

Discovering the Limits and Opportunities for Reading Enjoyment

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Table of contents

Abstract	3
Introduction	4
Significance of the Study	4
Literature Review	6
Research Question	11
Objectives	11
Context	12
Methodology	12
Results	17
Conclusion	34
References	41
Appendices	
Appendix A: Consultation Teachers	44
Appendix B: Interview Teachers	46
Appendix C: Questionnaire	48
Appendix D: Questionnaire Analysis	51
Appendix E: Interview EAL Students	54
Appendix F: Interview Analysis	56

Abstract

This research identifies which risk and beneficial factors towards reading enjoyment in English and their native language are present for recent English as Additional Language (EAL) students in Key Stage 2. Initially, classroom teachers were interviewed and 113 children completed an anonymous questionnaire regarding resources, their social circle and opportunities to direct their own reading activities. Data shows that the reading proficiency of EAL children who attended the international school for less than two years, differed considerably between English and their native language. These EAL children were then interviewed to validate differences found in the questionnaire between EAL and non-EAL students, which revealed that EAL students from Year 5-6 had less affinity with reading than their peers and the resources in general. Moreover, most EAL children lacked a quiet environment to read in as well as books at home. The students enjoyed much autonomy, yet, rarely talked about reading, or had story time with their parents. Even children from Year 5-6 stated that they enjoy being read to. Due to the small scale of the project, the results fit these students at a specific moment and might be non-transferable to other situations. Additionally, the data only concerns opinions of participants and does not regard the reasons behind them or the situation at hand. However, this case example shows that the reading environment of EAL children still can and should be improved.

Introduction

I have always loved and devoured books. I spent many hours learning spells at Hogwarts, fearing the White Witch, and simply enjoying all the possibilities language has to offer. However, some children have not discovered this source of magic yet. They take little pleasure in reading and rather avoid books altogether, which leads to the inability to practise and master critical reading skills that are necessary to flourish in our schooling system and thereafter in our society. I see this first-hand when I volunteer for the 'Voorleesexpress'. Often their parents have not mastered the Dutch language, have a limited vocabulary and inadequate literacy skills. This usually means that the children grow up in a poor language environment and have more difficulty mastering the language themselves. Discover the beauty of books helps end the downward spiral children with a language delay are in.

This made me wonder whether this is also the case in international schools. In my experience, children at international schools often have the advantage of a rich language environment and parents that stimulate reading. However, what about the children who have just moved? I can imagine there are only so many books in their native language at home. Does that influence how much they like reading in their native language? Do they take pleasure reading in English, which they just started learning? Are there enough resources that fit their level and interests? To find some of the answer to these questions, this research was set up.

Significance of the Study

EAL students might feel less competent in reading in English which has a negative effect on reading engagement. Research done by Ofsted (2004) suggests that children who are low achievers and are not improving often start to dislike reading. Lyon (1977) established that

children who have difficulties reading have a significant lower self-esteem, self-concept and motivation to learn to read. They have an aversion to reading because it is such a struggle and leaves them feeling dumb (Lyon, 1977). This will result in a negative spiral. In their research, Clark and Foster (2005) found that reluctant readers read less and were less satisfied about their reading proficiency. 'Children with inadequate vocabularies-who read slowly and without enjoyment-read less, and as a result have slower development of vocabulary knowledge, which inhibits further growth in reading ability' (Stanovich, 1986, p. 381). There is another discouraging factor that children face when struggling with reading. Often, low attaining children have little choice in what they could read, because books are picked for them or come from a tightly structured reading scheme (Ofsted, 2004). Besides, they frequently discovered that the books at their reading level were about topics well below them, while the books they would be excited about reading are usually too difficult (Ofsted, 2004).

Even though there is evidence EAL students could be at risk, there has been little research done if recent EAL children indeed lack reading enjoyment. This is why this research is important. Furthermore, this study will look into different factors that were found to be beneficial for reading enjoyment, to see how they relate to EAL students. This way, a clear picture of the situation of EAL students at an international school in the east of the Netherlands is given. This information can contribute to the public debate about reading, education and language immersion and potentially improve the situation of recent EAL children, so they will not have to wait for their language skills to come around, but instead have enough positive influences to enjoy reading even though their English is not yet exquisite. This would get EAL students into the positive spiral. Ofsted's (2004) research indicates that when students saw that they were doing better and gained more skills, they were often inspired to continue improving

and lost their negative attitudes towards reading. This fits with the findings of Cunningham & Stanovich (1997), who saw that students who caught up with their peers still had a good chance for enjoying reading in the future.

Literature Review

Reading enjoyment is important because children who enjoy reading, will read more. Baumann & Duffy (1997) say children who lack the intrinsic will to read become less avid readers. Reluctant readers said indeed that they would read more if they enjoyed it more (Clark & Foster, 2005). This would help them practice and improve their reading skills. Campbell, Voelkl, & Donahue (2000) agree; students who read more were consistently better in reading. According to Kirsch et al. (2002a), it improves their ability so much, that being immersed in reading would be the best way to influence social change. The interests and attitudes towards reading also enhances reading (Kirsch et al. 2002a). This will help them enter a positive spiral, called the Matthew effect: 'The very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better' (Stanovich, 1986, p. 381). Furthermore, better readers are not only more exposed to written language, 'they are also superior at deriving the meanings of unknown words from a passage' (Stanovich, 1986, p. 382). Moreover, children who read seem to becoming more skilled in picking the right book for themselves (product perceptions ltd., 2007), which in turn leads to more reading enjoyment.

However, reading engagement does not only lead to better readers, it also enhances school performances as a whole. Kirsch et al. (2002a) shows us that children who are good readers are often the same children who do well in maths and science and in 'Beyond IQ: A triarchic theory of human intelligence' (as cited in Stanovich, 1986). It is speculated that a bigger vocabulary helps with different tasks that ask for vocabulary and might contribute to

remarkable learning and performance in these areas. Moreover, while reading children gain more specific and general knowledge. Reading gives access to 'learning about our and other's cultures, societies, and history, not to mention language arts, science, mathematics, and the other content subjects that must be mastered in school' (Lyon, 1977, p. 40). This was also seen by Wigfield and Guthrie (1997), who found that children who read often and a diverse selection knew more about the world and that this knowledge can then be used as a foundation to learn more. According to Stanovich (1986), people with larger knowledge bases can gain expertise even quicker. On the other hand, not practicing reading enough can have disastrous results. Lyon (1977) stated that 'because of its importance, difficulties learning to read squashes the excitement and love for learning that most children enter school with' (p. 40).

Finally, people who read often are better prepared for our society. Kirsch, Jungeblut, Jenkins, & Kolstad (2002) stated that people who showed lower literacy proficiencies had a higher chance of being unemployed and living in poverty than people with higher literacy levels. Lyon (1977) wrote that their 'gifts typically go unnoticed, and they are literally disenfranchised from contributing their fullest to their lives and to society' (p. 40). Adults are less likely to vote on state or national elections when they have lower literacy levels (Kirsch et al., 2002b). Since reading for enjoyment proved to improve literacy skills, it can be concluded that reading pleasure is likely to also help people get a better position in our society.

What Factors are Important for Reading Enjoyment?

Resources. One of the factors that influences reading enjoyment are the resources available. The International Reading Association (2000) said that students read more and more diverse, when they have access to a variety of resources in their classrooms, school libraries, town libraries, and, as Kirsch et al. (2002a) also found, at home. Likewise, Clark and Foster (2005)

showed that having print at home had a positive effect on reading. Moreover, reading motivation proved to rely significantly on access to books in the classroom and school libraries (Baumann & Duffy, 1997). Therefore it is not surprising that Ramos and Krashen (1998) suggested that providing interesting books might be 'the most powerful incentive' for reading possible' (p. 614).

However, it should be noted that sometimes reluctant readers were not interested by the reading resources at school, although they had first rate reading abilities (Ofsted, 2004). This means that even though the school can have plenty of resources in total, it could still not fit certain children. For instance, reluctant readers said that they would read more if it was about interesting subjects, books had more pictures, stories were shorter, books were cheaper, libraries were better and libraries were closer (Clark & Foster, 2005). These answers already show that the reading materials could correspond better with the wishes of children.

One way to do this, is to make sure that the reading material in the school mirror the children's reading interests through discussing these interests and giving students a chance to choose and purchase reading materials for their use (Clark & Rumbold, 2006). These do not necessary need to be books, other reading materials could also build on students' own reading interests and the range of reading material they read outside school, which schools currently barely do (Ofsted, 2004). Even though, Kirsch et al. (2002a) wrote that reading magazines, newspapers and comics daily could also help with developing the necessary reading skills.

However, resources and having access to them related to more than just reading material, such as time to read them (Krashen, 1996). This is also stated by reluctant readers, who said they would read more if they had more time (Clark & Foster, 2005). According to the

International Reading Association (2000), students should have regular periods where they can read by themselves, as well as have place to read that is quiet and cosy.

Social circle. Moreover, a proper home environment would not only give access to resources, but also stimulate children to use them. Baumann and Duffy (1997) wrote that preschool students were most likely to evolve into readers if they were read to and if they got chances to read, communicated with different people who enjoyed reading themselves and saw their parents read. This is supported by Clark and Foster (2005) who found that more reluctant readers said that their mother and father never read. Therefore, they lacked having a proper role model at home and might not be able to see the use of reading. Moreover, reluctant readers reported to be encouraged to read less often by their parents than enthusiastic readers (Clark & Foster, 2005).

Another important aspect is to give children a chance to talk about what they read with others to give them a sense of relatedness (Baker et al., 2000; Baumann and Duffy, 1997) For example, enthusiastic readers said more often that they read with their family, friend or teacher (Clark & Foster, 2005). Therefore, it's important that parents speak with their children about what they read and create a home environment that stimulates reading.

Though at the same time, children who turn into excelling readers have selected an environment that supports their growth in reading (Stanovich, 1986). This could be by 'choosing friends who read or choosing reading as a leisure activity rather than sports or videogames or by asking for books as presents when young' (Stanovich, 1986, p. 382). However, not everyone is lucky enough to shape such an environment by themselves. This is why reluctant readers said that they would read more if someone read aloud to them, their friends read more, school or their parents encouraged them more (Clark & Foster, 2005)

It is clear that the school should also play a role in developing the right atmosphere for reading. Baumann and Duffy (1997) noted that when children's home environments connected with their school, they were more likely to become more involved in reading. Schools can also stimulate children to see themselves as part of a community that enjoys reading, which according to Strommen and Mates creates persistent readers (as cited by Clark & Rumbold, 2006). Finally, children are likely to learn more if they go to a school with relative many students who are high achievers (Rutter, 1983). This would probably also apply for reading.

Directing their own reading activities. Nevertheless, children do not only need to feel part of a community, they also need space to make their own choices. Baker et al. (2000) suggested this as well: stimulating children to choose their own books to read, will promote their sense of autonomy and help them become lifelong readers. The International Reading Association (2000) also stated that students who are able to select their own reading materials, read more often and more diversely, both for fun as for gaining new knowledge.

Yet, it would not do to just leave children on their own to pick a book they like. Reluctant readers said that they would read more if they knew what to read (Clark & Foster, 2005). This is why the International Reading Association (2000) finds it critical that librarians and teacher know the children and the reading material available and are able to help children choose a book that fits their interest. Additionally, children could be taught about some authors and illustrators, get advice from their classmates, as well as choosing their own books to increase reading motivation (Baumann and Duffy, 1997). This is conclusive with Ofsted's (2004) findings that at the most effective schools they let children pick their books, may it be at the suitable reading level, while teachers oversaw these choices and tried to diverse their reading by

proposing new books and authors. This had a positive effect on all students' confidence, vocabulary and reading interests (Ofsted, 2004).

It would not only be beneficial to involve children in the process of choosing books, but also to engage them in reading related activities. Students often appreciate the chance to visit libraries and have reading clubs, as well as creating their own reading records and surveys and making use of pupil librarians (Ofsted, 2004). Reluctant readers said that activities could help them and others read more, such as design websites/magazines, reading games, helping younger children read, reading groups and having input on the library (Clark & Foster, 2005).

Research Question

What risk and beneficial factors towards reading enjoyment in English and in their native language are present for recent EAL students in Key Stage 2 at an international school located in the east of the Netherlands?

Sub questions

How do recent EAL students experience reading in English and in their native language?

What risk and beneficial factors have recent EAL students regarding resources?

What risk and beneficial factors have recent EAL students regarding their social circle?

What risk and beneficial factors have recent EAL students regarding directing their own reading activities?

Objectives

Although there is a lot of evidence that a low language proficiency has a negative effect on reading enjoyment, it might not be as harmful at an international school located in the east of the Netherlands. The children might feel that their English is improving quickly, or that they enjoyed reading in their first language enough to stick to their love for reading. On the other

hand, they could still have troubles finding books in their native or additional language that fit their interest and level. This is still a rather unknown area of research. Therefore, the first objective of this research is to compare reading enjoyment and the reading environment of recent EAL children with those of non-EAL students. The final goal is to identify risk and beneficial factors for recent EAL students in Key Stage 2 at an international school located in the east of the Netherlands regarding reading enjoyment. This way the resources, social circle and the opportunities to direct reading activities can be assessed to see if they have a positive or negative effect on reading according to theory.

Context

This research is composed with a certain audience in mind: teachers, librarians, caregivers and anyone who wonders how they can help additional language learners to enjoy reading and what possible challenges there are. The research was done during 9 weeks at the primary section of an international school in the east of the Netherlands, of which one day a week was reserved for doing research. After that, there were two more weeks to analyse the data and start writing up.

There are six classes in Key Stage 2 and in every class there are a few children who have only recently been introduced to English and/or have not mastered the language yet. These children could benefit greatly from reading, since they would come in contact with new vocabulary and new grammar structures. The results of the questionnaire of the six classroom teachers and 113 students showed that children who had little English before they came to the school and where there for less than 2 years, still had a significant difference between their reading skills in English and their native language. In Year 3-4, six children were classified as

recent EAL students and in Year 5-6 seven children qualified. All children were between 7 and 11 years old.

Methodology

This research was based upon the principle of equal respect and strived to treat everybody with the dignity they deserve and to keep in mind they have their own aspirations, values and fears. Yet, like all other researches this research had ethical liabilities. First, people could use this research to implicate that parents do not wish or grant their children the best childhood possible, not taking into account that there are many different ways of loving and providing for your children. Reading enjoyment is important, but it does not define the worth of a person or their upbringing. This premise was made clear throughout the entire research. This way parents, teachers and children could talk about their situation without fearing a loss of face. Since this research was about a segment of the students, extra attention had been given to minimise stereotyping, wrong assumptions and damage to students' self-perception.

The first phase of the research consisted of preparations to get everybody on the same page and to let the research run smoothly. The principal granted permission to conduct the research and the parents of students in Year 3-6 were informed. Moreover, the SEN coordinator welcomed the role of research advisor. She knew the organisation and the students well and had extensive knowledge on EAL students. This deemed her the perfect consultant.

There were some questions the SEN coordinator could not answer, such as which children should be considered to be recent EAL students, what challenges are faced when communicating with these children and how to overcome them. Therefore, the classroom teachers were consulted (see Appendix A), they knew the children best and were a good asset in making the research valid and reliable. The decision was made to ask the teachers through a

questionnaire, so they could answer the questions at any suitable moment without the need for an appointment, as with an interview. Moreover, it was a good opportunity to show some goodwill, and ask how many students there were and what a suitable time would be for the questionnaires and the interview. The gained information was discussed further with the SEN coordinator to build a common ground on how to define the research group.

The second phase was designed to collect the views of all six classroom teachers on the reading environment of EAL children. Involving different opinions of stakeholders, helped ensure triangularity. The decision was made to ask the teachers through an interview, because having to assess the situation on the spot, was deemed to give more honest answers. To keep the duration of each interview manageable, the interview completely focussed on the EAL children and left non-EAL children out. The interview made use of open questions so teachers would sketch the situation at hand (see Appendix B).

The interview questions were based on research previously mentioned in the literature review. The first part of the interview was about the characteristics of the EAL children, their reading enjoyment, the reading ability (Clark and Foster, 2005; Wigfield and Guthrie, 1997) and improvement (Ofsted, 2004). Secondly, there was a section on quantity and the quality of the resources, (Clark & Foster, 2005; International Reading Association, 2000; Ofsted, 2004; Stanovich, 1997). Moreover, it asked explicitly for other reading material than books, since these are beneficial (Kirch et al, 2002a; Ofsted, 2004). Furthermore, there were questions on time (Krashen, 1996; Clark & Foster, 2005; International Reading Association, 2000) and a quiet, comfortable place to read (International Reading Association, 2000).

Next, the questions were about their social circle. Important factors were being part of a community that values reading (Strommen and Mates) (as cited by Clark & Rumbold, 2006),

reading to children and a good connection between school and home environment (Baumann and Duffy, 1997), talking about reading (Baker et al., 2000) and being surrounded by high achievers (Rutter, 1983). The final part of the interview was about opportunities to direct their own reading activities. Positive influences were ability (Clark & Foster, 2005) and opportunity to choose their own books (Baker et al., 2000; International Reading Association, 2000; Ofsted, 2004), teachers helping (International Reading Association, 2000) and diversifying the students' reading (Ofsted, 2004) and reading related activities (Clark & Foster, 2005; Ofsted, 2004). A tightly structured reading scheme, could however be a risk factor (Ofsted, 2004).

The third phase revolved around the student's opinions on their reading environment. It was valuable to compare EAL students with non-EAL children. Since all children of key stage two were involved, there were more than a hundred participants. A questionnaire was the quickest and most convenient method, since that way a whole class could answer the questions at the same time. According to Baker et al. (2000) a short, easy to administer questionnaire often can be just as revealing about engagement as more extensive measures. The questionnaire was multiple choice, since many EAL children find this easier than to come up with their own answers. Moreover, it gives clear cut categories which made analysing much faster. The liability is, however, that understanding of the questions cannot be confirmed.

Originally, the plan was to ask students if they were in Year 3 or 4, or in either Year 5 or 6. The SEN coordinator, however, asked to discriminate per class, so teachers could see how their class thought about their reading environment and improve it. This meant that it would be easier to find out which questionnaire was from which EAL student, since there are so few in each class, which reduced their privacy. However, there was only one person that could see

which class the student belonged in. When the data was given to anybody else, it was again sorted by Year 3-4 and 5-6.

The EAL students were distinguished by three aspects: how long they have been learning English, how long they have been in an international school and the difference between their reading level in English and their native language. The children were asked if they felt their English had improved, because Ofsted (2004) showed this is important for reading enjoyment.

Practically the same literature was used for the questionnaire as for the interview, as well as, the same structure: first questions about resources, then social circle and finally opportunities to direct their own reading activities. Some literature, only relevant for teachers, was left out, such as about high achievers (Rutter, 1983), diversifying reading and the reading scheme (Ofsted, 2004). While literature was added about resources at home (Kirsch et al., 2002a; Clark and Foster, 2005; International Reading Association, 2000), town libraries (International Reading Association, 2000) and reading enjoyment and reading frequency of parents and friends (Clark & Foster, 2005).

For each question, there was an answer describing a risk factor and one for a beneficial factor. Sometimes, more options were added (see Appendix D). The wording was kept as simple as possible, so EAL children had the best chance possible of understanding the questions and giving valid answers. The SEN coordinator and the research group gave valuable feedback and have helped phrasing it even clearer.

The final phase was to validate and clarify the results of the questionnaire and to see if all EAL children had understood the questions. The decision was made to do this through a semi-structured interview (see Appendix E), because it depended on the spoken rather than the written word, and it gave more opportunities for feedback from participants. This feedback was

used to see how much paraphrasing, examples and prompts the children needed. Since not all EAL children were eloquent in English, someone from the peer group suggested to use smileys to express their views.

The questions were based on the significant differences between the answers of EAL and non-EAL children, plus two questions to describe the participants' background better and two to describe their reading engagement. The questionnaire indicated that Year 3-4 and 5-6 had different risk and beneficial factors, thus a different set of questions was necessary depending on their grade. After discussing the benefits and risks with the SEN coordinator and research tutor, the choice was made to include some questions about their home environment. These questions were saved for last, so that if children would feel uncomfortable discussing this, the questions could be dropped.

Results

The consultation questionnaire was given to all classroom teachers and they could fill it in at a time that best suited them. To ask for their time without prior notice would have been inappropriate, and increased the chance of hasty and heedless answers. Five out of six teachers had written their recommendations before the scheduled meeting with the SEN coordinator. The Year 5 teacher could not make time in the near future to participate in the research. Her place was taken by her colleague who had the class once a week. The substitute might have a poorer overview how things are handled in the classroom, but she was cooperative and kept the research on schedule.

During the research, it turned out that it was beneficial to make a division between Year 3-4 and 5-6. Year 4/5 did not fit in these categories. To create another with just two EAL

children, would have compromised their privacy. Therefore all information concerning Year 4/5 was taken out.

Interviews Teachers

Each interview took about half an hour and was done in one session. During the interview, notes were taken, which were written into a summary afterwards. All teachers were asked if they wanted to see the summary. Only one teacher did and she made a suggestion to convey one of her ideas better.

The interview was analysed by explication of the data. The summary was written in the same structure as the questionnaires and the interview with students, first the resources, then the social circle and finally the opportunities to direct their reading activities.

All teachers reported that the EAL children enjoyed reading and that they had improving 'greatly'. Most children seemed confident and most teachers reported that the EAL children's levels were not far off the other children. Only one child was reported not to be as interested in reading as the others. One teacher found it difficult to get a read of one of the EAL children.

All teachers said that there are enough books for EAL children in their classrooms, although it could be better. One teacher was unsure of the quantity. All teachers agreed that the books fitted their EAL students, since there was such a variety. One teacher said that the children also enjoyed just looking at books above their level. In higher classes, they had books of different levels to 'promote inclusion'. One teacher mentioned that they had special books that are easy to read but are meant for older children. Someone stated that there were so many books at school, that sometimes teachers did not know what exactly was available. Aside from

books, one teacher said her class had a few magazines and another let children read on the iPad and had a selection of magazines and comics, while the last one used audiobooks.

The teachers were even more enthusiastic about the quantity of books in the school library, saying it was 'well stocked' and had 'plenty' of books. Just one called it merely 'okay'. One teacher was unsure how many books were suitable for EAL students, but thought that at least the reading scheme was big enough. Moreover, she said that there is a big range within the reading schemes. The teachers also named some flaws in the school library, such as that it was not a real library, used as 'a storage room' and had many old books. 'It's good for finding information, but it could do with more fiction books.' None of the teachers reported to often make use of the school library as a class.

Two of the classes visited the public library every three weeks, where each child could pick one book. All Year 3-4 teachers had set times for independent reading adding up to at least an hour. In a higher classes, they had only 45 minutes. Most teachers made sure the children could read every day. The teachers mentioned having a reading corner with cushions and mats. One teacher let children sit in the cupboard if they needed a quieter environment. Two teachers mentioned explicitly that they made sure it was absolutely quiet during independent reading.

All teachers said to encourage reading. Although they all had different approaches, for instance reading stories and articles to the class, letting the children write book reviews, and encouraging them to share books with her and the class, also the books they read in their native language. Moreover, two teachers had reading conferences once or twice a week to give children the opportunity to talk about their books. In the higher years, they had guided reading to speak about books. The classroom atmosphere towards reading was very positive and 'most children were avid readers'. Moreover, the teachers said the school connected and communicated well

with the home environment and at the beginning of each year, there was a meeting about homework and reading.

All teachers said they let children choose their own books. The books they brought home were from the scheme and within their level, but one teacher allowed them to take other books home when asked. Another teacher let EAL children read in their own language in the mornings. All children were deemed able to pick books that fit their level and interests. The teachers said they used the reading scheme as a basis, but children needed to read around it. All teachers said they assessed the children's reading levels and gave them advice when needed. Some teachers mentioned to consciously diversify their reading, by encouraging them to read fiction and nonfiction and presenting a new and special book every month. One teacher also let children help each other to find good books. The teachers had deviating activities for EAL students, letting them draw pictures, having guided and buddy reading and using the dictionary to increase their vocabulary. Only one mentioned to just having several reading activities and sponsored reading over the year, instead of every week. According to the teachers, most children enjoyed the activities. They differed in confidence, but liked it. One child had little with the reading folder and its activities, while another student was unintelligible.

Questionnaires

The questionnaires were done per class. For each class, the teacher was asked to name a suitable moment and what would be the best way to execute it. Most teachers preferred to do it as a whole class and to only give guidance when students asked for it. Year 3.1 was the first class to do the questionnaires, since they were familiar with the researcher. They were likely to be more comfortable asking questions and clarification, which would reveal if there were any issues with understanding the questions or its answers.

Before handing out the questionnaire, an explanation was given that the questionnaires were for research into reading, that they were anonymous, and that it was important that the students understood the questions well, so if they were not totally sure, it would be better to ask what it meant. They only needed to tick one box for each question, unless the question said otherwise. Finally, the word 'native' was defined as the language you learned before you were three years old. After having done the questionnaires in Year 3.1 and 6, it turned out that children also needed some examples of the use of 'encouraged', from then on, this was included in the introduction.

Since asking questions was encouraged, the students asked plenty. Common questions were 'Are we allowed to fill in more than one answer? What if my native language is English? What if I grew up bilingual? What are reading resources or activities related to reading? It is often quiet and often noisy when I read; What do I fill in?' The question was always explained, but in no circumstances were suggestions given on what to fill in. Some children asked for more guidance of their teacher and completed it together. These children chose to give up (part of) their anonymity. The teacher, however, still let the children choose all by themselves.

When children had finished, each column was quickly checked to see if they were all filled in. If this was not the case, the students were asked to complete the remaining questions. Due to privacy, individual questions were not checked, which meant that sometimes it went unnoticed that a question was left unanswered. Some children were absent when the questionnaires were done. These were rescheduled for another day. Depending on the preference of the students, the students were taken to the library or they stayed in the classroom. They got the same introduction as the other students and their environment was quiet.

From the questionnaires non-dichotomous qualitative data was obtained, which was then translated to quantitative data. Each answer was labelled to be a risk, neutral or beneficial factor (see Appendix D). These results were tallied for each class. Then the children who receive EAL support were identified and tallied again, so they could be compared to non-EAL children. The results were grouped by Year 3 and 4 or Year 5 and 6, because the data showed that younger and older children had different risk and beneficial factors. All of this data was analysed by using descriptive statistics as well as simple interrelationships. The ordinal data was calculated in percentages to be able to compare a small number of EAL students to a bigger group of non-EAL students. The interrelationship focuses on the difference between the answer of each question given by the EAL and non-EAL students within the different age groups. Sometimes children had filled in two boxes, against the explicit instructions. If they ticked two boxes of which one was a risk and one a beneficial, this was labelled as neutral. If there was no middle way, this was rounded down to show there was room for improvement.

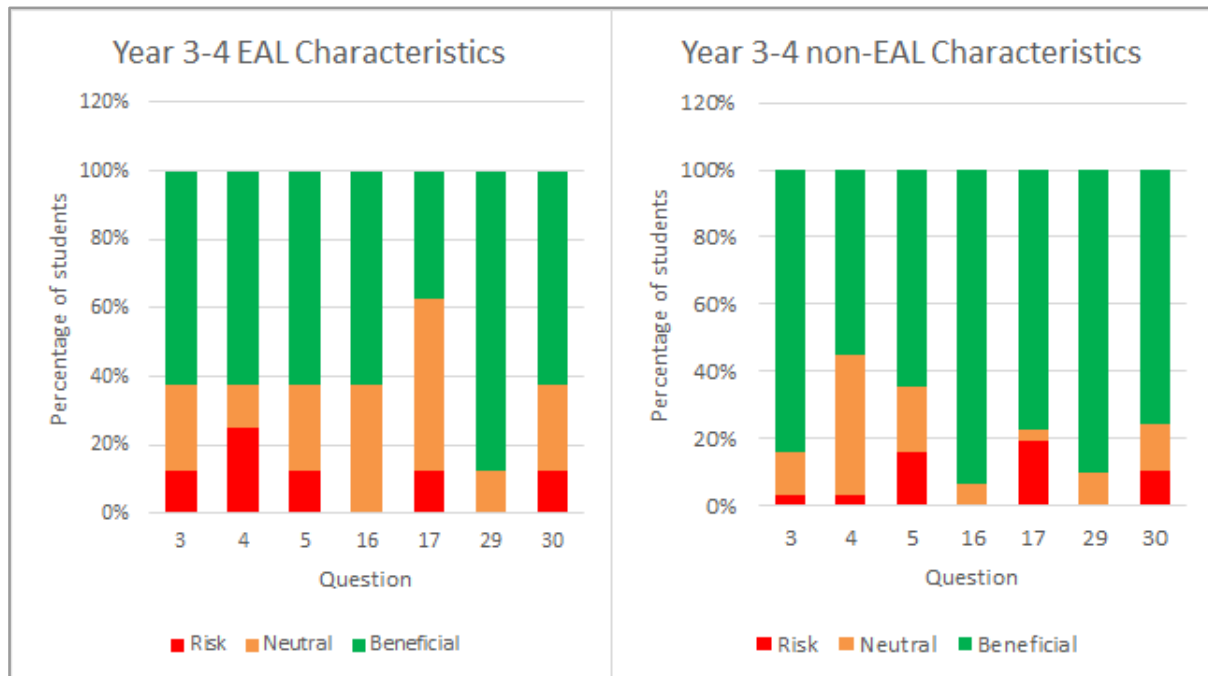


Figure 1. Comparing the characteristics.

In the questionnaire, EAL students from Year 3-4 were less likely to say their reading skills in English were good or fantastic (question 3). They were more likely to say their reading had not improved (question 4). They more often read only a few times a month in English (question 16) and said more often that they read less than a few times a week in their native language (question 17). Compared to non-EAL students, they enjoyed reading in English equally and in their native language slightly more (question 29 and 30).



Figure 2. Comparing the resources.

They were more likely to say they had too little books in English at home (question 7). They found the reading material more often boring (question 9). They were more likely to say that there were plenty of books in the classroom and the school library (question 10 and 12).

They visited the town library more often (question 14). They more often answered not to have a nice place to sit at home (question 19). From the eight EAL children in Year 3-4, three said to read magazines, one read newspapers, five read comics and seven read books at home.

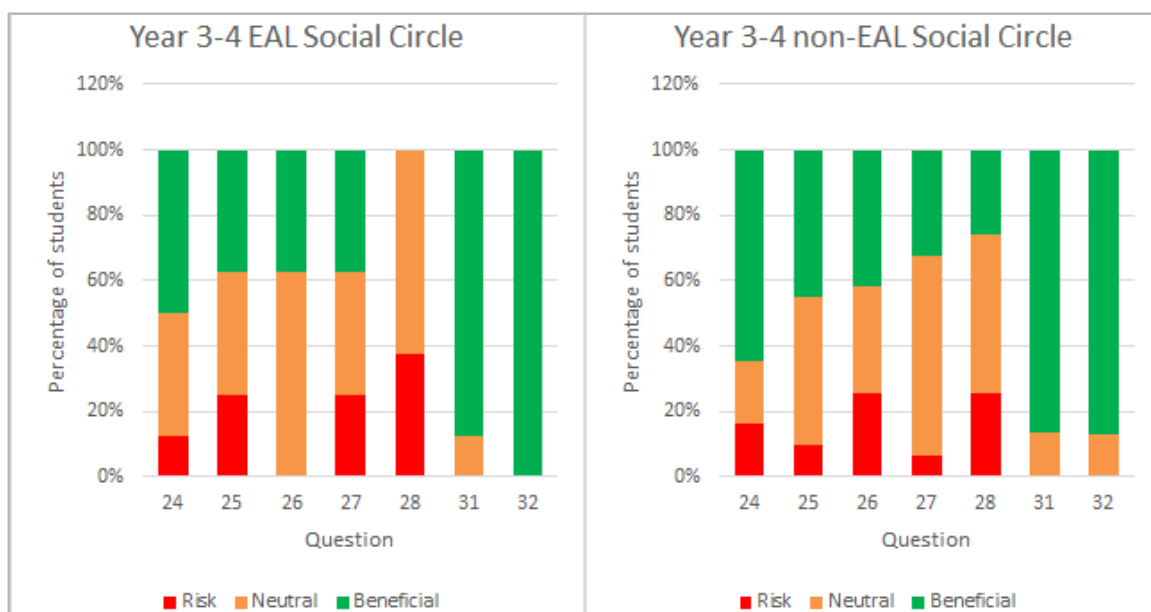
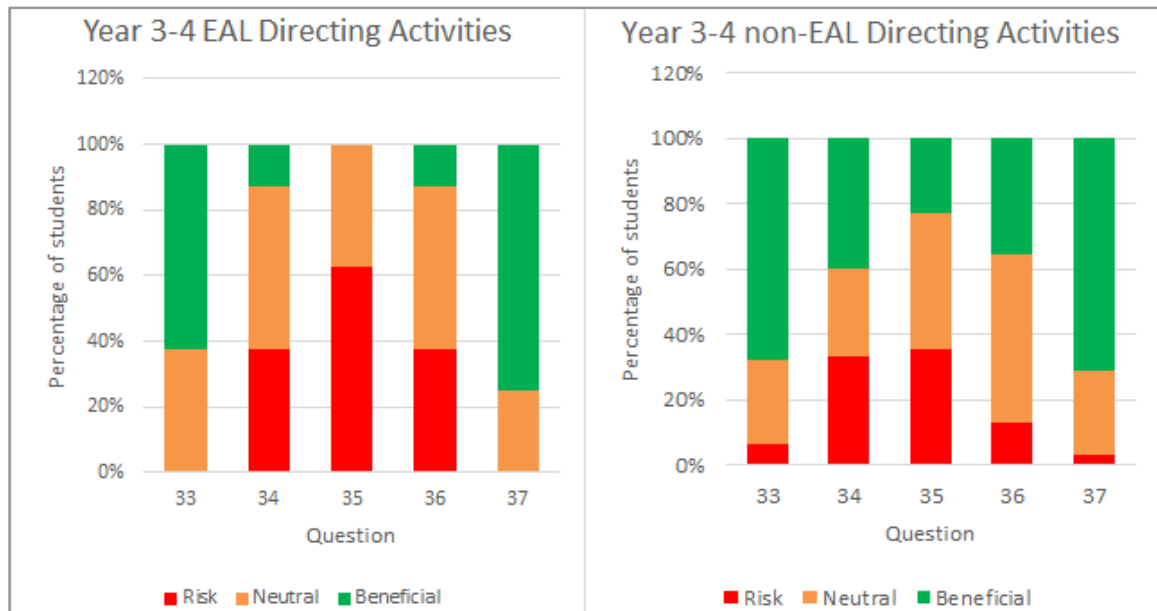


Figure 3. Comparing the social circles.

They more often answered that their parents never read (question 25). Their parents were less likely to 'never' read to them, however, the opposite was true for their teachers (question 26 and 27). They were less likely to say they speak often or always about their reading (question 28).



Figure

4. Comparing the opportunities to choose.

EAL students were less likely to find it easy to pick a book (question 34). They more often said the teacher never helped them (question 35). They participated more often ‘never in reading related activities (question 36).

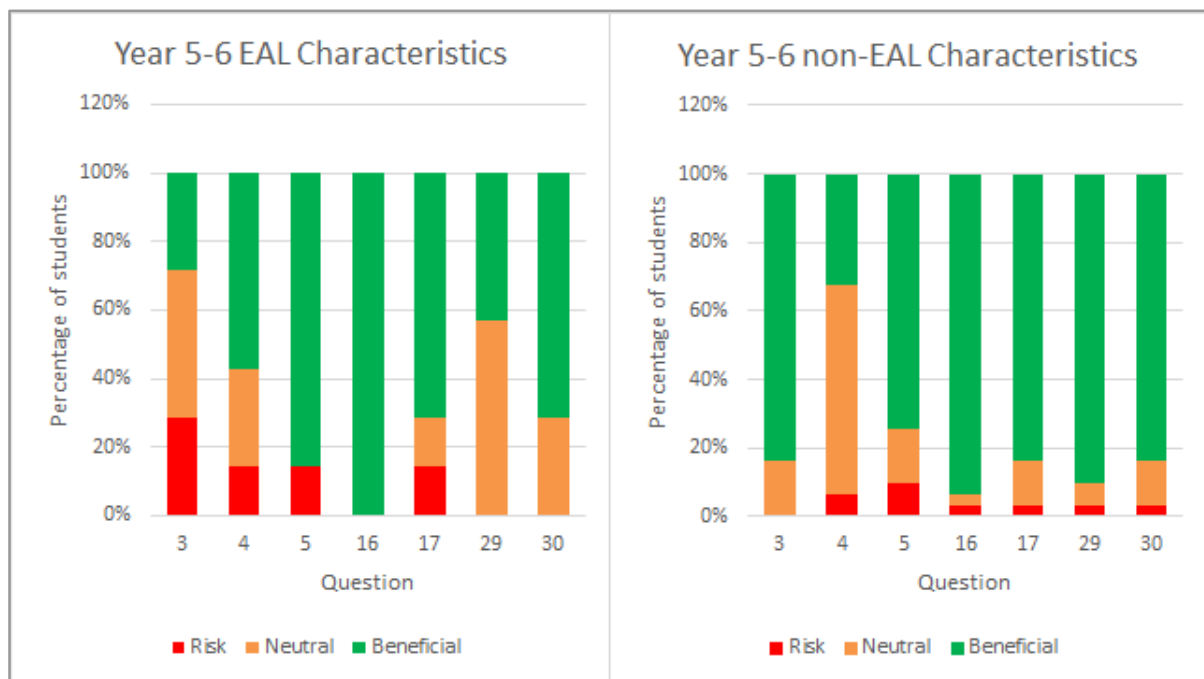


Figure 5. Comparing the characteristics.

The EAL children from Year 5-6 were generally less positive about the different factors. They described their reading skills less often as good or fantastic (question 3) or as improving a lot (question 4). They were less likely to ‘like’ or ‘love’ reading in English (question 29), although they read equally often (question 16 and 17).



Figure 6. Comparing the resources.

EAL children were more likely to think that they had too little resources in English at home, as well as, in their native language (question 7 and 8). They were less likely to say there were plenty of resources in school (question 10 and 12). They were less likely to have a nice

place to sit at home and in school (question 19 and 23). From the seven students in Year 5-6, one read magazines, none read newspapers, six read comics and six read books at home.

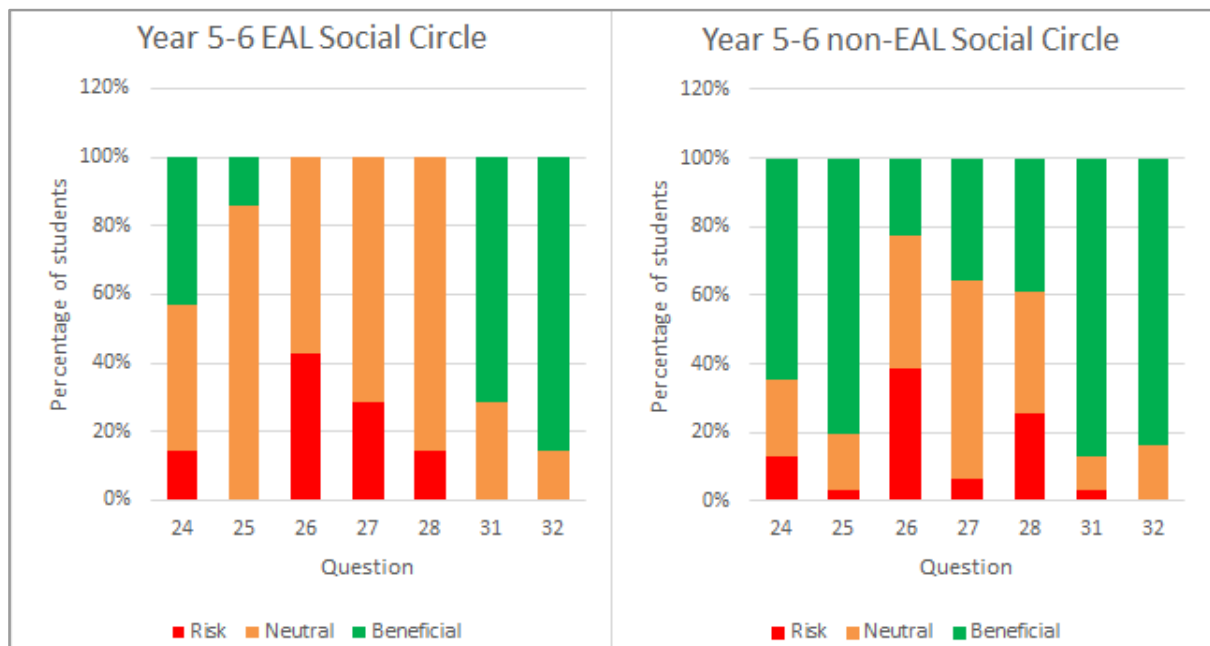


Figure 7. Comparing the social circles.

The EAL children thought less frequently that their parents ‘often’ or ‘always’ read for pleasure or read aloud to them (question 25 and 26). They reported that teachers were also more likely to never read aloud to them (question 27). They were less likely to always or often talk to someone about reading (question 28).

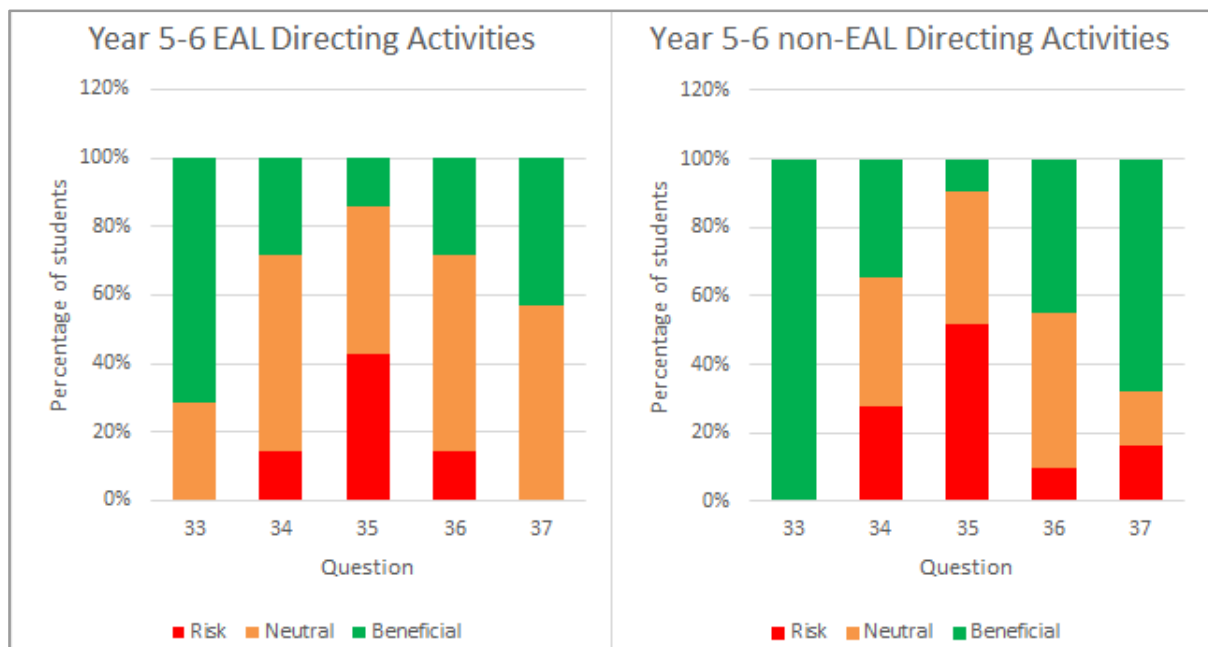


Figure 8. Comparing the opportunities to choose.

EAL children were less likely to ‘often’ or ‘always’ pick their own book (question 33).

Interviews Students

The teacher decided which moment was appropriate for the interviews. The classroom teachers had indicated beforehand who the recent EAL students were, but the student questionnaire showed that there were more. Therefore, the question was raised if there were any other students who were at the school for less than 2 years and had little English before they started. Every teacher checked this with the students and some names were added. In the end, there were six children in Year 3-4 and seven students in 5-6 who qualified as recent EAL students. Depending on the preference of the teachers, the interviews were done in the classroom or in the library to ensure the children could speak freely without being overheard by anyone.

As an introduction, the children were asked to think back to the questionnaire they had filled in earlier. Moreover, the aims of the research were explained once more and as well as the aim of the interview: to validate findings from the questionnaires. The questions were asked in

sequence and were paraphrased until the researcher believed the participant to understand it, also hand motions and examples were used at times. Sometimes children were asked to point at the corresponding smiley to illustrate their answers. Each interview took 15 to 20 minutes. To make sure that there was no confusion about the phrase 'native language', the first question covered where they were from and if they spoke the local language. This language substituted the phrase 'native language'. When the interviews were written up, this replacement was reversed to enhance the participants' privacy. The question about the reading scheme was added later, so the children of Year 3-4 were asked that question afterwards.

To analyse the interviews, first all responses were written out and grouped per question. Then, each answer was colour coded depending on if it was a beneficial, neutral or risk factor (see Appendix F). Finally, the frequency of each factor was counted for each question. The interview and the questionnaire represented different numbers of EAL students. Most likely because a child ticked the wrong box when answering when they started learning English. To be able to compare the two methods, the data was presented in pie charts. Since in Year 3-4, there were just six students and in 5-6 only seven, a pie graph was accurate enough. Yet, these small numbers also means the difference might seem huge even when it is not.

In Figure 9 it can be seen that, children from Year 3-4 were less positive about their English reading skills in the interviews. Only one third of the children said they were good readers in English. This time, nobody said they disliked reading in their native language, however, the students were also less likely to say they enjoyed reading. In the questionnaire three quarters of the children said there were a lot of books, now only half of the participants said so. None of the children said that their teacher never read aloud to them during the interviews. The children were now more inclined to say 'sometimes'.

More children said that they do not talk with anybody about the books they read. Two-third said to never speak with somebody about reading. Half of the children said they had too little books at home, while one third had a lot. This is clearly more positive than in the questionnaire. In the interview, only one child said that they did not have a nice place to read, because their brother annoys her, which is not about the comfort itself. This means that all children were happy with their chairs or beds. In the interview, three out of six children said that their parents never read to them, while in the questionnaire, not one child said this. Only one child said they did not like the reading scheme books much, all the others liked them.

Year 3-4

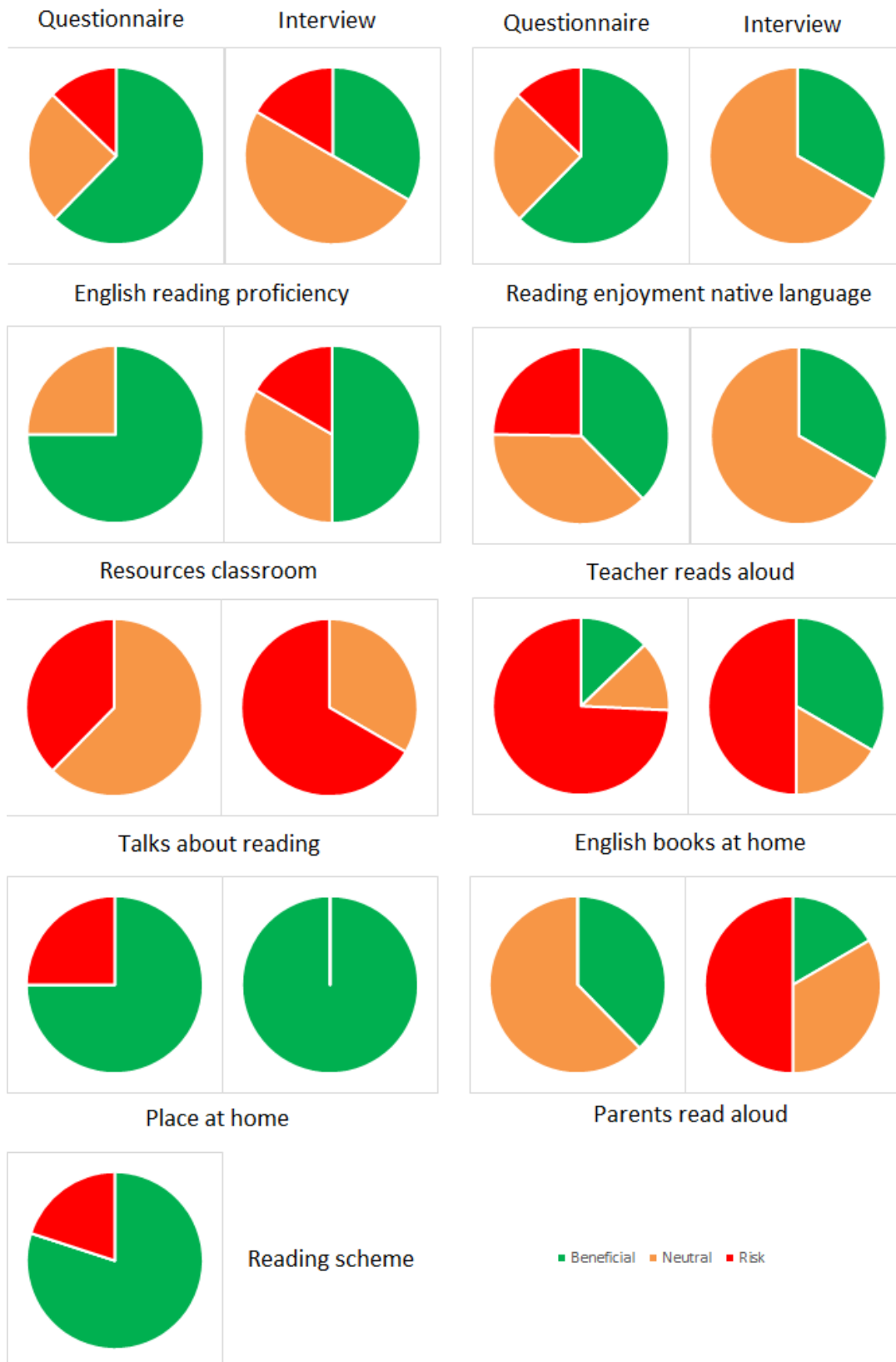


Figure 9. Comparing the questionnaires and interviews.

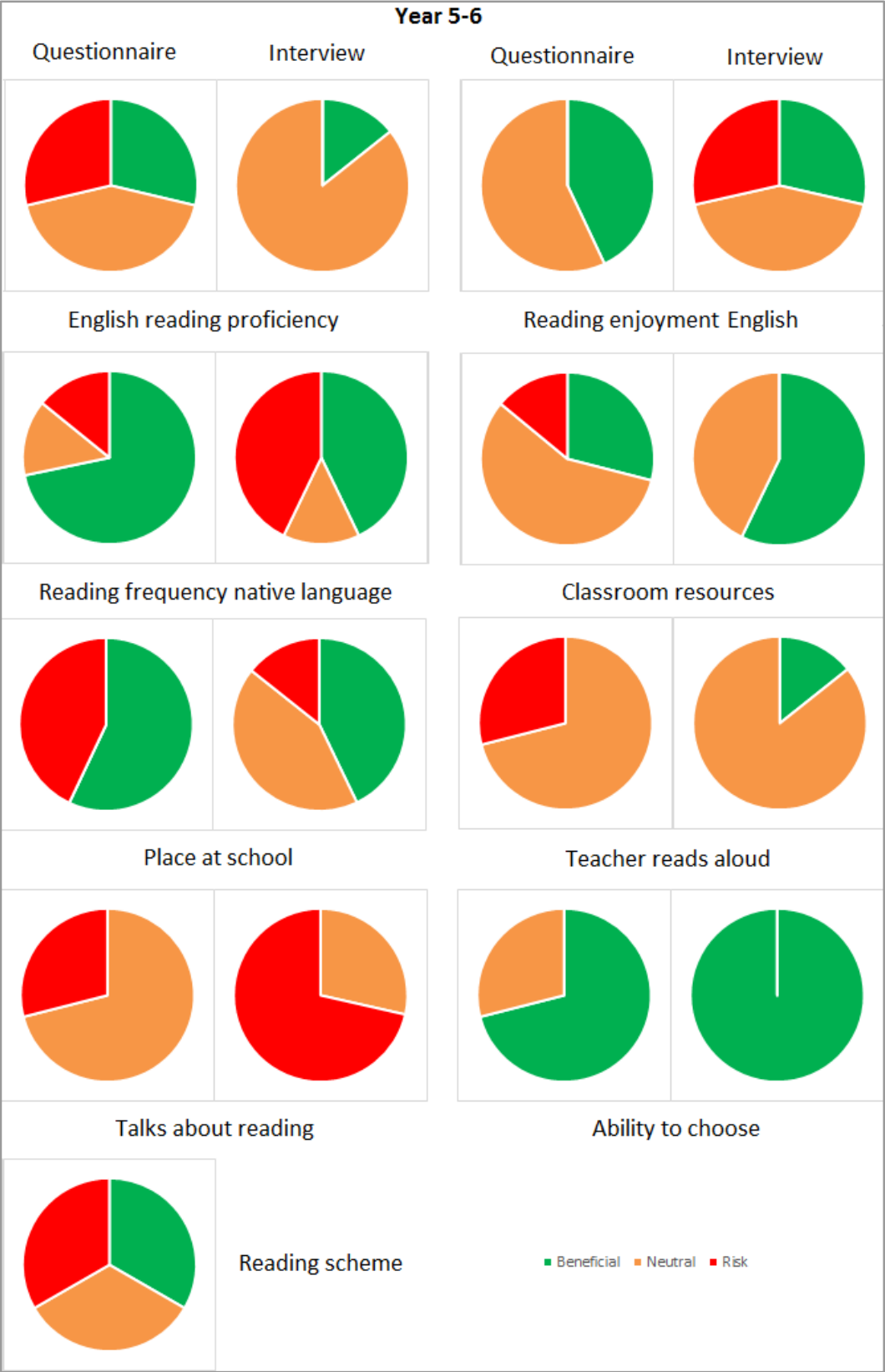


Figure 10. Comparing the questionnaires and interviews.

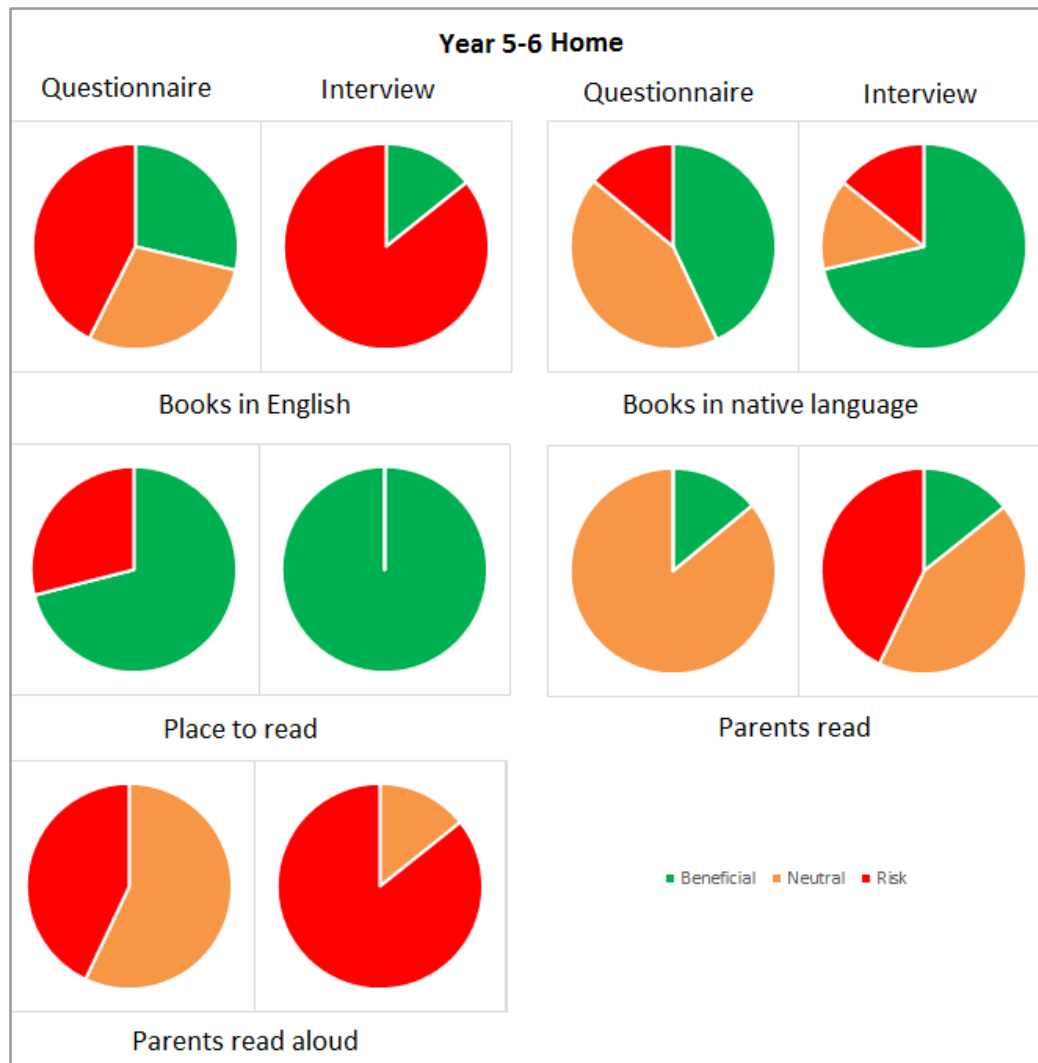


Figure 11. Comparing the questionnaires and interviews.

As seen in Figure 10 and 11, none of the Year 5-6 students said in the interviews that they were slow readers in English, instead most said they were okay. Only one student was confident enough to call herself good in English. Some children admitted that did not really like reading in English. Three students seemed to read too little in their native language and were at risk. Not even half of the children read often in their native language. The students were more positive about the books in the interviews and all said the books were either good or okay. In the

interviews, the children had the choice to say the place they read at school was okay. They gladly made use of this option. None of the children said their teacher never read to them. During the interview, more than half of the children said they would never talk about the books to someone. This is in clear contrast with the questionnaire. All children immediately said they always chose their own books. Most children did say that they did not have enough books at home. In the interview, the students were more positive about the quantity of the books at home. All children said they had a comfortable place to sit. The results from the interview were not as positive as from the questionnaire. Three children said that their parents never read or 'not much'. Hardly any children reported to be read to by their parents, even though half of them said they would like them too. Only six children said to read the reading scheme books. The others were divided on the matter, some only liked a few books of the reading scheme. While others were more enthusiastic.

The discrepancy between the questionnaire and the interviews could have different reasons. The wording could have distorted the data. 'Hate' and 'never' might have been put too strong and 'reading aloud' and 'reading material' might have led to some confusion. Additionally, the children might have used different criteria, such as saying they have enough books at home, because they compensate by bringing books from the library. For the questions on a nice place to sit, they could have been thrown off by the order of answers. Usually, the most positive answer came last, however, by accident it got turned around for this question. Finally, for that question, there were only two options in the questionnaire. In the interviews, they could be more moderate and many children went with 'okay'. Students from Year 3-4, might have been less honest, because they were not anonymous anymore. Children from Year 5-6 on the other hand seemed more critical at times.

All teachers were given their class' results of the questionnaire and were asked to report any suspicions of errors via email or in person. They were all interested to see the results. The results about EAL children were checked by the SEN coordinator, since she has a better overview of all classes. She wrote: 'I do not doubt any results, our students are very clear and honest. The reasoning between the differences of interview and questionnaire seemed reasonable and accurate' (personal communication, April 18, 2016).

Conclusion

The interviews and questionnaires helped identify which risk and beneficial factors towards reading enjoyment were present for recent EAL students. In the next section, the notable factors for characteristics, resources, social circle and directing their reading activities will be discussed.

How do recent EAL students experience reading?

Most EAL children from Year 3-4 said they were better at reading in their native language than in English. However this did not automatically mean that the children liked reading in their native language better. English was the most popular language to read in, both in enjoyment as in frequency. Children who often read in English, also reported to read more in their native language, which means that EAL children do not often substitute reading in English by reading in their native language. Contrary to what teachers thought, not all children felt they had improved a lot recently.

EAL students from Year 5-6 were also less confident about their reading skills in English than in their native language. In their case, they indeed liked reading in their native language a lot more. A large portion even said that they did not like reading in English much. This is in clear contrast with what teachers reported, who thought all EAL children enjoyed

reading. Similar to Year 3-4, not all children felt they improved a lot, even though the teachers said they did. More surprising might be that the children did read more often in English, even though they enjoyed it less. One child admitted they only reads in English every day, because the teacher said they should.

This shows that teachers are not always aware of EAL children being at risk for disliking reading. Especially older children might read a lot in English without much enjoyment. While younger students would benefit with reading more often.

What risk and beneficial factors have recent EAL students regarding resources?

The main risk factor that EAL children experience is that they have too little resources in English at home. Students from Year 3-4 also have too little in their native language. All children do bring a book from the reading scheme home from school every day, yet, this means that this is one of the scarce sources for reading material. Especially, since few EAL children visit the town library regularly and the school library was said to mainly be used as a storage room and most classes do not visit it. Still students from Year 3-4 were very positive about the school library, as well as about the reading scheme, but older students often found it difficult to be enthusiastic about the reading scheme. This could have the implication that at home, they do not have books that they are eager to read. Moreover, the reading material at school does not completely comply with what children read at home. Many EAL children said to read comics at home, yet only one teacher had comics in her classroom. According to Kirsch et al. (2002a) and Ofsted (2004), having other reading materials helps enhance reading skills and enjoyment.

Aside from reading material there are some other risk factors. It is often noisy while they read, both at school as well as at home. This makes it harder to concentrate and get into the story and therefore threatens reading enjoyment. Finally, EAL children were not often granted

plenty of time to read at school or at home. This was reinforced by a teacher who said that there was not plenty of time for anything during school hours. However, the children do read often, which increases reading enjoyment. Students from Year 3-4 were also happy where they could sit while reading. Generally, EAL children from Year 5-6 experienced less beneficial factors and felt more aloof about the resources.

What risk and beneficial factors have recent EAL students regarding their social circle?

Practically all EAL students said that their classmates enjoyed reading as well as their friends. This clearly coincides with the positive classroom atmosphere towards reading. However, there are still two clear risk factor EAL children experience. Their parents often do not read aloud to them and they talk little about reading. Even half of the older children said they would like to be read to more often. This wish might be overlooked because teachers and parents assume the children rather read by themselves. A considerable amount of children said they do not want to talk more about books, yet, speaking about books, could still be a great motivator for them. Enthusiasm often rubs off in conversations (Baumann and Duffy, 1997). It is remarkable that students said they hardly ever speak about books, since teachers said they had reading conferences and guided reading to give opportunities to converse about reading. It might be that children feel this is not genuine, but just checking if they read the book, or they might like to talk about a book of their choice instead. Further research is necessary to be able to determine the difference in opinion between teachers and students. According to the teachers, the home environment communicated and connected well with the school, which helps reading as well (Baumann and Duffy, 1997). Lastly, the children would probably benefit if their parents read more themselves and served as a role model to show how important and enjoyable reading is. Students from Year 3-4 and 5-6 judged their social circle similarly.

What risk and beneficial factors have recent EAL students regarding directing their own reading activities?

Half of the EAL children said they never get help from the teacher choosing books. Even though, only a fraction of the students find it easy to find something that fits them. Especially some younger children had ineffective strategies, such as just looking at the cover. When children are able to choose their own books better, they will waste less time on books that they do not enjoy. Additionally, the children from Year 3-4 and 5-6 had different opinions on reading activities. Year 3-4 enjoyed them a lot, but would like to have more. While Year 5-6 were not as fond of them and happier with how often they take place. Therefore, younger children would more likely to be inspired by increasing the activities, while older children need improvement of the activities, so they correspond better to the EAL children. However, the EAL children were generally free to choose their own books. This autonomy will likely encourage them to read (Baker et al., 2000).

Discussion

The results have several implications for the international school in the east of the Netherlands. First of all, it could be beneficial if EAL children had more choice in what they take home, especially for older EAL children. Instead of just taking on book from the reading scheme that is exactly at their level, they might take another book above or under their level from the library or classroom that they are interested in. In the school there are books on a low reading level designed for older readers, however, only one student spoke about them. If they became more well-known under the students, these could also be taken home at times or even read in class. Even if the book is far above the child's level, it might be that a parent or a sibling would like to read the book to them. Not having books to read aloud from, might be a reason

why this happens too little. As well as, there is little awareness among parents and teachers that older children still would like to be read to. To raise awareness, this issue could be raised in the parent's meeting about reading that happens every year, or a short letter could go home with all children from Year 5 and up, so that parents can ask their child if they would like to be read to or not. Moreover, the school could invest in comic books, since these were popular with the children. Yet, only one teacher said she had them in her classroom.

Students also said they had little opportunity to talk to people about the books they read. Every week or every two weeks, there could be a moment to discuss the books they read. This could be in pairs or small groups, so children do not feel put on the spot, but instead are genuinely interested to hear what the other person has read. If EAL children do not want to speak about books they are reading in English, because they do not like the plot too much, they could also exchange ideas about the books they have read in their native language that week. While there should be moment designed to converse, there should also be moments to read quietly. It is great that children have a chance to read while they come in or have break, these moments are too noisy for some children to truly get into a book. Especially for these children, there should be time scheduled for silent reading. Most teachers said they had these, however, not all children felt it was quiet enough yet. Additionally, older EAL children did show to be more apathetic towards the resources as well as the activities. They might like to help make reading more appealing by designing places to read and assist in picking books for the classroom and library. If they like, they could even help identify what kind of books are currently in the school library, as this is not too clear. They would probably take pleasure in this responsibility and it would also improve their own reading environment.

Limitations

Even though this research has proven to give new insights in the risk and beneficial factors, there are also limitations. First of all, it was a small study, which means that these results do not necessarily resemble all EAL children that will ever go to this particular international school. Moreover, this means that at other schools, there is a high chance of different risk and beneficial factors coming into play. This conclusion fits these children at a specific moment in time. Still, this data might sketch an incomplete image. This research is based on the opinions of students and teachers and how they perceived their reading environment, it did not observe how their situation actually was. Additionally, only the children were asked about their home environment, the parents have been excluded from this research which makes the results less valid. Additionally, teachers were not explicitly asked to be critical about their and the school's policy towards reading. Instead the questions were positively phrased, which might not show the complete truth. Finally, the research does not concern why the risk and beneficial factors are there or how they can be changed. For instance, it can only be speculated why students from Year 5-6 are less positive about the resources and what can be done about it.

These limitations do make way for new research, however. Now that it looks like EAL children have different risk and beneficial factors from their peers, it would be valuable to see if this is also the case at more international schools and if any problems are common for recent EAL students in international schools. This way, schools and teachers can work on specific factors to help increase reading enjoyment. Furthermore, there could be more research done into why older students are aloof about the resources, why EAL children have less resources at home, why they talk little about reading and why their parents often do not read to them. As well as find ways to counter these unsupportive factors.

Personal Development

During this research process, I learned how important the theoretical framework is. At first, I mainly wrote it because it was mandatory, but it helped me design my research tools and having consistency throughout the whole research. Without it, I feel like I would not have been able to be as focussed and to move along as smoothly as I did now. Recently, I have started making online to-do-lists and splitting task in manageable goals. Often, I felt overwhelmed with all the things that needed to happen before I completed the thesis, but planning it out step by step helped me see that slow and steady wins the race. I have never felt more proud of my time management than for this project. My previous research, I always worked in solitary, detached from the work field, but thanks to being more aware of ethical issues, I realised that my research would both be more beneficial as well as less intrusive if I worked alongside my colleagues. This has been a very rewarding experience as they proved not only very helpful but also very supportive. They made me feel my research was not just vital to complete my studies, but also worthwhile in itself. In the future, I would like to improve on selecting and displaying the collected data for an audience other than myself, as I still found this a difficult process.

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Appendix A: Consultation Teachers

For my bachelor thesis I will have to do a research. Mine will be about reading enjoyment and EAL children. I want to see if there is any difference between reading enjoyment of children who are still struggling with English and those who do not. In national context it is often that children who have difficulty reading, do not find it as enjoyable. But here, children might already have learned that it is fun to read in their native language or have more fitting resources.

I am interested how they perceive the resources available, how they think their social circle enjoys reading and what opportunities they have to direct their own reading activities. My research will focus upon key stage 2, so Year 3 till 6.

I was hoping I could do an anonymous questionnaire with all children somewhere this week and an interview with you as well. Could you tell me what would be a suitable moment for you? In a further stage, I would like to interview a few (recent) EAL students and to gain more knowledge about these children, it would be very helpful if you would fill in this form.

Thank you in advance,
Milou

Consultation with the teachers

How many children do you have in your class?

Which children would you name as recent EAL children?

Why those children?

What defines an EAL child according to you?

Do you foresee any challenges communicating with these students?

How could these challenges be overcome?

When would you like to do the questionnaires with your class?

When would you like to do an interview about reading in the school?

Appendix B: Interview Teachers

Characteristics of the EAL children

1. How much do the EAL children enjoy reading?
2. How would you describe the reading abilities of the EAL children?
3. What reading level are the EAL children on?
4. How have the reading abilities of the EAL children improved?
5. How confident do the EAL children feel about their reading abilities?

Resources

6. What reading material do you have in your classroom for the EAL children?
7. What other reading materials besides books do you have in your classroom for the EAL children?
8. What do you think of the quantity of the books for the EAL children?
9. How do you think the reading materials fits the interests of the EAL children?
10. How do you think the reading material fits the level of the EAL children?
11. When are the EAL children able to spend time in school on reading for pleasure in school?
(How much time in total?)
12. How do you provide a comfortable and quiet place to read for EAL students?
13. When do the EAL children make use of the school library?
14. What is your opinion on the school library?
(quantity and quality)

Social circle

15. How would you describe the class atmosphere to reading?
16. How do you stimulate a positive attitude to reading?
reading to children
17. What opportunities are there in school for EAL children to talk about the books they read?
18. How does the school connect and communicate with the home environment of the EAL children?
19. How would you describe the level of reading of the rest of the class?

Opportunities to direct their own reading activities

20. When are EAL children allowed to pick their own books?
21. How would you describe the EAL children's abilities to pick the right book?
22. What is your role in helping EAL children find the right book?
23. How do you try to diversify the reading of the EAL children?
24. How do you make use of a reading scheme?
25. What reading related activities are the EAL children able to participate in?
26. How do the EAL children feel about the reading related activities?

Appendix C: Questionnaire

1 How long have you been learning English

- ☐ less than half a year
- ☐ less than a year
- ☐ more than a year
- ☐ more than four years

2 How long have you been in an international school?

- ☐ less than half a year
- ☐ less than a year
- ☐ more than a year
- ☐ more than four years

3 Your reading skills in English are ...

- ☐ slow
- ☐ okay
- ☐ good
- ☐ fantastic

4 Have your reading skills gotten better lately?

- ☐ no
- ☐ yes, but only a little
- ☐ yes, a lot.

5 Your reading skills in your native language are ...

- ☐ slow
- ☐ okay
- ☐ good
- ☐ fantastic

6 What do you read at home?

You are allowed to give more than one answer

- ☐ nothing
- ☐ magazines
- ☐ newspapers
- ☐ comics
- ☐ books

8 We have ... reading material in my native language at home.

- ☐ too little
- ☐ just enough
- ☐ plenty

9 The reading material we have at home is ...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

10 We have ... reading material in the classroom.

- ☐ too little
- ☐ just enough
- ☐ plenty

11 The reading material in the classroom is ...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

12 We have ... reading material in the school library.

- ☐ too little
- ☐ just enough
- ☐ plenty

13 The reading material in the school library is ...

- ☐ boring
- ☐ okay
- ☐ good

7 We have ... reading material in English at home.

- ☐ too little
- ☐ just enough
- ☐ plenty

15 How much time do you have for reading at home?

- ☐ too little
- ☐ just enough
- ☐ a lot

16 How often do you read in English at home?

- ☐ never
- ☐ a few times a month
- ☐ a few times per week
- ☐ every day

17 How often do you read in your native language at home?

- ☐ never
- ☐ a few times a month
- ☐ a few times per week
- ☐ every day

18 At home, ...

- ☐ it is often noisy when I read
- ☐ it is often quiet when I read

19 At home, ...

- ☐ I have a nice place to sit when I read
- ☐ I do not have a nice place to sit when I read

20 How much time do you have for reading in school?

- ☐ too little
- ☐ just enough
- ☐ a lot

21 How often do you read in school?

- ☐ never

- ☐ fantastic

14 How often do you go to the town library?

- ☐ never
- ☐ one to three times a year
- ☐ every two or three months
- ☐ once a month or more

24 My parents ... encourage me to read.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

25 My parents are ... reading.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

26 My parents ... read aloud to me.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

27 My teacher ... read aloud to me.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

28 I ... talk with someone about reading.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

29 I ... reading in English

- ☐ hate
- ☐ am okay with
- ☐ like

- ☐ a few times a month
- ☐ a few times per week
- ☐ every day

22 In school , ...

- ☐ it is often noisy when I read
- ☐ it is often quiet when I read

23 In school, ...

- ☐ I have a nice place to sit when I read
- ☐ I do not have a nice place to sit when I read

31 My friends ... reading

- ☐ hate
- ☐ are okay with
- ☐ like
- ☐ love

32 My classmates ... reading

- ☐ hate
- ☐ are okay with
- ☐ like
- ☐ love

33 I ... pick my own reading material to read.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

34 Choosing a good book is ...

- ☐ difficult
- ☐ okay
- ☐ easy

35 My teacher ... helps me to find a good book.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

36 I ... join in activities relating to reading.

- ☐ love

30 I ... reading in my native language

- ☐ hate
- ☐ am okay with
- ☐ like
- ☐ love

Such as book reviews, helping younger children to read, reading games, choosing books for the library.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

37 Activities relating to reading are ...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

Appendix D: Questionnaire Analysis

1 How long have you been learning English

- ☐ less than half a year
- ☐ less than a year
- ☐ more than a year
- ☐ more than four years

8 We have ... reading material in my native language at home.

- ☐ too little
- ☐ just enough
- ☐ plenty

2 How long have you been in an international school?

- ☐ less than half a year
- ☐ less than a year
- ☐ more than a year
- ☐ more than four years

9 The reading material we have at home is ...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

3 Your reading skills in English are ...

- ☐ slow
- ☐ okay
- ☐ good
- ☐ fantastic

10 We have ... reading material in the classroom.

- ☐ too little
- ☐ just enough
- ☐ plenty

4 Have your reading skills gotten better lately?

- ☐ no
- ☐ yes, but only a little
- ☐ yes, a lot.

11 The reading material in the classroom is ...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

5 Your reading skills in your native language are ...

- ☐ slow

12 We have ... reading material in the school

- ☐ okay
- ☐ good
- ☐ fantastic

6 What do you read at home?

You are allowed to give more than one answer

- ☐ nothing
- ☐ magazines
- ☐ newspapers
- ☐ comics
- ☐ books

7 We have ... reading material in English at home.

- ☐ too little
- ☐ just enough
- ☐ plenty

15 How much time do you have for reading at home?

- ☐ too little
- ☐ just enough
- ☐ a lot

16 How often do you read in English at home?

- ☐ never
- ☐ a few times a month
- ☐ a few times per week
- ☐ every day

17 How often do you read in your native language at home?

- ☐ never
- ☐ a few times a month
- ☐ a few times per week
- ☐ every day

18 At home, ...

- ☐ it is often noisy when I read
- ☐ it is often quiet when I read

19 At home, ...

- ☐ I have a nice place to sit when I read

library.

- ☐ too little
- ☐ just enough
- ☐ plenty

13 The reading material in the school library is

...

- ☐ boring
- ☐ okay
- ☐ good
- ☐ fantastic

14 How often do you go to the town library?

- ☐ never
- ☐ one to three times a year
- ☐ every two or three months
- ☐ once a month or more

24 My parents ... encourage me to read.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

25 My parents are ... reading.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

26 My parents ... read aloud to me.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

27 My teacher ... read aloud to me.

- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always

- ☐ I do not have a nice place to sit when I read
- 20 How much time do you have for reading in school?
- ☐ too little
- ☐ just enough
- ☐ a lot
- 21 How often do you read in school?
- ☐ never
- ☐ a few times a month
- ☐ a few times per week
- ☐ every day
- 22 In school , ...
- ☐ it is often noisy when I read
- ☐ it is often quiet when I read
- 23 In school, ...
- ☐ I have a nice place to sit when I read
- ☐ I do not have a nice place to sit when I read
- 31 My friends ... reading
- ☐ hate
- ☐ are okay with
- ☐ like
- ☐ love
- 32 My classmates ... reading
- ☐ hate
- ☐ are okay with
- ☐ like
- ☐ love
- 33 I ... pick my own reading material to read.
- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always
- 34 Choosing a good book is ...
- ☐ difficult
- ☐ okay
- 28 I ... talk with someone about reading.
- ☐ never
- ☐ sometimes
- ☐ often
- ☐ always
- 29 I ... reading in English
- ☐ hate
- ☐ am okay with
- ☐ like
- ☐ love
- 30 I ... reading in my native language
- ☐ hate
- ☐ am okay with
- ☐ like
- ☐ love

☐ easy

35 My teacher ... helps me to find a good book.

☐ never

☐ sometimes

☐ often

☐ always

36 I ... join in activities relating to reading.

Such as book reviews, helping younger children to read, reading games, choosing books for the library.

☐ never

☐ sometimes

☐ often

☐ always

37 Activities relating to reading are ...

☐ boring

☐ okay

☐ good

☐ fantastic

Appendix E: Interview EAL Students

Year 3-4

Student characteristics

1. For how long have you been learning English? Since when have you been in an international school or in an environment where most people speak English?
2. How well can you read in English? And in your native language?

Reading engagement

3. How much do you enjoy reading in English? How much do you enjoy reading in your native language?
4. How often do you read in English? How often do you read in your native language?

School environment

5. Has your reading improved? How much?

6. Are there enough books, magazines and things to read in the classroom?
7. How often does your teacher read aloud to you?
8. Who do you talk to about reading? How often? What books do you talk about?
9. How do you pick a book? Do find it easy or difficult or something in between?
10. How often does your teacher help you find a book?
11. There are a lot of reading related activities you can do. Such as ... How often do you join such activities?

Home environment

12. Do you have enough English books at home?
13. Do you think the books at home are fun to read?
14. Do you have a nice place to sit at home?
15. How often do your parents read to you?

Room for improvement

16. What can the school do so you would read more often?

Year 5-6

Student characteristics

1. For how long have you been learning English? Since when have you been in an international school or in an environment where most people speak English?
2. How well can you read in English? And in your native language?

Reading engagement

3. How much do you enjoy reading in English? How much do you enjoy reading in your native language?
4. How often do you read in English? How often do you read in your native language?

School environment

5. Have your reading skills improved? How much?
6. Are there enough books, magazines and things to read in the classroom?
7. Where do you sit in when you read in school? Do you think that is a nice place?
8. How often does the teacher read aloud to you?
9. Who do you talk with about reading? How often and about which books?
10. How often do you pick your own book? Who else chooses books for you?

Home environment

11. Do you have enough English books at home?
12. Do you have enough books in your native language?
13. Where do you read at home? Is that a nice place?
14. How often do your parents read?
15. How often do your parents read aloud to you?

Room for improvement

16. What can the school do so you would enjoy reading more?

Appendix F: Interview Analysis

Year 3-4

For how long have you been learning English? Since when have you been in an international school or in an environment where most people speak English?

- A. Has been learning English for a year. Was in a non-English school before
- B. Does not know
- C. Is learning English for almost a year, was in a non-English school before
- D. Has been here for few months, had a little English before they came.
- E. Has been learning English for one and a half year, went to a non-English school before
- F. Has been to a bilingual English school for a year and now has been learning English here for another half a year.

How well can you read in English? And in your native language?

- A. finds it easy to read in both English as well as in native language
- B. Reading in English is okay, in native language it's easy
- C. Finds reading in English difficult, in native language easy
- D. Good at reading in English. Native language is getting worse, forgets words.
- E. Reads okay in English, really good in native language
- F. Reading level is okay in both languages

How much do you enjoy reading in English? How much do you enjoy reading in your native language?

- A. Is okay with reading in both languages
- B. Enjoys reading in both languages
- C. Finds reading fun in both languages
- D. Enjoys reading in English, is okay with reading in native language
- E. Finds reading in between okay and fun in both languages
- F. Enjoys reading in English, it's okay in native language

How often do you read in English? How often do you read in your native language?

- A. Reads sometimes in English as well in native language
- B. Reads a lot in English, sometimes in native language
- C. Some weeks reads nothing and some weeks four times
- D. Reads every day in English and several times a week in native language
- E. Reads every day in both languages

- F. Reads sometimes in English as well as in native language

Has your reading improved? How much?

- A. Improved a lot, reading is now much easier
- B. Reading improved a lot
- C. Has not improved reading skills
- D. Reading has improved
- E. Has improved a lot, reading is much easier now
- F. Reading has become much easier in English, only a little easier in native language

Do you think there are enough books to choose from in the classroom?

- A. There is an okay amount of books in the classroom
- B. There are a lot of books in the classroom
- C. There are an okay amount of books in the classroom.
- D. There are no magazines in the class, but would like some. There are a lot of books
- E. Sometimes thinks there are too few books, but the books are fun
- F. There are a lot of books in the classroom

How often does your teacher read aloud to you?

- A. Sometimes the teacher reads aloud
- B. Teacher reads sometimes. Only on Mondays.
- C. Teacher often reads aloud.
- D. Teacher reads four times a week, which is enough.
- E. Teacher reads often enough. She reads every week, which is called sometimes
- F. Teacher reads sometimes, would like it to be more

Who do you talk to about reading? How often? What books do you talk about?

- A. Never talks about books and does not want to
- B. Sometimes talks about books with teacher about the books they brings home.
- C. Talks to nobody about books, finds this okay
- D. Does not speak with anybody about reading, but would like to.
- E. Does not talk about reading with anybody but would like to
- F. First says they talk to nobody then changes it to sometimes. Both about the books from the scheme as the other books.

How do you pick a book? Do find it easy or difficult or something in between?

- A. Looks at what they like and find it easy to find a good book
- B. Looks at cover to judge book, but finds it difficult
- C. Looks inside the book to judge it. Finds it easy to find a book

- D. Looks at title to pick a book. Picking a book is okay, but you never know if it is too easy or difficult
- E. Looks at the back of the book to see if it nice. Sometimes difficult, because read too much of a stage already
- F. Looks at stage level to pick a book, at home picks anything, they are all good. Finds it okay to pick their own book.

How often does your teacher help you find a book?

- A. Teacher never helps to find a book
- B. Sometimes the teacher helps pick out a book.
- C. The teacher sometimes helps choosing a book
- D. Never gets help, but does not need it
- E. Never gets help from a teacher to pick a book, which should be more.
- F. The teacher sometimes helps, does not need more help

There are a lot of reading related activities you can do. Such as ... How often do you join such activities?

- A. Never participates in activities
- B. Participates sometimes in activities.
- C. Sometimes participates in activities.
- D. Sometimes makes drawing about the book. It is often enough, but would like more.
- E. Does not participate in any activities
- F. Sometimes draws pictures about books.

Do you have enough English books at home?

- A. The amount of books at home is okay
- B. Only has 1 book in English at home, which is too little.
- C. Only has 3 books in English, too little
- D. Only has 1 book at home, but brings enough from school
- E. Has lots of English books at home
- F. Has a lot of English books at home, half of them in English, other half native language

Do you think the books at home are fun to read? They find the reading material more often boring (13%).

- A. The books are too easy, first calls it not okay, then changes to okay
- B. The books at home are fun.
- C. The books at home are fun
- D. The books at home are fun to read
- E. The books at home are a lot of fun to read.

- F. The books at home are fun to read

Do you have a nice place to sit at home?

- A. Has a nice place to read
B. Not a nice place to sit, brother annoys her
C. Has a nice place to read
D. Has a nice place to sit, sofa or in bed
E. Has a nice place to read, in bed.
F. Reads in bed, which is very comfortable

How often do your parents read to you?

- A. Parents do not read aloud a lot, only sometimes
B. Parents never read to her
C. Parents never read aloud to her
D. Parents read once a week and likes it.
E. Parents usually read every night
F. Brother sometimes reads to him at random days. Parents never read to him.

How much do you like the reading scheme books?

- A. Does not like the reading scheme so much
B. Likes the reading scheme books a lot
C. -
D. Likes the reading scheme books a lot
E. Really likes the reading scheme books
F. Likes the reading scheme books

What can the school do so you would read more often?

- A. Does not know
B. Wants more books in native language.
C. Does not know
D. No, it's already good.
E. Does not know how it can be made better
F. No, not necessary to improve anything.

Year 5-6

For how long have you been learning English? Since when have you been in an international school or in an environment where most people speak English?

- I. Has been learning English in an English speaking environment for 8 months, but had been learning English in their home country for two years prior. Had lessons 2 times a week.
- II. Has been in an international school for one and a half year and spoke a little English before they came.
- III. Learned a little English before they came to this school and has been here for a year.
- IV. Learned a little English before they started here. Has been here for seven months.
- V. Had English lessons before, which made it only a little bit difficult when they joined the school a year ago
- VI. Has been one year at the international school, but has been two years in an international school five years before. Forgot all English they learned then
- VII. Had English lesson in home country, but started in an international school 7 months ago

How well can you read in English? And in your native language?

- I. Judges their reading skills in English as okay and in their native language as good
- II. Reads well in English and very good in their native language
- III. Judges their English as okay/good. Is really good in their native language
- IV. English reading skills are between okay and good. In native language it's really good.
- V. Reading skills in English are between okay and good. In native language reads very well.
- VI. Can read okay in English and well in their native language
- VII. Reads okay in English and very well in their native language

How much do you enjoy reading in English? And in your native language?

- I. Does not enjoy reading in English much, but enjoys it well in native language
- II. Does not really like reading in English, but likes it in their native language
- III. In English there are a lot of books they likes, but loves reading in native language
- IV. Enjoys reading in English, although it is difficult to find the right book. Likes reading in native language.
- V. Likes reading okay in English, likes it a lot more in native language.
- VI. Enjoys reading in English okay, but better in their native language. Although still not so much.
- VII. Likes reading just okay in both languages

How often do you read in English? And in your native language?

- I. Reads every day in English and sometimes in native language.
- II. Reads every day in both languages
- III. Reads every day in both languages
- IV. Reads sometimes in English and not much in native language.
- V. Reads every day in both languages

- VI. Reads every day in English, because the teacher says so. Never reads in native language
- VII. Reads 4 times a week in English, once a month in native language

Have your reading skills improved? How much?

- I. Improved a lot in reading in English
- II. Improved a lot in reading.
- III. Improved a lot in reading
- IV. Improved a lot in reading
- V. Reads a little bit better now.
- VI. Improved a lot in reading
- VII. Improved a little in reading

Are there enough books, magazines and things to read in the classroom?

- I. There are plenty of books in the classroom
- II. There is an okay amount of books in the classroom
- III. There are a lot of reading materials to read in the classroom.
- IV. There is a good selection of book and there are also special books in the special needs office, which they read
- V. The reading material in the classroom is okay
- VI. The quantity of books is good.
- VII. The classroom has an okay amount of books.

Where do you sit in when you read in school? Do you think that is a nice place?

- I. Sits at own desk, which is a nice place to sit.
- II. Reads on their table, which is okay.
- III. Read on own desk, which is a nice place.
- IV. Reads on their own desk, which is okay/good
- V. Reads at own desk, which is okay
- VI. Reads at their table and thinks that is a nice place
- VII. Sits on own chair, but does not think it's nice. Would not like to sit at the carpet either.

How often does the teacher read aloud to you?

- I. The teacher reads sometimes to the whole class
- II. Teacher reads sometimes, 3 or 4 times a week
- III. Teacher reads once or twice a week
- IV. The teachers reads once a week to the class, which is fine
- V. The teacher reads once a week, which is okay
- VI. The teacher reads sometimes, but would like it to be a bit more
- VII. Teacher reads once a week, would like it to be more

Who do you talk with about reading? How often and about which books?

- I. Talks with mum and dad about reading, but not much. Does not want to talk more.
- II. Talks with nobody about reading, but sometimes wishes to.
- III. Talks with nobody about reading, but would like to.
- IV. Does not really talk to anybody about reading and does not want to.
- V. Talks sometimes with a friends about books they bought in the bookshop
- VI. Talks sometimes to parents and friends about reading, which they thinks is enough. Talks about the reading scheme books.
- VII. Does not talk with anybody about reading, does not want to change this

How often do you pick your own book? Who else chooses books for you?

- I. Always chooses their books, although sometimes their mum picks something.
- II. Always picks their own books.
- III. Always pick out their own books
- IV. Always picks their own book, although they sometimes receive help
- V. Always picks their own books
- VI. Always picks their own books
- VII. Always chooses himself

Do you have enough English books at home?

- I. Does not have enough books in English.
- II. Does not have enough books at home, but brings enough from school
- III. Has too little English books at home.
- IV. At home there are too few books in English, but they bring plenty from the library
- V. Has plenty of books on their kindle
- VI. Not enough, but has enough from the library
- VII. No, would like it to be more

Do you have enough books in your native language?

- I. has a lot of books in their native language
- II. Has a lot of books in native language
- III. Has really a lot of books in their native language at home.
- IV. It's enough, because they do not read much in their first language
- V. There are plenty of books in their native language at home
- VI. For their it is a lot, but compared with others it is just okay.
- VII. Has plenty in their native language

Where do you read at home? Is that a nice place?

- I. Reads in bed, which is a nice place to sit
- II. Reads in bed, which is a nice place
- III. Reads in their room or their parents' room. It is comfortable, but it's often noisy.
- IV. Reads in their own room, which is a nice place
- V. Reads in their bed on at their desk, which is nice
- VI. Yes, it is comfortable
- VII. Sits at the table to read, which is nice

How often do your parents read?

- I. Parents do not read much.
- II. Parents do not read much
- III. Parents read sometimes
- IV. Father reads always on the iPad, but mum never reads.
- V. Parents never read
- VI. Parents read sometimes, judged as okay
- VII. Parents read the newspaper five times a week

How often do your parents read aloud to you?

- I. Parents never/sometimes read to her. Does not want to increase this.
- II. Parents never read aloud to her. Sometimes would like to
- III. Parents do not read to their anymore, but would like to be read to.
- IV. Parents never read to him, which is okay.
- V. Parent never read to her, does not want them to
- VI. Parents only read to their when the book is too hard, but it's enough
- VII. Parents never read to him, would like it to be more

How much do you like the reading scheme books?

- I. Likes the reading scheme so/so
- II. Likes some of the reading scheme books. Feels like they had to read them.
- III. Likes some stories of the reading scheme, but the books are short, so it's hard to get into them
- IV. Never reads book from the reading scheme.
- V. The books on the reading scheme are fun, but the books at home are better.
- VI. Likes the books from the reading scheme
- VII. Likes the reading scheme okay

What can the school do so you would enjoy reading more?

- I. Does not know
- II. Would like to have more funny books at home and at school.

- III. It would help if there were more storybooks in the classroom.
- IV. Does not know what to improve
- V. Does not know
- VI. Does not know
- VII. Does not know