 'tusks' and terrible 'claws' and terrible 'teeth' in his terrible 'jaws' and say that the gruffalo like 'roasted fox', the same to the owl you lied to him when you told him that he likes to eat 'ice scream' of 'owl', the same to the snake to say you like to eat 'scrambled snake'

Again, incorporating English words in their writings and even short phrases was shown in this paragraph.

To sum up, this story was read almost at the end of the course. Then, children had gained more vocabulary by reading all the books that they have selected individually and the picture books in the reading circles. As a result, incorporating words in their writing is a successful achievement of their L2 learning process. The exposure to L2 reading was

then an efficient method to show them how words and phrases are used. The result of this exposure is shown in these writing activities.

To end this chapter, the following pictures are from the posters that each team designed. Collaborative work was fully seen in every child.



Chapter 8 Discussion

8.1 Introduction

The previous chapter discussed the young learners' reading experiences during this pedagogical intervention. The core of this investigation was the observation of their responses to L2 reading and their opinions of this L2 reading process. The obtained information was examined from a thematic analysis perspective in order to select the meaningful data. This data was aligned with the aims of this investigation and provided answers to the research questions.

Classroom observation, focus groups and semi-structured interviews were the research tools used to triangulate the data of this investigation. In addition, teacher's diary, field notes and classroom artefacts were included to strength the validation and trustworthiness of the findings. This chapter is then devoted to discussing the findings in order to analyse how they answered the research questions of this investigation.

8.2 Overview of the Findings

This investigation examined the L2 reading process through the analysis of influential cognitive and affective factors (see chapters 2 and 3) that are entailed in this process. The focus concentrated more on the affective factors because little is known about them in Latin American countries. It was then the notion of L2 reading motivation the interest of this study. Thus, an L2 reading by pleasure program was designed, implemented, and evaluated for young learners of English in a Mexican context.

Data analysis of the research tools selected (classroom observation, focus groups, semi-structured interviews, teacher's diary, field notes and classroom artefacts) provided data which was identified through a thematic analysis methodology. In addition, data aimed at answering the research questions of this investigation. In the following tables the themes and subthemes are presented to explain their purpose in this study.

8.2.1 Themes and subthemes generated. Classroom observation

The following themes and subthemes were identified through thematic analysis of the data information obtained.

Themes and subthemes	Description
1. Affective Factors	The influence of the affective factors is a significant aspect in the development of L2 reading. It was found some subthemes in the data obtained.
1.1 Confidence	How students expressed their confidence to report their readings.
1.2 Diffidence	The expressions of some students' lack of confidence to report orally their books.
1.3 Enjoyment	Students' comments on their enjoyment to read their books.
1.4 Interest	The interest students developed in reading the L2 stories.
2. Images	The impact that images had in the reading motivation and comprehension of the L2 stories.
3. L2 Reading Process	The description of the L2 reading process that students developed in this investigation.
3.1 Comprehension	How students cope with the L2 reading comprehension process.
3.2 Pronunciation	The influence that pronunciation had in the L2 reading process.
3.3 Vocabulary	How students learnt the words they read.

Table 8.1 Explanation of themes. Classroom observation

8.2.2 Focus groups

These themes and subthemes were found during the thematic analysis of the yield data.

Themes and subthemes	Description
1. Reading Habits	Students mentioned whether they read books by their own choice, or they are obliged to read them for school reasons.
2. Choosing your own book	During the extensive reading activities developed in the course, children selected their own books to read. This is one of the principles of this reading methodology. Due to the significance of information connected to this element, the following subtheme was found.
2.1 Reading Feelings	Children expressed how their emotions influenced their relationship with the books they selected to both enjoy them and understand them.
3. L2 Books	Children explain the particular features they found in books they read in L2. How they understood them and how they also struggle to understand them.
4. Effects of L2 Reading	Students mentioned the kind of effects L2 reading gave to them. The analysis of their comments in the cognitive and affective area is recognised.

Themes and subthemes	Description
5. Learning from the L2 Stories	Children said the meaning that they learnt from reading L2 stories, and the particular aspects which called their attention to read the stories they chose.

Table 8.2 Explanation of themes. Focus groups

8.2.3 Semi-structured interviews

Both young learners and their parents were interviewed. The objective to interview to the children was to know their reading experiences and what they learnt during the course. On the other hand, their parents were also interviewed because their information would add possibly more information of what they observed from their children's L2 knowledge at home. Then, the following themes and subthemes were identified from these two sides.

Parents

Themes	Description
1. L2 Learning	These are the comments that parents expressed regarding their young learners' L2 learning. What they observed their children learnt from the reading course.
2. Affective Factors	Some parents observed how their children reacted during the course both positively and negatively.
3. Reading at home	The parents' comments regarding the reading habits of their children and to what extent they support them about their reading activities.
4. L2 Reading	Parents expressed what their children said to them about what they read during the course and the difficulties that they experienced during L2 reading.

Table 8.3 Explanation of themes. Parents' interviews

Children

Themes	Description
1. L2 Reading Difficulties	Students expressed the type of difficulties they faced while reading in L2.
2. Affective Factors	How students' emotions were connected to their reading choices.
3. L2 Books	The relevance that L2 books gave to the children. What they found in each book they read.
3.1 The L2 Stories	What they enjoyed the most about reading the stories.
3.2 Collaborative Work	Working in reading circles promoted collaborative work and their experiences in this activities are meaningful to learn and contrast when they read individually.
4. Learning in the L2 Reading Programme	What meaningful aspects they identified in this L2 reading Programme

Themes	Description
5. Future Plans	If they had any plans to continue learning English and how these would be.

Table 8.4 Explanation of themes. Children's interviews

Thus, these themes and subthemes provided the information needed to answer the research questions of this investigation.

8.3 Findings and the Research Questions

8.3.1 Research question one

RQ1: What reading difficulties do young learners encounter in regard to cognitive aspects such as phonological decoding and vocabulary during their L2 reading process?

This question aimed at examining what difficulties students found in their L2 reading process in regard to these two influential cognitive skills (phonological decoding and vocabulary) in the development of this language skill.

8.3.1.1 Phonological decoding

As discussed in previous chapters, phonological decoding and vocabulary are influential factors in the development of both L1 and L2 reading. In this investigation their effect in the L2 reading process was studied. Then, the analysis of the classroom observation, focus groups and semi-structured interviews presented data about these factors.

Findings revealed that these young learners struggled with the pronunciation of words. They were unsure about reading the words that they encountered in the texts. One of the reasons was the lack of knowledge of how to pronounce those words. To solve this problem, the teacher explained that words in English are not read as they are in Spanish and developed some phonological decoding activities with targeted sounds that Spanish speakers do not have in their native language (see chapter 5) in class.

Despite students had these phonetic practices, they continued reading words like they read in Spanish. It seemed that these young learners did not get used to reading in a phonetic way. However, this was not an obstacle that interfered with the willingness of

reading for pleasure in L2. Little by little they learnt how to pronounce words correctly and new vocabulary. This was a significant learning outcome of this reading programme. For example, they started to incorporate words accurately in their speaking skills. Data from the interviews, focus groups, and classroom observation has shown this learning progress.

Goswami and Bryant (2016) state children's progress to read efficiently is determined by their awareness of phonemes. The exposure to the variety of words through reading promoted the students' awareness of reading the words correctly. Chapter 7 section (7.3.1.4.3) presents how a girl identified that some words rhyme due to the sound they have in common. Phonological decoding activities were useful to identify the unknown sounds in English. This example shows the achievement of the phonological awareness of this girl during her L2 reading process (Goswami, 2007).

The girl was a good reader in Spanish. Then, her phonological awareness in L1 reading is proficient. This reinforces Goswami and Bryant's (ibid) argument regarding the connection that phonological awareness has with reading proficiency. Therefore, this study suggests that phonological awareness is an important predictor of English word reading skills (Geva, 2006b).

This example goes in line with a number of studies, which claim the relevance of promoting phonological awareness in the development of L2 reading. For example, Porter (2014) developed a study where English young learners learning French were instructed to read phonics. Her findings shown that phonics instruction had a positive impact in the young learners' writing and speaking skills. Likewise, in this study learners had started to use words effectively with a legible pronunciation form which meant their phonological awareness to the words they had learnt.

Durgunoğlu et al. (1993) examined the influence of phonemic awareness in Spanish to establish whether there was language transfer in L2 word recognition. Several methods were used: A phonological awareness test, Spanish and English language assessment scales, and two transfer tests. Results suggested that children who obtained a high level in phonological awareness in Spanish tests could read English words better than children who obtained a low result in these tests. Then, language transfer is observable in word recognition. Phonological awareness and word recognition skills in Spanish predict word

recognition in English. In this study, three children (two girls and a boy) were proficient in L1 reading. They were good at both pronouncing the words and identifying the rhymes in the picture books. Thus, this study shares the view of findings of this study.

Similarly, Gottardo (2002) investigated the cross-language transfer of phonological awareness and reading skills with first grade Spanish-English children. Due to the fact that Spanish and English share some similarities and differences referring to reading acquisition, the study of cross-language transfer on reading skills was significant in this study. Results indicated that there was a connection between reading and phonological processing as children related language naming in English to previous words learnt in Spanish in oral vocabulary which facilitated their phonological processing. As findings of this study shown, children were able to deduce the pronunciation of some words due to certain words which are pronounced alike. Thus, they struggled to identify certain sounds of the words. However, there were other words which did not cause a problem for them to pronounce accurately.

Likewise, Quiroga et al. (2002) administered two studies with ESL learners in first grade whose L1 was Spanish. Thirty participants were in the first study who completed an assessment battery with both Spanish and English measures of phonological awareness, Verbal IQ, oral language proficiency, and single-word reading. Relevant findings in this area showed that in the first study, phonological awareness was associated with learning to read in English when the L1 is Spanish, and the reading instruction was in English because Spanish and English phonological awareness predicted English word reading. Thus, this another study which asserts how Spanish and English share common aspects which facilitate the phonological awareness of Spanish speakers when learning how to read in English.

Therefore, in this study, phonological decoding was found as a difficulty that students faced when reading in English. However, certain aspects allowed for solving those problems, as it is the students' proficiency in L1 reading which facilitates the L2 reading; for example, how the language transfer of Spanish and English leads to the recognition of similar words between the two languages.

8.3.1.2 Vocabulary

Reading has been identified as a prevailing source of learning new vocabulary (Adams, 2013). It is intrinsically connected with reading comprehension as words encountered in a text need to be known in order to understand a text (Ricketts et al. 2007). Furthermore, it has been shown that skilled readers recognise words more efficiently than poor readers who struggle to understand a text due to poor vocabulary knowledge (Ouellette, 2006). On the other hand, learning vocabulary in L2 reading has distinctive features compared to learning vocabulary in L1 as studies have shown (Grabe, 2009; Grabe and Stoller, 2011). L2 learners encounter many words in the texts that they do not know- both their meaning and pronunciation-.

In this study, another difficulty that students expressed in their comments was the lack of knowledge of vocabulary. They encountered many words in the books that they did not know the meaning. It was then difficult to understand the whole message of the books they selected to read. However, students developed their reading comprehension skills by looking at the images of the picture books which guided their comprehension of the text. Another strategy they used was to identify the cognate words in the stories which helped them to understand what the story was about (Jimenez et al., 1996; Koda, 1989).

The focus of this study is in line with Koda (2004) in terms of considering that the influence of context to understand an unknown word is a required reading skill. The contextual aspects which helped children to understand the stories were the images which had a meaningful effect in the young learners' understanding of their texts. Nation (2011) also highlights that guessing a word from context is one of the most valuable skills. He explains that this skill provides language learners the opportunity to learn incidentally a word as native speakers do. For example, the boy who explained how he knew that people in the Netherlands eat raw fish was because he saw the image and the word fish. Then, he understood the meaning of raw.

The study conducted by Warwick (1989) demonstrated that children learnt new vocabulary by listening to illustrated books which were read to them. In this investigation,

children were exposed to three reading methodologies where they expressed how they learnt new words that they did not know before. Moreover, they started to use the words both in speaking by reporting their reading experiences as in the classroom observation, focus groups and interviews of the data analysis (see Chapter 7) and in their written book reports see section 7.3.1.4 where children started to combine the words, they learnt in the stories to report their books.

Thus, in this study vocabulary in L2 was definitely a significant reading skill to achieve reading comprehension. Despite the fact that these young learners did not know the meaning of many words in English, they started to develop strategies to guess the meaning of the words and build their L2 vocabulary knowledge. It was then the constant exposure to reading for pleasure that increased their L2 vocabulary learning. The result was to observe how they started to use the words naturally both in speaking and writing.

8.3.2 Research question two

RQ2: What is the effect of YL's motivation to read in English?

Chapter 2 presented the reading definition selected that describes the view of this investigation. It states that reading is multidimensional because it entails 'cognitive, motivational, neurophysiological, and socio-contextual factors' (Alexander 2012, p. 260). In this investigation two cognitive reading skills have been already analysed. It is then the focus of this research question to examine the influence of motivation in the children's L2 reading process through the yield data of this study.

8.3.2.1 L2 reading enjoyment

Enjoyment has a positive learning effect in reading (Lockwood, 2008). A large bulk of studies has investigated children's reading motivation, and much has been learnt about how children develop their interest and enjoyment to read (Wigfield, 1997). An examination of the effect of motivation in L2 reading was conducted in this study. It was through the research tools selected that affective factors were identified such as the enjoyment to read which was intrinsically connected with reading motivation.

The analysis of the students' oral reading reports in the classes and listening to their L2 reading experiences both in the focus groups and the semi-structured interviews provided significant data of how students learnt to read in L2 and developed their enjoyment of it. They mentioned how much they liked to read the books with colourful images. This motivated them to read in L2 despite their lack of knowledge of the words they read. Likewise, they expressed that they enjoyed reading stories that attracted their attention because they wanted to know about a specific topic, or they found the title of the story attractive. They also enjoyed meeting the characters of the stories they read. Even, one boy even looked for the movie "The Gruffalo" in English on the Internet. Coincidentally, the movie of this story was on TV when we were reading this book in the classroom, but in Spanish. He then decided to look for this movie in English and he found it in the Internet. He said that he enjoyed reading the book more than watching the movie because he learnt new words by reading the story.

These findings suggest the influence of enjoyment. How children engage to read a book. As Baker et al. (1997) highlight children who enjoy reading engage freely in this activity without the request of the teacher. For example, Cox and Cox and Guthrie (2001) report a study where they examined the factors that predict the students' amount of reading. Findings showed that a highly influential factor in reading for enjoyment was motivation. Thus, students enjoy reading when they are motivated. It is then that the findings of their investigation are in accordance with the findings of this investigation. Children were motivated to read books that they enjoyed. They read several books during the reading programme. Each student had read approximately one or two books per month.

Thus findings have shown the influence of reading enjoyment. How young learners' developed a positive view to read in L2 during this reading intervention.

8.3.2.2 Picture books

Enever (2006) mentions that picture books provide the enjoyment to read a story in L2. The reason for this is the colourful illustrations with slight text or not text at all. In addition, the main purpose of picture books is raising the children's enjoyment to have these books in their hands to read them and look at their pictures (Graham, 2013).

Moreover, picture books are a motivational educational tool to develop children's visually literacy through reading in L2 (Lugossy, 2006).

In this study, picture books were used for the three selected reading approaches (see Chapters 4 and 5). Picture books positively affected the young learners' interest to read them. It was precisely the images and the size of the fonts which attracted students to read them. In particular, the reading circles activities promoted collaborative work where students supported each other in the development of understanding the words that they did not know. All stories kept their interest to read. It was precisely in the reading circles that they enjoyed the stories that they selected by themselves and united in teams. For example, in 'Alien in Underpants Save the World' students learnt the importance of working as a group to solve a situation and help to each other. Moreover, they laughed at the idea of using underwear to save the world from a meteorite which would hit the world.

Likewise, other stories revealed specific feelings for each child. An example of this was the boy had difficulties to read fluently. His individual characteristics such as his shyness and his poor reading proficiency in L1 made him to avoid participating more actively in class. However, this story helped him to learn new words. 'Coward' was an example of how he related the Spanish word 'cobarde' with the images and context of what he was reading. His mother explained in the interview that at the beginning of the course the boy had wanted to leave it because he found difficult to understand the language classes. However, the reading activities helped to change his mind and he finished the course to the end. Actually, he was one of the most participative students with positive comments both in the focus groups and interviews despite his reading limitations.

In line with this study, studies have indicated the effect that picture books have in the children's reading motivation in L2. For example, a study conducted by Bland (2013) states the relevance of picture books in an action research study which she conducted with primary children who enhanced their writing skills by using pictures books while learning English in Germany. Similarly, in this study, students started to include the words they were learning in their reading reports. Another example is from Kaminski (2013) who

carried out an investigation with primary German children. The aim was to identify the impression of a first encounter with a picture book that children had. She found that picture books built a meaningful learning context for the learners due to their reconstruction of the line of the story. This had a significant effect in their L2 vocabulary learning. In this study, this was also the positive effect that picture books brought to the children by enhancing their L2 vocabulary knowledge.

Kolb (2013) investigated a case study on extensive reading with picture books in a primary EFL class in Germany. The objective of her project was to observe how students were able to understand English picture books on their own, what comprehension strategies they developed, and what effects this project had in their reading competence. Findings revealed that students dealt actively with picture books on their own, and they used a variety of comprehension strategies. They also improved their reading motivation and confidence. This study supports the findings of this investigation where students managed to read books by their own which enhanced their L2 reading comprehension. Thus, picture books had a valuable impact in the development of L2 reading for pleasure in this investigation.

8.3.2.3 L2 books

Good readers are exposed to an extensive amount of written language. This provides them the ability to learn unfamiliar words easily from context (Stanovich, 1986). In this investigation the young learners were exposed to a good number of books which they selected on their own following the extensive reading principle of free selection. Easy readers, authentic children's books and picture books were the books used in this study.

A discussion of the advantages of easy readers and authentic books has been presented (see Chapter 4). In this study, children selected both authentic books and picture books. Easy readers seemed not as attractive as the other books. The size of easy readers was smaller as well as the small size of the fonts. However, children expressed the importance that books had in this reading programme and how much they learnt from them.

Vocabulary and pronunciation were the two aspects that students highlighted in the focus groups and interviews that they learnt by reading their books. In addition, the

classroom artefacts showed how the children's drawings and thoughts reflected what they learnt in the books. These showed joy, interest and even sadness.

Birketveit and Rimmereide (2012) discuss their five week-investigation of promoting motivation and extended reading with children of 11 years of -age. In the study, the children read as many books as possible from of a selection of seventy books. They were asked to write book reports after reading a book, given a questionnaire, and they were also interviewed. Findings showed that they greatly improved their vocabulary knowledge. In particular, these words were mainly learnt in context rather than in an isolated way. This study is in line with the impact that L2 books had in the young learners who participated in this investigation. They observed their own progress by recognising how much they understood at the end of the course. This feeling of satisfaction promoted more their L2 reading motivation.

To conclude, motivation highly influenced the students' interest to read in English. They were always participative in the reading activities. They enjoyed reading the stories and reported what they learnt from them. And above all, they learnt that by reading in L2 they could read new stories with enjoyment.

8.3.3 Research question three

RQ3: How do language anxiety, L2 self-confidence, and personality attributes influence the L2 learning process through L2 reading?

This question examined these three affective variables during the reading intervention. The research tool selected provided the information needed in regard to this question. Then, the thematic analysis identified the information that answered this research question.

8.3.3.1 Language anxiety

Krashen (2004) highlights the creation of a relaxed learning environment through the development of L2 reading. According to him, L2 reading leads to language learning. In this investigation, children were exposed to three reading approaches which principles promote reading for pleasure and enhances their affective filter.

Findings revealed that some children expressed their feelings of anxiety at the beginning of the course because they did not understand the words or phrases used in the classroom. Afterwards, when books were introduced to them, there was a change in their attitude towards learning L2. As they mentioned in the focus groups and interviews, they were excited to read the books and learn from the stories they selected. When they reported their chosen books orally, some of them expressed that they were very nervous. They either did not know how to pronounce the words or the meaning of them. However, all of them supported their descriptions on the book's images which provided a sense of self-confidence by describing what the picture was about. A boy even started sweating because of his presentation. The teacher was as a guider of this L2 reading process. She just explained the meaning of some of the words that they did not know. This action helped to soften their feelings of anxiety. It was also interesting to listen how two children expressed that they were afraid that the teacher would tell them off. It is then a concern to think how teachers can be agents of children's anxiety in the classroom.

Some studies have reported similar results. For example, Coria and Lagos (2008) examined the encouragement of L2 reading to motivate children to learn English in a Mexican public elementary school. Due to the learners' lack of interest to learn English, they tried several L2 reading activities in an action research project to evaluate their effect in the children's attitudes and motivation to read in L2. Their results indicated that most children were interested to read stories. This led them to try to understand the stories by learning the new words presented. In addition, children enjoyed reading in English which motivated them to continue study this language.

Another study is from Worthy et al. (2012) who created a positive classroom environment in a second-grade group. Reading engagement and student-initiated talk were positive effects of developing reading-aloud. Learners used language in a meaningful form, understood and engaged with the stories, developed and shared ideas, opinions and feelings; as well as enhanced their views considerably through reading aloud discussions.

Thus, these studies confirm the relevance of promoting a learning environment where students enjoy what they are doing without the fear of making a mistake and

being told off. Reading for pleasure is then necessary to learn L2 in a meaningful and attractive way and has positive results in their L2 process.

8.3.3.2 L2 self-confidence

A significant affective variable is self-confidence which provides the ground on developing learners' attitudes towards L2 learning.

Through this investigation, it was found that young learners needed to be self-confident in order to use the L2 words properly. The example of the boy who reported the book from Netherlands. It showed how at the beginning he was self-confident about his report. His tone of voice was clear, and he looked self-confident. However, as his reported continued, he could not pronounce other words and his tone of voice started to be lower. This was a sign of the lack of self-confidence he had on using the words accurately in English.

On the other hand, two boys were very self-confident through their reading reports by pronouncing the words correctly and describing their stories with the words they learnt from the book. Other positive findings in regard to self-confidence came from three children (two girls and a boy). The first girl said that she knew how to pronounce the words because she had seen them before. Then, she was self-confident of what she was describing. The second girl acknowledged that reading aloud had contributed to correct her mistakes. This is an expression of how self-confident she felt about their L2 learning process through reading. Finally, the boy highlighted that reading aloud in front of their classmates helped him to overcome the fear of being in front of them reading. Thus, this activity built his self-confidence on what he learnt through reading aloud.

In light of this study the following studies have identified this affective variable in their findings. For example, Machura (1991) describes an EFL teaching experience with real children's books in Hungary. Although formal data is not reported about the progress of the children's language proficiency, she does explain the high motivational effect of her teaching reading practice with her learners. For example, how their learners gained confidence to read in L2 on their own, and above all, with enjoyment. Another benefit was the group collaboration generated in the reading activities.

Allan et al. (2005) conducted a study with native speakers in Scotland. They studied four elementary schools that implemented literature circles in their curricula. Findings indicated that children develop their autonomy and eagerness through the reading circles. Parents reported that their children started naturally to discuss their readings at home. Regarding to gender, both boys and girls showed more positive attitudes to reading. In addition, the number of books they read was significantly increased.

Finally, Kolb (2013) investigated a case study on extensive reading with picture books in a primary EFL class in Germany. Findings revealed that students dealt actively with picture books on their own, and they used a variety of comprehension strategies. They also improved their reading motivation and confidence.

Thus, these studies show how self-confidence is built through a meaningful promotion of L2 reading in order to improve their L2 learning skills.

8.3.3.3 Personality attributes

It seems unlikely to question how much personality attributes influence the learning process. Extrovert and introvert students show different reactions towards it. In this study, in the parents' interviews was found how one mother said that his son did not want to continue in the course because he found it difficult. However, he did his best and continued. This boy was an introverted boy. At the beginning of the course his participation was limited. However, he started to participate more when he started reading the books and found them attractive and enjoyable.

Another girl was shy and quiet in the classroom, but she was always hard-working and completed all her reading activities properly. These characteristics were attractive to their classmates who always wanted to work with her due to her responsibility. It was interesting to listen to her father say that she was doing English activities at home and asked him continuously the meaning of words. Unfortunately, he could answer her questions because of he did not know English. Despite these academic circumstances the girl had been very motivated taking this course. She even said that she wanted to become an English teacher in the future.

On the other hand, extroverted students who were not afraid of participating in class mentioned how much they had learnt when the teacher had corrected their mistakes and overcome the fear of reading aloud.

Some studies have shown some findings in regard to this investigation. For example, Strobbe (2013) implemented an extensive reading project during a whole school year, with teenagers learning English in Belgium. The purpose of the reading activities was to improve their L2 communicative skills and promote their L2 learning. His idea of this L2 reading project seemed challenging as reading in English is not a popular activity with Flemish teenagers. However, he found out that most of the students participated actively during the implementation of the project. For example, they had read around twelve and fifteen novels. His expectation was that they would read just four or five books. Then, the students' attitude towards L2 reading changed to become in active and willing students to read in L2.

By the same token, Shelton-Strong (2012) implemented an investigation of reading circles in ELT with two groups of Vietnamese teenagers, both groups with different language proficiency levels. This study shows how reading circles can create positive language learning results by comparing the effects of this methodology in the two groups with varied language proficiency levels. Moreover, students had the opportunity to interact with books and expressed their own opinions of what they read. Thus, this is another example of how students become active even though they are introvert and reject to participate in class.

Finally, an interesting example of personality attributes is through an action research study conducted by Cumming-Potvin (2007). She examined the reading circles experiences of a seven-year-old boy in an Australian primary school. He was selected from a group of students due to his limitations in reading comprehension. She identified that through scaffolding the texts, he was engaged in the reading tasks. In addition, his social interaction was improved by working in the reading discussions with his classmates. She observed that one of the readings was challenging for him, but he overcame the challenge by expressing his opinions about the book.

Therefore, personality attributes are significant variables that need to be considered in the development of L2 learning. It should be considered how the encouragement of reading for pleasure in L2 might influence positively in those attributes which sometimes interfere negatively in developing L2 learning effectively.

To conclude, this chapter has presented the significance of these findings which show the experience that young learners had in their development of L2 reading. It was their own voices expressions and evidence of their work during the course that have shown the relevance that this course gave to them.

Chapter 9 Conclusion

9.1 Introduction

This chapter offers an examination of the outcomes of this study in order to analyse the achievement of the research aims. Next, a discussion is presented about how these outcomes are a contribution to the ELT community. Then the limitations of this study are analysed. The chapter concludes with the implications and further research in the field of L2 reading for pleasure.

9.2 Research Outcomes

First of all, it needs to be considered that these children had learnt English in an EFL context where there is lack of L2 input to be used in real situations. The only exposure to L2 input was only in the classroom with three hours per week. Reading was then considered a meaningful source of language input which could enhance both their vocabulary and pronunciation as part of their language learning.

The main aim of this study was the comprehension of the reading process by examining the cognitive and affective areas in this process. Firstly, the cognitive area of reading was studied through two influential factors. Phonological decoding and vocabulary were identified as relevant cognitive factors in the L2 reading process. And secondly, an analysis of the affective area of reading through reading motivation and influential affective variables such as language anxiety, L2 self-confidence, and personality attributes in the development of L2 reading for pleasure. To structure this research therefore the following aims were established and the discussion of how findings fulfilled each aim is discussed.

1. *To identify the effect of phonological decoding and vocabulary which are two influential cognitive processes in the processes of L1 and L2 reading.*

In this study, an analysis of how phonological decoding influenced the process of L2 reading was conducted. Findings revealed that young learners in this context struggled at the beginning of the course to pronounce the words correctly. Students had the habit of

reading in a way similar to how they read in Spanish (their mother tongue). Then, it was necessary to develop some phonological decoding activities. Mainly three sounds were targeted to teach them (/ð/, /v/, /b/) as they do not have them in Spanish. These activities helped them to raise their awareness in the difference of reading words in English than Spanish. Not only did this knowledge have impact on their cognitive skills, but also in their affective areas. Students felt more confident when they knew how to read properly the words in English. In addition, it was observable how proficient readers in L1 were able to identify the sounds in L2 as studies have shown.

Phonological decoding was not a limitation for them, but an opportunity they had to learn English properly. Actually, the parents' interests their children on taking this course was the future preparation for secondary school where Mexican children find difficulties in learning this language with unsuccessful language proficiency results. Likewise, children expressed their satisfaction of having learnt to pronounce words efficiently. Moreover, children enjoyed listening to the sounds despite some of them sounded not familiar to them. It was noticeable that being exposed to L2 reading in a short period of time helped them to develop an accurate pronunciation.

Vocabulary learning was the area which students identified with more L2 learning progress through reading their books. At the beginning of the course, children struggled to comprehend the texts. However, pictures in the books were their mainly support to develop their understanding and guessing the meaning of some words. However, the constant exposure to L2 reading for pleasure helped them to learn more words and use them correctly both in speaking and in short statements. Some parents were surprised and pleased to watch their children using their language knowledge at home. Although they could not help them to answer their questions about English, they noticed how they started to draw, write, and say words in English. Thus, parents felt that they were right to ask for an English course for their children.

Therefore, this aim was achieved through the analysis of these findings that revealed how students faced and solve phonological decoding aspects and vocabulary learning as two influential cognitive aspects in the process of L2 reading for pleasure.

1. *To gain insight into on how YL cope with their individual difficulties to read in L2.*

In this investigation, each child had different academic backgrounds based on their family context and academic progress. The fact that their parents finished basic education level seemed to influence the poor reading habits at home. Reading is just considered a school activity and not an enjoyable activity. Thus, there is not enough relevance in developing reading for academic reasons and less than enjoyment. Most children in this study had difficulties to recognise the sounds of the words in L2 because they also have similar problems in L1 reading. Spelling problems in L1 were visible when they wrote their reading reports. However, the number of books they read during the course (approximately six books) helped them to improve both their phonological awareness and vocabulary learning.

Despite the difficulties they faced in reading their books, they never gave up reading them. Not even a feeling of rejection towards reading was shown. Just a feeling of frustration for not understanding all the words in a book was expressed. However, all children agreed how much they learnt at the end of the course. Thus, constant reading practice led them to recognise that they were learning more words every time they read a book.

Therefore, this aim was achieved by identifying how students coped with their individual difficulties and scaffolded their learning progress in a meaningful manner.

2. To examine the influence of some affective variables in L2 reading for pleasure through the reading methodologies selected.

The focus of this study on language anxiety, L2 self-confidence, and personality attributes were identified as influential affective variables in the process of L2 reading for pleasure. This was a relevant aspect of this investigation as little is known about how children react to L2 reading for pleasure methodologies compared to studies with adults in EFL contexts.

Findings showed interesting aspects that gain insights of the relevance of listening children's opinions on their reading experiences. It was through listening to their reading comments and reading their writing reports that the teacher-researcher had the opportunity to know how they were feeling about L2 reading. -For example, the reaction of anger of a girl when she read 'Keith the Cat' because the cat's friends bullied to Keith, or the sadness that a boy expressed with 'The Littlest Bird' when she left her home after

feeling that her mum did not care for her-. All these feelings need to be considered to understand the students' behaviour which is sometimes connected with their academic progress.

Individual reading was not the unique source of L2 learning: collaborative learning was encouraged in the reading circles methodology where children learnt to work in groups. Their interaction helped to learn from each other. Those students who more quickly developed certain abilities helped to the others to build the meaning of the story or understand the words that they did not know. This was a significant finding of this reading methodology where children showed their particular affective variables in this collaborative work.

Therefore, the achievement of this aim was satisfactory. There was an identification of how young learners' affective variables influence the development of their L2 reading process. Moreover, students built a feeling of trust towards the teacher who adopted a role of facilitator of their L2 learning process.

3. To comprehend the connection between L2 reading motivation and L2 learning.

The influence of reading motivation was one of the most important effects in this investigation. Young learners were highly motivated during the reading programme. They found enjoyable moments by reading stories that they were attracted to. They learnt from the characters of the stories. For example, 'The Gruffalo' was a story that all children enjoyed. They learnt the importance of not telling lies and the cleverness that the mouse had to invent stories. It was through this enjoyment that they learnt new words in English and the pronunciation of words that they learnt in their readings.

In this study, reading was a meaningful manner to learn L2. Children learnt that words had a meaning in a context and not as isolated words presented in a textbook. Reading then had a positive impact in their L2 learning process.

To conclude, these research aims were fruitfully achieved. L2 reading for pleasure was shown as a meaningful skill to enhance their L2 learning considering the children's cognitive and affective aspects

9.3 Contributions of the Study

Firstly, L2 reading for pleasure with children has not been widely studied as it has been in L1 reading, mainly in English speaking countries. Little is known about the benefits of promoting L2 reading for pleasure. This study aims at reporting the benefits of promoting L2 reading for pleasure in EFL contexts where reading is not usually promoted. For example, the Mexican setting has attempted to encourage L1 reading with unsuccessful results. A particular insight generated from the external teacher interviewed (see chapter 7) who mentioned that teachers need to be convinced and enjoy teaching reading. Otherwise, promoting reading is not achievable. This is food for thought in order to identify to what extent there is the willingness to promote reading for pleasure, in this case, in a foreign language in the classroom. Thus, there must be a genuine desire to encourage L2 reading as it happened in this study.

Secondly, this study provides the knowledge about the effect that L2 reading motivation has in the development of L2 reading. Children were able to select their own books according to their reading preferences. They learnt to become independent of the teacher's traditional guidance to assign what to do in the classroom. Learners had the freedom to select what to read and give their opinions without being criticized of what they said. In addition, they were not afraid to express their feelings about certain stories they read as the boy who described their feelings after reading that in the Netherlands some people eat raw fish as tradition of this country.

Finally, the importance of including in the L2 syllabus L2 reading for pleasure as meaningful L2 reading activity with successful L2 learning outcomes as it happened in this study. L2 syllabus for children mostly include songs, games, and attractive activities in these EFL contexts, but it seems not common to find the presence of L2 reading for pleasure activities where picture books and not only easy readers are the books used to promote this reading approach.

9.4 Limitations of the Study

This study did not include a socio-cultural view of reading which is also an important aspect in the development of L2 reading. Moreover, the analysis of the policies implemented by policy makers was not the focus of the study, but a deeper analysis on

how these policies have been developed in low-income countries seems necessary to be conducted.

In addition, second language acquisition aspects were not included. However, they have a significant importance in the development of L2 learning and L2 reading.

9.5 Implications and Further Research

L2 Teachers can find in this study the relevance of including not just one reading approach in their reading programmes. As this study has shown, the three reading approaches supplemented different areas of knowledge. For example, extensive reading promoted the children's freedom to select their own books and individual reading. Reading circles encouraged collaborative work and strengthen their individual choices to read books they wanted to read. And reading aloud exposed children to listening to the teacher narrating the story. Afterwards, they listened to their own voices pronouncing the words from the books they read. Thus, the three reading methodologies enhanced the children's L2 learning from different perspectives.

This was an action research study which promoted within their action research cycles different stages. These stages are relevant in the evaluation of methodologies whose learning effects need to be evaluated. As European countries have shown their success in implementing L2 programmes based on research studies, every teacher should evaluate their teaching practices in order to create more professional learning environments.

Including picture books and authentic books for children should be an important element in an L2 reading programme as they are attractive due to their colourful images and font size which are appropriate for children's reading. Easy readers are a good source, but they lack these particular characteristics that picture books have.

Finally, the study presented the teacher-researcher role because there are few trained teachers on these reading approaches in this research context. Thus, future teacher training should be promoted for teachers who might be interested in L2 reading for pleasure. If a change can be made in this country, it seems necessary to start from

each individual teacher in this EFL context. Promoting reading for pleasure should be a priority in low-income countries who need to overcome the ignorance in order to gain a better understanding of the world.

Appendix A L2 Reading for Pleasure Programme

Overall goal: Students will learn English by learning beginners level topics. They will also read stories for pleasure where they will develop phonological awareness and vocabulary.

Total number of hours 96

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
1 October 2015 5 th , 7 th , 9 th	Introduction to English	Greetings Classroom commands		Whiteboard	3
2 12 th , 14 th , 16 th	English basic vocabulary	Alphabet Spelling vocabulary activities	Columbus Day “Día de la Raza”	Worksheet (Flags of different countries) Flashcards	3
3 19 th , 21 st , 23 rd	Phonological awareness activities start	Colours Phoneme /b/ <u>blue</u>	Mexican Revolution	Flashcards	3
4 26 th , 28 th , 30 th	English basic vocabulary Phonological awareness activities	Numbers 1-10 Phoneme /ð/ <u>three</u> Phoneme /v/ <u>seven</u>	Halloween	Craft paper Worksheets (Halloween activities)	3

Appendix A

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
5 November 4 th , 6 th , 8 th	Introducing themselves and family Reading by my own Introducing Extensive Reading activities (Fridays)	Personal Information Patterns Family Vocabulary Phoneme /ð/ father, mother Vocabulary of their ER practices		Introducing Presentation of several books to read by their own.	3
6 9 th , 11 th , 13 th	Looking around myself and my place Extensive Reading activities (Fri)	Fruits Vocabulary of their ER practices		Variety of books for ER	3
7 16 th , 18 th , 20 th	Looking around myself and my place Extensive Reading activities (Fri)	Classroom objects Phoneme /b/ Vocabulary of their ER practices		Flashcards Posters Variety of books for ER	3
8 23 rd , 25 th , 27 th	Looking around myself and my place Extensive Reading activities (Fri)	Farm Animals Vocabulary of their ER practices		Flashcards Variety of books for ER	3
9 November 30th December 2nd, 4th	Looking around myself and my place Extensive Reading activities (Fri)	Farm Animals Vocabulary of their ER practices		Flashcards Variety of books for ER	3

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
10 7 th , 9 th , 11 th	Looking around myself and my place Extensive Reading activities (Fri)	Insects Vocabulary Phonemes /b/ /v/ Introducing to practice the following Christmas songs: “Ding Dong Merrily on High” “Silent Night” Vocabulary of their ER practices	Christmas	Flashcards Worksheets of parts of the house Worksheets (Christmas activities) Variety of books for ER	3
11 14 th , 16 th , 18 th	Christmas	Insects Practising the Christmas songs. Vocabulary related to Christmas: star, ornaments, stocking, bells, candles, etc.	Christmas	Flashcards Worksheets (Christmas activities) Designing a Christmas card Construction paper, markers, glue	3
12 January 2016 11 th , 13 th , 15 th	Review of previous topics Extensive Reading activities (Fri)	Review of Alphabet. Spelling activities of previous vocabulary Phonemes /b/ /v//ð/ Vocabulary of their ER practices		Whiteboard Flashcards Variety of books for ER	3
13 18 th , 20 th , 22 nd	Communicating in English Extensive Reading activities (Fri)	Parts of the house Parts of the body Vocabulary of their ER practices		Whiteboard Flashcards Variety of books for ER	3

Appendix A

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
14 25 th , 27 th , 29 th	Communicating in English Extensive Reading activities (Fri)	Parts of the house Vocabulary of their ER practices Phoneme /b/		Whiteboard Flashcards Variety of books for ER	3
15 February 1 st , 3 rd , 5 th	Communicating in English Reading circles start (Wed) Extensive Reading activities (Fri)	Parts of the body Phoneme /v/		Whiteboard Flashcards Books for reading circles Variety of books for ER	3
16 8 th , 10 th , 12 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Prepositions: on, under, next to, behind, in Phoneme /ð/ Vocabulary St. Valentine's Day	St. Valentine's Day (create a card)	Whiteboard Flashcards Construction Paper Books for reading circles Variety of books for ER	3
17 15 th , 17 th , 19 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Prepositions: on, under, next to, behind, in Vocabulary of their ER practices Vocabulary Reading Circles		Worksheets for prepositions Books for reading circles Variety of books for ER	3

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
18 22 nd , 24 th , 26 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Food (breakfast) Phoneme /b/ Vocabulary Reading Circles Vocabulary of their ER practices	Mexican Flag's day	Whiteboard Flashcards Books for reading circles Variety of books for ER	3
19 29 th February March 2 nd , 4 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Food (lunch) Phoneme /v/ Vocabulary Reading Circles Vocabulary of their ER practices		Whiteboard Flashcards Books for reading circles Variety of books for ER	3
20 7 th , 9 th , 11 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Food (dinner) Phoneme /ð/ Vocabulary Reading Circles Vocabulary of their ER practices		Whiteboard Flashcards Books for reading circles Variety of books for ER	3
	EASTER		SEASON		

Appendix A

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
21 14 th , 16 th , 18 th	Communicating in English Reading circles (Wed) Extensive Reading activities (Fri)	Seasons Vocabulary spring Vocabulary Easter season Phoneme /b/ Vocabulary Reading Circles Vocabulary of their ER practices	Spring season Easter	Whiteboard Flashcards Worksheet on Easter vocabulary Books for reading circles Variety of books for ER	3
22 April 4 th , 6 th , 8 th	Communicating in English Extensive Reading activities Reading circles (closing)	Creating their Reading Circles Poster Vocabulary of their ER practices			3
23 11 th , 13 th , 15 th	Learning English Actively Extensive Reading activities (Fri)	Action Verbs Vocabulary of their ER practices		Action verbs Bingo	3
24 18 th , 20 th , 22 nd	Learning English Actively Introducing Reading Aloud (Wed) Extensive Reading activities (Fri)	Action Verbs Phonemes /v/ /b/ /ð/ Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices		The Gruffalo	3

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
25 25 th , 27 th , 29 th	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Action Verbs Beatles songs: “Help” and “Let it be” Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices	Children’s Day	The Gruffalo	3
26 May 2 nd , 4 th , 6 th	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Spelling Action Verbs Phonemes /v/ /b/ /ð/ Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices		The Gruffalo	3
27 9 th , 11 th , 13 th	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Creating sentences Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices	Mother’s Day	The Gruffalo	3
28 16 th , 18 th , 20 th	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Creating sentences Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices		The Gruffalo	3

Appendix A

Week	Main Topic/ Themes/	Language patterns/ Vocabulary Activities	Cultural Celebrations	Material / books	Total of hours
29 23 rd , 25 th , 27 th	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Writing the Gruffalo Story Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices		<i>The Gruffalo</i>	3
30 May 30 th June 1 st , 3 rd	Learning English Actively Reading Aloud (Wed) Extensive Reading activities (Fri)	Watching the film “The Gruffalo” Reading Aloud Vocabulary Gruffalo Vocabulary of their ER practices		<i>The Gruffalo</i>	3
31 6 th , 8 th , 10 th	Review of the course	Spelling of selected words from the course and their readings			3
32 13 th , 15 th , 17 th	Review of the course	Review the three phonemes: /v/ /b/ /ð/ learnt in this course			3

Appendix B Sample Lesson Plan 1. Phonological Awareness

Lesson Plan Week 3

Warm-up (10")	
Start class with the class sequence	Greetings (Hi, good afternoon, how are you today?) Sing song: Hello!
State today's class objectives	Teacher writes on the board the class objectives. Teacher asks students to read the objectives together and repeat them: <ol style="list-style-type: none"> 1. I will learn the colours in English 2. I will be able to pronounce the sound /b/ 3. I will be able to read properly words with the sound /b/
Review previous knowledge	Teacher shows some flashcards with words and asks students to spell them
Presentation (10")	
Teach the colours: green, red, yellow, orange, white, pink, grey, purple, <u>blue</u>, <u>black</u>, <u>brown</u>	Teacher shows flashcards with different colours written on the flashcard and pronounces each colour. She emphasizes the pronunciation of the three colours with the sound /b/ Teacher then writes on the board the sound /b/ and model the sound.
Practice (20")	
Check comprehension	Teacher shows different items and ask for the colour of each one Three items with the sound /b/ colour will be shown to ask for the right pronunciation of them individually.
Controlled practice	Students will colour a worksheet where the colours are asked by using numbers (see next page)
Application (15")	
Colour game	Teacher will use the game. "Simon says.." to look for objects of different colours around the classroom She will point out the colours with the sound /b/ and the whole classroom will repeat again this colour with the learnt sound.

Wrap up (5'')	
Finding colours in books	Teacher will ask students to look for colours in their schoolbooks. They will say them aloud individually and teacher will elicit those colours with the sound /b/
Homework	Teacher will ask to bring objects with the sound /b/ in the different colours black, brown, and blue.

Appendix C Sample Lesson Plan. Phonological Awareness

Lesson Plan Week 4

Warm-up (10")	
Start class with the class sequence	Greetings (Hi, good afternoon, how are you today?) Introducing the song: "How are you?" https://www.youtube.com/watch?v=j1QBY35LdfA
State today's class objectives	Teacher writes on the board the class objectives. Teacher asks students to read the objectives together and repeat them: <ol style="list-style-type: none"> 1. I will learn the numbers in English 2. I will be able to pronounce the sounds /ð/ and /v/ 3. I will be able to read properly words with these sounds
Review previous knowledge	Review the homework about the colour objects
Presentation (10")	
Teach the numbers from 1 to 10	Teacher shows a poster with the numbers while she shows each number. She moves her fingers showing the told number. She emphasizes the pronunciation of the sounds /ð/ and /v/ e.g. <u>th</u> ree, <u>fi</u> ve, <u>se</u> ven Teacher then writes on the board the sounds /ð/ and /v/. She models the sounds.
Practice (20")	
Check comprehension	Teacher will give them some beans. She will say a number and they will put the right number of beans on their desks. Students need to emphasize the sounds when required.
Controlled practice	Students will answer a worksheet where they have to write the numbers (see next page)
Application (15")	
Mathematical operation (adding)	Teacher will write on the board simple additions, e.g. $4 + 2 = ?$ and they have to pass on the board and write the right number in word. They have to say aloud the sounds of the number if needed

Wrap up (5")	
Guessing number	Teacher will show flashcards with the numbers. She put them face down and shuffle them. She will pick one card and students need to guess the number she picked up. She will elicit for the reviewed sounds when necessary.
Homework	Teacher will ask to answer an exercise on a worksheet "Circle the correct number" (see next page). They will write the numbers from 1 to 10 three times in their notebooks.

Appendix D Sample Lesson Plan. Extensive Reading Activities

Lesson Plan Week 12

Warm-up (10")	
Start class with the class sequence	Greetings (Hi, good afternoon, how are you today?) Song: "Jingle Bells"
State today's class objectives	Teacher writes on the board the class objectives. Teacher asks students to read the objectives together and repeat them: <ol style="list-style-type: none"> 1. I will review how to spell some words. 2. I will identify the sounds /b/, /v/, /ð/ in the book I will read today.
Review previous knowledge	Review the vocabulary of insects (<u>b</u> eetle, grasshopper, spider, fly, <u>b</u> ee, dragonfly, <u>b</u> utterfly, cricket, mosquito, ant) they learnt the previous class
Presentation (10")	
Spelling	Teacher will show some flashcards with the insects they learnt in the previous class. Students will pass on the board and write the name of the insect and spell it.
Sounds /b/, /v/, /ð/	Teacher will write some words that students had learnt previously with the reviewed sounds. Students will spell them and pronounce the word with the appropriate sound.
Practice (20")	
Extensive Reading activities	Students will read for 10 minutes, and they will identify if there are words with the sounds /b/, /v/, /ð/ in the pages they read.
Extensive Reading activities	Students will copy in their notebooks the vocabulary they learnt.
Application (15")	
Extensive Reading activities	Students will work in pairs, and they will see the pages their classmate read. They will check if there were words with the reviewed sounds.

Wrap up (5")	
Extensive Reading activities	Teacher will ask students to pass on the board and write two words either with the sounds they have learnt or new vocabulary. Finally, they will spell these two words.
Homework	Teacher will ask to watch for 10" a movie with English subtitles. They will copy in their notebooks those words they might listen with the sounds /b/, /v/, /ð/.

Appendix E Sample Lesson Plan. Reading Circles

Lesson Plan Week 16.

Warm-up (10")	
Start class with the class sequence	Greetings (Hi, good afternoon, how are you today?) Song: "L-O-V-E" Nat King Cole
State today's class objectives	Teacher writes on the board the class objectives. Teacher asks students to read the objectives together and repeat them: <ol style="list-style-type: none"> 1. I will learn prepositions of place. 2. I will learn new words about St. Valentine's Day. 3. I will check in my book words with the sound /ð/
Review previous knowledge	Teacher will elicit the vocabulary of the parts of the body by singing the song "If you're happy.."
Presentation (15")	
Introducing prepositions of place	Teacher will use a ball which she will locate in different places, e.g., "The ball is under the chair, the ball is on the chair, etc.."
Introducing vocabulary St. Valentine's Day	Teacher will show a poster about vocabulary of St. Valentine's Day: balloons, card, present, chocolate, heart, hug, February, friend, love
Review the sound /ð/	Teacher will elicit words they have learnt with the sound /ð/
Practice (25")	
Practice prepositions of place	Students will work on a worksheet about prepositions (see next page).
Create a St. Valentine's Card	Students will create a Valentine's card for his/her best friend at school.
Looking for the sound/ð/	Teacher will ask to look for word with the sound /ð/ in the book, they are reading in their group of reading circles.
Application (5")	
The sound/ð/	Groups will report the words that they found with the sound /ð/.
Wrap up (5")	
Homework	Teacher will ask students to draw their bedrooms and describe where their beds

	are by using prepositions, e.g., 'my bed is next to the window' etc.
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Appendix F Sample Lesson Plan. Reading Aloud

Lesson Plan Week 26

Warm-up (10")	
Start class with the class sequence	Greetings (Hi, good afternoon, how are you today?)
State today's class objectives	Teacher writes on the board the class objectives. Teacher asks students to read the objectives together and repeat them: <ol style="list-style-type: none"> 1. I will review action verbs. 2. I will spell some action verbs. 3. I will review the sounds /v/, /b/ /ð/
Review previous knowledge	Teacher will elicit the vocabulary of action verbs: draw, jump, play, run, write sing, skate, paint, smile, eat, work, sleep, wash, listen, see, talk, cook, swim, fly
Presentation (10")	
Introducing spelling of the verbs	Teacher will ask students to organise their list of verbs in alphabetical order.
Pronunciation of action verbs	Students will read their list of verbs.
Looking for words with the sounds /v/ /b/ /ð/	Teacher will ask students to look for words in The Gruffalo story with the sounds they have learnt.
Practice (20")	
Practice action verbs	Students will draw themselves doing some of the action verbs and write sentences about them (see next page)
Application (15")	
Action verbs	Students will work on a worksheet about action verbs (see next page).
Sounds/v/ /b/ /ð/	Students will write on the board the words they found with these sounds.
Wrap up (5")	
Homework	Students will bring two pictures of their families with examples of the actions verbs they learnt.

Appendix G List of Authentic Books for the L2 Reading for Pleasure Programme

Book Title	Author	Type
1. A Bed Of Your Own	Mij Kelly & Mary McQuillan	Picture Book
2. Captain Buckleboots On The Naughty Step	Mark Sperring & Tom McLaughlin	
3. Cock-a-doodle-doo! Barnyard Hullabaloo	Giles Andrae & David Wojtowyez	Picture Book
4. Doing The Animal Bop	Jan Ormerod & Lindsey Gardiner	Picture Book
5. Giraffes Can't Dance	Giles Andrae & Guy Parker-Rees	Picture Book
6. Nat The Cat's Sunny Smile	Jez Alborough	Picture Book
7. Over In The Ocean In A Coral Reef	Marianne Berkes	Picture Book
8. The Big Sad Wolf & The Mean Little Pigs As Told by Humphrey Bookworm	Anna Clothier	Picture Book
9. The Pied Piper Of Hamelin	Adapted by Joshua George	Picture Book
10. Word Fun	Michael Dahl & Nancy Loewen	Picture Book
*The Gruffalo	Julia Donaldson	Picture Book for Reading Aloud
11. A House Is A House For Me	Mary Ann Hoberman	Children's Book

Appendix G

Book Title	Author	Type
12. A Magician's House	Joy Cowley	Children's Book
13. A Very Different Little Bee	Muriel Pépin	Children's Book
14. Beaver Gets Lost	Ariane Chottin	Children's Book
15. Brave Little Fox	Muriel Pépin	Children's Book
16. Charlie Needs A Cloack	Tomie dePaola	Children's Book
17. Come To The Doctor Harry	Mary Chalmers	Children's Book
18. Curious George. Cleans Up	Adapted by Stephen Krensky	Children's Book
19. Deadly Snakes	Lisa McCourt	Children's Book
20. Diggers & Loaders	Graham Thompson	Children's Book
21. Dogs and Puppies	Katherine Starke	Children's Book
22. Dora Helps Diego	Laura Driscoll	Children's Book
23. Fairy Friends (Tickle Misses S.)	Jennifer Anne Cromar	Children's Book
24. Five Little Monkeys Reading In Bed	Eileen Christelow	Children's Book
25. Ghana	Karen Jacobsen	Children's Book
26. Good Night Moon	Margaret Wise Brown	Children's Book
27. Grandpa	Barbara Borack	Children's Book
28. I Am Eyes	Ni Macho	Children's Book
29. I Can Read! Everything Goes	Brian Biggs	Children's Book

Book Title	Author	Type
30. Keep Trying Little Zebra!	Christina Wilsdon	Children's Book
31. Kenya's Family Reunion	Juwanda G. Ford	Children's Book
32. Kitty's Special Job	Claude Clément	Children's Book
33. Little Bear's New Friend	Muriel Pépin	Children's Book
34. Little Polar Bear	Ariane Chottin	Children's Book
35. Mr. Brown Can Moo! Can You?	Dr. Seuss's	Children's Book
36. Mulan	Adapted by Nancy E. Krulik	Children's Book
37. Oceans	Katharine Jones Carter	Children's Book
38. Proud Little Peacock	Christina Wilsdon	Children's book
39. Shoelaces	Suzanne Lieurance	Children's Book
40. Slinky Scaly Snakes	Jennifer Dussling	Children's Book
41. Sometimes I wish	Foster & Erickson	Children's Book
42. The Curious Little dolphin	Ariane Chottin	Children's Book
43. The Eskimo. The Inuit And Yupik People	Alice Osinski	Children's Book
44. The Netherlands	Karen Jacobsen	Children's Book
45. The Travelling Little Rabbit	Ariane Chottin	Children's Book
46. There's a Wocket In My Pocket	Dr. Seuss's	Children's Book
47. Did You See That Rabbit?	Anne Schreiber	Phonics Reading Program

Appendix G

Book Title	Author	Type
48. Go! Go! Go!	Francie Alexander	Phonics Reading Program
49. I Can!	Wiley Blevins	Phonics Reading Program
50. I Will Win!	Adrienne Betz	Phonics Reading Program
51. Jazz Class	Grace Maccarone	Phonics Reading Program
52. Stop The Tot	Grace Maccarone	Phonics Reading Program
53. The Hat	Judith Bauer	Phonics Reading Program
54. Who Has My Mitt?	Grace Maccarone	Phonics Reading Program
55. Belling the Cat		Graded Readers. Level 1
56. Gulliver's Travels		Graded Readers. Level 1
57. Hansel And Gretel		Graded Readers. Level 1
58. Little Red Riding Hood		Graded Readers. Level 1
59. The Adventures of Pinocchio		Graded Readers. Level 1
60. The Ant & The Grasshopper		Graded Readers. Level 1
61. The Country Mouse And The Town Mouse		Graded Readers. Level 1
62. The Elves And The Shoemaker		Graded Readers. Level 1
63. The Frog Prince		Graded Readers. Level 1
64. The Goose That Laid The Golden Eggs		Graded Readers. Level 1
65. The Hare And The Tortoise		Graded Readers. Level 1

Book Title	Author	Type
66. The Lion And The Mouse		Graded Readers. Level 1
67. The Pied Piper Of Hamelin		Graded Readers. Level 1
68. The Ugly Duckling		Graded Readers. Level 1
69. The Wolf In Sheep's Clothing		Graded Readers. Level 1
70. Thumbelina		Graded Readers. Level 1

Appendix H CONSENT FORM

PARENTAL CONSENT FORM

Study title: Developing L2 Reading for Pleasure

Researcher name: Aurora Varona Archer

ERGO reference number: 17604

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the

I agree that my child take part in this research project and agree

I understand that his/her participation is voluntary and he/she

Data Protection

I understand that information collected about my child during his/her participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name).....

Signature of participant.....

Date.....

CHILD CONSENT FORM

Study title: Developing L2 Reading for Pleasure

Researcher name: Aurora Varona Archer

ERGO reference number: 17604

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the

I agree to take part in this research project and agree that my

I understand that my participation is voluntary and I may

Data Protection

I understand that information collected about my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name).....

Signature of participant.....

Date.....

FORMATO DE CONSENTIMIENTO DEL TUTOR

Título de la investigación: Fomento a la lectura por placer en inglés

Nombre de la investigadora: Aurora Varona Archer

ERGO reference number: 17604

Por favor seleccione cada recuadro si está de acuerdo con lo siguiente:

He leído y entendido la hoja de información (fecha/ no. de la hoja del participante) asimismo, he tenido la

Estoy de acuerdo en que mi hijo (a) participe en esta investigación, así como también, estoy de acuerdo en que la información obtenida de su participación sea

Quedo en el entendido que la participación de mi hijo (a) es voluntaria y que se puedo retirar a mi hijo (a) en cualquier momento sin que mis derechos legales sean

Protección de la información

Tengo entendido que la información recolectada durante la participación de mi hijo (a) en este estudio será guardada en una computadora con acceso particular a través de una clave y que dicha información será únicamente utilizada para los propósitos de este estudio. Todos los archivos que contengan cualquier información personal serán anónimos.

Nombre del tutor del participante (nombre por escrito)

.....

Firma del tutor del participante

Fecha

FORMATO DE CONSENTIMIENTO DEL MENOR

Título de la investigación: Fomento a la lectura por placer en inglés

Nombre de la investigadora: Aurora Varona Archer

Numero de referencia ERGO: 17604

Por favor seleccione cada recuadro si está de acuerdo con lo siguiente:

He leído y entendido la hoja de información (fecha/ no. de la hoja del participante) asimismo, he tenido la

Estoy de acuerdo en participar en esta investigación, así como también, estoy de acuerdo en que la información obtenida de mi participación sea utilizada para los propósitos de este estudio.

Quedo en el entendido que mi participación es voluntaria y que me puedo retirar en cualquier momento sin que

Protección de la información

Tengo entendido que la información recolectada durante mi participación en este estudio será guardada en una computadora con acceso particular a través de una clave y que dicha información será únicamente utilizada para los propósitos de este estudio. Todos los archivos que contengan cualquier información personal serán anónimos.

Nombre del participante (nombre por escrito)

.....

Firma del participante

Fecha

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