

# **The use of extensive reading to promote children's reading interest in EFL**

Final Dissertation

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5<sup>th</sup> course

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Vic, May 2021

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# The use of extensive reading to promote children's reading interest in EFL

*Aina Farrés Cabanas*

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## Abstract

Reading is considered one of the most valuable skills when learning a second language as it exposes students to a wide range of texts in the Foreign Language. This study had as its main objective to discover if extensive reading (ER) in primary education is useful to promote children's reading interest in English as a Foreign Language (EFL). The research was carried out comparing children's reading attitudes in an ER programme and in a non-ER programme. As the ER programme was developed in the past, it was analysed through the documents of the results. Moreover, an interview to the school's English teacher was carried out to complement the information of the programme. Regarding the non-ER programme, it was analysed through a questionnaire answered by the students. The results of this study show that although ER can develop motivation and interest towards EFL reading, the learning results found were very small due to some limitations that are exposed in the study.

**Key words:** English as a Foreign Language, extensive reading, extensive reading benefits, primary school, reading attitudes.

## Resum

La lectura es considera una de les habilitats més valuoses a l'hora d'aprendre una segona llengua, ja que exposa els estudiants a una àmplia gamma de textos en la llengua estrangera. Aquest estudi tenia com a objectiu principal descobrir si la lectura extensiva (LE) en l'educació primària és útil per a promoure l'interès dels infants per la lectura en anglès com a llengua estrangera. La recerca es va dur a terme comparant les actituds lectores dels infants en un programa de LE i en un programa de lectura no extensiva. Com que el programa de LE es va desenvolupar en el passat, es va analitzar a través dels documents dels resultats. A més, es va realitzar una entrevista al mestre d'anglès de l'escola per a complementar la informació del programa. Pel que fa al programa de lectura no extensiva, es va analitzar a través d'un qüestionari contestat pels alumnes. Els resultats d'aquest estudi mostren que, encara que la LE pot desenvolupar la motivació i l'interès cap a la lectura en anglès, els resultats d'aprenentatge trobats van ser molt reduïts a causa d'algunes limitacions que s'exposen en l'estudi.

**Paraules clau:** anglès com a llengua estrangera, lectura extensiva, beneficis de la lectura extensiva, escola primària, actituds de lectura.

## Resumen

La lectura se considera una de las habilidades más valiosas a la hora de aprender una segunda lengua, ya que expone a los estudiantes a una amplia gama de textos en la lengua extranjera. Este estudio tenía como objetivo principal descubrir si la lectura extensiva (LE) en la educación primaria es útil para promover el interés de los alumnos por la lectura en inglés como lengua extranjera. La investigación se llevó a cabo comparando las actitudes lectoras de los alumnos en un programa de LE y en un programa de lectura no extensiva. Como el programa de LE se desarrolló en el pasado, se analizó a través de los documentos de los resultados. Además, se realizó una entrevista al maestro de inglés de la escuela para complementar la información del

programa. En cuanto al programa de lectura no extensiva, se analizó a través de un cuestionario contestado por los alumnos. Los resultados de este estudio muestran que, aunque la LE puede desarrollar la motivación y el interés hacia la lectura en inglés, los resultados de aprendizaje encontrados fueron muy reducidos debido a algunas limitaciones que se exponen en el estudio.

**Palabras clave:** inglés como lengua extranjera, lectura extensiva, beneficios de la lectura extensiva, escuela primaria, actitudes de lectura.

## 1. Introduction

Primary school children are supposed to develop literacy skills, which include reading and writing, during their schooling period. Reading plays a very important role in Foreign Language learning, as it is a gateway to different fields of knowledge and exposes learners to multiple linguistic insight (Broughton, 1980; Cameron, 2001). Accordingly, not only the development of the literacy skills is important, but also the encouragement of reading enjoyment, which can be achieved by using extensive reading (ER), where children are involved individually and silently in a story they choose, with the aim of enjoying it.

The main aim of this study was to discover if ER promotes children's reading interest in English as a Foreign Language (EFL). Thus, it attempted to answer the following research question: Is ER useful to promote children's reading interest in EFL? On the other hand, the specific objectives leading the study were 1) To compare children's reading attitudes in an ER programme with a non-ER one, and 2) To identify the benefits of an ER programme, regarding student's reading attitudes and learning gains.

This research was carried out using the interpretative paradigm to get both quantitative and qualitative data. To do so, the results of a study where they used ER in EFL with year four children from a semi-private school (Tragant & Vallbona, 2018) were analysed. In addition, the group's English teacher was interviewed to complement the information. On the other hand, year six children from a public school where they do not ER answered a questionnaire about their reading attitudes.

## **2. Literature review**

### **2.1. Extensive reading**

Extensive reading (ER) “can be defined as the independent reading of a large quantity of material for information or pleasure” (Day et al., 1998, p.6), focusing on the global meaning of the text, with the objective of getting used to read in the Foreign Language and liking it. Within ER programmes, students read as much as possible at a quite rapid speed. Furthermore, they select the books they want to read according to their proficiency level in the Foreign Language, so that the reading material is comprehensible (Broughton, et al., 1980; Day & Bamford, 2002; Krashen, 2007; Nation & Waring, 2019).

According to Krashen (2004), ER is one model of in-school free voluntary reading, which “means reading because you want to: no book reports, no questions at the end of the chapter” (p.1). Nevertheless, some authors (Day & Bamford, 2002; Day et al., 1998; Nation & Waring, 2019) agree on that reading activities could be useful to help students who have a very low reading level and could also be a great idea to achieve comprehension and self-efficacy. As Day and Bamford (2002) argue, the teacher should involve himself or herself in reading, share the material with the students, comment the books and make individual recommendations to the students.

At any rate, the teacher’s role is to guide children through their reading process and keep track over what they read, being aware of their attitudes towards reading to offer them the adequate feedback and orientations. (Birketveit et al., 2018; Day & Bamford, 2002; Shin, 2017). To do so, following Broughton, et al.’s (1980) idea, children can fill in some index cards where they can write down the basic information of the book, such as the title and the author, the day they started to read the book and the day they finished it, and write down their opinion and a short summary.

In addition, Day & Bamford (2002) created a ten principles list about extensive reading which include the aforementioned aspects (See Table 1).

**Table 1.** Ten principles for teaching ER (Day & Bamford, 2020)

The reading material is easy.	Reading is its own reward.
A variety of reading material on a wide range of topics must be available.	Reading speed is usually faster rather than slower.
Learners choose what they want to read.	Reading is individual and silent.
Learners read as much as possible.	Teachers orient and guide their students.
The purpose of reading is usually related to pleasure, information, and general understanding.	The teacher is a role model of a reader.

*Note.* In this table there are the *Ten principles for teaching extensive reading*, exposed by Day and Bamford (2020).

## **2.2. Extensive reading benefits**

Using ER in EFL can be very beneficial for children's Foreign Language development as it maximizes their input exposure (Krashen, 2004). However, Nation and Waring (2019) point out that learning gains are usually small because the readers' attention is not focused on the learning items, but on the story. In that sense, learning tends to be incidental.

To start with, ER consolidates vocabulary. When children read, they encounter mainly known vocabulary, which is quite repeated, and they can see the words in different contexts (Krashen, 2004; Nation & Waring, 2019). Nevertheless, according to Nation and Waring (2019), children can also build new vocabulary, as the texts include some unknown words, which they can guess with the context or looking them up in the book glossary or in the dictionary, even though this last option is not very recommended (Broughton, et al., 1980; Nation & Waring, 2019).

Furthermore, ER increases grammar knowledge. In graded readers, which are the most common books used in ER, there are controlled grammatical structures which are familiar for the children, and they can meet those repeatedly. In that sense, children can make relations between different grammatical elements, both consolidating their previous grammar knowledge and developing a better competence on it (Krashen, 2004; Nation & Waring, 2019).

Moreover, as children get used to read a lot, and different kinds of texts, ER also improves children's writing skills, both regarding their text building ability and their writing style

(Birketveit, et al., 2018; Krashen, 2004). For that reason, it is important to have enriching school libraries with different genres such as “graphic novels, comics, cartoons, picture books, and richly illustrated books” (Birketveit et al., 2018, pp. 19-20). Moreover, reading comprehension is also enhanced through ER, since children focus on the global meaning of the texts, so meaningful reading comprehension is promoted and developed gradually (Birketveit, et al., 2018; Krashen, 2004; Nation & Waring, 2019).

Additionally, Shin (2013) exposes that emotional factors and positive attitudes are essential in reading in a Foreign Language. Accordingly, ER increases motivation and children’s positive attitudes towards reading. In that sense, the chosen material is key to develop children’s reading motivation in EFL, so, it is essential to have a wide range of different material to attend all children’s interests and language level (Broughton, et al., 1980; Day et al., 1998; Nation & Waring, 2019). Ruiz (2005) exposes that ER is an alternative that enables students to read with their linguistic and reading competences, which increases their intrinsic motivation and their self-confidence. As Krashen (2004) states, it is “when children read for pleasure, when they get ‘hooked on books’” (p.149).

In any case, motivation and the learning outcomes that ER brings can come from both internal and external factors. Dörnyei (2001) mentions Williams and Burden’s (1997) framework of motivation, which states that internal factors can be one’s attitudes, intrinsic interest of activity, self-concept, and mastery, and, on the other hand, external factors can be one’s learning environment, the educational system, and the relationship with parents and teachers (p. 20). Other authors (Granena et al., 2015; Krashen, 2004) agree with them on that some external factors such as their reading habits in their first language (L1), their access to books at home, and the type of school instruction, can influence the benefits previously exposed.

### **2.3. Strategies used in extensive reading**

In ER programmes, children use a wide range of cognitive and metacognitive strategies to achieve comprehension and to improve their reading skills (Birketveit et al., 2018; Cameron, 2001; Hayashi, 1999).

On the one hand, it is thought that reading skills which are already developed in children’s L1, can be transferred to EFL reading. Accordingly, children’s reading experience in their L1 will create expectations about EFL reading, including their language skills and the

impact of their attitudes towards reading (Cameron, 2001; Krashen, 2004). Moreover, as primary school children have read many texts in their L1, it may be easier for them to understand similar texts and its structure in the Foreign Language (Shin, 2017; Yamashita, 2008).

On the other hand, Cameron (2001) points out that the knowledge of the Foreign Language also plays an important role, because it is necessary to have some prior knowledge of the language to understand the texts. Moreover, pronunciation knowledge may also be helpful for reading fluency and comprehension.

Furthermore, Birketveit et al. (2018) and Hayashi (1999) agree on that children use bottom-up and top-down strategies in effective Foreign Language reading, but top-down processing is the most effective one in ER, as this leads to better reading comprehension. According to the British Council and BBC (2021), bottom-up strategies focus on the characteristics of the basic units of the language, and can be: the translation to L1 and the use of bilingual and monolingual dictionaries. On the other hand, top-down strategies focus on the background information of the text, and include: guessing words or meaning in context, anticipating what goes next, using their background knowledge regarding the topic, vocabulary and grammar schemes, contextual guessing of the meaning and associating the images with the meaning (Birketveit et al., 2018; Hayashi, 1999; Shin, 2013).

## **2.4. Graded readers**

One fundamental matter in ER programmes is the choice of the right material. Even though ER can be carried out with any written text (Maley, 2008), graded readers are thought to be the most suitable ones for this approach.

The Extensive Reading Foundation (n.d.) claims that graded readers are adapted or simplified books specially written for Foreign Language learners, that can help them have a positive contact with reading in EFL. Moreover, graded readers have a low cognitive demand by having adjusted and frequent vocabulary, easy grammatical structures, an adequate text length, and a simple plot, so that readers can enjoy and comprehend the books (Nation & Ming-Tzu, 1999; Rodrigo, 2016; The Extensive Reading Foundation, n.d.). Even though, graded readers should include some new input, so that the students can learn new vocabulary and grammar structures (Krashen, 2004; Rodrigo, 2016).



In relation to that, there are some reading scales that show the different reading levels, which vary depending on factors such as the vocabulary difficulty, the book illustrations, the background knowledge of the topic, the length of the book, and the writing style used (The Extensive Reading Foundation, n.d.). European publishers usually follow the Common European Framework of Reference for Languages (CEFR) (2021) levels. (See Table 2).

**Table 2.** Common European Framework of Reference (CEFR): Levels of reading proficiency

CEFR		Characteristics
Levels	Sub-levels	
Competent learner	C2 - Proficient	Learners can easily understand mainly all written input.
	C1 - Advanced	Learners can understand a vast variety of difficult texts and recognize implicit meaning.
Independent learner	B2 - Upper Intermediate	Learners can understand the main ideas of complex texts dealing with concrete and abstract topics. They will even understand technical texts of their specialization.
	B1 - Intermediate	Learners can understand the main points of the texts written with standard language and deal with familiar topics.
Basic learner	A2 - Elementary	Learners can understand sentences and expressions of frequent use, related with relevant topics to the reader.
	A1 - Beginner	Learners can understand frequent everyday expressions and simple sentences.

*Note.* Adapted from “Graded readers: validating reading levels across publishers”, 2016, p. 69. Rodrigo, V., Hispania.

### 3. Study

The current study attempted to discover if extensive reading is useful to promote children’s reading interest in EFL. Moreover, it had two different aims. On the one hand, to compare children’s reading attitudes in an ER programme with a non-ER one, and, on the other hand, to identify the benefits of an ER programme, regarding student’s reading attitudes and the learning gains.

### **3.1. Methodology**

The current study was carried out under the interpretative paradigm, which intention is to understand and interpret a phenomenon in a context (Kivunja & Kuyini, 2017). Nevertheless, as Rehman and Alharthi (2016) expose, interpretative research leads to subjective interpretations, as those may be affected by one's background, perspective, and senses. Moreover, the method used was the case study, which is aimed to investigate and understand a particular case or phenomenon in a real-world context (Stake, 1998; Yin, 2014). Accordingly, the researcher has not control over the reality or the event, so he or she cannot change it (Yin, 2014, p.2). With this study, both quantitative and qualitative data were collected.

### **3.2. Context and participants**

To carry out the present study, different participants took part in it.

On the one hand, the participants were forty-nine year four children from Pàlcam school who took part in an investigation from the University of Barcelona (UB) that Tragant and Vallbona (2018) carried out, which will be exposed below. Pàlcam is a semiprivate Catalan school from Barcelona with four classes per group. They do nine hours of English per week, and they divide it into four subjects: curricular English, workshop, where they work on the English culture and do extensive reading, skills, where they prepare children to do official Cambridge exams, and finally, CLIL in science.

To get the needed results, the investigation from the UB, which was carried out in Pàlcam school four years ago, was analysed, focusing on the answers of the children, considering them participants in the current study. The aim of that investigation was to determine the benefits of listening while reading in terms of language proficiency and motivation for primary school English language learners. To do so, they also attempted to see the differences between ER with audio support and ER without support. Following these lines, only the reading without audio support results were used for this study.

To do the investigation, they used four graded reader (level A1) from the collection *Uncle Jack*. After that, they developed different types of activities related to the studies, such as order the story and some writing activities. One of the teachers that leaded the

investigation provided me with some samples (See in Appendix 1). Moreover, the school also took part in an investigation of the University of Nottingham, with which they received about a hundred books from different editorials that they currently use from year three to year six of primary. What they currently do is that children bring home one of these book every two weeks to read it and at the end of each quarter, children who liked the same story complete an activity and do a little presentation about the book.

To carry out the current study, the school's English teacher, who will be mentioned as "teacher" or "interviewed teacher" during the study, was interviewed through *Google Meet* and asked to answer a questionnaire to complement the study from the UB and to find out how it was conducted and its results.

On the other hand, a group of twenty-two year six students from Sant Marc school in Calldetenes were also participants in the study. Sant Marc is a Catalan public school with two classes per grade, unless in year six, that there is one class with twenty-four students. In year six they do two hours and thirteen minutes of English per week, where they learn following the English book *Macmillan Tiger 6*, through worksheets based on the book, different online games and doing other activities, such as doing group projects.

### **3.3. Instruments**

To carry out the study, three different instruments were used to collect information.

#### *Semi-structured interview and questionnaire for the teacher*

The English teacher at Pàlcam was interviewed through a semi-structured interview (See the template in Appendix 2) with different aims, such as to collect information about the investigation carried out and to know whether they retained ER or not, to know which was his role during the sessions and which reading material did they use, and to know about children's attitudes towards reading. Finally, it was also designed to know if the investigation was meaningful for the children and to know his opinion about ER and its benefits. The interview was semi-structured because some questions did not follow the planned order, and because other ideas or questions emerged during it (See the transcribed interview in Appendix 3).

On the other hand, a brief questionnaire created with *Google Forms* (See the template in Appendix 4) was also answered by the teacher to know which were the learning outcomes of the investigation, which of the ten principles for teaching ER (Day & Bamford, 2020) were accomplished, and to check if children used some bottom-up and top-down strategies while reading (See the answers in Appendix 5).

#### *Questionnaire for year six children*

A questionnaire for year six children from Sant Marc school was prepared through *Google Forms* (See the template in Appendix 6) to know which were their attitudes towards reading, considering that they do not do ER in English, but every morning they read in Catalan or Spanish for thirty minutes. In the questionnaire they were asked about their reading interest, both in Catalan or Spanish and in EFL, their reading habit in both languages, and their attitudes towards reading activities, among others (See the answers in Appendix 7). The aim of this questionnaire was to compare children's attitudes towards reading in a non-ER programme with an ER programme.

#### *Analysis of documents*

The analysis of three documents was done to find out the results related to ER of the investigation carried out in Pàlcam, with the aim of obtaining information related to children's attitudes towards reading and about the learning outcomes they got. To achieve this, two public documents were analysed. The most relevant one was Tragant and Vallbona's (2018), which is the study in question, and the other, the final dissertation project by a UB student, Gutiérrez (2018), which had a different focus, but collected data from the extensive reading programme. On the other hand, an internal school report, which consisted of a summary of the programme results, was facilitated by the school's English teacher D. Molina (personal communication, 21 March 2021), and analysed to complement some information. This document will be mentioned as "the summary of the results" in the study.

## **4. Analysis and results**

To do the analysis of the data collected, the results of the final dissertation project from Gutiérrez (2018), the results of Tragant and Vallbona's (2018) investigation, and the summary of the results were analysed to select the relevant data, which was selected by

topics to structure the information. Regarding the interview and the questionnaire that the teacher answered, those were used to complement the documents analysed, to do the contextualization of the school and to know how the programme went and evolve until now. Otherwise, the questionnaire that children in Calldetenes answered was also analysed by topics to compare it with the extensive reading programme.

Some tables and graphics with the common and relevant information were created to compare the two schools and to clarify the results obtained. It is important to highlight that, as the questions asked in each research were different in format but were related to the same contents, the tables were created with a similar title and similar options to make the analysis of the results more feasible. The results are divided into three parts. The first one is focused on children's attitudes towards reading, the second one is related to the reading material, and the last one to the learning outcomes of the ER programme.

#### *Children's attitudes towards reading*

**Table 3.** Children's attitudes towards reading in Catalan or Spanish

<b>Children's enjoyment for reading in Catalan or Spanish</b>	<b>ER programme (n=49)</b>	<b>Non-ER programme (n=22)</b>
<b>Liked it lot</b>	55,1 %	40,9 %
<b>Liked it quite a lot</b>	30,6 %	31,8 %
<b>Liked it a little bit</b>	8,2 %	22,7 %
<b>Did not like it</b>	6,1 %	4,5 %

*Note.* This table shows the results obtained in an ER programme and a non-ER programme regarding children's attitudes towards reading in Catalan or Spanish. The results from the ER programme are from the summary of the results.

In both cases, most of the children answered to like a lot or quite a lot reading in Catalan or Spanish, even though, in the ER programme there was a higher percentage of children who liked a lot reading (55,1%) than in the non-ER programme (40,9), and in this second one there were more children who found it a bit boring (22,7%) than in ER programme (8,2%) (See Table 3).

Regarding the non-ER programme, 50% of the children said to find quite boring reading in Catalan or Spanish at school, and just 13,6% found it very motivating, 22,7% quite

motivating and the rest found it very boring (13,6%). Even though, most of them used to read during their free time in Catalan or Spanish, especially one or two days per week (45,5%), others read daily (18,2%), and some of them never (13,6%). It is important to point out that when children from the non-ER programme were asked if they were motivated when reading during their free time in Catalan or Spanish, the results were the same as when they were asked if they enjoyed reading (See Table 3).

**Table 4.** Children’s attitudes towards EFL reading

<b>Children’s enjoyment for reading EFL</b>	<b>ER programme (n=49)</b>	<b>Non-ER programme (n=22)</b>
<b>Liked it lot</b>	33,3 %	4,5 %
<b>Liked it quite a lot</b>	31,3 %	45,5 %
<b>Liked it a little bit</b>	16,7 %	40,9 %
<b>Did not like it</b>	18,8 %	9,1 %

*Note.* This table shows the results obtained in an ER programme and a non-ER programme regarding children’s attitudes towards EFL reading. The results from the ER programme are from the summary of the results.

On the one hand, the group that did the ER sessions were more positive about reading in EFL than the other group, as we can see that most of the students answered to like it a lot (33,3%) or quite a lot (31,3%). Tragant and Vallbona (2018) exposed that children liked it “because they were learning things, they were keen on reading, having a feeling of learning English, or liking the fact that they were working on their own” (p. 398).

On the other hand, in the non-ER programme, just a few said they liked a lot learning English (13,6%), and most of them answered whether they enjoyed it quite a lot (50%) or they did not like it a lot (27,3%), and the rest said they did not like it at all (9,1%). In this case, most of them answered one of the two middle choices, as they were not sure about it. In that group, children were not used to read in English, and consequently, a lot of them said that when they read in English, they did not understand a lot the texts, so when answering how did they feel about reading in English, most of them answered to like it quite a lot (45,5 %) or that they found it a bit boring (40,9 %). In that sense, the answers were more positive about learning English than about reading in English, but they were not very sure about the answers.

In the interview, the teacher reported that children in the ER programme had a special relation with reading and that they had continued reading. The authors from the summary of the results and the teacher agreed on that they could see a big difference with children that did not like reading before the ER sessions, as after the study they were more motivated about the books and the type of reading activities they did. Additionally, in the interview, the teacher exposed that ER is a great way to create pleasure for reading, which is the most important thing to make students feel motivated about it.

Considering the correlation between Catalan or Spanish and EFL reading, the interviewed teacher mentioned that there was an interrelationship between children's attitudes towards reading in both languages. He stated that this could be because of their intrinsic motivation or because of external factors, such as children's reading habits at home. Regarding the ER programme, even though the percentages were more positive when reading in Catalan or Spanish, as 55,1% said to like it a lot and 30,6% quite a lot, many of them liked a lot (33,3%) or quite a lot (31,3%) reading in EFL, so there is some correlation between both languages. Otherwise, in the non-ER programme, most of the children who liked to read in Catalan or Spanish (40,9%), said that they felt quite motivated (45,5%) or a little bit motivated (40,9 %) when reading in English, but just a few said to feel very motivated (4,5%). Moreover, many children said that they would like to read books in English at school if they had the opportunity (54,5%). In this case, the correlation between languages was not very clear as children were not used to read and felt a bit confused.

**Table 5.** Children's attitudes towards EFL free voluntary reading

<b>Children's enjoyment for reading in English during their free time</b>	<b>ER programme (n=24)</b>	<b>Non-ER programme (n=22)</b>
<b>Liked it</b>	43,5 %	27,2 %
<b>Did not like it</b>	8,7 %	72,7 %
<b>Did not know it</b>	47,8 %	---

*Note.* This table shows the results obtained in an ER programme and a non-ER programme regarding children's attitudes towards free voluntary reading in EFL. The results from the ER programme are from Gutiérrez (2018). The option *did not know it* was not one of the non-ER programme questionnaires.

When children were asked if they would like to read in English during their free time, there was a big difference between the two programmes. While a lot of children from the ER programme answered positively (43,5%) or that they did not know it (47,8%), children from the non-ER programme were not very motivated about it, since just 27,2 % said they would like to, and 72,7% of them that they would not like to (See Table 5).

**Table 6.** Children’s attitudes towards reading activities

<b>Motivation to do reading activities in EFL</b>	<b>ER programme (n=22)</b>	<b>Non-ER programme (n=22)</b>
<b>Felt very motivated</b>	18,2 %	9,1 %
<b>Felt quite motivated</b>	36,4 %	40,9 %
<b>Felt quite bored</b>	27,3 %	40,9 %
<b>Felt very bored</b>	18,2 %	9,1 %

*Note.* This table shows the results obtained in an ER programme and a non-ER programme regarding children’s attitudes towards reading activities in EFL. The results from the ER programme are from Tragant and Vallbona (2018).

Regarding the post reading activities developed in the ER group, the students’ level of motivation was not very high, as only 18,2% of them said to like it a lot, and most of them said to be quite motivated (36,4%) or quite bored (27,3%). Tragant and Vallbona (2018) exposed that some students said there were many comprehension activities, that sometimes there was not enough time and that some of them did not found new words as the books were too easy. Even though, their motivation was higher than in the non-ER group, since just 9,1% of the children said to like a lot the reading activities, and the rest said to like it quite a lot (40,9 %) or a little bit (40,9%), as the activities were directly related to the story and aimed at Foreign Language learning. Nevertheless, the percentage of children who did not like at all the reading activities was higher in the ER group. When answering this question, many children in the non-ER programme were confused as they only read and did post reading activities from time to time.

### *Graded readers*

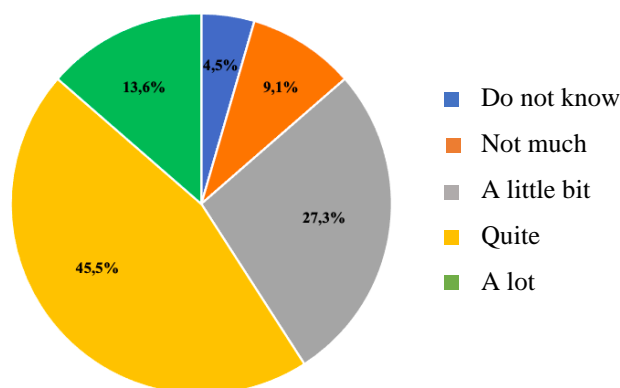
In the summary of the results, it was established that the group that did the ER programme had a very positive opinion of the graded readers they used: 78% of the children liked the books a lot, 13% quite a lot, 4% a little bit, and just 2% did not like it. Tragant and



Vallbona (2018) pointed out that most of the students said that the books were interesting and entertaining. However, some features were key when answering if they liked the books, which were “the topic, their familiarity with the topic (so that they could learn more), or the format of the book” (p. 399). In addition, Gutiérrez (2018) found out that most of the students preferred reading the graded readers than the stories they read in their textbook, because these were very repetitive and there were many activities.

On the other hand, children in the non-ER programme were asked if they would like to have different types of books in English to read in class, and the answer was quite positive. Despite the fact that not many children said to like a lot reading in English, 54,5% said that they would like to have books in English in the classroom library, only 4,5% of the children did not care about it, and another high percentage said they would not like it (40,9%). Most of them had never read a book in English and the ones they did were books from the private school they attended or because they were regular readers and tried to read a book in English. One feature that children from both schools shared, as found out it in Gutiérrez (2018), was that many of them liked adventure stories.

#### *Learning outcomes*



**Figure 1.** Answers to the question “How much have the reading sessions helped you learn English?”, from year four students in the ER programme (Tragant & Vallbona, 2018).

Regarding the ER programme, not a lot of students said that they learned a lot (13,6%), but most of them said they learned quite a lot (45,5%) or a little bit (27,3%). The rest of the group answered that they did not learn much (9,1%) or that they did not know it (4,5%) (See Figure 1). In that sense, most of the students mentioned to have learned at least some English.

Through the different instruments, some specific learning results were found about vocabulary, grammar, reading comprehension and writing. Gutiérrez (2018) and the teacher agreed on that some children learned new vocabulary from the books, but the teacher specified that the results were not very precise, as it was difficult to know. When it came to grammar, the teacher exposed that most of the students learned the past simple tense and some new regular and irregular verbs, which they could use both written and orally. Accordingly, Gutiérrez (2018) also pointed out that children learned the past simple tense. Furthermore, Tragant and Vallbona (2018) and the interviewed teacher could also notice improvements in children's reading comprehension. The teacher highlighted that children understood more and more of what they were reading as they read more books. Moreover, they both shared that children improved their writing skills. The teacher commented that children put into practice the knowledge acquired in the post-reading activities, particularly in the writing ones.

Otherwise, the interviewed teacher highlighted that the results were inconclusive, but he said that children learned some things, such as the past simple tense or some new vocabulary from the books. Nevertheless, he mentioned that the background of each child also affected a lot their learning acquisition and their attitudes towards reading, because some children used to attend extracurricular English lessons, watched TV in English, or were used to read a lot. What is more, the teacher and Gutiérrez (2018) agreed that on the top of learning, it was a positive experience that helped children feel motivated for reading.

Furthermore, the interviewed teacher found out that children used some bottom-up and top-down strategies during the reading sessions (see Table 7), which helped children understand the books and acquire some learning. Nonetheless, Tragant and Vallbona (2018) pointed out that one student did not like the fact it was very difficult for her to find out words in the dictionary, and another one thought that it would be easier to learn if they had read the books with the teacher.

**Table 7.** Strategies that children used when reading in the ER programme

<b>Bottom-up strategies</b>	<b>Top-down strategies</b>
Bilingual dictionaries.	Guessing words or meaning in context.
Translation to L1.	Predict and anticipate what goes next.
	Use their background knowledge (topic, vocabulary, grammar schemes).
	Contextual guessing.
	Associate images with their meaning.
	Find clues that help them understand what they read.

*Note.* This tables shows the bottom-up strategies that children used when reading the graded readers in the left column, and the top-down strategies they used in the right column. These results are extracted from the teacher's questionnaire.

To finish with, in the questionnaire, the teacher was asked if they considered the ten principles for teaching ER (Day & Bamford, 2020), and he said that they accomplished all of them unless the following three:

- *The reading material is easy.* He said that even though the reading material was at the correct level for the students (A1), each student had different English levels, so for some of them the books were easier and for others were more difficult.
- *Reading speed is usually faster rather than slower.* This point was not completely accomplished, since children used to read the book more than once and the teacher did not remember monitoring reading speed.
- *The teacher is a role model.* The teacher explained that they were not acting as a model, but as facilitators, so that they presented the books and the activities they had to do, but they were not reading nor talking about the books with the children.

## 5. Discussion

The outcome of this research found that ER can provide many benefits to the English classroom, as children are more motivated about reading and learning English than following the textbook. Nevertheless, considering that the ER programme analysed in this study lasted one school year and was not an established practice, some principles for teaching ER (Day & Bamford, 2020) were not accomplished, such as that the reading material was not easy for some students, that they did not consider the reading speed, and that the teacher did not act as a model, but as a facilitator.

It was found that in the non-ER programme, as children were not used to read a lot in English, and consequently, did not understand very well the written language, they were a bit confused about liking it or not, and their answers were mostly divided between liking it quite a lot and finding it a bit boring. This could be because they did not have the needed prior knowledge of the Foreign Language to understand the texts (Cameron, 2001). However, their attitudes towards reading at home were more negative than reading at school, as most of them said they would not like to read in English during their free time. On the other hand, children in the ER programme were much more positive about reading in EFL, as most of them said to like it a lot or quite a lot. Accordingly, a lot of them said that they would like to read at home. This fact reinforces that ER increases motivation and children's positive attitudes towards reading (Broughton, et al., 1980; Nation & Waring, 2019). Furthermore, following Ruiz's (2005) idea, children were reading with their competence, so their motivation and self-confidence increased, as it was found that children liked the books because they understood what they were reading, they were learning English and information from the books, and they enjoyed working independently.

In agreement with Granena et al. (2015) and Williams and Burden (1997), as seen in Dörnyei (2001), the teacher held that in some cases, children's proficiency level and attitudes towards reading depended on external factors, such as their background knowledge, their reading habits at home or that some of them attended private English lessons. Nevertheless, their intrinsic motivation also played a significant role, which in many cases, was increased along the programme.

Concerning the relation between children's attitudes towards reading in Catalan or Spanish and EFL, this research shows that in the ER group, there was a straighter relation than in the non-ER group. Student's level of reading motivation in the ER group was quite the same in both languages, but a bit higher in Catalan or Spanish. This finding reinforces Cameron's (2001) and Krashen's (2004) idea that children's reading experience in Catalan or Spanish can be transferred to EFL, including both their attitudes and motivation. On the other hand, this was not seen in the non-ER group, because, even though many students said to like a lot or quite a lot reading in Catalan or Spanish, a minority was very motivated about reading in EFL, but most of them were quite or just a bit motivated, as they were not used to read.

Students' level of motivation in the ER programme was also given by the reading material, which were the graded readers. In general, children had a very positive impression about the books, which, as Day et al. (1998) and Nation and Waring (2019) state, is very important in order to develop their interest and reading habit.

Some authors (Broughton, et al., 1980; Day et al., 1998; Nation & Waring, 2019) agree on that it is important to have a wide range of reading material about different topics and proficiency levels to attend children's needs. However, this was not the case in the ER group, as all the books were of A1 level. Consequently, some students complained that they did not learn anything from the books because they knew all the words, which does not follow Krashen's (2004) and Rodrigo's (2016) statement that graded readers should include some new input for the students. Nevertheless, the study shows that children in the ER programme were more motivated about reading books in EFL than children in the non-ER programme, as just the half of the non-ER group were eager to try it.

Regarding the post-reading activities, children's level of motivation in the ER programme was not very high, since some of them found that there were many comprehension activities. Nevertheless, they were more motivated about those than children in the non-ER programme, who were used to the textbook activities. According to Krashen (2004), in ER there is no need to do activities or reports, as its main objective is to read for pleasure and focus on the text. Even though, in the ER programme, they chose to carry out some post reading activities, which, as Day and Bamford (2002) state, can be useful for low-level students and to achieve a better comprehension. Talking about reading comprehension, it was found that children used some bottom-up and top-down strategies

when reading the books, but especially top-down, because, as Birketveit et al. (2018) and Hayashi (1999) claim, these strategies are more effective in Foreign Language reading.

Furthermore, it was found that in the ER programme, the learning results were inconclusive. Nonetheless, they found out some gains regarding vocabulary, writing skills, reading comprehension, and especially grammar, as most of the children learned the past simple tense. According to Krashen (2004), through ER students are exposed to the Foreign Language, so their language knowledge can be developed. Despite the fact that most of them had the impression to have learned something, the learning gains were very small, as exposed in Nation and Waring (2019).

## **6. Conclusions**

To start with, it is important to consider that the data was collected through Tragant and Vallbona's (2018) study and in two concrete schools, so that the conclusions cannot be extrapolated to other situations. This study was aimed to discover if extensive reading promotes children's reading interest in EFL. The results displayed by the study suggest that, although there are many factors that intervene in this procedure, such as student's motivation, external factors, and their reading habits in Catalan or Spanish, ER does promote motivation and reading interest.

Children who attended the ER sessions were more motivated about reading, both in school and during their free time, than children who did not do ER, as they could understand the texts, work independently, and learn both English and information from the books. Moreover, even though children that did ER were very positive about the graded readers, all of them were on the same level (A1), so not all the children's need were attended. Besides, the reading experience and strategies of the children in the ER programme in Catalan or Spanish were sometimes transferred to EFL, whereas this was not the case in the non-ER group, as they said they did not understand the written language very well. The learning results obtained in the ER group were very small, however, most of the students learned something, especially the past simple tense. When it came to children's reading comprehension, they used especially top-down strategies, but also some bottom-up, such as looking up words in the dictionary, which turned up not to be very useful. They also carried out some post-reading activities, which were useful for some low-level children, but most of the students were not very motivated about it.

Regarding the first objective of the research, the student's reading attitudes from an ER programme and from a non-ER programme were compared, and the results showed that children that did ER were more positive and motivated about reading in EFL than children who followed the English textbook. Regarding the second objective, it was found that ER had many benefits on student's positive attitudes and reading interest, but when it came to learning gains, even though some children gained knowledge, as it was just an investigation and not an established program, the results were inconclusive, and the learning gains found were very small.

The study presented some limitations that should be considered. To start with, the biggest limitation was that no school was found that did extensive reading, so an investigation developed some years ago was analysed. Moreover, even though the investigation analysed used extensive reading, it had a different focus and only lasted one school year. Thus, the study would have been clearer if the ER programme would have been done in a real and current in-school ER programme.

To finish with, considering that the second objective was not completely accomplished, this study could be a first step for further research about the learning outcomes and benefits of ER. Moreover, it would be interesting to study the reasons why Catalan schools do not promote and encourage ER in EFL.

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## 8. Appendices

### 8.1. Appendix 1: Example of a post reading activity

Side A

# CREATE A NEW STORY ABOUT UNCLE JACK



Who called Uncle Jack about a problem?  
His called his brother

And how (a call, a letter...)?  
A letter

What were the children doing?  
The childrens are playing with a ball.

What was the problem?  
There was a little lion in Savannah alone.


Where was the problem?  
In the Savannah.

Who did Uncle Jack travel with?  
With Rodrigg's and laia's

Who was the enemy?  
The enemy where hunter lion.

Who helped Uncle Jack?  
Brother helped Uncle Jack.

How did Uncle Jack and the children solve the problem?  
They gave the little lion to his parents



What illustration would you create for the last page of the book?  
The family of the lion was happy.

Side B

Title and authors Leia A and Rodrigo Pinto  
Uncle Jack and the lions.

Front page of your new book



Back  
Cover

The Uncle Jack travelled to the savannah  
to help a lion to returned with  
his family but a lion hunter they wanted  
to hunt him.

## **8.2. Appendix 2: Template of the semi-structured interview.**

1. Com vau començar amb el programa d'extensive reading?
2. En quin/s cursos ho vau realitzar?
3. Quant temps va durar?
4. Com organitzàveu les sessions pel que fa a l'espai, l'organització dels infants i la durada?
5. Els infants podien escollir els llibres que volien i llegir al seu ritme?
6. La lectura era sempre individual, o ho combinàveu amb altres tipus de pràctiques?
7. Els infants mostraven interès i motivació durant les sessions d'extensive reading?
8. Quin era el rol del mestre durant aquestes sessions?
9. Tinc entès que vau dur a terme algunes activitats amb els infants, com per exemple que els infants escrivissin la seva pròpia història amb un guió d'escriptura relacionat amb els llibres que van llegir de l'Uncle Jack. Vau fer algun altre tipus d'activitat?
10. Creus que és important complementar la lectura amb activitats? Per què?

11. Quins tipus de llibres fèieu servir (tipus, gèneres...)? Recordes algun títol o autor/a?
12. Amb quins tipus de llibres vau obtenir millors resultats o més bona rebuda per part dels infants?
13. Quants llibres tenien a l'abast els infants aproximadament?
14. Vau poder observar una correlació entre la lectura en la primera llengua i la lectura en anglès com a llengua estrangera? (pel que fa a la competència dels infants, l'interès que tenien...)
15. Com és que vau deixar de dur a terme l'extensive reading?
16. Actualment, com treballeu la lectura en llengua anglesa? Conserveu alguna pràctica de l'extensive reading?
17. Creus que el programa d'extensive reading va ser una experiència positiva i significativa pels infants?
18. Consideres que els programes d'extensive reading són beneficiosos per desenvolupar interès per la lectura?

I per acabar, voldries afegir alguna informació o alguna opinió en relació al programa que vau dur a terme?

### 8.3. Appendix 3: Transcribed interview

Empezamos a hacer esta investigación con la UB y poco a poco fueron introduciendo cosas nuevas y yo como que no recuerdo muy bien todo lo que hicimos, porqué hicimos bastantes cosas y en un tiempo muy largo sabes, con muchos parones.

Te voy a intentar ayudar en la medida que pueda y un poco la experiencia que tengo, siempre pensando que nosotros no hacemos investigación en el cole, sino que la investigación la hizo la UB, y nosotros colaboramos. Puedo compartir una información que tenía, pero yo más que nada te puedo dar mi impresión personal del trabajo que hicimos con los niños.

¿Si te parece bien, quieres que te explique un poco todo lo que hacemos para que veas donde encajamos esta actividad?

- Vale, sí. L'entrevista comença amb el context, el com va anar. Si vols començar a explicar una mica com vau començar amb el tema i a quins cursos ho vau fer?

Mira, nosotros somos una escuela de Barcelona que tenemos cuatro líneas y hacemos desde hace unos ocho o nueve años empezamos a introducir más inglés en el curriculum. Hacíamos cinco horas y pasamos, actualmente, estamos haciendo nueve horas de inglés, en las que hacemos metodologías variadas, ¿vale?

Entonces, esta dividido en cuatro asignaturas, las que hacemos inglés curricular, que es como la asignatura más importante de inglés, luego tenemos workshop, skills y science. En science lo que hacemos es un CLIL, que usamos cuatro horas de inglés, workshop es inglés curricular es la asignatura donde trabajamos con libros, digamos mas estructurado el inglés. Seguimos este libro del editorial Cambridge, que tiene canciones, no es muy denso, pero si que mantiene un muy buen nivel de inglés, pues ya intentamos que cuando acaben sexto pues tengan un nivel de A2, y entonces este libro nos permite poder hacer pequeñas cositas. Luego tenemos workshop donde trabajamos los aspectos culturales del idioma, del inglés, y donde tenemos lectura extensiva. Y luego tenemos skills, que es una asignatura donde preparamos a los alumnos, o utilizamos el material para hacer exámenes de Cambridge y todo este tipo de pruebas. Se estructura un poco así.

Entonces, en ese comienzo de empezar introduciendo las metodologías yo quería introducir libros de lectura. Entonces, casualmente pues se pusieron en contacto conmigo porqué mi compañero de trabajo en la UB de profesor, y me dijeron pues que estaban interesados en hacer una investigación sobre la lectura extensiva. Y bueno, dado que yo quería un poco ver como funcionaba el tema, para hacerlo de la mejor manera en el cole, pues empezamos a trabajar. Un poco la idea es que los materiales que compraban, cuando se acabara la investigación pues nos los dejaban, ¿Vale?

- Vale

¿Entonces fue un poco un proceso en el que ellas hacían propuestas, no sé si has podido hablar con Elsa Tragant?

- Si, hablé con ella, i em va enviar alguna cosa, em va passar activitats que vau fer sobre uns llibres i un treball de fi de grau d'un noi que va venir a l'escola, ara no me'n recordo com es deia, però que va venir a fer unes sessions també.

Vale, ahora estaba leyendo un pequeño resumen que hizo al final de resultados y cositas así para recordarme porque tengo una idea general pero no recordaba ni datos ni estas cosas. Y, bueno, estuvimos buscando conjuntamente los libros, cogimos unos libros de "Uncle Jack" y varios títulos de la editorial "Young learners".

- Sí, Vale.

Y luego ellos trajeron unos IPod. Nosotros aún no teníamos IPod en el cole, ahora sí que tenemos. Y entonces pues fue un efecto bastante motivador para los niños, el hecho que bueno cada uno tenía su iPod, ahí estaban los listening de los audios de los libros, y entonces empezamos las sesiones así, donde todos tenían el mismo libro, ellos monitorizaban un grupo, es decir, cada grupo, al tener cuatro grupos diferentes, daba la posibilidad de hacer diferentes maneras de investigar. Un grupo tenía libro y audio, otro solo tenía libro, y otro no tenía ni audio ni libro.

- Vale

Entonces un poco era así. Entonces los niños iban leyendo. Yo como algo muy positivo vi que todos se motivaron muchísimo por el hecho de tener un IPod, bueno, les llamaba un poco la atención cambiar de metodología, y libros de lectura... bueno... debo decirte



que ha sido una escuela muy tradicional. No en el inglés, pero en otras cosas sí. Entonces, cualquier cosa que se saliera en ese momento de la norma a nivel metodológico pues la verdad que les encantaba les gustaba bastante, y causó un efecto motivador. Luego sí hicieron algún tipo de actividad relacionada, como imágenes con texto donde tenían que ponerlo en orden, también como sabrás, como te habrá comentado el estudio que hicieron, les enviaron una carta como si fuera la escritora.

- Sí

No recuerdo si fue la escritora, bueno se pusieron en contacto con la escritora, pero ellas crearon una carta pidiéndoles que hicieran una propuesta de un nuevo libro, con un nuevo título, que hicieran la portada y todo eso.

- Sí, això es el que em va enviar, de fet.

Si, ¿no?, pues esto un poco pues les motivo bastante y les gustó... Hicimos un trabajo de pronunciación, vino, estábamos trabajando el pasado simple en cuarto de primaria, y entonces pues vino una profesora de la UB también colaboradora y estuvo haciendo algún trabajo de pronunciación con los niños.

- Vale

No se si concretamente quieres saber algo mas de ese momento, porque a mi me interesa también mucho mas lo que paso después, que ha sido lo que realmente ha quedado.

- Sí, bueno, tinc algunes preguntes sobre el moment en que ho vau fer i sobre el després. Sobre el moment, m'has dit que va durar quatre anys aquest procés?

No, no, no, pasó hace cuatro años.

- Ah, va passar fa quatre. I quant va durar?

Pues yo creo que un año y medio o dos años. Creo que un año, puede ser que fuera medio año de preparación y un año de implementación.

- Vale, així vau estar-hi un temps. Llavors també, com organitzàveu les sessions, cada quant ho fèieu o quan duraven...?

Pues mira, creo que hacíamos dos sesiones a la semana, en un periodo de dos meses o algo así, fueron como dos sesiones. Podía coger una hora de inglés curricular y otra de workshop o algo así, dependiendo de cada grupo, pero aproximadamente fueron dos meses y dos sesiones por semana si no me equivoco.

- Vale, més o menys per tenir una idea de cada quan ho fèieu. I llavors, els infants anaven tots amb el mateix llibre sempre o podien escollir el que els hi agradava?

No, esto es una cosa que no. Siempre ellos tenían su libro de lectura... ahora me haces dudar un poco... pues... no perdona, sí, sí, sí. Es que hubieron dos partes de la investigación: una sí que tenía unos libros de lectura con unas pistas de audio y había como unos veinte títulos y entonces iban escogiendo el libro que... al principio de clase lo que hacíamos era que bueno, poníamos los libros expuestos en mercadillo y entonces ellos un poco como escogían y cada día íbamos variando. Entonces llegaban y ellos se ponían sus auriculares y se ponían a leer, y sí que tenían la premisa que lo tenían que escuchar un par de veces, dos o tres veces. Y bueno, luego pues al día siguiente cambiaban de libro. Todos los libros pues eran un nivel A1.

- Vale. I això era a cicle superior?

En cuarto, siempre fue en cuarto de primaria esto.

- D'acord. I la lectura era sempre individual o ho combinàveu amb altres pràctiques com lectura en veu alta?

No, siempre individual y con audio.

- D'acord. Ara t'anava a demanar si mostraven interès i motivació, entenc que pel que m'has dit sí que els agradava molt, sobretot pel tema de tenir l'àudio, de tenir l'iPod?

Sí, sí. Esto fue algo que les motivo bastante. A ver, ahora creo que... lo hacemos de otra manera eh... pero creo que el tema de que haya iPads ya no es tan motivante como antes.

- Ja, clar. Ja no és nou...

Ya no es nuevo, pero aun así tiene mucho valor para aquellos niños que realmente lo aprovechan. Bueno, después te comentaré el post, que ahora estamos hablando de ello.

- Sí, ara ens centrem en el pre i després en com ha canviat. I ara, canviant una mica el tema al rol del mestre. Què fèieu? Estàveu fent observació, fèieu guiatge?

Bueno, más que nada mi rol era facilitador. Nosotros teníamos como unas instrucciones, les hacíamos una pequeña introducción, les explicábamos como se tenía que hacer y ellos se ponían a leer y ya está. No hacíamos... eso en esa fase de lectura eh, luego sí que hubieron una fase de presentación del cuento, con unas diapositivas que nos pasaron desde la universidad y bueno distribución un poco de las tareas que nos daban de la universidad. Pero más que nada facilitador, no había como un “bueno vamos a compartir lo que hemos leído”, esto no.

- Vale, d’acord. I bé, a part de les activitats que hem comentat, fèieu algun altre tipus d’activitat vosaltres, o eren les que us passaven sempre?

No, no, esto era la investigación, nada diferente. Pero claro piensa que hay muchísimos factores, que luego los resultados no salieron concluyentes, ¿no? Salieron como que realmente a nivel de aprendizaje ... pues realmente el niño aprendía más el pasado simple o vocabulario que de otros que no lo hacían, pero claro, hay muchos factores, por ejemplo, pues que hay niños que van a academias y entonces reciben otro tipo de input, o aquellos que ven los dibujos animados en inglés, eran muchos inputs. Lo que sí creo que es un elemento motivador, y creo que también si se hubiera enfocado única y exclusivamente a trabajar como un proyecto, digamos un proyecto entendido como un proyecto donde hay una presentación, un desarrollo de la actividad y una fase de transferencia del conocimiento, ¿no?, es decir que hubiera sido mucho más... por ejemplo... no se... todo esto de la escritura de los libros, que hubiera enviado la carta al principio, luego por ejemplo que hubiera habido el tema de las lecturas, luego que se hubieran creado grupos de cuatro donde hubieran compartido los libros que más les gustaba... que esto como luego nosotros lo hemos enfocado. Y luego al final una pequeña producción creada por ellos mismos, ¿vale?, en educación es muy difícil medir los aprendizajes, ¿no?, es muy complicado. Realmente, claro, obviamente influye lo que se hace en el cole, pero también hay muchos factores externos.

- Sí, sí, si... i tant, i cada infant és un mon diferent. Cadascú te un *background* diferent.

Sí, y por eso es muy importante, yo creo que, para mí, en la lectura, el factor más importante es crear el placer por leer, y lo mismo con el inglés, el factor más importante es crear un placer por aprender inglés, que el niño se divierta. Porque eso, los niños a lo largo de todo su desarrollo de aprendizaje pasan por muchas fases, habrá momentos en que tengan dificultades familiares donde el niño no esté aprendiendo tanto... pero luego más adelante si el niño percibe que el aula de inglés es un aula que le apetece, que se lo pasa bien, pues va a aprender muchísimo más. Y lo mismo pasa con la lectura, ¿no?

- Clar, sí, sí. De fet és l'objectiu principal d'aquest tipus de pràctiques, guanyar aquest gust i que puguin llegir, no? Si tenen motivació ho faran i si ho fan aprendran. És una mica la roda, el peix que es mossega la cua. I, creus que és important complementar la lectura amb activitats, com era en aquest cas? És a dir que hi hagi un post-reading?

Sí, sí, considero que en todo el aprendizaje siempre tiene que haber, es decir, yo me baso cuando planteamos CLIL, cuando hacemos actividades de inglés, cuando trabajamos un tema, nosotros por currículum o por política escolar tenemos que tener libro, es así, es una cosa que yo no puedo quitar; si fuera otro colegio pues trabajaría de otra manera, ¿no?, entonces los libros te condicionan, y claro, pues... no sé lo que te iba a decir ahora...

- El tema de les activitats

Ah sí, bueno, no, sí, lo que yo pienso que siempre tiene que haber una transferencia. Yo me baso en las taxonomías de Bloom, o de Anderson, entonces, cuando planteas un trabajo tiene que haber estas fases, ¿no?, se tiene que tocar todo para que los aprendizajes sean duraderos, ¿no? Entonces, cuando se hace una lectura pues el niño luego tiene que producir algo, o bien grupal o bien individual, ¿no?, o ambas cosas, pero sí tiene que pasar por estas fases, si no te quedas como en un plano superficial de memorístico y ya está... como mucha clasificación de las cosas.

- Sí, sí, sí...

A tu pregunta, si tiene que haber actividades... Tienen que haber actividades, no solo lectura.

- Vale, sí, sí, jo també estic d'acord, crec que és molt important; sempre solidifiques més l'aprenentatge.

Sí, exacto, fijas mucho más el aprendizaje cuando hay una transferencia del conocimiento.

- I tant. I... sobre el material de lectura que fèieu servir, eren sempre els contes de l'Uncle Jack, o hi havia algun altre tipus de llibre?

No, esto fue la parte de digamos de investigación, pero luego había otros libros de editoriales diversas diría también un poco con niveles un poquito diversos, no muy diferentes, pero si estaban todos ahí, pues un A1 más o menos, pero de editoriales diferentes que nos facilitó la UB.

- I eren tot graded readers?

Había de Oxford, eran todo graded readers, sí, sí. Eran libros adaptados y... a mí los que más me gustan son los de Oxford, pienso que están muy bien, muy bien escogidos los temas y los niveles están muy bien.

- Vale, i ... abans m'ho has comentat però ara no ho recordo, quants llibres tenien a l'abast més o menys, quants títols?

Pues yo creo que durante la investigación había como unos veinte títulos diferentes, cuanto acabas de leer uno pues coges otro, y el otro coge otro.

- Se'ls anaven rotant no?

Sí.

- I llavors també et volia demanar, que hi ha un debat amb el tema... si vau observar una correlació entre la primera llengua, català o castellà i la lectura en anglès, és a dir, si els que llegien en anglès doncs també llegien en català, els que els hi agradava més?

Normalmente suele pasar esto, de que hay una correlación. Cuando hay gusto por leer que viene o bien por motivación intrínseca o bien porque lo viven en su casa, obviamente los padres también son factores de aprendizaje y enseñanza... y entonces si la familia lee, los niños leen, y entonces si lees mucho en tu propio idioma obviamente pues también lees más en inglés. Lo que vimos es que niños que no les gustaba la lectura o normalmente no leían, pues por el hecho de tener lo IPod y ver que había algo especial, porque venían

profesores de la UB... pues también se motivaron a leer. Yo creo que se vivió bastante... de una manera positiva. Si que hay correlación, vamos, que me enrolló hay.

- Sí, sí, queda clar. I bé, ara una mica el tema de... clar ho vau deixar perquè va acabar l'estudi, però com ho heu continuat? És a dir, heu adoptat alguna pràctica que vau fer servir, o com ho heu continuat fent?

A ver, te explico un poco. Por una parte, tenemos muchos libros que eran muy iguales porque estaban todos estos del Uncle Jack, que teníamos un montón de copias. Yo me di cuenta que, para que sea una cosa más, que nos dé mucho más juego, yo prefería tener títulos variados y diversos, también para llegar más a los intereses de los niños ¿no?, y posteriormente hicimos una investigación también con La Universidad de Nottingham, porque hay una profesora que colaboraba con Elsa Tragant, pues que quería también monitorizar a través de la velocidad lectora el aprendizaje... no recuerdo muy bien cómo iba el proyecto, pero también nos dieron un poco de dinero para comprar libros, y entonces hicimos como... actualmente tenemos de tercero a sexto tenemos como unos 100 libros diferentes, bueno, no todos son diferentes pero te diría que el 70% son diferentes, la mayoría son de Oxford, pero también hay de otras editoriales. Y entonces qué pasa .... yo sí no tuviéramos que trabajar con libro, pues pasaría seguramente a la educación, la enseñanza del inglés a la lectura, cogeríamos un libro, no sé, podríamos trabajar un libro cada mes, ¿no? todos el mismo libro e iríamos trabajando. El hecho de tener tantas cosas como el libro, inglés curricular, *skills*, *workshop*, aspectos culturales, todo esto, pues al final es una actividad, digamos complementaria. Entonces, lo que hacemos es que tenemos una caja en cada clase y los niños cada dos semanas se tienen que llevar un libro. Se lo llevan a casa, leen, hacen una ficha, y al acabar el trimestre tenemos como una graella en la que van anotando pues los libros que les han gustado y entonces al final del trimestre ponemos aquellos que les han gustado en la misma actividad y hacen una pequeña presentación de ese libro. Y esta es la manera que trabajamos de tercero a sexto. Ya te digo, es complementario, hay niños que se motivan, qué les gusta más, qué les gusta leer, y bueno pues lo aprovechan muchísimo. hay otros pues que lo leen así de cualquier manera y hacen la ficha corriendo y ya está.

- És sempre a casa, no, entenc, la lectura individual?

Sí, la lectura ahora es individual, pero es por lo que te digo, porque no tenemos más tiempo, porque estamos condicionados por los libros, porque está dentro de workshop, donde hacemos pues todas las actividades, ahora hacemos una semana temática de la *English week*, hacemos una semana de inglés, y estamos como un mes preparándolo, como si fuera un proyecto, preparan representaciones, obras de teatro, bailes, canciones, manualidades... es interdisciplinario, y aquí participan profesores de música, de educación física...

- Clar, ja feu moltes coses, suposo que tampoc hi ha el temps per fer-ho tot.

Hacemos muchísimas cosas, y ahora al tercer trimestre preparamos a niños para que, de manera optativa, se preparen, para que se presenten a exámenes de Cambridge. Nosotros también hacemos una prueba interna en junio para ver un poco la evolución, digamos haciendo siempre la misma prueba de 2013 para ver la evolución de los niños en el inglés.

- Vale, molt bé. I consideres que el programa que vau fer en el seu moment d'Extensive Reading va ser una experiència positiva i significativa per als nens i nenes pel que fa a la lectura?

¿Desde qué perspectiva?

- Sobretot pel que fa a la motivació per la lectura, a les ganes de llegir.

Sí, yo creo que sí. incluso niños que realmente... recuerdo especialmente un niño era bastante inquieto en clase, un poco disruptivo, de aquellos niños que tiene otro tipo de intereses, ¿no?, y claro y cuando vio aquellos libros le encantó, cogía los libros los quería llevar a casa, dibujaba lo que había leído, bueno, se motivó muchísimo. Yo creo que ese grupo concretamente pues ha tenido una relación muy especial con los libros, sin duda. Porque vivieron todo ese círculo. Y yo creo que ellos han seguido leyendo, y les gustó leer y la propuesta, sí.

Y yo estoy muy a favor, te lo digo, de la lectura extensiva. A pesar de que luego la investigación luego no diera resultados muy muy claros, no vieron que hubiera muchas diferencias entre grupos que lo habían tenido todo y otros que no tenían nada, pero es por lo que te digo, porque muchos de esos niños luego van a academias. Quizá la metodología no fue exactamente de las más positivas, pero a nivel de motivación sí que fue algo positivo.

- Vale, bé, una mica és això. I llavors, la pregunta d'opinió me l'has respost ja durant l'entrevista, però entenc que sí que creus que els programes d'Extensive Reading son beneficiosos pel que m'acabes de dir.

Y yo por ejemplo en muchos colegios que no tienen que tener libros, pues para mí, libros de lectura extensiva, tanto monitorizados por el profesor, es decir, escogiendo los títulos para poder trabajarlos conjuntamente todos, como aquellos que son lecturas variadas y cogidas por el niño, me parece que es una manera muy interesante de trabajar en todo el currículum de inglés.

- Sí, sí ... bé, i no hi ha gaires escoles que portin a terme aquestes pràctiques, perquè he estat buscant i l'únic mestre que he trobat que ho hagi viscut ets tu.

Pues me llama mucho la atención porque yo sé que hay profesores que cuando se han presentado a oposiciones y todo esto, basan sus trabajos en lecturas de libros, en la Universidad cuando yo estudiaba ya se decía esto. Pero claro, implementarlo es muy difícil eh. Primero porque normalmente los colegios no tienen muchas horas de inglés, entonces pasan o ... pero yo pienso que, si yo trabajara en una pública y tuviera que escoger cómo trabajar, cogería libros de lectura.

- Sí, sí, és molt més real.

Sí, y esto es muy importante, darle un contexto al inglés es mucho más significativo que no estar enseñando gramática. A veces los profesores de inglés se pierden en enseñar la gramática cuando los niños no están preparados para aprender gramática.

- Sí, si es fa a través de llibres pot ser molt més natural, ja ho veuen i a través d'aquí ho extreus.

[...]

Mira, te voy a explicar cómo trabajamos en quinto, por ejemplo. trabajan todos con iPad, ¿vale?, trabajamos el vocabulario del tema a través de juegos, puede ser memory games, sabes el ¿Time's Up?

- Sí.



Canciones, *memory*, bueno, a través de movimiento físico, de escribir situaciones, luego trabajamos canciones, que primero hacemos juegos donde los niños tienen que poner en orden la secuencia de las letras, se tienen que aprender la canción, a veces representarlo. Luego tenemos, dentro del libro tenemos historias, historias que tienen un cómic, pero es también visual, entonces lo que hacemos es con el iPad le quitamos la voz y ellos le ponen la suya, y hacen doblaje. dentro de esto, trabajan cooperativamente. Cada uno tiene un personaje, obviamente trabajan la pronunciación, pero la pueden escuchar tantas veces como quieran, y entonces lo que hacen es eso, pues van haciendo doblaje de las historias. Y luego al final, cuando acabamos todo el tema, bueno hacemos dos temas, cuando acabamos los dos temas, les decimos que hagan una presentación sobre algo pequeño, un mini proyecto en relación con lo que se ha trabajado, por ejemplo, hemos trabajado ahora los *natural disasters*, un pequeño informativo explicando información sobre eso. Y entonces todas las unidades se estructuran de la misma manera.

Claro, utilizamos muchas metodologías para abordar el inglés.

[...]

Per altra banda, et volia demanar si em podries contestar quan et vagi bé una ràpida enquesta de *Google Forms* per complementar l'entrevista per obtenir algunes dades més precises, relacionades amb les bases teòriques de l'extensive reading? Te l'enviaré per correu i si et va bé la respons quan et vagi bé.

## 8.4. Appendix 4: Questionnaire about the ER investigation

### Enquesta sobre el programa d'Extensive Reading

Aquesta enquesta té com a objectiu complementar l'entrevista realitzada anteriorment i obtenir informació i dades més precises amb relació al programa d'Extensive Reading que es va portar a terme.

\* **Obligatòria**

1. Quan vas portar a terme el programa d'extensive reading, vas tenir en compte els 10 principis que exposen Day & Bamford (2002)? Selecciona els que vas considerar: \*

*Selecciona totes les opcions que corresponguin.*

- The reading material is easy.
- A variety of reading material on a wide range of topics must be available.
- Learners choose what they want to read.
- Learners read as much as possible.
- The purpose of reading is usually related to pleasure, information and general understanding.
- Reading is its own reward.
- Reading speed is usually faster rather than slower.
- Reading is individual and silent.
- Teachers orient and guide their students.
- The teacher is a role model of a reader.

#### **Respon breument les preguntes següents.**

Les següents preguntes fan referència als beneficis que va aportar la lectura extensiva en les habilitats lingüístiques dels infants en llengua anglesa.

2. Vas poder observar una consolidació o desenvolupament de vocabulari en llengua anglesa? \*

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3. Vau poder observar una consolidació o desenvolupament d'estructures gramaticals en llengua anglesa? \*

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4. Vau poder observar una millora en les habilitats d'escriptura dels infants en llengua anglesa? \*

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5. Vau poder observar millores en la capacitat de comprensió lectora dels infants en llengua anglesa? \*

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6. Selecciona les estratègies que feien servir els infants quan llegien (Bottom-up): \*

*Seleccioneu totes les opcions que corresponguin.*

Use of monolingual dictionaries.

Use of bilingual dictionaries.

Translation to L1

Altres:  \_\_\_\_\_

7. Selecciona les estratègies que feien servir els infants quan llegien (Top-down): \*

*Seleccioneu totes les opcions que corresponguin.*

- Guessing words or meaning in context.
- Predict and anticipate what goes next.
- Use their background knowledge regarding a topic, vocabulary and grammar schemes.
- Contextual guessing.
- Associate images with their meaning.
- Find clues that help them understand what they read.

Altres:  \_\_\_\_\_

## 8.5. Appendix 5: Teacher's answers to the questionnaire

The answers of the teacher can be seen through this *Google Forms* link:

[https://docs.google.com/forms/d/10tuSxyCwWBK\\_MxLQ4QuvheonHvw0Bp9Md54\\_wv5krhw/edit?usp=sharing](https://docs.google.com/forms/d/10tuSxyCwWBK_MxLQ4QuvheonHvw0Bp9Md54_wv5krhw/edit?usp=sharing)

## 8.6. Appendix 6: Questionnaire for year six children

# Attitudes towards reading - Escola Sant Marc

\* Obligatòria

### LECTURA EN LA PRIMERA LLENGUA

1. T'agrada llegir llibres en Català / Castellà? \*

*Maqueu només un oval.*

- Molt
- Bastant
- Poc
- Gens
- Altres: \_\_\_\_\_

2. Com et sents quan llegiu a l'escola durant la mitja hora de lectura? \*

*Maqueu només un oval.*

- Molt motivat/da
- Bastant motivat/da
- Una mica avorrit/da
- Molt avorrit/da
- Altres: \_\_\_\_\_

3. Llegeixes durant el teu temps lliure? \*

*Maqueu només un oval.*

- Sí, cada dia
- Sí, 3 o 4 dies a la setmana
- Sí, 1 o 2 dies a la setmana
- No, però m'agradaria
- No
- Altres: \_\_\_\_\_

4. Com et sents quan llegeixes durant el teu temps lliure? \*

*Maqueu només un oval.*

- Molt motivat/da
- Bastant motivat/da
- Una mica avorrit/da
- Molt avorrit/da
- Altres: \_\_\_\_\_

5. T'agrada llegir diferents tipus de llibres? \*

*Maqueu només un oval.*

- Sí
- No

6. Quins tipus de llibres t'agraden més?

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LECTURA EN ANGLÈS COM A LLENGUA ESTRAGNERA

7. T'agrada aprendre anglès? \*

*Maqueu només un oval.*

- Molt
- Bastant
- Poc
- Gens
- Altres: \_\_\_\_\_

8. Com et sents quan llegeixes en anglès? \*

*Maqueu només un oval.*

- Molt motivat/da
- Bastant motivat/da
- Una mica avorrit/da
- Molt avorrit/da
- Altres: \_\_\_\_\_

9. Llegeixes llibres en anglès a l'escola? \*

*Maqueu només un oval.*

- Sí
- No
- No, però m'agradaria
- Altres: \_\_\_\_\_

10. Què et semblen les històries que llegiu al llibre de text d'anglès? \*

*Maqueu només un oval.*

- Molt interessants  
 Bastant interessants  
 Poc interessants  
 Gens interessants  
 Altres: \_\_\_\_\_

11. Com et sents quan feu activitats relacionades amb una lectura a l'hora d'anglès?  
\*

*Maqueu només un oval.*

- Molt motivat/da  
 Bastant motivat/da  
 Una mica avorrit/da  
 Molt avorrit/da  
 Altres: \_\_\_\_\_

12. T'agradaria tenir diferents tipus de llibres en anglès per llegir a la classe? \*

*Maqueu només un oval.*

- Sí  
 No  
 Altres: \_\_\_\_\_



13. Llegeixes en anglès durant el teu temps lliure? \*

Maqueu només un oval.

- Sí
- No, però m'agradaria
- No
- Altres: \_\_\_\_\_

14. En cas afirmatiu, què sols llegir i cada quant?

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15. Quin és el títol de l'últim llibre que has llegit en anglès? Si no recordes el títol, pots fer-ne una breu explicació.

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### 8.7. Appendix 7: Children's answers to the questionnaire

The answers of the children can be seen through this *Google Forms* link:

<https://docs.google.com/forms/d/1JVm2WN-ASFzK0HDXWra2AScZF1z849irb62n3EWiq1E/edit?usp=sharing>

