

UNIVERSITY OF TARTU
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**INCREASING STUDENTS' READING MOTIVATION
IN HOME-READING LESSONS WITH EXTENSIVE READING**

MA Thesis

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ABSTRACT

Many researchers, for example, Day and Bamford (1998), Prowse (2002), Maley (2008) and Grabe (2009) have brought out a number of key characteristics of extensive reading in language learning. Simply put, extensive reading is reading a lot of books that are easy to understand without a dictionary, so that the activity is enjoyable and fun. It is different from intensive reading which is reading a short and troublesome text slowly and deliberately. (Donaghy, 2016)

The main purpose of the thesis is to answer the questions whether the amount of reading done has diminished recently and if it has, then how to motivate students to read more literature or any other interesting text during their free time. It also tries to find out the attitudes of students towards home-reading and, based on the results of the research carried out, to suggest procedures that could be used in home-reading lessons.

In order to study students' home reading activities and to enquire into their interest in reading books in general, the author of the present thesis carried out a questionnaire, in three schools in Tartu and one near the city (schools designated with the letters A, B, C and D). Schools A and B are schools with selective student in-take, which are compared to one regular school in Tartu (C) and one outside of the city (D). Making use of other research papers done in the same field and comparing the findings with the author's own research, the author of the present thesis will suggest activities for an extensive reading programme. The thesis will consist of an introduction, three chapters (chapter I will contain the review of pertinent literature, chapter II will talk about study methodology, its data, analysis and the results, chapter III will contain the materials of home reading lessons that could be added to the extensive reading program) and a conclusion. The conclusion summarizes the results of the paper.

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LIST OF ABBREVIATIONS

ADHD – attention deficit hyperactivity disorder symptoms

CALL – computer-assisted language learning

ELT - English Language Teaching

ER – extensive reading

FL – foreign language

HR – home-reading

IA – internet addiction

L1 – first language

L2 – second language

RÕK – Riiklik Õppekava

INTRODUCTION

My idea to write about literature, home-reading and appealing home-reading activities came from the Master's thesis of Leola, who wrote her thesis about home-reading and suggested that someone else could explore the attitudes of the students towards home-reading and claimed that special attention should be paid to procedures that are or could be used for home-reading, as the activities presented in her research “displayed little creativity and innovation and that appealing activities are likely to contribute to the student's reading motivation as well” (Leola 2008: 127).

The main concern of the thesis is to find out whether the problem that students are not interested in literature exists and whether it is true that they are not enthusiastic about extensive reading or that books do not inspire them. The author of the thesis agrees with Peter Hunt (2000), who admits that technology seems to “dominate narratives for children” (Hunt 2000: 111). Hunt says that the essence of the stories for the “computer reader,” who uses other sources than books (“the Internet and multimedia”) for reading, is changing (ibid.). These students need to cope within a school system and “teachers will have to negotiate the profound intellectual shift that the mediation between old and new narratives implies.” (Ibid.) Thus we will have to rethink the meaning of a “good reader”. Books lead us to imagine the world of the characters and exciting situations they experience, but it is quite different from the video or film version of the same book. Nowadays, it is very easy to get access to films which prompts students not to read a book at all. These changes in reading and technology development lead to the need to do something differently to increase students’ reading motivation in home-reading lessons with extensive reading.

Additionally, there is a tendency to not consider literature important in a language

class and nowadays textbooks also contain few literary texts. Few texts of literature and less reading in class have heightened the need for generating interest in reading literature at home, either by doing it via internet or in a different way by using new activities.

Many researchers (for example Anderson, Wilson & Fielding 1988; Taylor, Frye & Maruyama 1990) have admitted that “the amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information.” Krashen (1993) adds that: “Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not” (McKool 2007: 111)

However, today even pre-school children are more interested in technology than a parent reading a book. Keegan (2015) points out that “many teachers experience resistance to reading from their students, who may not read much for pleasure in their first language and therefore don’t see any value to reading in a foreign language” (Keegan & Stein 2015: 52). There have been different theories about the effect of technology on child development and attention (E.g. Chan and Rabinowitz (2006), Lissak (2018)).

The author of the thesis hopes that using the Internet for special purposes during a certain time in class does not harm but can motivate students. Students can read books, write essays, blogs or do different assignments using computers and the Internet. The question is how to integrate technology into home-reading lessons.

There are many ways how to attract the student to read more. Keegan (2015) describes that the teacher as a “role model” could sit down together with the children and start reading a book that he/she enjoys the most. It is a good way to show the children that the teacher cares and makes time for them. It is certain that the students “pay far more attention to what the teacher does and how the teacher is than to what the teacher says” (Keegan & Stein 2015: 52). He also adds that “extolling the virtues and benefits of reading

is all well and good,” but it is more valuable seeing the teacher enjoying reading by him- or herself (ibid.).

There are extensive reading programs all over the world, for example *Programa Nacional de Lectura* in Mexico (Archer 2012: 170), *Oxford Big Read* in Turkey and *Read on* in Italy where the students are given different exercises “related to graded readers”. Students have to “design a photo album, a book jacket, a comic strip or a newspaper, or writing a diary entry for one of the characters” (ibid.). Judges give awards to the children who take part in the programme and it is very popular event in Turkey, which helps the students to enjoy reading and consider it valuable (Keegan & Stein 2015: 53).

Keegan also writes about Sustained Silent Reading in Canada, where everybody (all the staff, the director, the teachers, the cleaning personnel) in the school have to start reading when they hear a signal and which increases student motivation (ibid.).

Stein (2015), who has a fourteen years of teaching experience in Japan, says that sometimes the teachers get anxious about extensive reading (ER) and its role in the classroom and he suggests a couple of motivational exercises. When he sees someone who does not want to read or is bored, he asks the person to find a favourite novel and place it somewhere in the classroom and later on everybody moves around and figures out what others read. It helps to change the mood and make a lesson enjoyable (Keegan & Stein 2015: 53). Another task Stein brings out is finding about ten similar words from some book available in the school library. The students are encouraged to write a poem with these words. Later on the poems are placed on one table and the books on another and when reading the poems, the children have to guess which book has the words in the poem (Keegan & Stein 2015: 53). There are a lot of easy ways that the teachers can use in the lesson to motivate the children to grab a book and read. The author of the thesis tries to

find her own motivators for the lesson that the first-year teachers can use at school and especially activities that have not been used very often in home-reading lessons.

The present paper focuses on the home-reading lessons and the thesis has the following aims: to give an overview of home-reading lessons from the perspective of students, bringing in for comparison the teachers' viewpoint from the Master's thesis of Leola; to find out the main ways how to motivate students to read more literature; to find out which texts are used in home reading lessons by English teachers from four Gymnasiums of Tartu/near Tartu and try to come up with ideas for appealing home reading activities. The main research questions of the thesis are: Why is home-reading or ER and reading literature important?; How to motivate students to read more literature?; What kind of reading material and activities could teachers use during or outside of home-reading lesson?

The thesis consists of an introduction, three chapters and a conclusion. The introduction will explore the importance of reading literature in the ESL classroom and look at how reading influences different language skills. There is a scarcity of literary texts in the English language textbooks, so the only way to teach and read literature is during the home reading lessons. Chapter One on theory outlines different notions, organization of home-reading and why to integrate technology into the study. Chapter Two on data begins with explication of methodology, describes the materials gathered, analyzes the findings and makes suggestions for future studies. Chapter Three deals with innovative and appealing activities for HR lesson. The conclusion of the thesis sums up the results.

CHAPTER ONE

LITERATURE REVIEW

1.1. THE CHARACTERISTICS OF EXTENSIVE READING (ER)

The purpose of the chapter is to explore the characteristics and organization of ER, to emphasize the benefits of using ER and literature in the foreign language classroom according to previous research results. The author will make use of research papers dealing with the same subject in the Estonian context and give an overview of characteristics and benefits of home reading (HR), one form of ER, and show why reading is essential and how students can be motivated to read.

As many children use all kinds of digital devices every day, it is useful to write about the pros and cons of technology and how to integrate web-based learning into the study process. Additionally, some examples of the attitudes of teachers or students towards home-reading will be explored.

According to Richard Day et al, ER is becoming a more and more essential component in ESL classes and a number of programmes are spreading all around the world (Day 2015: 7).

On the homepage of The Extensive Reading Foundation is written that there are different names for ER: sometimes it is called Graded Reading and sometimes Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR). It means that students have to find a book of their own choice at their comfort reading level from the library and read it silently in class or at home. In Estonia ER is integrated into home reading lesson, there is no separate programme for ER and HR is conducted in the framework of regular FL classes. As there is no time to read books in the classroom because teachers devote the learning time to other activities that need to be done during the lesson, in Estonia reading is done at home. This means reading fluently a pleasant book without concentrating on every

word but on context which is the aim of ER - to help the student to become a better reader. ER and intensive reading have different aims, but they are both used in HR lesson.

Bamford and Day (1997) state that “in everyday life, to read extensively means to read widely and in quantity”(cited in Leola 2008: 55). As described on the homepage of Extensive Reading Foundation (2011: 2), the students are reading extensively by enjoying a book without the direct knowledge of learning, it means that they study reading by “reading for information.” The aim is to achieve reading fluency, which allows students to process language faster and improves understanding.

Bamford and Day (2002) and Day et al. (2015: 10-12) bring out a set of 10 principles that have already made extensive reading a success in previous programs and thus could be referred to as a guideline for teachers:

1. the reading material is easy
2. a variety of reading material on a wide range of topics must be available
3. learners choose what they want to read
4. learners read as much as possible
5. reading speed is usually faster than slower
6. the purpose of reading is usually related to pleasure, information, and general understanding.
7. reading is individual and silent
8. reading is its own reward
9. the teacher orients and guides the students
10. the teacher is a role model

Two studies of HR have been particularly inspirational when writing the present thesis: the study carried out in 2008 by Leola and another from the year 2017 by Kosk. These studies give an overview of home-reading lessons and the benefits of ER. The description of their work is combined with an overview of international research.

Leola (2008) in her thesis writes about the starting time of HR, what kinds of texts and the number of books are suitable for children of different levels, as suggested by the Estonian national curriculum, teachers participating in her survey and specialists in that field. As the author of the present thesis did not investigate the organization of home-

reading, then it is necessary to bring out some findings for the background information in order to go on with the analysis of the materials used during the HR lesson. Leola focused on the viewpoint of the teachers, their priorities in teaching and lesson is organization, whereas the author of the present thesis looked at the attitudes of the students and used the results to make suggestions about how to make lessons more interesting and to motivate students to read.

The author would agree with Kärtner (2000: 13 in Leola 2008: 55) that in reality, HR or reading in a foreign language should start during the time one could read well enough in one's mother language. The foreign language itself is difficult at first and if a student cannot read well in his/her mother tongue, then the motivation to read diminishes or will disappear altogether and one cannot read for fun. Different ideas have been expressed about when precisely the HR should start. Specialists have suggested that a good time to start HR would be when the students have reached at least the intermediate level. (Day & Bamford 1997 in Leola 2008: 55) In Estonia the teaching of FL starts in Form Three, only in private schools or in schools that have specialised in English does FL start in Form One, there they start to study a foreign language intensively at an early stage.

Kärtner recommended (2005: 17) starting with HR in the Forth Form and doing it slowly, with everybody reading the same book and at the beginning only one page, so that reading is easy and fun. According to the Estonian national curriculum, up to Form Three students have to recognise words they know and read familiar texts (RÕK 2002 in Leola 2008: 56). When students start to study a foreign language they have to recognise sounds they hear and symbols they read, they only read the words they know and usually textbooks are designed with the texts suited to the children of a certain level. The students can start using graded readers when they know at least a hundred words (Hedge 1991: 62 in Leola 2008: 56).

The survey results of Leola showed that none of the schools started with HR before the Fifth Form. Only one teacher said that HR starts in Form Three and added that at this level students are capable of reading simple texts (*ibid.*) According to RÕK (2002) during the Forth Form unfamiliar texts could be read and discussed and students should know how to use the dictionary (Kärtner 2005: 17, Peterson 2003: 38 in Leola 2008: 56). Kärtner says that during Form Six students should understand the text through context or using a dictionary. When FL learning starts in Form Three, then it is logical that HR has to start later, because the students' vocabulary has to be sufficient for reading extensively. Most Estonian schools begin between Form Five and Seven when the children are interested in new information and vocabulary (Leola 2008: 57). As HR starts quite late, the author of the present thesis decided to study HR attitudes of students in Form Ten.

The length of the text should be at first around ten pages and it could be increased up to twenty five pages per week (Kärtner 2000: 21 in Leola 2008: 57). At the gymnasium level the length could be increased up to fourty pages per week. (Kärtner 2005: 17 in Leola 2008: 57). The teacher should regulate the number of pages, because if some schools start HR at the gymnasium level, then the number of pages should be cut.

When talking about reading, the author agrees with Day et al (2015: 10) and Leola (2008: 58) that the books should be chosen by the children who read them, especially, at the gymnasium level, as students do not want to read uninteresting books for the sake of a teacher. Children identify with characters in a book, look for answers to the problems they may have and will try to compare their world to the one described in the novel, so literature partly forms beliefs, attitudes and opinions of the students (Peterson 2003: 40 in Leola 2008: 58). Students should find the books they want to read themselves but the teacher's help is still necessary, when we talk about the proper level and graded readers, which have the necessary vocabulary for the students. The teacher should also introduce different text

types and various genres, so that the children could become good readers, who can find books with good quality by themselves.

Leola made a survey of HR practices in five schools and the author of the present thesis in three schools in Tartu. Only in one school participating in the survey the HR started at the gymnasium level because the school only has gymnasium classes. It might be too late to have HR only in the gymnasium because of insufficient time to study and practise reading, but it is better than nothing, because if there is a well organized extensive reading programme, then it is possible to get satisfactory results (Leola 2008: 58).

ER has been studied in different cultural contexts. A research project in Taiwan has shown that even a short time of study will give results, but the motivation to read extensively in English depends on the activities that the teacher uses in the lessons and general culture-specific aspects. The study of Yi-Cheng Huang (2015) attempts to identify whether ER could raise motivation for reading in English of senior high school students' and promote positive thinking of reading in English. The research examines the teachers' findings when challenges encountered in implementing ER activities for 12 weeks with 258 participants from 4 senior high schools in Southern Taiwan (Huang 2015: 1).

The interviews with students showed that the ER had some positive influence on reading in English. Many children participating in the study thought that ER was useful in advancing their English reading skills. Besides, numerous participants concurred that this ER activity helped to widen their lexicon. However, it did not motivate them to read in English independently (Huang 2015: 8).

The answers of some of the participants of the study show that motivating students takes time and there is a distinction between teaching techniques of different cultures. Some of the answers suggest that ER may be useful, but the effect is coming very slowly. When reading some students cannot help figuring out the meaning of words, rely too much

on the dictionary and thus reading does not become interesting. Teachers in Taiwan habitually let children look up every word and do not let the students guess the words by context, so they use more intensive reading in the lessons. Performing well on tests and exams is more important in Taiwan. Most of the children's time after school is occupied by school assignments and there is very little time for them to relax and do the things they are interested in (e.g., playing computer games or surfing on the Internet (Huang 2015: 8).

Huang's article suggests that ER contributes to developing positive attitudes towards reading in English and expands the vocabulary of students. On the other hand, the children of Taiwan have not "adjusted themselves to a more extensive way of reading, and this experience does not help develop a new habit of reading in English among the participants" (Huang 2015: 8). Active readers in the study thought ER was very helpful for increasing their vocabulary and improving other skills, but they agreed that ER was too time-consuming. Those who liked to read found that their motivation increased a little or remained the same. The second type of readers were the passive ones who chose easy texts in English that they already knew. (Huang 2015: 9) It seems to me that those participants who could not be motivated, were slow readers and were not used to reading so much, which makes it difficult for them and takes a lot of their free time, they just wanted to do the task quickly and in an easy way.

It appears from the survey that with less motivated children, it is not easy to discover an assortment of materials that might suit them and to get them motivated. Huang suggested that "different types of reading materials, such as magazines, newspaper articles, pop songs' lyrics or even online novels, can be incorporated into the ER activity, as long as they are attractive to the readers." (Huang, 2015: 10) I would also agree that different materials should be added to the ER programme, but then the teacher would have to give suggestions which articles, magazines, blogs or online texts to choose, because the internet

is full of texts of different quality.

Instructors play a decisive part in giving students support in reading. The results of the studies on ER at the high school level seldom mention the parents' role although, since ER is frequently done at home, parents play a critical part in supporting their children's reading. Huang (2015: 11) concluded that, unfortunately, many parents in Taiwan do not read so much and lack the skills to teach their children to read more. In Asia getting high scores is very important and if it is inevitable in Asia, "then parents are advised to become acquainted with researchers' suggestion that ER is precisely the prescription for attaining high scores on reading exams" (Jacobs & Gallo 2002 in Huang 2015: 11).

In Estonia the attitudes toward teaching reading differs from Taiwan. Reading to the child is seen as helping a child to learn to read. "In Estonia, two thirds of parents of young children read a bedtime story to their child every day or at least a couple of times a week; the speech development of these children is significantly better than those children whose parents do not read bedtime stories" (Tammemäe 2009 in Garbe et al 2016: 7).

The report "Literacy in Estonia" that has been published by the European Literacy Policy (ELINET) in 2016 mentions that Estonian 15-year old students increased their reading performance between 2009 and 2012 and scored above the EU countries on average. (Garbe et al 2016: 6) The key for the success in the Estonian educational system is motivated students, hard-working and professional teachers and supporting homes. Many parents in Estonia make a contribution to their children's lives by playing with them, going to different cultural or social events and trying to find the best field of activity where a child is talented or what the child chooses. Even if parents are working long hours, they try to find for a child some activity for their free time. There is also support for reading.

The Estonian Reading Association has a project "Reading Games", the aim of which is to provide interesting educational tools for children, parents and teachers in the

form of board games and facilitate the development and shaping of children's reading skills. The association offers courses for parents to raise awareness of how to create a literate environment at home. (Estonian Reading Association 2015)

In Estonia ER is called home-reading, although there is a slight difference, but in present thesis – they are used synonymously in the context of Estonia. The survey of Leola (2008) showed that eighteen teachers considered HR very necessary and ten quite needed, which is a good indicator that teachers know about the HR benefits. However, the teachers had different attitudes toward HR: there were teachers who admitted that HR should be in the school curriculum and others for whom HR meant a double workload and stress, because during the lesson teacher has to work with the students individually and at the same time has to give others extra work and check it at home or later in the lesson. (Leola 2008: 23)

Leola (2008) adds that the teachers are influenced by the school administration, who decides if HR is important and relevant enough to be added to the syllabus. Only a few teachers decide the matter for themselves without support and some get encouragement from the board of teachers. As children have to choose the material to read and are responsible for organizing their reading entirely by themselves, then HR helps to develop their independence. (Leola 2008: 25) The reason why HR is not added to the syllabi is the lack of awareness that HR helps students to train for examinations, as studies have shown positive results in examinations (Warning 1997; Ono, Day & Harsch 2004 in Leola 2008: 26).

Nation (1997) and Grandman & Hanania's (1991) research results showed better examination results and abilities in extensive reading (cited in Leola 2008: 26). Ten teachers out of twenty-eight of Leola's survey saw the change in reading skills, three

noticed a more effective way of using the dictionary, while two saw the increase of the reading speed. (Leola 2008: 26)

The materials that students read must be of appropriate length and difficulty. There should be a way how to measure the appropriate complexity level for students to select a proper book to read. The HR language difficulty should be “optimal” and it is reasonable to suggest an easier text rather than a very challenging one, which does not motivate a child to read (Hedge 1991 in Leola 2008: 60). A very difficult literary work makes a child look up many words and he gets stuck in difficult sentences and might feel hopeless that reading is very slow and difficult, which leads to a fall in motivation and fear of the approaching deadline. So, it is good if a student can find a book by himself and can change the book, if he finds it too dull and easy. Hedge admits that the teacher’s support is very important, especially when a student selects a more challenging work of literature to read (Hedge: 1991 in Leola 2008: 60).

Different researchers think differently about the difficulty level. For example, Day and Bamford (2000) think that if there are one or two unknown words, the text is suitable and a good material to read. However, Ono, Day and Harsch (2004) say that the material is complicated when there are difficult grammatical structures and more than five obscure words. (Leola 2008: 61)

Nielsen says that a Cloze Test can be used to provide empirical evidence of how easy a text is for a specific target audience. They thus measure reading comprehension, and not just a readability score (Nielsen 2011). According to Ross (2017):

A cloze test is a way of testing comprehension by removing words (usually every 5th word or so) from a passage or sentence and then asking the reader/learner to supply the missing elements. For this reason, it is also sometimes referred to as a gap-fill exercise (Ross 2017: 1).

This test has been used in the classroom since the 1950’s. The background of the test is from the theory of ‘closure’ in the *Gestalt* school of psychology, which says that “the brain sees things as a whole unit and will naturally and easily fill in missing parts“

(Walter 1974). In the case of missing information, a person will use their previous experiences or background information together with critical thinking and reasoning skills to fill in the gaps (cited in Ross 2017: 1).

The next step, after finding a readable book at the needed level and with a comprehensible vocabulary and grammatical structure, is deciding how many pages to assign and how much time to plan for reading a book. Although reading should be fun and enjoyable, it is good for a student to know a standard amount of text, not because of a good mark, but it helps children follow their progress (Susser & Robb 1990 in Leola 2008: 61) and also to tell them or her how fast they can read (ibid.)

The survey results of Leola show that in all five schools in Tartu, there are no specific regulations of HR programmes, with the exception of the number of pages for each Form. In Form Four, students were required to read 20 to 30 pages of adapted or graded readers once or twice a year. From Form Six to Form Nine, the approximate number of pages to read was thirty to fifty pages per term one or two times a year, using adapted books or graded readers. At the gymnasium level, from Form Ten to Form Twelve, two hundred and fifty to three hundred pages a year were read by students, about twenty five pages in two weeks (Leola 2008: 65).

The collected data shows that some schools follow the rules that have been established over the years, so the starting time, the duration and number of pages seems to be quite similar. Different arrangements have been adopted in schools and by teachers themselves depending mostly on school regulations or students, how motivated they are in reading. It means that the teacher can suggest more pages to read if the teacher sees that a group of students are capable of reading more (ibid.).

The survey by Leola gives a good overview of HR in Estonia and she shows that if we want to motivate children to read, then a good book is required, enough time, not too

many pages, the teacher's support, interesting lessons and after two weeks a little inspection how reading is going on and appealing home reading activities to do in class or at home.

Numerous studies show that the amount of reading is connected to overall reading development and improvements in reading fluency. However, the benefits of ER are not limited to reading alone, but also vocabulary development, which obviously benefits the performance of all language skills. Learners who engage with ER tend to be more motivated students. The reading rate depends on "lower level processes" like understanding words, so that it is easy to read quickly and one can skip looking up the meaning of words, but "the meanings are activated automatically" (Grabe 2009 in Kosk 2017: 16). Reading rate is important, so that understanding the text is easy and not time-consuming. Rebboah (2010) recommends that it is necessary "to practice and teach sight words, words that are highly frequent in the text. (Rebboah 2010 in Ashcraft 2011: 13).

Saragi et al (1978) have carried out research on the benefits of reading in EFL. They stress that "extensive reading is vital for increasing learners' repertoire of vocabulary in context, which cannot be acquired even by referring to the dictionary." They add that "classroom activities do not offer a wide enough scope for the acquiring of vocabulary in context. They feel that unless the learner is immersed in an English speaking environment, he has to read extensively to acquire a usable level of vocabulary in context" (cited in Krishnan et al 2009: 2).

"In addition to learning new words HR also provides opportunities for recycling vocabulary and grammar structures." (Kärtner 2005, Nation 1997 in Leola 2008: 28) Besides gaining new vocabulary, reading longer texts from some book also helps to get "an understanding of how linking words, or connectives, are used to develop ideas, give examples, express cause and effect, add information, qualify a statement, contrast things

and so on” Hedge (1991: 25 in Leola 2008: 29). The text formation to make it meaningful is the idea.

The connection between reading and writing is mentioned by many researchers. Park (2016) studied extensive reading and found out its positive effect on writing when added to the writing courses (Park 2016: 293 in Kosk 2017: 19). ER group was three times better in results than those who were taking ordinary English courses. (Park 2016: 291 in Kosk 2017: 19)

As can be seen from above, ER develops reading skills but also a wide variety of other language skills in the EFL context. The next section is about the benefits of using literature in foreign language classes, especially with ER.

1.2. REASONS FOR USING LITERATURE IN EFL CLASSIS

The use of literature for teaching basic language skills (i.e. reading, writing, listening and speaking) and other language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching. In the present thesis I focus on literary works that the students have to read in the home-reading lesson.

Mohammad Khatib et al (2011) in their paper “Literature in EFL/ESL Classroom” bring out eight reasons for using literary texts in foreign language classes. Four of them are the same as Collie and Slater (1992: 3, 4) bring out: authentic material, cultural awareness and globalization, language skills and critical thinking. Besides, Khatib et al (2011) also mention motivation, emotional intelligence, sociolinguistic/pragmatic knowledge, intensive/extensive reading, grammar and vocabulary. I am not going to write about all of them here, because some are discussed in other chapters of the paper.

Literature is “authentic” material, not created specifically for language teaching. Thus, in a classroom context, learners are exposed to actual language samples of real life through literature (Collie et al 1992: 3).

According to Collie and Slater (1992: 3), literary texts are used in the classroom, because they offer plentiful and “extremely varied body of written material” which is meaningful to people in everyday life, in other words, “it says something about fundamental human issues.” (Collie et al 1992: 3)

But according to the Extensive Reading Foundation (2011), “authentic” books are not always good ones to teach reading, because these are meant for native speakers of English, who know the language very well and may be too difficult for students, who still learn to read. Graded readers are a good alternative for foreign language learners and they are used in home-reading lesson.

Next, “literature promotes cultural and intercultural awareness”, (Van, 2009) particularly during the time when everything is global (Tayebipour, 2009) (cited in Khatib et al 2011: 202). “Globalization cries for joining hands not only in economy, politics, and sociology but also in language-related fields such as ELT” (Khatib et al 2011: 202). Maley (1989a) says that “literature deals with universal concepts such as love, hatred, death, nature, etc. that are common to all languages and cultures” (ibid.). The different cultures can broaden our understanding of the whole world (Khatib et al 2011: 202).

Collie et al (1992: 4) write that for those, who cannot go abroad, watching films or television programmes, listening to the radio or reading some good literature can give them an understanding of life in another country. One can find out the characters’ emotions, traditions, what they like or are afraid of or appreciate. This can rapidly give a non-native speaker an overview of that society. Reading literature can “increase the foreign learner’s insight into the country whose language is being learnt” (Collie et al 1992: 4).

In addition, Maley (1989a) says that “literature deals with a potpourri of language types and varieties from slang to formal and various subject matters.” Also Arthur (1968) believes that “syntactic knowledge and vocabulary enrichment can be accelerated through literary texts” (Khatib et al 2011: 202).

The increase of a student’s vocabulary is a benefit of extensive reading. According to Garbe (2009: 323 in Kosk 2017: 17):

as words are processed together to form comprehension networks, they build stronger longterm associational links in memory; they also create the conceptual space for new words to be learned more quickly over time and multiple exposures. (Garbe 2009: 323)

Reading literature can improve all language skills. “Literature is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills.” (Belcher & Hirvela, 2000, Crain, 1993, Erkaya, 2005, Fitzgerald, 1993, Knight, 1993, Latosi-Sawin, 1993, Nasr, 2001, Spack, 1985, Stern, 2001, Vandrick, 1996 in Khatib et al 2011: 202).

Writing appears to set a great ground for studying composing. The research project described by Barrs and Cork (2001) shows that writing of children is very much influenced by the books they read. Dix and Amooore introduced writing techniques which help the children to focus their interest in the text and help them develop content. While kids concentrated on the story and occupied with print and visual readings of the artistic content, they likewise centred on understandings about how writers used language for a specific reason, looking into composing procedures. The scholars' aim was to make youngsters more mindful of each writer's use of language and their written work style and strategies. (Dix & Amooore 2010: 142)

Khatib et al say that:

For speaking purposes, the events in a poem, novel, or short story can be associated with the learners’ own experience in real life. Such a practice paves the way for hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency. (Khatib et al. 2011: 203)

To improve the listening skills, the learners can be exposed to the audio versions of the poems, short stories, or novels. Also the musical elements in poetry stimulate the learners' desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation. If teachers want to improve listening skills, the learners can be presented the sound adaptations of the lyrics, brief stories, or books (Khatib et al 2011: 203).

Finally, if we talk about reading, “novel and poetry can provide good opportunities” for reading for fun or for information. Reading is great for “practicing different subskills” which means looking through and reading a text very rapidly to get a general idea or by scanning the text which means reading the text to find out special information as quickly as possible, and finding the fundamental thoughts. “Literature is not only facilitative for language learning purposes in general but it can also accelerate language learning in content-based instruction” (Shang 2006, *ibid.*).

It is also believed that “reading literary texts foster emotional intelligence.” (Ghosn, 2002). Goleman who is the pioneer in EQ accepts that IQ and indeed numerous “intelligences did not cater for” this perspective of human insights. EQ is particularly related to human capacity to control and oversee their feelings and sentiments in troublesome circumstances. “Dealing with affection, feeling and emotion, Literature is a good source for nurturing our EQ” (cited in Khatib et al 2011: 203).

1.3. BLENDED CLASSROOM- AND WEB-BASED LEARNING

One of the aims of the thesis is also to introduce a classroom- and web-based learning, because students are motivated and excited by studying by using technological tools “to transcend the traditional concept of the classroom” (Drexler 2010, in Stanley

2013: 2) and this can lead to students taking their studying for the lessons more seriously, also in preparing for the lessons independently at home (Terrell 2011, *ibid.*). Technology can be a very involving and motivating tool for the learners which can be integrated into the study of foreign language. As Stanley (2013: 2) insists, using technology should be a part of a lesson “to promote and extend learning” not for something special as a reward.

Computer-assisted language learning (CALL) is a part of blended learning. Beatty defines the term as “any process in which a learner uses a computer and, as a result, improves his or her language” (Beatty 2003: 7). Hubbard (2009: 2) claims that the term ‘computer’ does not only apply to simply the desktop and laptop devices people use every day, but it could refer to other technological devices such as personal digital assistants, mp3 players, mobile phones, DVD players etc. everything that contains a computer of sorts. (Levi & Hubbard, 2005, in Hubbard 2009: 2) The question of what it means to ‘improve’ one’s language skills when using CALL for language learning and teaching can be answered from several perspectives such as learning efficiency, effectiveness, convenience, motivation, access and institutional efficiency (Hubbard 2009: 2).

Blended or *hybrid* or *mixed-mode learning* is learning that combines the best of online learning and face-to-face instruction for the purpose of enhancing learning. A course content is moved out of the classroom to an online format allowing for class time to be more interactive. There are some characteristics why blended learning could be used:

- More flexibility for students and instructors.
 - Varied ways for students to engage in and demonstrate their learning.
 - Both instructors and students have the opportunity to develop their technology skills.
 - Students prefer courses that have some online components
 - Some technologies allow for more learning to take place, or facilitate a specific kind of learning activity that might not be possible without the technology.
- (Cornell University, 2012)

Hadjiconstantinou & Yerou (2012: 2) describe blended learning in the following way: “Blended learning constitutes a training modality that involves the use of different

pedagogical methods and techniques, through a combination of classroom and online sessions with the purpose of achieving the best learning outcomes.”

Blended learning, as Sharma & Barrett (2007: 7 in Stanley 2013: 10) maintain, “refers to a language course which combines face-to-face classroom component with an appropriate use of technology” and it is meant for using technology at home. But blended learning can refer to different approaches when a face-to-face component is added to an online course or online component is added to classroom course.

Web-based learning may be a small part of a classroom-based course, video-recorded lectures or other technology-facilitated learning activities. There are different ways to integrate technology into the study. Sometimes, students may work independently on online lessons, some projects, and assignments at home, only some times during a course meeting with teachers to review their learning progress, discuss their work, ask questions, or receive help with difficult concepts. In other times, children may spend their whole day in a traditional class, spending more time working online and receiving instruction from a teacher. (The Great School Partnership 2013)

It is also possible that during a traditional home-reading lesson, one student is discussing a book with a teacher and others are doing some assignment online or they have a task to do something online at home and during next lesson the teacher checks the home assignment and the whole class can have a discussion.

Over the past years, digital- and online-learning options have become popular. But of course there are a number of reasons why technology is not used, because of inadequate funding, technologies, computing networks or resistance to change. As digital learning environments need training the teachers, alternatives such as blended learning could be used. (The Great School Partnership, 2013)

Teachers are forced to change the ways in which they have historically instructed and interacted with students, but as technology is used in most workplaces, then doing some tasks using digital devices at school should not be a problem, especially when it makes a lesson more lively and entertaining. As Stanley (2013: 1) reports that “apart from its time- and labour saving function, technology can also inspire creativity and bring new opportunities to people, connecting them to new ideas and people they otherwise might not have met.” Stanley (ibid.) brings out some activities for using technology in language teaching and learning:

- accessing information, including information about language
- exposure to the target language
- entertainment (i.e. reading/listening for pleasure)
- creating text
- publishing learner work
- communicating and interacting with other language users/learners
- creating community
- managing and organising learning (e.g. learning management systems, online vocabulary notebooks etc.)

Technology provides vast amount of materials outside the classroom and one of the best ways teachers can use to be sure that technology is integrated into a course, is by using a *Virtual Learning Environment* (VLE), which is also called *Learning Management System* (LMS). The well-known ones are *Moodle* and *Blackboard* (Stanley 2013: 10). Dudeney and Hockly (2007: 137) explain VLE as follows: “VLE is a web-based platform on which course content can be stored /.../” VLEs have tools or tracking facilities that help teachers to see who has visited the system, what kind of activities have been done and to hold all the documents in one place. When a learner has stopped studying, he/she has no access to the VLE anymore, so the alternative is to use *Personal Learning Environment* (PLE), where one can set up his/her own learning community and set up tools of their own. VLEs provide tools for set up tests and assessment system to record learners marks and keep them in one place but with each learner’s record separately. (Stanley 2013: 10)

According to March (2012: 2) there should be a study plan that would help the students to organize their independent study. A course plan should provide a schedule of upcoming events, when the course starts and ends and overview of tests. The plan helps to organize students' individual time and plan a studying time.

The question that arises is how to involve the main language skills in the extensive reading programme using blended learning. There are many ways to attain different activities that are suitable for the needs of learners and the activities will be presented in Chapter Three.

CHAPTER TWO

2.1. RESEARCH METHODOLOGY

The following chapter describes the methods used, how the data of the present study was collected, research carried out and for what purposes the project was undertaken. Reading the thesis about home-reading, written by Maarja Leola in the year 2008, the author was motivated to do further research about home-reading activities and foreign language learners' interest in reading in three schools in Tartu. The schools in question will be designated with letters A, B, C and one school near the city with letter D. The information about schools is anonymous and the schools are designated with letters because of the EU General Data Protection Regulation (GDPR).

My research was carried out in March, 2014. The information for the thesis was collected via a questionnaire (see Appendix 1), which was compiled by modifying the questionnaire from an article by Camiciottoli published online in 2002. The questionnaire (Camiciottoli 2002) was taken as a model, because it contained many questions about the attitudes of the Italian University EFL students about extensive reading in English. The same questions can be asked from the students of the gymnasium level if the language is adapted to the level of the students' competence. Some of the questions were taken from the thesis of Maarja Leola who examined teachers' attitudes and the questions for teachers were modified and made better and more suitable for the students. There were also questions that the author made up herself with the help of a supervisor.

The questionnaire consists of basic questions about the students' background (school, class, gender) and reading habits, followed by two questions concerning motivation to read literature in English and ten questions about attitudes towards home-reading. The teachers of 4 schools in Tartu/near Tartu handed out the questionnaires on

paper for the students to fill in and later the author collected the questionnaires.

2.2. THE SAMPLE

Since teachers are burdened with their work, all the questions were meant for the students to explore the habits of schoolchildren when reading literature and literature in general and how satisfied they are with the lessons of home-reading and do they rather wait for a change or like the methodology as it is and the previous way of teaching. This research may provide new insights and fresh ideas about how to plan lessons, taking into consideration children's opinions.

The author has chosen students of the 10th Form from four Gymnasiums in Tartu/near Tartu, because home-reading starts in some schools later or teachers would not do much in home-reading lessons until the gymnasium level.

The first school designated with the letter A was chosen because of its good reputation and a very warm reception given to the researcher. It has three branches that students can choose: humanities, where students are able to specialise in languages, literature, history, religion and art; natural science, which gives students knowledge about biology and chemistry and science, which gives knowledge about mathematics, physics and information science. All the branches additionally provide philosophy and informatics. Besides, there are no subjects or elective courses in the English language and no special attention is paid to English language teaching.

The second school designated with the letter B was selected because this school specialises in English language studies, giving different kinds of lessons in English (Academic Language, British Studies, Human Geography, Business English, Interpretation, English Literature until 20th century and English Literature of 20th – 21st century, American

Literature, Introduction into English Colloquial Language and Slang). Those who choose International Baccalaureate Diploma Programme (IB DP) have more courses in English.

The third school designated with the letter C is a school known for teaching the French language and introducing French culture to its students. But the English language at the school is already taught since Form Two.

The fourth school designated with the letter D lies outside Tartu and has been chosen in order to compare it to the schools in Tartu and to find out whether there is any difference in giving home-reading lessons in foreign language classes or not. The school specialises in giving more music and sports lessons and there are no additional lessons in English, but the English and German language courses are taught from Form One as hobby group lessons and the Spanish language since Forms Ten to Twelve. The English language is taught from form Three and the Russian language starts in Form Six. According to the information on their web page, there are four branches including the Arts, natural science, science and sports.

The author has chosen three schools in Tartu out of eight secondary schools in that region, adding one school near Tartu. Some schools have been left out for several reasons: for example if the school is for adults only who are trying to finish their gymnasium level long after their basic school program or the school is for students who do not speak Estonian or the school is for students with special needs etc. Usually, it is not easy to get the needed information for the case study, but as the author of the present thesis already achieved the needed sample from those four schools, where people were helpful and known to the author, there was no need to choose all the secondary schools in the region of Tartu.

Previous research in the same field, about home-reading, was done ten years ago and gave a thorough overview of home-reading: the organization, the level and amount,

texts, activities and assessment. Leola's idea was not to compare the schools. She wanted to introduce the activities that were used in home-reading lessons and to show the general compendium. She gave an overall view and analysed the data. Contrary to the thesis of Leola, the author of the present thesis would like to compare the schools chosen for analysis and to do some statistics on the basis of the data. Finally, the author would decide what kind of materials to choose for the home-reading lessons, according to the results of the answers of the students.

2.3. THE QUESTIONNAIRE

As indicated in the introductory part of the questionnaire, (Appendix 1) the questionnaire concentrates on extensive reading in EFL classes in schools in Tartu/near Tartu and seeks information about the students' motivation to read, their general attitude towards and experience of literature and home-reading. The aim is to find efficient ways to make home-reading lessons more interesting.

First of all, there is the background information about the school, class and gender, in order to draw parallels between the schools and comparing the students' data to find similarities and distinctions in the use and variety of materials. Then follow three questions, which are about reading habits, where students have to choose between multiple choice options that are in capital letters (A – H). The first one is about texts that they read in English to get an overview about their choices, secondly, how well they understand the text they read in English, in order to find out if reading is easy or difficult and, thirdly, how often do they read something. These answers should give a brief overview of reading interests and what motivates the children in general.

The next two questions (4, 5) examine the motivation to read literature in English to learn if a child would read more in English than he/she already does in class or at home

and what would be the excuses not to read in English. Those answers would show if the students like reading or not and the main reasons why they would not want to read foreign language texts.

The third part of the questionnaire seeks answers to what the students' attitudes towards home-reading are and how important for them is reading at home. Children can choose among a couple of answers; they may find that reading is easy and fun or easy and boring or boring and difficult or fun and difficult. The importance of home-reading and usefulness comes out from the questions number seven and eight. The latter gives examples of its benefits, where children can choose between four choices and additionally they can freely write about their opinions and add some new information under the option "other". The following question number nine, section A explores their reading interests and how the participants like to read: do they prefer reading any kind of books, is the text the virtual one or on paper, or is it more appealing to find texts that the internet offers or instead of books they are fond of articles. The second part of the question, section B, examines the books by genre and tries to find out which stories are read the most, are they mysterious detective stories, about adventures, the horror ones or the romantic ones etc., what children's favourites are. There is also the additional option "other" and children can offer something new that the author has not pointed out or has not considered important.

The questions number ten and eleven are open-ended ones to figure out what are nowadays the books that children like to read. The respondents have to ponder about the authors and their works and are expected to come up with three book titles or authors or both. These books are chosen for home-reading lessons. The students have to think also about the author or title, which has had a major impact on the reader and they have to explain why it has been so important. As sometimes the respondents cannot express themselves so well in a foreign language, they are allowed to write in their mother tongue,

in Estonian, otherwise they may not write at all.

The questions number twelve to fifteen are compiled to explore the construction of the home-reading lessons. The author is interested in the lesson plan and is trying to figure out whether the students like the lessons, do the activities vary at all and what have been the most appealing activities during the lesson and what would be the new kind of things the students would like to do during the lesson or at home. These questions are open-ended and require longer answers. The activities are given as a table, so that the participants of the questionnaire can mark all the activities that they do in class alone, in pairs, in groups or together as a class and which ones at home. The well-known exercises are translating, retelling or writing a text, reading a book or some other text, studying vocabulary, watching films and listening to the English language.

2.4. DATA AND ITS ANALYSIS

The area of study was chosen because of the small interest of previous studies in students' opinions. Usually, teachers decide by themselves or argue with the board members about what kind of materials to use or which exercises to do in home-reading lessons. Since, it is essential to learn more about the children's thoughts and wishes about reading lessons and what their preferences are in studying, the author decided to include them in the study. One hundred and twenty seven students of Form 10 from four schools in Tartu/near Tartu were recruited for this study, from which 35 students were from the school designated with the letter A, 24 students from the school designated with the letter B, 27 students from the school designated with the letter C and 41 students from the school designated with the letter D. (henceforth school A, B, C, D)

Frequently, the main concern of different studies is motivation and Hsin-Chou Huang (2009) emphasizes how important motivation is by referring to Dörnyei & Skehan (2003) to whom motivation is a human need, which is very important in any kind of teaching to attract the students' attention and make them study with pleasure, and referring to Grabe (2009), who said that without enough motivation to study, there is no success in teaching, planning lessons or learning. Students need good will to study and something that keeps them on track and "continuously motivated" (Dörnyei & Ushioda 2011: 134).

Dörnyei (2011: 147) also says that teachers should listen to their students. Dörnyei referring to Oxford (1998) admit that teachers "must directly take into consideration the necessary teacher- and course specific aspects mentioned by students if they want students to be motivated to learn." Therefore, an investigation of demotivation conducted by Dörnyei (1998) might grew out of close cooperation with students (Dörnyei & Ushioda 2011: 147).

The author asked some background questions from the gymnasium level students to find out what kind of texts the students read in general during a home-reading lesson, how well they understand the texts they have chosen to read and how often do they read. The questions are brought out to give a better overview about the data and its analysis.

1. Which texts do you read in English?

First of all the author wanted to know which texts children read in English because the field of interest changes constantly and popular books as well. According to the survey of the data, all the students from different schools preferred to read interesting texts from the internet as suspected (school A (henceforth A) showed the highest percentages 97.1% and school D (henceforth D) the lowest 73.2%). The development of technology and social media have promoted it and probably if there is no library at home or the child cannot find

any exciting book or text to read, it is the easiest and quickest way to find something from the internet.

The next choice was reading short stories (A: 82.9%, B: 50%, C:70.4%, D: 36.6%) and as we can see there is one elite school and one regular school that like short stories more than the other elite school and regular school, so it is the teacher who partly may generate interest in reading certain kind of books.

The interest in texts in computer games is higher in regular schools (A: 42.9%, B: 41%, C: 66.7%, D: 58.5%). The texts in computer games might be easier, that is why regular school children might like them. Unfortunately, I have no proof of that, because the games differ on their level. I have seen games where you have to read instructions and there are longer texts that flash very quickly and guide the player on their way. Children may get new vocabulary from the games as well if they read the texts through and do not just use a method of trial and error.

Students of school A (65.7%) and B (54.2%) showed more interest in longer texts than C (11.1%) and D (31.7%). For schools with selective student in-take reading longer texts is more ordinary than for students of regular schools, where there are no additional subjects in English. Interest in reading longer texts even had higher percentages than computer games. But surprisingly, many schoolchildren liked to read blogs that seems to be a new trend in studying (A: 60%, B: 37.5%, C: 55.6%, D: 39%). See appendix 3, figure 1 to compare the results in table.

There were some additional interests brought out under the open-ended comment section, for example one child from school A was searching texts for having better debating opportunities in class during discussion of some theme. Another one, probably a future IT student at the University of Tartu, liked to read about IT technology and especially hardware and software reviews. Students from the school designated with letter

B brought out interest in news, all kinds of guides, tutorials and film reviews. In regular schools they liked to read forums. Children from schools A and B added to the previous list magazines and articles. As the author of the present thesis realised later, it would have been better to bring out different possible opportunities, written out into the questionnaire because the students just do not bother to answer to the question that needs specification or writing longer answers in their own words.

2. How well do you understand the text you read in English?

Quite an important key factor in motivating students to read is to understand the texts that one reads and the next question concentrates on finding out if the students' level of reading is above the average or not, do they understand the books they read or they have to look up many words in the dictionary. Most of the students, over half of them, understand most of the text (A: 68.6%, B: 62.5%, C: 81.5%, D: 61%) and some even understand the complete texts they read (A: 31.4%, B: 33.3%, C: 3.7%, D: 19.5%). The percentage is low of those who understand some of it. (see *Appendix 3, figure 2*) As we can see the children know English well and there is no need to worry that reading in English is difficult. Technology also helps to raise the reading rate in English, because children of Form One already find information from the internet, listen to the songs and make videos in English.

3. How often do you read something in English?

Reading takes time and we have to read some text material every day and according to the research results most of the students read at least once a week or more often (A: 94.3%, B: 95.8%, C: 70.4%, D: 68.3%, see *Appendix 3, figure 3*). There were only a couple of people who read only once a month or twice and those who read sometimes were from C and D, where they do not have to read English texts so often and where the motivation level might be lower. The teachers do not have to worry because we can see that reading in

a foreign language does not diminish, all schoolchildren read something in English every week or maybe even every day.

4. Would you like to read more in English than you do now?

Schoolchildren have very many responsibilities and there are almost half of the ones who probably would read more in English during their spare time if there is not so much to study at school (see *Appendix 3, figure 4*). Together with those who definitely would read more books or anything in English, there are over half of the students, even 70% of the participants. Under 30% of the students are not sure (A: 25.7%, B: 20.8%, C: 29.6%, D: 29.3%) and under 12% are the ones who do not want to read (A: 2.9%, B: 0%, C: 7.4%, D: 12.2%).

5. What are the reasons that stop you from reading in English?

The reason why students do not read in English is mostly because there is not enough time to read (64-100%, see *Appendix 3, figure 5*). The participants' motivation to read extensively is determined by the amount of time they spend reading and it might be also the number of pages they have to read. Day and Bamford (1998: 84-89) suggests the principle that "the amount of material to be read needs to be appropriate for the available time students have for reading. So teachers have to take into account if students are able to read once or twice a week depending on other activities that they have to do" (Archer 2012: 176). The author of the present thesis agrees that it would be good to distribute the number of pages over the week, so there is a small number of pages to read. For example, if the teacher would give 50 pages to read in 3 months, then the students read it at the last minute and obviously they do not have enough time. Under 30% of children think that English is too difficult (see *Appendix 3, figure 5*) and under 40% do not know which book to read (see *Appendix 3, figure 5*) Archer (2012: 176) says that "the students' linguistic level will determine the kind of reading they will engage in." Day and Bamford (1998) say

that children are more confident in reading “when they do not have to read a text full of unknown words with grammatical structures not appropriate to their level.” Archer (2012: 176) adds that a reading rate, a text with many unfamiliar words and the number of pages usually make a text difficult. Archer (2012: 176) suggests choosing an easy text which will help to motivate reading rather than “choosing difficult materials which lead students to get tired or bored or demotivated to read.” The teacher should monitor the development of students and their reading habits. (Ibid.) Some students in 4 schools do not have anything to read (10%) and some do not want to read in English (10%). Only children from two schools do not have any reason why to stop reading in foreign language (C and D: 5%).

6. Do you think that home-reading is boring, fun, difficult or easy?

Half of the students of schools C and D are of the opinion that HR is boring (C: 55.6%, D: 46.3%), so the teacher should change the activities or make a lesson more attractive. For the students of school A (74.3%), home-reading lessons are full of fun activities, but only under half of the students of other schools (B, C, D) consider it fun (see *Appendix 3, figure 6*) Quite the same amount of children think that HR is difficult and easy (30%), it means they were not clear about the aspect. The lessons may vary in level, so that some activities in the lesson are easy to do and some are not.

The results show that in schools A and B, the HR lesson is at the same time fun and easy (31.4%) or fun and difficult (29.16%). Unfortunately, in school D many students think that the lesson is boring and difficult (41.5%) and sometimes fun, but difficult (26.8 %). In school C students also write that the lesson is boring and difficult (48.2%) or boring and easy (51.9%). As we can see the teachers of school A and B can motivate children more than other schools. Regular school teachers have to think of something more interesting and appealing, but all schools should change their lessons a little bit, if there is time and opportunities.

7. How important is home-reading in English language learning?

Most of the students from different schools regard HR as very important (17-45%) or quite important (54-70%), which shows that the students are aware of the importance of reading. Only some students from regular schools do not consider HR so important (7-22%) and even some children from school D think that HR is not important at all (7.3%). (see *Appendix 3, figure 7*)

8. What do you get from home-reading?

According to the study, most of the students said that they learn new vocabulary in HR lesson (74-100%, see *Appendix 3, figure 8*). Some children said that they learn about other cultures (30-40%). Quite a number of them admit that it may be useful in the future (54-70%) or for travelling (25-60%). The students knew well that extensive reading raises growth in vocabulary and other language skills.

There were many students who expressed their opinion under the open-ended comment section about what they gain in the HR lesson. One student in school A explained that a great book can give a great experience and make ones day. Whereas, couple of students get positive emotions from reading, for them reading extensively means enjoying some good books during their free time, it is not seen as home-work by them that is compulsory, but more like entertainment. Some may get so immersed in a story that a good story draws one in, engaging one's heart and mind. Very often is said that HR gives you an experience to express your feelings in front of the class and practise speaking, it also helps to make yourself clear to others in class. Some students say that they can read books that are not translated into Estonian thanks to knowing the English language. A couple of children are getting to read what they call "awesome" stories in English and some students may write a book themselves in the future. The students also think that HR will improve their knowledge of grammar. Students of school B added that they will see the structure of

writing and imitate it in their own writing, students of school C read about sports and technical devices thanks to HR lessons and students of school D said that English is good for communication and finding new friends. I think that students of school A wrote a lot because of the support of the teacher who encouraged them to write more and longer answers.

9. What type of texts in English would you like to read for home-reading?

Reading books can be a great way to pick up new vocabulary, experience different kinds of feeling depending on the message and develop one's understanding of a language. The key to success is choosing the right book to read. Below I will give a brief overview of the type of texts (9 A) and genres that children questioned like to read (9 B). I should have specified the choice between books and e-books to find out who were interested in using technology in their study, but I thought that the students would write about it under the term "other". Unfortunately they did not.

Very many students from schools A and B like to read books and e-books (80%) when compared to students from schools C and D (15-33%, see *Appendix 3, figure 9A*). Half of the children from schools B and C (54-59%) like to read all kinds of articles online and on paper and texts on the internet (54-67%), more than students from school A and D (15-25%). Students from school A like to read books more than articles, whereas children from school C like to read more articles than books, but students of school D (14.6%) are quite neutral, a few ones like to read books or articles or texts on the internet. School B has influenced children to read both, probably the newspaper lesson or additional lessons in English make reading articles attractive as well.

English teachers recommend and talk about significant texts about real life or well-known stories from history, because they want the children to see everyday life, even if real life seems to be horrible, sad and difficult.

The texts that students mostly read in schools A (74.3%), B (83.3%) and even in C (51.9%) are stories about adventures and travelling (see *Appendix 3, figure 9B*). Probably they have chosen these stories because they like to travel to different places and are interested in gathering new information about other cultures. Students of the school D (12.2%) were not very eager to read any texts, because there were the highest number of participants but the percentages are the lowest.

The second type of books they like are mysterious detective stories (A: 48.6%, B: 66.7%, C: 33.3%, D: 14.6%). These stories are popular, because people like the mystery surrounding murder and the detective story is the genre of literature that offers the opportunity to find out what is behind the story and guess the plot. Detective stories are intriguing and exciting, like a puzzle to solve. For the students it is very interesting to guess what the motives of the murderer are and to discover why such unpleasant things might have happened.

Romance is an extremely popular genre, where there is a strong romantic relationships between the central characters. Love is an important element of the human experience, and many people enjoy it through reading books. But in three schools A, B and C under half of the students like romantic stories (A: 37.1%, B: 45.8%, TDL: 33.3%), except the students of school D.

Horror (A: 28.6%, B: 29.2%, C: 33.3%, D: 7.3%) and historical stories (A: 31.4%, B: 25%, C: 22.2%, D: 17.1%) are the next ones that children read. A lot of children are interested in reading historical stories because of interesting characters, imaginary plots and involvement of different feelings. Keith Barton thinks that “historical fiction also encourages a search for meaning in the past. A story is not a random list of events; it is a narrative that has a coherent plot and some kind of resolution.” He adds that “children look for patterns and sequences, for causes and consequences, for agents and their motivations.”

(Barton para: 2)

Horror stories at an early age is a positive thing for children, says Paul Goat Allen who is a book reviewer specializing in genre fiction. He brings out five reasons: 1. Firstly, children are eager to read and it excites them to read more, because the stories are so interesting. 2. The children study different emotions people have, they learn about their strengths and weaknesses, which make them stronger when expressing their emotions. It is essential to learn about the darker side of life as well, for example, the nature of fear, sadness, anger, loss, death and being hurt. 3. The students can learn many things about life, for example, that it is not good to invite strangers into your house, not to walk out late at night because of safety and it is not a good idea to take sweets from people you do not know. 4. These stories “create a broader knowledge of literature and its history.” (Allen 2013: 1) 5. The children learn that it is fiction and not what we see in our life. (Ibid.)

Scary stories, whether for kids or adults, help us to deal with our fears in a safe environment. They help us to use our imagination in different ways and give us a world that we can control to a certain extent. We can close the book and walk away when we get scared or disappointed in the plot. It also gives us that rush of adrenaline when facing those fears and scary events without having to go into real danger.

Many students do not like poetry, although it is important to read poetry. Poetry can change your attitude to life and can change how you see the world. A great poem, like a great novel, can show you another reality reminding you how interesting a place the world is, full of adventures. Words can reach you at an emotional level, they can make you think, cry or smile and inspire you to be a happier person. It is very good to read poems with children, so they can hear the rhythms and sounds, it helps children a lot. Creating your own poems together can be great fun. Sometimes when it is hard to find the words to explain what you are feeling, you can find a poem to express your feelings. Poetry can help

you release emotions, like stress, anxiety, depression, intense love and make sense of them. Students of schools A and B read more poems than the C and D ones (A: 25.7%, B: 20.8%, C: 7.4%, D: 4.9%).

As Houston says:

Autobiographical fiction is primarily comprised of made up events and characters that may be based on the author's own experience and self. The protagonist might be modelled after the author and do at least some of the things the author has actually done in his or her life. However, the ratio of truth to fiction will be somewhat small (Houston 2012: 1).

Autobiographical works can be of different length, from writings made during life that were not meant for publication (letters, diaries, memoirs) to a book-length autobiography. Quite a modest number of students read stories about real life or autobiographies (A: 8.6%, B: 33.3%, C: 48.2%, D: 7.3%).

The students of school A add under the open-ended section that they also like fantasy, scientific or psychological stories, fiction, drama, documentary and classics. Students of school B mention teenager stories, fairy tales and myths. The children of school C bring out the genre of comedy and technical texts, whereas school D children like books about fantasy, children books and war stories. Every school has its own favourites that differ from each other.

10. What kind of texts have you chosen for home-reading lessons? Write the author or title up to three authors/titles.

Different people like different kind of stories, for example some like mysterious detective stories, some like romantic love stories, some enjoy real-life stories and some are fond of horror stories or historical ones. The teacher should allow the learner to make a choice by him-/herself and there could be a lot of books available in the school library for every reader of a different language level. It is expected that the students read graded readers, because these books are easily written, the language is controlled and “accessible

to the learners at their current stage of linguistic competence.” (Day et al. 2015: 22) Graded readers, as Bassett describes “will follow a linguistic syllabus of some kind, in which the permitted language for each stage or level in the series is set out in grammar tables and wordlists.” (Day et al. 2015: 22)

The gathered data shows that the students read quite a lot and different books and that is why there is a problem to categorize them. One of the most read piece of fiction in four schools is “Hunger Games” by Suzanne Collins, which is represented in four schools. Collins tells that her stories and her life are influenced by the war experiences of her father, a veteran of the Vietnam War. The thrilling way of storytelling is what made “The Hunger Games” popular. Another favourite book of three schools, (A, B, D) is the very well acknowledged debut novel “The Perks of Being a Wallflower” by Stephen Chbosky. The students might compare themselves with the book’s characters or different themes attract their attention which probably is the reason why the book is read a lot. The lively events are appealing like first love, meeting new people, family drama, the loss of somebody are familiar to all students and they want to know how to handle those wild days that can be compared with a “roller-coaster” (Goodreads). John Green has written three books that stand out and are well read “The Fault in Our Stars”, “Looking for Alaska” and “Paper Towns”. Especially, “The Fault in Our Stars” is very popular. It is a story about a couple of teenagers' search for the meaning of life despite solitude, low spirits and loss, which is getting worse in the stressful situation by due to a cancer diagnosis. Green uses other characters who are not the main ones to highlight some of the views: “existentialism, Christianity, and Buddhist mindfulness.” (Thomas 2018: 1) For more information see *Appendix 2, question 10*.

If to categorize by genre, a popular fictional detective story in history and for students is Sir Arthur Conan Doyle’s book “Sherlock Holmes”, whose main character’s

technological ideas described in the stories are also used nowadays. The crime solving methods of the detective were innovative and when resolving crime puzzles, new technology was frightening but also helped to make lives better. (Bonasio 2016: 1) The schoolchildren are fond of mysterious detective stories and other crime novels that children like are “The Hound of the Baskervilles” by Sir Arthur Conan Doyle; books by Ian Fleming (the James Bond series); books by Agatha Christie (“Sparkling Cyanide”, “Murder on the Orient Express”). For more information see *Appendix 2, question 10*.

The students of schools with selective student in-take show an interest in the stories about adventure and travelling. An adventure story fascinates children because it has the ability to draw them away from the real world to the other one that is exciting to explore. They arouse interest in the characters and what is important to them. Together with the character children can visit places they might not visit themselves and it might give prominence to a spark of adventure inside the children. They start to feel like they want to travel too and are excited about what is happening around the corner. A good adventure story will teach you that human beings should be prepared for the unexpected and trust their instincts, it will also teach them something new about life, about the nature, the different places, cultures and feelings. The children can imagine what it might feel like if you find yourself on an island alone thrown there by a wild storm and how to cope with life there alone. The adventure stories that many children of four schools like are books by Mark Twain (“The Adventures of Tom Sawyer” and “The Adventures of Huckleberry Finn”) and “Alice in Wonderland” by Lewis Carroll. For more information see *Appendix 2, question 10*.

Love stories and romances are quite well read, although mostly in schools A and B. The main focus of love stories are on the relationships and romantic love between two people, the end of the story could be emotionally satisfying and positive. John Green's

best-selling “The Fault in Our Stars” is well read. Other books that categorize under love story or romance that students have chosen for reading are the following “The Last Song” by Nicholas Sparks; “Remember Me” by Sophie Kinsella; “; “Love Story” by Erich Segal. For more information see *Appendix 2, question 10*.

Getting lost in the magical world of fantasy books can be a sweet escape from reality. Children’s boundless imaginations are put to work when vivid mind-pictures of fictional realms, enchanting characters, and special powers are formed. Fantasy books for children bring child’s imagination to life and teach moral issues. Fantasy for young adults, such as sagas by J.K. Rowling and Stephanie Meyer have significantly influenced popular culture with their novels that let readers explore different themes from magic and adventure to romance and dark elements. The students of four schools read very many fantasy books for example: “The Mists of Avalon” by Marion Zimmer Bradley; “Twilight” by Stephanie Meyer; J.K. Rowling’s “Harry Potter series”; “The Hobbit” by J.R.R. Tolkien; “Game of Thrones” by George R.R. Martin and “Wise Man’s fear” by Patrick Rothflus.

The boundaries between science fiction and fantasy are not clearly marked. Science fiction explores what is possible, while fantasy explores the impossible.

Brandi Reissenweber writes:

While science fiction draws on and extrapolates from what we know about reality and science, fantasy invents what does not (and likely could not) exist in our reality. J.R.R. Tolkien’s *The Lord of the Rings* takes place in the invented Middle-earth, a place populated by hobbits, dwarves, elves, goblins and more. It features rings that are powerful and One Ring that could control the power of all the others. There are plenty of other fantasy realms. Anne Rice, for example, explores vampires in her series of novels, *The Vampire Chronicles*. (Reissenweber 2018)

There are some books which genre is fantasy and science fiction: “Dolphin Music” by Antoinette Moses; “The Long War” by Terry Pratchett; “Forrest Gump” by Winston Groom; “The Dark Elf Trilogy” by R.A. Salvatore; “Nineteen Eighty-Four” by George Orwell; “Foundation” by Isaac Asimov; “The Hitchhiker’s Guide to the Galaxy” by

Douglas Adams.

It is amazing how little horror stories are read: “Scary Children and the Carousel of Sorrow” by Katy Towell; “House of Leaves” by Mark Z. Danielewski; books by Stephen King.

Some biographies and autobiographies can be also brought out: “I am Zlatan Ibrahimovic” by Zlatan Ibrahimovic & David Lagercrantz; “Steve Jobs: The Exclusive Biography” by Walter Isaacson.

There are couple of comedy and psychological drama fans and children who read self-help books, stories about nature and interesting articles of National Geographic and BBC.

11. Which author or text have been most important to you? Why?

There are very many different authors or books that children bring out as being important to them. I will write about the most important and interesting answers and leave out the ones that were insignificant. It is surprising that there are books of Estonian authors written in English among the foreign ones. For more information see Appendix 2, question 11.

Mostly girls from school A (G 3, 7, 8) and B (5, 7, 10, 11) are fond of books by John Green, some of his books have been important to them. For example, “Looking for Alaska” has the deepest plot and message and “The Fault in Our Stars” has influenced to read more books in English language and literature and gives good emotions and is rich in new vocabulary. One girl (7) from school B adds that his books have given her the best reading experience in life, as the books being at the same time sad and funny. Only girls from 3 schools (A, B, C) have mentioned John Green as their favourites.

Another author that has an impact on readers in schools A (B4, G4, G10, G15, B11), B (G9) and D (G3) is J. K. Rowling and especially the series of Harry Potter have

influenced both boys and girls. Some say that they grew up with books of Harry Potter, children admired how well they were written and how interesting they were, one cannot finish reading, when the book is read through. It has been the favourite childhood book for many students. J. K. Rowling has done a very good job writing many fantasy books and her other book also attract children to read more books in English.

Estonian authors are popular among students in school A, for example books by Andrus Kivirähk, who portrays Estonian people perfectly and he teaches people to appreciate how important is humour. His writing style is interesting and fascinating. Other Estonian authors mentioned were Tõnu Õnnepalu and Eduard Vilde.

Some students from the schools A and D like children books. They bring out the book “Winnie the Pooh.” They probably like it from the childhood and feel nostalgic, because many parents read it to children for bedtime story. The book reminds the reader that a child’s world was one that was close to nature, where a child could play careless of life’s difficulties.

Detective stories are also students’ favourites, for example “Sherlock Holmes” and books by Agatha Christie because they are exciting and interestingly described.

There are students who bring out emotions or themes what have been important to them. Some are fond of adventure and travelling stories by famous authors, some like scientific texts which can improve their quality of life. There are ones who admire horses and like to read about them, because they ride horses themselves and the topic of horses is charming. If the story is amazingly written, it can move any reader. There are girls who admit that the texts that are talking about a female as a role model, who is shy, quiet, but at the same time active and positive are important. It is interesting to follow the life of that female and imagine yourself being that character. Real life stories are meaningful and some girls adore to read about situations that someone has lived through, these stories give

motivation and many thoughts about life.

There are children who like genres of horror, comedy and love, because they are exciting. Some girls like to read aphorisms and favourite sayings about friendship, love etc. and some think that psychology is very relevant in our life and it gives you a chance to use the ideas that psychology teaches, so they like to read books by Osho.

Many boys and girls read National Geographic and newspaper articles, they think that these articles are very informative and educating and they can widen their vocabulary with new words.

Literature or authors that are also important to the students are books by Jules Verne i.e “The Mysterious Island”, because his stories are adventurous; book by Bradley “The Mists of Avalon”, a book about a football player “I Am Zlatan Ibrahimovic”; Danielewski’s “House of Leaves”; Carnegie’s “How to Win Friends and Influence People”; books by Terry Pratchett and Roger Zelazny because it seems to be interesting to see how the world is built around the characters.

Some boys and also girls like stories about history, war and politics. For example the texts about the life and situation in England because it helps to get to know more about the culture of Great Britain. Jack Higgins books are important because his storyline is in the Second World War, which always seems to be interesting. Besides, his books are amazingly written, he mixes made up fictional characters with the real life ones which makes it more interesting. One girl mentions the book “Nineteen Eighty-four” by George Orwell that was an interesting novel, but it was very difficult for her to translate it into Estonian because there were too many new and difficult words and expressions. The plot was very exciting and as far as she remembers it was about the time, when everything was controlled. There are also students who like books by Mark Owen, for example, “No Easy Day: The First-hand Account of the Mission that Killed Osama bin Laden.” It is said to be

a good book because there is a lot of action and it is a military book and one can get useful information and facts from his books.

12. Do you do similar activities for home reading lessons all the time or vary them as well?

Every teacher designs a lesson that is a bit different, which means that there is no perfect Extensive Reading programme that the teachers can use. They have to try different lesson plans with different activities, because the students' interests and attitudes vary depending on the schools. It is a great challenge to adapt to the changes. Results show that the home-reading activities seldom vary (A: 45.7%, B: 37.5%, C: 66.7%, D: 48.8%) and are always the same (A: 31.4%, B: 45.8%, C: 14.8%, D: 14.6%). Some think that activities vary quite often (14-30%), but they probably want every lesson to be easy and of the same kind. For more information see *Appendix 2, question 12*.

13. Which of the following home reading activities do you do? Reading the home reading text, writing, translating, doing vocabulary list, retelling, watching films or listening to English language in pairs, by yourself, in groups, together as a class in class or by yourself at home.

The students of four schools read the home-reading text mostly at home (A: 88.6%, B: 95.8%, C: 59.3%, D: 73.2%) and some of them read the book also during the lesson by themselves (A: 22.9%, B: 41.6%, C: 37%, D: 24.4%), probably when some student is introducing his/her book to the teacher and answering the questions about the book as well translating and summarising it. Translating the home-reading text or some other text is done in different ways: they translate a book by themselves in class (A: 51.4%, B: 37.5%, C: 66.7%, D: 48.8%), they translate a book in pairs in class (A: 28.6%, B: 12.5%, C: 33.3%, D: 29.3%), they translate in pairs in class (A: 16.7%, B: 29.6 %, D: 29.3%), they translate a book together as a class (A: 40%, B: 33.3%, C: 40.7%, D: 48.8%) and they do it

at home (A: 45.7%, B: 95.8%, C: 40.7%, D: 34%). Only school A does not translate a text in groups in class. Unfortunately, I did not specify what kind of texts they translate in class or at home and the students did not write about it either, so it is not clear whether they translate their book in pairs in class or in groups in class or together as a class or the teacher gives additional material to translate. Unfortunately, I did the same mistake with retelling, writing and vocabulary list, I did not bring out the texts that they could use during home-reading lessons. I could find out that all the activities are done in some way or other during the home-reading lesson.

The students study vocabulary in many ways: they do vocabulary list by themselves in class (A: 22.9 %, B: 33.3%, C: 18.5%, D: 34.1%), in pairs in class (A: 25.7%, B: 12.5%, C: 29.6%, D: 17.5%), in groups in class (A: 20%, B: 8.3%, C: 14.8%, D: 17.1%), together as a class (A: 42.9%, B: 33.3%, C: 33.3%, D: 43.9%) and at home (A: 57.1%, B: 70.8%, C: 11.1%, D: 24.4%). As we can see the teacher varies the activities by doing group work as well as the individual one. The students of school A and B study more at home than the students of C and D.

Retelling a story is done also in many ways: they retell by themselves in class (A: 51.4%, B: 50%, C: 11.1%, D: 41.5%), in pairs in class (A: 42.9%, B: 45.8%, C: 25.9%, D: 17.1%), in groups in class (A: 42.9%, B: 25%, C: 11.1%, D: 9.8%), together as a class (A: 37.1%, B: 16.7%, C: 22.2%, D: 22%) and at home (A: 11.4%, B: 20.8%, C: 37%, D: 24.4%). No significant difference in numbers, but regular school children retell a bit more at home than students of elite schools.

The case is the same with writing: the students write by themselves in class (A: 85.7%, B: 58.3%, C: 66.6%, D: 70.7%), in pairs in class (A: 28.6%, B: 12.5%, C: 25.9%, D: 17.1%), in groups in class (A: 28.6%, B: 8.3%, C: 14.8%, D: 7.3%), together as a class (A: 20%, B: 25%, C: 33.3%, D: 17.1%) and at home (A: 57.1%, B: 45.8%, C: 48.1%, D:

48.8%).

Watching films or listening to the English language is mostly done together with a class (A: 85.7%, B: 62.5%, C: 44.4%, D: 85.4%) and at home (A: 82.9%, B: 75%, C: 55.6%, D: 55 %).

14. Tell me about the home-reading activities, which have been most interesting to you?

Almost half of the students of school A and B enjoy watching films and listening to English language the most, a bit more than in school C and D (A: 42.9%, B: 45.8%, C: 26%, D: 39%). Students of school A also like retelling (37.1%) and reading a home-reading book (28.6%), whereas students of school B like retelling, doing vocabulary list (8.3%). A vocabulary list might mean that the teacher gives a list of new words or phrases for the students to study or the students have to write out all the new words from home-reading book into their exercise book so that the teacher can check for assessment the knowledge of a new vocabulary. Other activities that children of school A brought out were discussing the book with a classmate or a teacher (8.6%), writing something, listening to the music, doing presentation (5.7%), reading articles, listening to other people retelling a fraction of the book, group work, acting out a scene, finding out new words from some text and translating different texts (2.9 %).

Besides, students of school B brought out translating some text (12.5%), reading articles and doing exercises with it, answering the meaning of the new words, writing an essay about the text and retelling and translating in pairs. (4.2%).

Students of school C and D like to learn new words, to retell or translate a text (7.4%) to sing songs, to read interesting texts and to read about technics (3.7%).

Children from school D also enjoy to listen to the others retelling their stories or writing something (4.9%), doing regular HR activities, reading short texts or making a

presentation about the book and discussing or talking about the book (2.4%). 4.9% are bored and say that nothing is interesting.

15. What else would you like to do in a home-reading lesson?

There are a lot of things that students of school A would like to do to make the HR lesson interesting. For example, they would like to discuss or debate over different books and authors or analyse the same book orally in the class. Some think that discussing important topics that appear in the book, text or article whichever they choose would be exciting and important. As many students say that they are a new generation, who like movies and technology, thus they want to watch more movies and to watch films about the books chosen for home-reading lesson. For the students it is appealing to do some projects, reviews, to do role-plays or play some games. Some children like to learn techniques to read faster and more fluently, as others like to write something about the book, for example, different ending or beginning or write about made-up alternative universe or about one's own character in that world. One child would even like to write out some important quotes from the book. There are students who want to practise language by communicating with foreigners.

Students of school B would also like to watch more movies and to discuss and analyse the same book with the whole class. They enjoy reading summaries on the internet about the HR book and to read reviews and opinions of other people about the book. The children like to write about the book and its characters, to answer questions about the book, to talk about today's news in the class, to listen to classmates' stories, to do listening exercises and group work.

The answers of students of school C are quite short ones, it seems that their lessons seem to be boring. They only like to read more different kind of texts from the internet, to watch movies, to write short stories and something about the book, for example summary

of the book and want to learn new vocabulary.

Students of school D also like to watch movies or BBC news, they are fond of different themes to make a presentation or to read something interesting from the encyclopaedia. For home-work they want to find out new facts or stories about something and share it with others, they want to write blogs or short stories. It is appealing for them to communicate with each other and with foreigners if possible.

The next section of chapter two summarises the previously discussed answers of the questionnaire (see Appendix 1) and introduces briefly the findings and gives suggestions.

2.5. THE RESULTS AND SUGGESTIONS

The data does not show anything surprising or exciting, because the home-reading lessons have not changed, probably because that would require a lot of extra work from teachers. According to the collected data, the good news is that the students are interested in reading different kind of books and quite many of them. The study allows me to suggest that the amount of reading has not diminished. In the following I will discuss students' suggestions for how to improve home-reading lessons.

As Garbe et al (2016: 7) argue, parents are very important in teaching reading and “play a central role in childrens’ emergent literacy development.” Parents are the primary instructors and models, who shape children’s language and communication capacities and the way the children treat reading, for example by finding good books for bedtime stories in the evening. The second motivators are the schoolteachers, whose role is to suggest good materials available in the library and to offer the children a good reading environment. (Cf. ELINET Country Reports, Frame of Reference, pp. 29ff, 45f in Garbe et al 2016: 7). Parents and first teachers can create an interest in reading books during the early learning years of the students. The first impressions affect studying reading at first in

the learner's mother tongue and later on in a second language. The habit of reading comes, among other things, from appealing activities used in home-reading lessons.

One of the surprising findings of my research is that the children studied would like to read more in English if they had time. One possible explanation is their overall familiarity with English, as they start using technology very early for finding new information which is mostly in English. Some students also wrote that reading is difficult or they do not have a good book to read, but the main reason is time. Many students read once a week and understand most of the text they read which shows that the reading material is interesting for them and they have chosen a book of the right level. The students participating in my research stated that they would definitely or probably read more in English, so we can see that they seem to be quite motivated.

Leola's survey about teachers' attitudes had also shown positive attitudes, with eighteen teachers out of twenty-eight participants considering HR very relevant and ten quite relevant. This means that both teachers and students see the benefits of a reading lesson. But at the same time both say that HR takes a lot of time and effort for it to be enjoyable for both sides. The results do not show exactly whether the lessons are boring, fun, difficult or easy because the answers do not show significant changes in percentages. As lessons meant for extensive reading are limited, the main activities are the same as when I was in secondary school: the students still retell the story, translate some paragraphs, do the vocabulary list to show the knowledge of new words. Some HR lessons may be difficult, some lessons easy, but as the activities seldom vary, the results suggest that the students might want to see some changes in the activities used to make the class more enjoyable. Watching films together in a classroom, writing an essay about the book and making a presentation talking about the main issues written in the book are some of the new activities in the home-reading lesson the students would like.

Many students say that they like movies and doing different exercises using a technology. Thus they want to watch more movies about the books chosen for home-reading lessons. The students also like discussing a book or an interesting topic and writing about the book they have chosen for reading, as they want to express their thoughts and ideas that matter to them. Some children would like to learn how to read faster and to increase their fluency of reading to be able to read more books. Some are eager to talk to foreigners during the lesson or listen to some short stories to practice listening skills in a foreign language. The students also like to find information from the internet or use encyclopaedia to find interesting information about some topic and talk about it to the rest of the class. Reading blogs and criticism or summaries about different books are interesting for the children to read as well.

The results show that technology could be integrated into home-reading to make it more exciting. This does not mean reading books using I-Pad or a computer, but doing some extra activities during the lesson or at home to make a lesson more lively and contemporary. Other researchers studied for the present thesis have not mentioned using technology in the context of home-reading so it would be good to concentrate on that in future research. As Stanley (2013) writes that “technology should always be part of what a teacher is currently doing with a class and only be used to promote and extend learning. It shouldn’t be something special, done as a break from regular classroom learning or as a reward for a good behaviour.” (Stanley 2013: 9) Indeed, using I-Phones or I-Pads every lesson would make technology lose its novelty and might also deepen the addiction to technology. Stanley also warns that “it’s not always clear that incorporating technology into the pedagogical goal is the right way of doing things.” (Stanley 2013: 9) Technology should be used with a clear methodological purpose.

The use of technology should depend on the wanted learning outcomes and learners. Stanley (2013) stresses that teachers should listen to their students and try to figure out what is the best method to teach, is it using technology or something else. (Stanley 2013: 9)

According to PISA 2012 questionnaire comes out that Estonian learners are called “e-students”, because they start using Internet and social networks by using technology very early. “Estonian students are the best in using e-schools and school web, and the second best in reading news mediated via Internet.” (HTM, Innove 2013: 5)

Estonian schools are well equipped with digital technology and most teachers say they use it in more than 25% of their lessons and try to develop using technology in a professional way, but many teachers still refer to a “high need for professional development in information and communications technology (ICT) skills for teaching and strategies for using new technologies in the workplace” (TALIS, 2013). (Garbe et al 2016: 8)

As Estonian children are good at using technology and the teachers also have a good learning ability, thus the author of the thesis would like to suggest using technology in the home-reading lesson and the materials section will introduce technology-based reading related tasks to add to the HR lesson. As other researchers have given an overview of different kind of other tasks in reading lesson, then present thesis will concentrate on digital exercises.

When choosing HR materials it is very important to bear in mind the tasks that would be motivating and are personally interesting for the students. The best way is to ask the students’ opinion. First of all, the teacher should build a learning community or environment. As Stanley says “through online communities, built with the aid of tools such as email, threaded forum discussions, blogs and wikis, social learning can easily be

extended, especially by making it easier for language users and learners to be in touch with one another.” (Lave & Wenger 1991: 98 in Stanley 2013: 25)

At school there is the need of using a Virtual Learning Environment (VLE), which comes in different forms. Popular ones are Moodle and Blackboard. The Moodle-course is for presenting different sources and links for practising different language skills, keeping weekly reading diaries and reports, practising vocabulary and phrases etc. The teacher can provide individual work via the Moodle or Blackboard environment and work deadlines and the assessment are all presented in that environment. Moodle or any other environment is a good place to complete digital assignments in one place and it also enables every student to check exercises given there and see the grades and comments.

The next chapter will introduce a compilation of technology-based reading related tasks that could be added into the HR lesson.

CHAPTER THREE

3.1. MATERIALS FOR HR LESSONS

This chapter concentrates on the technology-based activities that can be employed in HR lesson. The International Reading Association (2009) has stated that “to be fully literate in today’s world necessitates proficiency in the new literacies of information and communication”. (Stanley 2013: 99) Teachers need different kinds of teaching methods to help learners with digital texts and “new genres of text” (email, chat, microblogging). Jones-Kavalier & Flannigan (2006) refer to “digital literacy” which means “a person’s ability to perform tasks effectively in a digital environment”. (Stanley 2013: 99) Although lesson preparation takes time, it is worth creating online activities for the students because the teacher can use them many times. Use of ICT can make many preparatory activities easier for the teachers and the students. For example, organizing home tasks, independent work, projects and giving feedback online is quicker than when all this had to be done in class or on paper and the students have a clearer overview of their progress.

To develop reading skills there are many technology-based activities that the author of the present thesis will bring out to help the teachers to motivate the students to read in the classroom or at home. The teacher can activate learner’s interest in a reading text by using word-cloud software to create pre-reading tasks (**word-cloud warmers**) with any text on a website. Word-cloud sites that are easy to use are on the following web page: <https://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers>. The teacher can take a paragraph from some book that the whole class is interested in reading or some have even read and make a word-cloud. The learners can work in groups or pairs and guess what the text is about and later on they can check their notes with the text and see how well they guessed. (Stanley 2013: 101) Other pre-reading activities the teacher may use are **video pre-reading warmer**, where the teacher presents a short video of the

main themes as a warm-up to the reading text or a book, or **pre-reading presentation**, where the teacher will show a picture related to the text or a video to play partly in the class or if there is a film made from the chosen book, then the teacher can show a teaser or a trailer and the students can predict what they are going to read about. (Stanley 2013: 102, 105)

There are couple of activities that can be used when reading for information. **Role-plays** are appealing and fun tasks. The teacher can divide the students into groups or pairs and hand out to each group/pair the profiles of different characters. All the students are, for example, travel agents and have to suggest to different groups of people (a family of four, a young couple and three friends with a low budget) where to go, what places to see depending on their needs. The students have to find information from the internet and later on they have to talk about their choices and discuss the answers with the whole class. Another task is called **“big event”**, where the learners have to work in a big group (6-8) and have to remember a news story that had an important impact on people. The learners have to write down as many facts as they can remember and talk about them, later on they have to work on the computers and find more information on news websites about the chosen event. Finally they all share what they have found besides previous information by giving a presentation in class. (Stanley 2013: 109, 114)

Promoting extensive reading a couple of tasks could be interesting: **fan fiction** and **interactive fiction**. The fan fiction task is to introduce fanfiction asking questions about this genre from students or giving examples on the board, letting the learners explore fanfiction websites (www.fanfiction.net). If the students are interested in fanfiction, the teacher could give a task to write a fan fiction story themselves. It is possible to introduce different literary genres and give different kind of tasks for the children to do. Interactive fiction means that the learners play a computer game that allows the students to come up

with the ideas what the characters will do next in the game. The students can play in pairs asking volunteers to instruct them and give advice. At the end of the game, the whole class can discuss how they played and try again to change the decisions how the characters act to see how it affects the outcome of the new story. If the students liked the task, then it is possible to let them write a story of their own and post on a class wiki or use some other environment.

There are more reading activities designed for teachers to help them find ways how to integrate technology into the study and develop reading-skills in an appealing way, but I introduced only some of them because I would like to add some other interesting tasks how to learn vocabulary, writing, project work and listening because there are some activities that the students wanted to do in the HR lesson.

Nowadays many students read blogs and they would like to write a blog themselves. **Blogging** seems to become more popular and is quite an attractive tool to introduce. It can help learners to develop their writing skills and is important to study how to express oneself in writing for different groups of people. The teacher should introduce different blogs, respond to students by commenting on their written text and teach how to write for a specific audience and what are the pros and cons of blogging. (Stanley 2013: 121)

Vocabulary learning can be fun and more memorable if introduced in an interesting way and if students are emotionally bound. As Stanley (2013: 39) suggests and the author of the thesis would agree is that “the learners can be encouraged to make their own vocabulary tests for their classmates, selecting the words and phrases, and writing their own definitions.” **Word puzzles, learner-generated quizzes or word games** are good examples of tasks that the students can create themselves for the others. Making a puzzle

or some quizz at home for other classmates using the new words from a book chosen for home-reading can be fun.

Stanley says “listening is a skill which is difficult to teach successfully, and results are not easily demonstrable”, but it is an important skill. (Stanley 2013: 81) The students of different schools expressed their opinion that they would like to have more listening tasks and they would like to listen to a foreign language, some listening activities can be used in the HR lesson: **other people’s interests, recorded video story, recorded poetry, recorded stories, altered interviews.**

Other people’s interests is a task where the children have to listen to the recordings and have to understand people of different countries talking about their interests. The learners have to take notes and one student who is a spokesperson of a group has to describe what the person talked about and the whole class can discuss it. Recorded video story is a task, where the students are going to listen to a video with the screen turned off and they have to try to guess the plot of the film and then they discuss it in pairs, later on the teacher can give a handout of the story in a wrong order and the students have to think what the story was about. The recorded poetry is a task where some poem is played to the students and they have to express their feelings about it and mark the words that rhyme, after that they can change the words so that the poem still rhymes and read out their new versions. The poem can also be presented as a poetry-cloze-exercise, so that some words are left out and the students have to guess the words missing or listen to the recording and fill in the blanks. Recorded stories is an activity, where the students record a story together. Each group has to decide what kind of genre (horror, romance, historical, science fiction etc.) they choose. Then the students have to decide the characters and details about their lives and start to record sentences that the characters are going to say, they will say the sentences until everybody has said something and when they decide that the story is ready.

Finally they all listen to each other's story. Altered interviews is a task, when a teacher records an interview with one learner, they all listen to the interview and make notes. The next lesson the teacher plays the edited audio and asks the students to guess what has been changed. If there is a time the learners can check the transcript of the original audio to see the changes. The teacher has to get to know the audio-editing software and show it to the learners also. (Stanley 2013: 84, 87, 90, 96)

Students were also interested in project work which can help students to “develop confidence in using English in the real world, the world outside the classroom” (Fried-Booth 2002: 5 in Stanley 2013: 189). Project work or “experimental learning is based on the ideas of active and reflective learning /.../ requiring the personal involvement of the learner”, and it “encourages learners to develop the target language skills through the experience of working together on a specific task, rather than only examining discrete elements of the target language”. (Knutson 2003: 52 in Stanley 2013: 189)

Some project work examples are **class magazine**, **TV magazine program** and **cookbook**. Class magazine is a project where the students have to work together to write a magazine, the learners present the ideas and discuss the topics and one person is the editor who has to decide what topics to present in the magazine. If the content is decided, everybody joins the wiki and starts to write their own task. The same kind of task is a TV magazine program, where the learners have to present variety of topics for the program and think what kind of sections the magazine should have. Every learner writes a script for their section and presents it to the others, scripts will be dialogues or interviews and finally all the scripts are recorded together. Cookbook is a fun task, where the students will have to choose a dish and write down the ingredients, then cook the dish and take photographs. Finally all the receipts and photos are put together to compile them into an e-book. These

are some of the examples of the technology-based activities that can be used in HR lesson to make it more lively and enjoyable.

CONCLUSION

The present study had a focus on extensive reading in the context of home-reading and the aim of the thesis was to examine the students' attitudes to HR and what were their expectations for the activities done in the lesson. One hundred and twenty seven students of Form Ten from four schools in Tartu/near Tartu were recruited for the study to find out how motivated they are in reading in English.

First of all, the organization of home-reading and the benefits of extensive reading were described to show how the extensive reading program in Estonia is built up in order to understand if the reading lessons are exciting and awaited by the students. As indicated by the interest in technology and as the students pointed out that they are a new generation who like to use technology by watching films, listening to a foreign language on DVD or CD or Podcasts, it would be good to replenish the lessons with web-based learning. Generally the basic tasks would be the same as they have been for many years, but during some lessons new interesting web-based activities could be added to the HR lessons to motivate students and engaged them more when promoting reading.

According to the development of technology, there are also disadvantages that appear when using digital devices too much. The bad effects of digital media are also mentioned in the introduction of the thesis as a warning about the consequences of using technology too intensely and it is up to the teachers whether they integrate technology into the lesson or will find some other ways to make a lesson more appealing for the students.

The method of collecting information via a questionnaire was used to find out the students' reading habits, motivation to read in English and attitudes toward extensive reading/home-reading. The data was analysed by collating the data of four schools in

Tartu. Generalisations based on the data were not easy to make, there were different kinds of materials that the students liked and the comparisons between schools was not possible because the percentages of the data did not show significant variations.

However, the overall attitude toward reading in English appeared to be positive and according to the results students read quite a lot and very many different books or texts in English, but they do not enjoy the HR lesson as much as was expected. They would like to do something exciting during the lesson, for example watch more movies, discuss an interesting topic, write science fiction stories, they are eager to talk to foreigners or listen to their talk to practice listening skills. Reading summaries about different books and blogs of interesting and famous people are some of the new activities they would like to do.

The results show that using technology during the lesson would nowadays be necessary because it develops very quickly and is appealing right now. The chapter about materials will bring out some of the web-based activities that the author of present thesis introduces to make the HR lessons more lively. For example, role plays, describing big events or news, fan fiction, blogging, word-puzzles, learner-generated quizzes, word games, recorded video stories, recorded poetry, altered interviews, class magazine, TV magazine program and cookbook are some of the tasks, but there are a lot of interesting activities that could be found from the internet or from Stanley's book "Language learning with Technology".

The suggestions for the future researchers of the technology based learning are to find out how many of the students really would like to use technology during the study of a foreign language and what would be the favourite tasks they would like to do using the internet. As technology develops very quickly then the data of the present thesis are no longer up to date and a further study of changes that have occurred in recent years might reveal changed attitudes on the part of the students.

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APPENDIX 1: QUESTIONNAIRE

Dear students!

I would like to ask for your help in connection with my MA thesis, which concentrates on extensive reading in EFL classes in Estonian schools. Extensive reading means reading various texts at home, in other words it is called home-reading. The questionnaire below seeks information about students' motivation to read, their general attitude towards and experience of literature and home-reading. The aim is to find efficient ways to make home-reading lessons more interesting.

The questionnaire is anonymous, so there is no need to write your name! Your answers are used for academic purposes only.

Merili Tomikas

MA student at the Department of English, University of Tartu

Background information

School:

Class:

Gender:

1. Which texts do you read in English?

A – short stories

D – interesting texts from the internet

B – texts in computer games

E - blogs

C – longer texts from some book

F – other, please specify _____

2. How well do you understand the text you read in English?

A – I understand everything

C – I understand some of it

B – I understand most of it

D – I do not understand anything

3. How often do you read something in English?

A – at least once a week (or more often)

B – once every 1-2 months

C – sometimes

Motivation to read literature in English.**4. Would you like to read more in English than you do now?**

A – definitely yes

C – not sure

B – probably

D – no, I am not interested in reading

5. What are the reasons that stop you from reading in English?*Circle answers that are true*

A – it is too difficult

B – I do not have enough time

C – I do not know what to read

D – I do not have anything to read

E – I do not want to read in English

Attitudes towards home-reading**6. Do you think that home-reading is:***Circle the most suitable answer(s)*

A – boring

C – difficult

B – fun

D – easy

7. How important is home-reading in English language learning?*Circle the most suitable answer*

A – very important

C – not so important

B – quite important

D – not important at all

8. What do you get from home-reading?*Circle the most suitable answer(s)*

A – I learn new vocabulary

D – it can be useful for travelling

B – I learn more about other cultures

E – other, please specify _____

C – it can be useful for the future

9. What type of texts in English would you like to read for home-reading?*Circle the most suitable answer(s)*

9 A

A – books/ e-books

C – texts on the internet

B – articles (online or on paper)

D – other, please specify _____

9 B

A – mysterious detective stories

E – autobiography/stories about real lives of known people

B – horror stories

F – romantic stories

C – poetry

G – stories about adventures and travelling

D – historical stories

H – other, please specify _____

10. What kind of texts have you chosen for home-reading lessons? Write the author or title, up to 3 authors/titles.

.....

.....

.....

11. Which author or texts have been most important to you? Why?

You can also write in Estonian

.....

.....

.....

12. Do you do similar activities for home-reading lesson all the time or vary them as well?

A – the activities are always the same

C – the activities vary quite often

B – the activities seldom vary

13. Which of the following home-reading activities do you do?*Please mark all activities that you do!*

	reading the home- reading text	translating	doing vocabulary list	retelling	writing	Watching films/listening to English language
by yourself in class						
in pairs in class						
in groups in class						
together as a class						
by yourself at home						

14. Tell me about the home- reading activities, which have been most interesting to you? Look at the activities in question number 13.*You can also write in Estonian*

.....

.....

.....

15. What else would you like to do in home-reading lesson? Give some examples.*You can also write in Estonian*

.....

.....

THANK YOU FOR ANSWERING MY QUESTIONS!

APPENDIX 2: SURVEY DATA

Background information

School: **A**
 Class: 10
 Gender: female: 23, male: 12

School: **B**
 Class: 10
 Gender: female: 16, male: 8

School: **C**
 Class: 10
 Gender: female: 18, male: 9

School: **D**
 Class: 10
 Gender: female: 22, male: 19

1. Which texts do you read in English?

A - short stories:	A: 29; B: 12; C: 19; D: 15.
B - texts in computer games:	A: 15; B: 10; C: 18; D: 24.
C - longer texts from some book:	A: 23; B: 13; C: 3; D: 13.
D - interesting texts from the internet:	A: 34; B: 21; C: 22; D: 30.
E - blogs:	A: 21; B: 9; C: 15; D: 16.
F - other:	A: fanfiction: 2; research for debating: 1; news: 2; subtitles, texts from food cartons: 1; hardware, software reviews: 1; articles: 2; magazines: 1; phone messages: 1. B: news: 2; guides, tutorials: 1, film reviews: 1; newspapers, magazines: 1; articles: 3; newspaper articles: 1. C: e-mails in English: 1. D: forums: 1; fanfiction: 1.

2. How well do you understand the text you read in English?

A – I understand everything:	A: 11; B: 8; C: 1; D: 8.
B – I understand most of it:	A: 24; B: 15; C: 22; D: 25.
C – I understand some of it:	A: 1; B: 1; C: 4; D: 7.
D – I do not understand anything:	A: 0; B: 0; C: 0; D: 1.

3. How often do you read something in English?

A – at least once a week or more often:	A: 33; B: 23; C: 19; D: 28.
B – once every 1-2 months:	A: 0; B: 1; C: 2; D: 2.

C – sometimes:

A: 2; B: 0; C: 6; D: 11.

Motivation to read literature in English.

4. Would you like to read more in English than you do now?

A - definitely yes:

A: 12; B: 4; C: 5; D: 2

B - probably:

A: 13; B: 15; C: 12; D: 22

C - not sure:

A: 9; B: 5; C: 8; D: 12

D - no, I am not interested in reading:

A: 1; B: 0; C: 2; D: 5

5. What are the reasons that stop you from reading in English?

A - it is too difficult:

A: 7; B: 2; C: 8; D: 7

B - I do not have enough time:

A: 24; B: 24; C: 14; D: 26

C - I do not know what to read:

A: 10; B: 1; C: 8; D: 15

D - I do not have anything to read:

A: 3; B: 1; C: 3; D: 1

E - I do not want to read in English:

A: 2; B: 1; C: 3; D: 3

F – nothing:

A: 5; D: 2

Attitudes towards home-reading

6. Do you think that home-reading is:

A – boring:

A: 3; B: 4; C: 15; D: 19

B – fun:

A: 26; B: 10; C: 7; D: 13

C – difficult:

A: 10; B: 6; C: 7; D: 12

D – easy:

A: 14; B: 6; C: 8; D: 5

7. How important is home-reading in English language learning?

A – very important:

A: 16; B: 7; C: 6; D: 7

B – quite important:

A: 19; B: 17; C: 19; D: 23

C – not so important:

A: 0; B: 0; C: 2; D: 9

D – not important at all:

A: 0; B: 0; C: 0; D: 3

8. What do you get from home-reading?

A – I learn new vocabulary:

A: 34; B: 24; C: 20; D: 33

B – I learn more about other cultures:

A: 13; B: 38; C: 8; D: 12

C – it can be useful for the future:

A: 19; B: 17; C: 18; D: 22

D – it can be useful for travelling:

A: 16; B: 6; C: 16; D: 11

E – other

A: just a great book is a great experience itself. It gives you a lot: 1; I get positive emotions. It is almost not like a homework, more a way of spending spare time: 2; it is entertaining: 2; I can go into the world of a book Basically I go into the story and get a great experience like actually living the life as in the book: 1; the

experience in talking in front of the class and making yourself clear for others to understand: 1; I learn to conclude the information for others and present the book: 1; I can read interesting stories that have not been translated into Estonian: 1; the use of English grammar: 1; I get to experience awesome stories: 2; It is useful for the future, I might write some book by myself: 1.

B: I see the writing structure and learn to write better: 1; just for fun: 1.

C: I can read about sports and technical devices: 1.

D: nothing: 1; useful for communication to find new friends: 1.

9. What type of texts in English would you like to read for home-reading?

9 A

A – books/ e-books:

A: 29; **B:** 19; **C:** 9; **D:** 6

B – articles (online or on paper):

A: 7; **B:** 13; **C:** 16; **D:** 6

C – texts on the internet:

A: 9; **B:** 13; **C:** 18; **D:** 6

D – other, please specify:

A: 0; **B:** 0; **C:** e-mails; **D:** 0

9 B

A – mysterious detective stories

A: 17; **B:** 16; **C:** 9; **D:** 6

B – horror stories

A: 10; **B:** 7; **C:** 9; **D:** 3

C – poetry

A: 9; **B:** 5; **C:** 2; **D:** 2

D – historical stories

A: 11; **B:** 6; **C:** 6; **D:** 7

E – autobiography/stories about real lives of known people:

A: 3; **B:** 8; **C:** 13; **D:** 3

F – romantic stories

A: 13; **B:** 11; **C:** 9; **D:** 0

G – stories about adventures and travelling

A: 26; **B:** 20; **C:** 14; **D:** 5

H – other, please specify

A: fantasy stories: 10; scientific stories; fiction: 4; documentary: 1; drama, psychological books: 2; classics: 1;
B: fairy tales and myths: 1; teen stories: 1.
C: stroke engines: 1; comedy 1;
D: fantasy stories: 1; children stories: 1; war stories: 1.

10. What kind of texts have you chosen for home-reading lessons? Write the author or title, up to 3 authors/titles.

A: Articles of National Geographic
 articles of BBC
 Asimov, Isaac "Foundation"
 books by Jules Verne
 books by Mark Twain

books by Ian Fleming
 books by Stephen King
 Brown, Dan "Angels and Demons"
 Carnegie, Dale "How to Win Friends and Influence People"
 Carroll, Lewis "Alice in Wonderland"
 Chbosky, Stephen "The Perks of Being a Wallflower" – 2
 Collins, Suzanne "The Hunger Games"
 Danielewski, Mark Z. "House of Leaves"
 Dickens, Charles "Oliver Twist" - 4
 Doyle, Sir Arthur Conan "The Hound of the Baskervilles" – 2
 Fairy tales
 Green, John "Looking for Alaska" - 4
 Green, John "The Fault in Our Stars" - 4
 Green, John "Paper Towns"
 Groom, Winston "Forrest Gump"
 Hobb, Robin "The Golden Fool"
 Hosseini, Khaled "The Kite Runner"
 Ibrahimović, Zlatan & Lagercrantz, David "I Am Zlatan Ibrahimović"
 Jordan, Robert "The Shadow Rising"
 Kaysen, Susanna "Girl, Interrupted"
 Kerouac, Jack "On the Road"
 Meyer, Stephanie "Twilight" – 2
 Moses, Antoinette "Dolphin Music"
 Nabokov, Vladimir "Lolita"
 Pratchett, Terry "The Long War"
 Rothfluss, Patrick "Wise man's fear"
 Rowling, J. K. "Harry Potter and the Prisoner of Azkaban" - 2
 Rowling, J. K. "A Slytherin in Gryffindor Clothing"
 Quick, Matthew "The Silver Linings Playbook" – 2
 Sparks, Nicholas "The Last Song"
 Tolkien, J. R. R. "The Hobbit"
 Weisberger, Lauren "The Devil Wears Prada"
 White, Patrick "The Eye of the Storm"
 Wolfson, Bella "Smile: The Story of Lily Allen"

B: Albom, Mitch "The Five People You Meet in Heaven"
 books by Jack Higgins
 Burroughs, Augusten "Running with Scissors"
 Chbosky, Stephen "The Perks of being a Wallflower" – 2
 Canavan, Trudi "The Novice"
 Christie, Agatha "Sparkling Cyanide"
 Christie, Agatha "Murder on the Orient Express"
 Collins, Suzanne "The Hunger Games"
 Connolly, John "Burning Soul"
 Doyle, Arthur Conan "Sherlock Holmes" – 2
 Flag, Fannie "Fried Green Tomatoes at the Whistle Stop Cafe"
 Green, John "The Fault in Our Stars" – 5
 Green, John "Will Grayson, Will Grayson"
 Higgins, Chris "The Day I Met Suzie"

Hinton, Susan Eloise "The Outsiders"
 Hosseini, Khaled "The Kite Runner"
 Kinsella, Sophie "Remember me?"
 Noble, Elizabeth "Things I want my daughters to know"
 Palahniuk, Chuck "Fight Club"
 Rowling, J. K. "Harry Potter series" – 2
 Rowling, J. K. "Harry Potter and the Deathly Hallows" - 2
 Salvatore, R. A. "The Dark Elf Trilogy"
 Shepard, Sara "Pretty Little Liars"
 Smith, Alexander McCall "The No. 1 Ladies' Detective Agency"
 Towell, Katy "Scary Children and the Carousel of Sorrow"
 Isaacson, Walter "Steve Jobs: The Exclusive Biography"
 Weisberger, Lauren "The Devil Wears Prada"

C: Christie, Agatha
 Collins, Suzanne "The Hunger Games"
 Doyle, Arthur Conan "Sherlock Holmes"
 Meyer, Stephanie "Twilight"
 Orwell, George "Nineteen Eighty-Four"
 Tolkien, J. R. R. "The Hobbit"
 Wiki, Darkfall "Hyperion Kingdom"

D: Adams, Douglas "The Hitchhiker's Guide to the Galaxy"
 Austin, Jane "Emma."
 Carroll, Lewis "Alice in Wonderland"
 Cast, P. C. & Cast, Kristin "Marked" and "Chosen"
 Chbosky, Stephen "The Perks of being a Wallflower"
 Collins, Suzanne "The Hunger Games"
 Dahl, Roald "Charlie and the Chocolate Factory"
 Dickens, Charles "Christmas Carol"
 Doyle, Arthur Conan "A Study in Scarlet"
 Doyle, Arthur Conan "Sherlock Holmes"
 Frankel, David "Marley and Me"
 Gilbert, Elizabeth "Eat, pray, love"
 Grace, N. B. "High School Musical" – 4
 Keddy, Paul A. "Plants and Vegetation"
 Larsson, Stieg "The Girl with the Dragon Tattoo"
 Martin, George R. R. "Game of Thrones"
 Meyer, Stephanie "Twilight"
 Mickey Mouse series - 2
 Milne, A. A. "Winnie-the- Pooh" - 3
 Morley, Christopher "Sherlock Holmes and Dr. Watson short stories"
 Nicholls, David "One Day"
 Owen, Mark; Maurer, Kevin "No Easy Day: The Firsthand Account of the Mission that Killed Osama bin Laden" – 2
 Puzo, Mario "The Godfather"
 Rowling, J. K. "Harry Potter and the Philosophers stone"
 Segal, Erich "Love Story"
 Stevenson, Robert Louis "Kidnapped"
 Tom and Jerry series

Verne, Jules “Around the World in Eighty Days”

11. Which author or texts have been most important to you? Why?

The answers of the respondents have not been changed.

- A:**
- Girl 1: “I have no books to mention that has had great impact on me, because I have not read good books in English yet.”
- Boy 1: “Adventure and travelling stories of famous authors.”
- Boy 2, 3: “Have not done home-reading yet.”
- Girl 2: “Probably scientific texts, which I can apply in my own life and improve my life quality.”
- Girl 3: “I am fond of books by John Green. Every book has been important for me in some way.”
- Boy 4: “J. K. Rowling series of Harry Potter. It has influenced me growing up.”
- Girl 4: “When I was younger I read Harry Potter, because I admired how it was written and now I read other books by J. K Rowling. From Estonian authors, I like Andrus Kivirähk, because I like his humour and simplicity.”
- Girl 5: “I like books by Jules Verne.”
- Boy 5: “The most important books for me have been by Robin Hobb, because I like the way he writes.”
- Boy 6: “I do not have any specific books or authors to mention.”
- Girl 6: “I like the books about horses. I do not remember the title and author, but the book was about the life of one horse and it was pretty amazing and moved me, although the plot was quite tragic. As I ride horses myself also, then it was very interesting topic for me as well.”
- Girl 7: “I like John Green “Looking for Alaska”, because it had the deepest plot and a message.”
- Boy 7: “I like books by Andrus Kivirähk, because he portrays Estonians perfectly.”
- Girl 8: “I like John Green’s books. “The Fault in Our Stars” was important to me. This book influenced me to read more books of English Literature.”
- Boy 8: “I read National Geographic, because these articles are very informative and educating and I like to study new vocabulary. I learn very many new words when reading new texts, for example about malaria.”
- Girl 9: “I like to read a book “The Mists of Avalon” by Marion Zimmer Bradley. It is an excellent book.”
- Girl 10: “Harry Potter of course, I grew up together with it. I like the psychological books by Osho. Psychology is useful as I can use the ideas in my own life as well.
- Girl 11: ““Winnie the Pooh” is my favourite.”
- Girl 12: “Authors that can bring stories to life.”
- Girl 13: “Texts that have changed my attitude or have given me a great experience.”
- Girl 14: “I got a book called “I Am Zlatan Ibrahimovic” as a gift for me.”
- Boy 9: “Two books, Mark Z. Danielewski’s “House of Leaves” and Dale Carnegie’s “How to Win Friends and Influence People” - these books have changed me, the way I look at the world, how I act, how I speak and how I

perceive things in the world.”

Boy 10: “I like Jules Verne for his adventure stories. “The Mysterious Island” and “Andromeda” are my favourites, because they are exciting.”

Girl 15: “Terry Pratchett and Roger Zelazny are my favourites, because I would like to be like them, when I grow up. Rowling is my childhood favourite.”

Girl 16: “No favourites at the moment, but I like authors who describe things well and use a colourful expressions.”

Girl 17: “I like Tõnu Õnnepalu.”

Boy 11: “I like books of Andrus Kivirähk, because these taught me to estimate humour and I like his writing style. I also like Harry Potter series, because it influenced me to read more.”

Boy 12: “Reading articles develop me most.”

B: Girl 1: “Short stories and stories that have taught me something. I also like manga (a Japanese comics).”

Boy 1: “I like the texts about the life and situation in England. It helps me to get to know more about the culture of Great Britain and also widen my vocabulary.”

Boy 2: “Terry Pratchett has been very fun to read, because it is interesting how the world is built around the mystical characters.”

Boy 3: ““Sherlock Holmes”, because it is interestingly described.”

Girl 2: “Books of Khaled Hosseini are very emotional and show the true meaning of the little things in life.”

Girl 3: “Jacks Higgins, because the story takes place during the Second World War, which always seems to be interesting. It is amazingly written, he mixes made up characters with real life ones that makes it interesting.”

Boy 4: “I like Eduard Vilde and Edgar Allan Poe”

Boy 5: “I like Agatha Christie books, I have learnt a lot from them.”

Girl 4: “I like a book by Sophie Kinsella “*Remember me?*””

Girl 5: “I like to read a good book with rich vocabulary, like John Green's book “The Fault in Our Stars”. It gives me good emotions, besides I can learn the new words.”

Girl 6: “I think that the most important texts have been newspaper articles that I have read. They really make me think about the world around me. Books are fun, but the articles really bring the reality home to me.”

Girl 7: “John Green's book has been the most important and given me the most amazing reading experience of my life. It is funny but sad book, it has interesting wording and vocabulary usage.”

Girl 8: “The newspaper articles have been the most important to me, the vocabulary used in the articles is very important in the future.”

Girl 9: “I really loved “Harry Potter” series. It never got uninteresting to read and J. K. Rowling did a very good job writing it.”

Girl 10: “John Green, because he is such an amazing writer.”

Girl 11: “John Green is pretty amazing.”

Girl 12: “The first book I read was “Nineteen Eighty-Four” which was interesting, but very difficult to translate into Estonian and there were many difficult words and expressions. As I remember it talks about the time when everything was under control.

Boy: 6: “There are particularly not important authors nor texts for me.

Girl 13: "I do not have any important text or author in mind."

Boy 7: "I have not read many books yet, so it is difficult to choose any book."

Girl 14: "All books are good that I have read."

Girl 15: "I like to read children books because these are cute. Most of all I like Estonian authors."

C:

Boy 1: "Texts on the internet."

Girl 1: "Agatha Christie."

Girl 2: "Stephenie Meyer, John Green, William Shakespeare, because they are interesting."

Girl 3: "'Tales from the Time Loop' by David Icke. It was very educating and important reading to me, it made me think over the life."

Girl 4: "Author is not so important to me, most important are plot and setting."

Boy 2: "I do not know yet, but genres will be horror or romantic or comedy. I love humour."

Girl 5: "Romantic stories and books about love, because they are exciting"

Girl 6: "I like to read aphorisms and favourite sayings about friendship, love etc."

Girl 7: "I like to read texts that give me something educating for the future."

Girl 8: "I like texts that have been suggested by teacher for home-reading lesson, then I have to make a presentation about it in class."

Girl 9: "The book 'Nineteen Eighty-four' was interesting, but it was very difficult to translate into Estonian, because there were too many new words and difficult words and expressions. The plot was very interesting, as far as I remember it was about the time, when everything was controlled."

D:

Girl 1: "I have only read David Frankel 'Marley and Me' and it was interesting."

Boy 1: "Game of Thrones", because it is very interesting.

"I do not have important texts or authors, but I like detective stories in English."

Boy 2: "I do not really like literature so much, that is why I cannot bring out any favourite author or book."

Boy 3: "I do not read English books at home."

Boy 4: "I do not like any book in any language."

Boy 5: "News are the most important to me"

Boy 6: "Mark Owen 'No Easy Day: The Firsthand Account of the Mission that Killed Osama bin Laden', because there is lot of action and it is a military book."

Boy 7: "'Winnie-the-Pooh', because it was the first book I read."

Boy 8: "Textbook texts, they teach grammar and detective stories."

Boy 9: "My English student book."

Girl 1: "The books of Mark Owen are important to me, because I got useful information and facts from those books."

Girl 2: "Winnie-the-Pooh, because it was my favourite book when I was little."

Girl 3: "Twilight"; "Host"; "Harry Potter series", "Vampire diaries" are my favourites. These are about fantasy and love."

Girl 3: "So far I have read only 1 book N. B. Grace "High School Musical" and I cannot say what is important to me." - 2

Girl 4: "Since I read fanfiction I must say it is "Anterogade Tomorrow". You have to read it by yourself to understand, but I cried a lot reading it. It took me 3 hours to read the 2nd chapter and it has only two chapters.

Girl 5: "No book has been very important, every book gives me something good and educating."

Girl 6: "The summaries of famous books, because the questions are asked about these books in memory games."

Girl 7: "I like stories of real life and about adventure."

Girl 8: "These texts are important to me that are talking about a female, who is shy, quiet, but yet active and positive – it has an impact on me. Sometimes I want to know what she would do and I can imagine myself being like her and feeling the same way."

Girl 9: "I like real life stories, for example I like to read about situations that someone has lived through, these stories give me motivation and thoughts, how to be better person. I like deep stories."

12. Do you do similar activities for home-reading lesson all the time or vary them as well?

A – the activities are always the same:

A: 11; B: 11; C: 4; D: 6.

B – the activities seldom vary:

A: 16; B: 9; C: 18; D: 20.

C – the activities vary quite often:

A: 5; B: 4; C: 5; D: 13.

13. Which of the following home-reading activities do you do?

	reading the home-reading text	translating	doing vocabulary list	retelling	writing	Watching films/listening to English language
by yourself in class	A: 8 B: 10 C: 10 D: 10	A: 18 B: 9 C: 18 D: 20	A: 8 B: 8 C: 5 D: 14	A: 18 B: 12 C: 3 D: 17	A: 30 B: 14 C: 18 D: 29	A: 11 B: 3 C: 9 D: 3
in pairs in class	A: 0 B: 0 C: 1 D: 0	A: 10 B: 3 C: 9 D: 12	A: 9 B: 3 C: 8 D: 7	A: 15 B: 11 C: 7 D: 7	A: 10 B: 3 C: 7 D: 7	A: 0 B: 2 C: 2 D: 0
in groups in class	A: 0 B: 0 C: 0 D: 0	A: 0 B: 4 C: 8 D: 12	A: 7 B: 2 C: 4 D: 7	A: 15 B: 6 C: 3 D: 4	A: 10 B: 2 C: 4 D: 3	A: 5 B: 0 C: 8 D: 0
together as a class	A: 0 B: 0 C: 2 D: 4	A: 14 B: 8 C: 11 D: 20	A: 15 B: 8 C: 9 D: 18	A: 13 B: 4 C: 6 D: 9	A: 7 B: 6 C: 9 D: 7	A: 30 B: 15 C: 12 D: 35

by yourself at home	A: 31	A: 16	A: 20	A: 4	A: 20	A: 29
	B: 23	B: 23	B: 17	B: 5	B: 11	B: 18
	C: 16	C: 11	C: 3	C: 10	C: 13	C: 15
	D: 30	D: 14	D: 10	D: 10	D: 20	D: 23

14. Tell me about the home- reading activities, which have been most interesting to you? Look at the activities in question number 13.

The most interesting activities are:

- A:** Retelling: 13
 watching films and listening to the English language: 15
 reading a home-reading book: 10
 writing: 2
 listening to the music: 2
 reading articles: 1
 listening to other people retelling a fraction of the book: 1
 discussing the book with a classmate or a teacher: 3
 group work: 1
 doing presentations: 2
 acting out a scene: 1
 finding out new words from some texts: 1
 translating some texts: 1
- B:** reading a home-reading book: 11
 watching films and listening to English language: 11
 retelling: 2
 answering the questions: 1
 translating some texts: 3
 finding out new words: 2
 reading articles and doing exercises with it: 1
 doing a vocabulary list: 2
 writing about the text: 1
 retelling and translating in pairs: 1
- C:** reading a home-reading book: 2
 retelling: 2
 watching films and listening to English language: 7
 singing songs: 1
 articles on the internet: 1
 new words: 2
 translating: 2
 reading interesting texts: 1
 to read about technics: 1
- D:** watching films and listening to English language: 16
 making presentation about the book: 1
 regular things that we do: 1
 learning vocabulary: 3
 reading short texts: 1
 nothing is interestin: 2

retelling: 3
 translating: 3
 listening to others retelling their stories: 2
 writing: 2
 writing activities: 1
 talking about the book, discussion: 1
 making presentations: 2

15. What else would you like to do in home-reading lesson? Give some examples.

- A:** **I would like:**
 to discuss/debate over different books and authors orally: 4
 to take part in group projects: 1
 to take a test: 1
 to talk about the meaning of the book: 1
 to watch more movies: 2
 to read texts/books: 3
 to do reviews: 1
 to watch films about the books chosen for home-reading lesson: 1
 the whole class would discuss and analyse the same book: 2
 to play role-plays: 1
 to learn to read faster: 1
 to play games: 1
 to communicate with foreigners: 1
 to write something about the book, for example, different ending or
 alternative universe or my own characters in that world: 1
 to do something new, not all the time retelling and writing about the book: 1
 to read: 1
 to do some vocabulary exercises: 1
 to write out important quotes from the text: 1
 to discuss about important topics that appeared in the book, text or article: 1
- B:** to watch more movies: 6
 to write about the book and characters: 1
 to talk about news in class: 1
 to answer questions about the book: 1
 to analyse the book: 1
 to listen to other stories: 1
 to do listening exercises: 1
 the whole class would discuss and analyse the same book: 2
 to read summaries on the internet about the book: 1
 to read about the opinions of other people about the book: 1
 to take a part in a group work: 1
- C:** to read more different kind of texts: 1
 to watch movies: 1
 to write short stories: 2
 to read texts on the internet: 1
 to write something about the book: 1
 the summary of the book: 1

to learn vocabulary: 1

D:

to watch movies: 6

to give different themes to make a presentation on that: 1

to play video games/games: 3

to read something from encyclopaedia: 1

to find new facts and share it with others: 2

to write blogs: 1

to write short stories: 1

to watch BBC: 1

to listen to music: 1

to communicate with foreigners: 1

to speak with others: 1

to make presentations: 1

APPENDIX 3 Gathered data

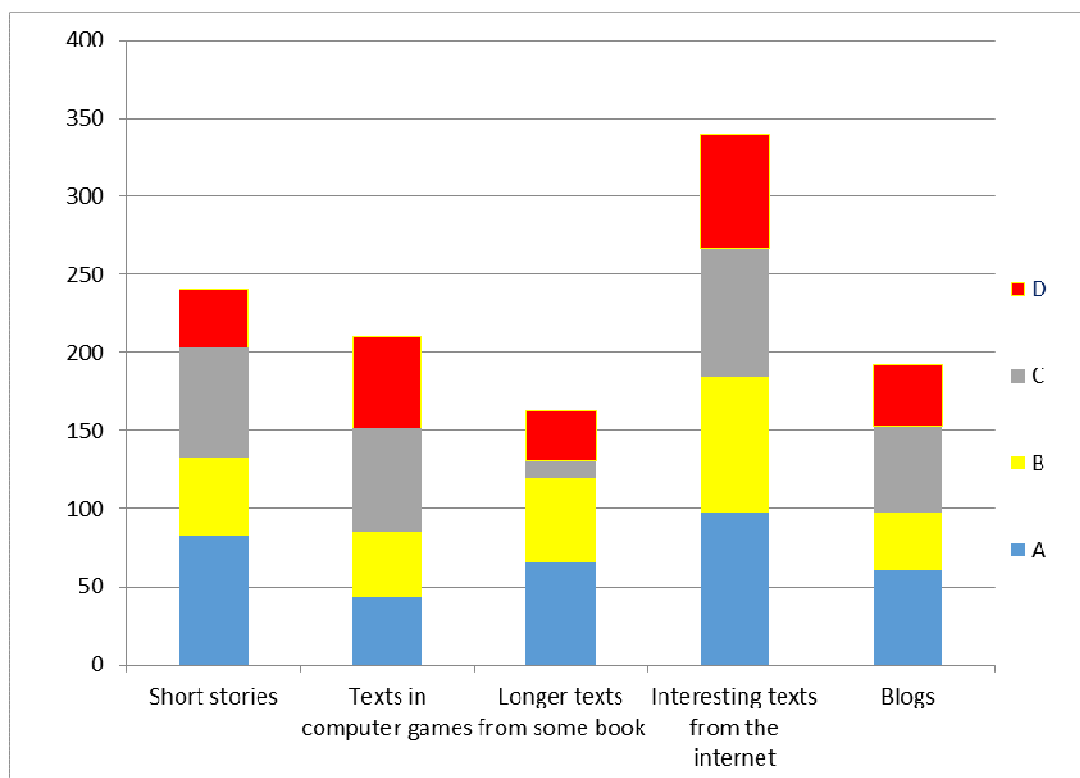


Figure 1. The texts that the students read in English

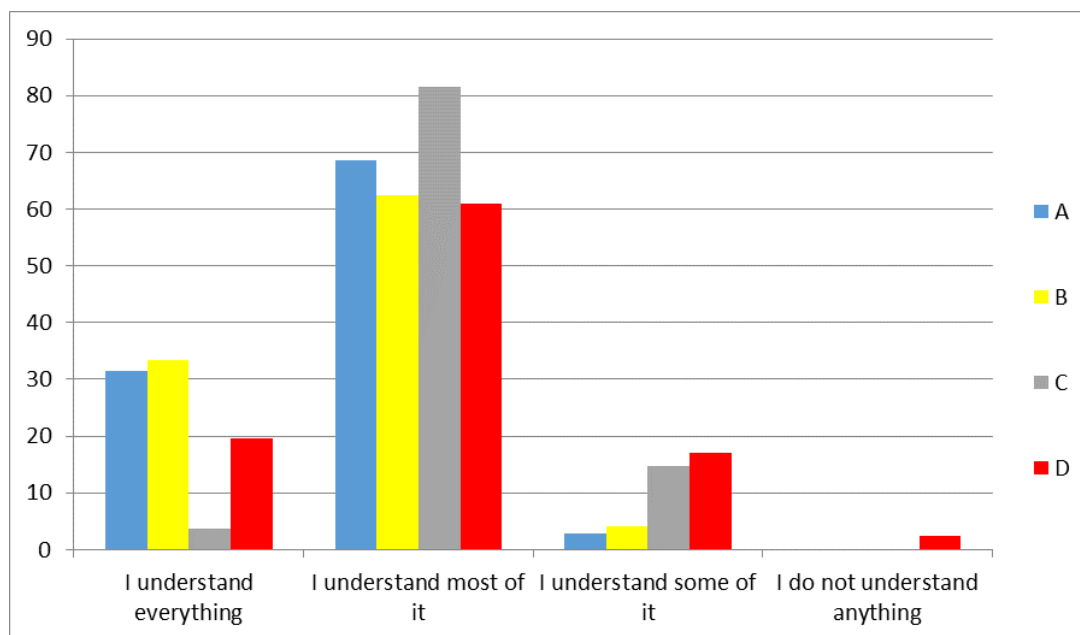


Figure 2. The understanding of the texts students read in English

APPENDIX 3 Gathered data

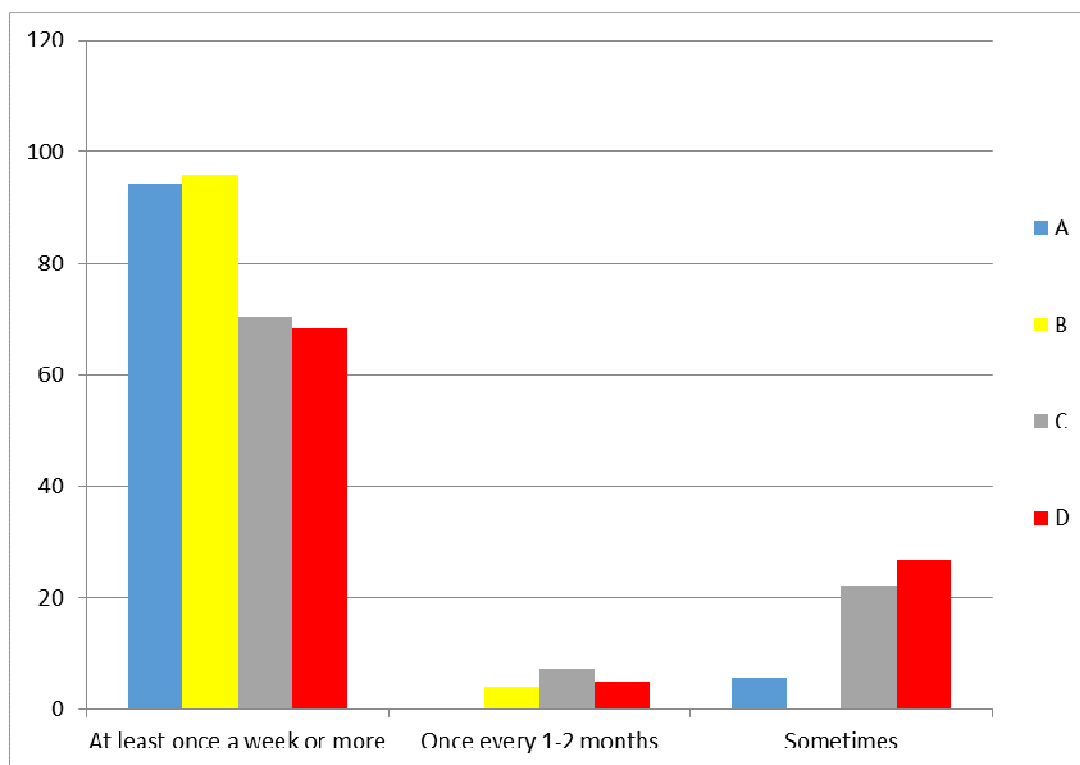


Figure 3. The students' frequency of reading something in English

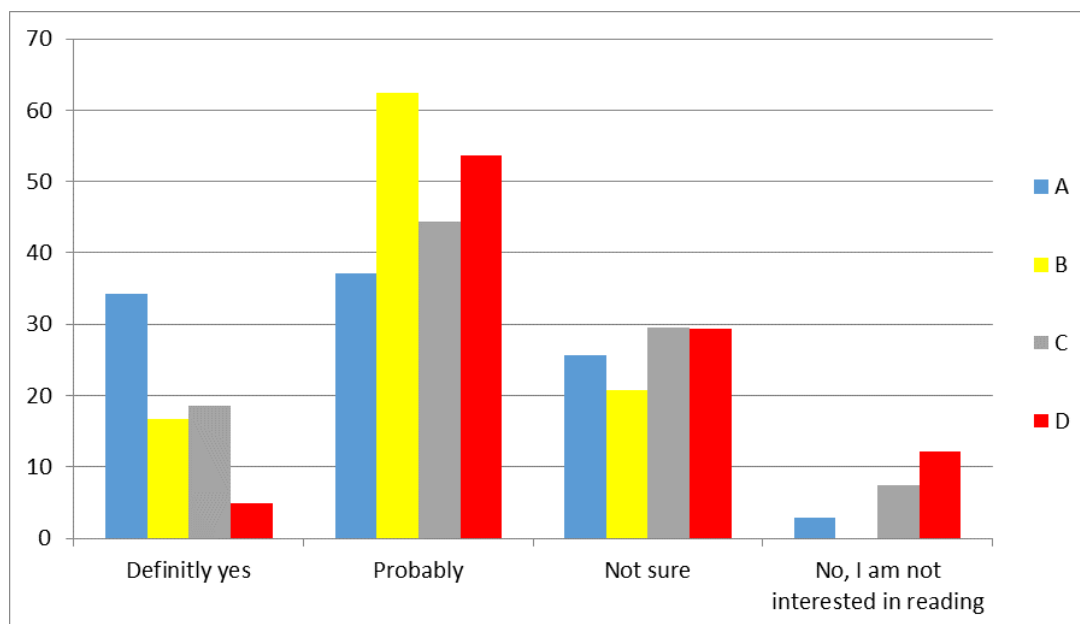


Figure 4. The students' willingness to read more in English

APPENDIX 3 Gathered data

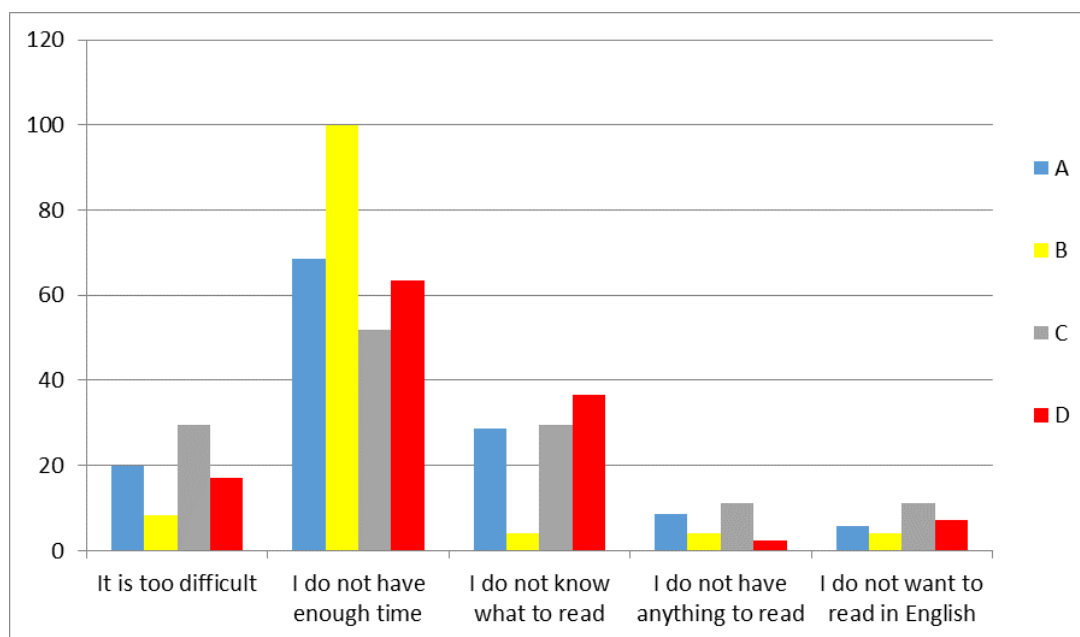


Figure 5. The reasons that stop the students from reading in English

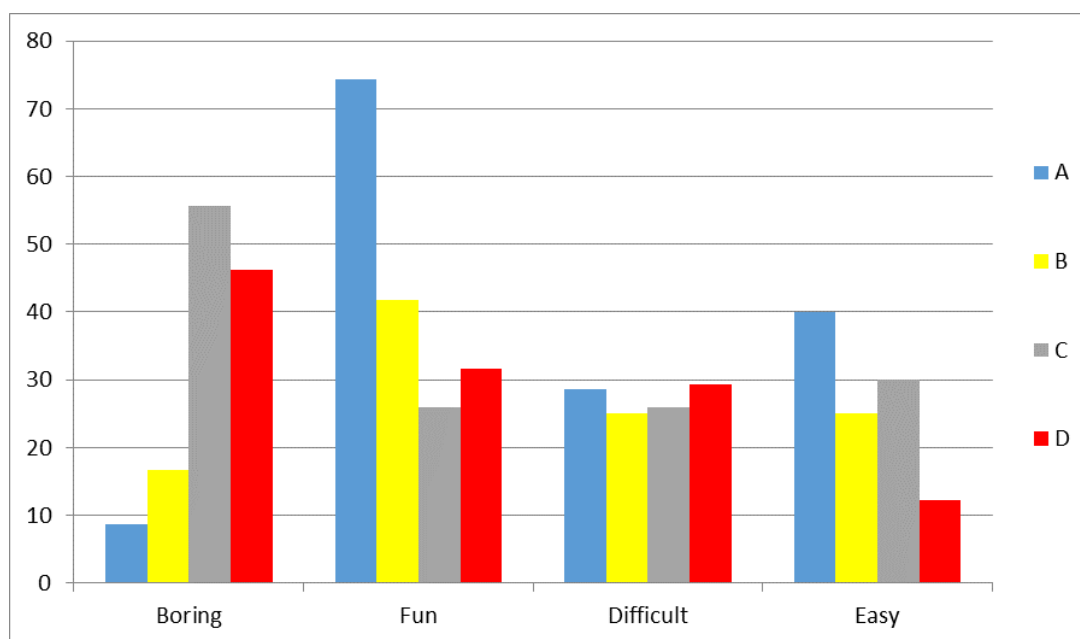


Figure 6. The students' attitude towards home-reading

APPENDIX 3 Gathered data

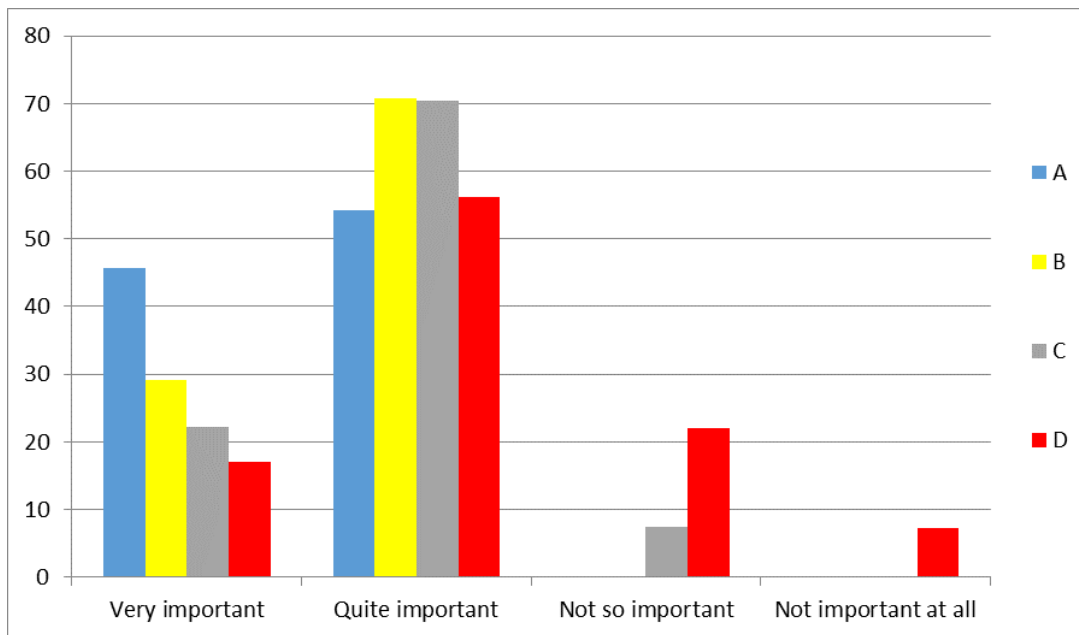


Figure 7. The importance of home-reading

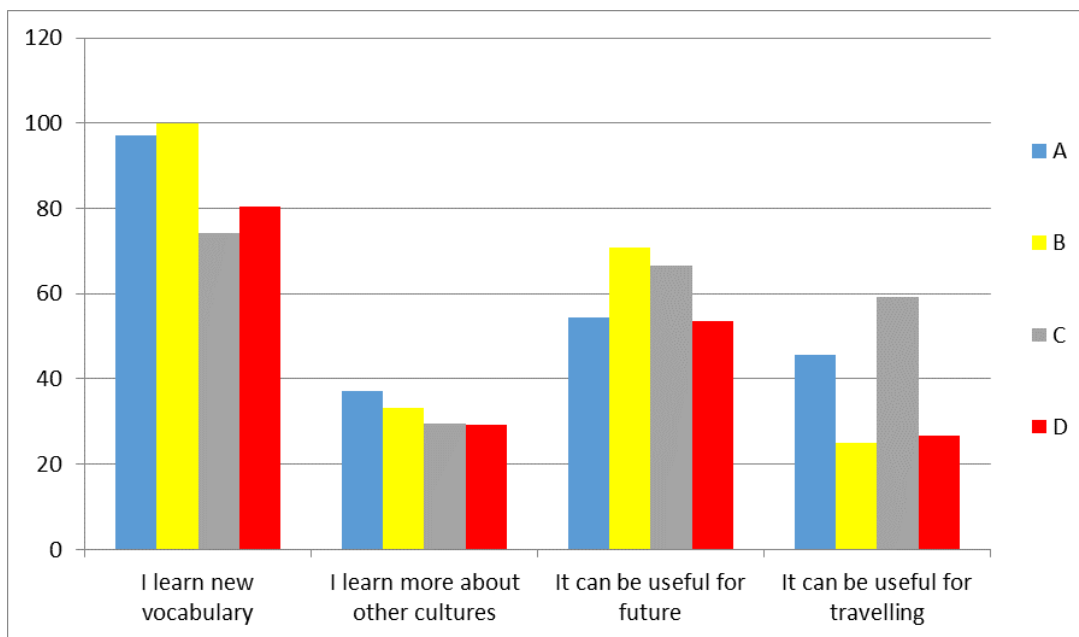


Figure 8. The benefits of home-reading

APPENDIX 3 Gathered data

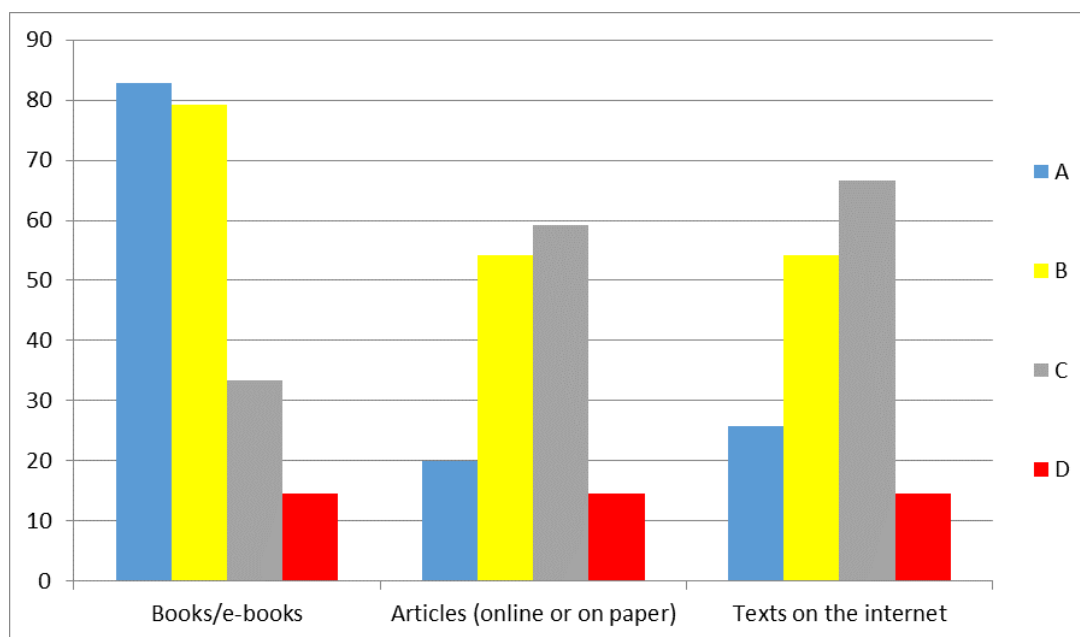


Figure 9 A. What type of texts in English would students like to read for home-reading?

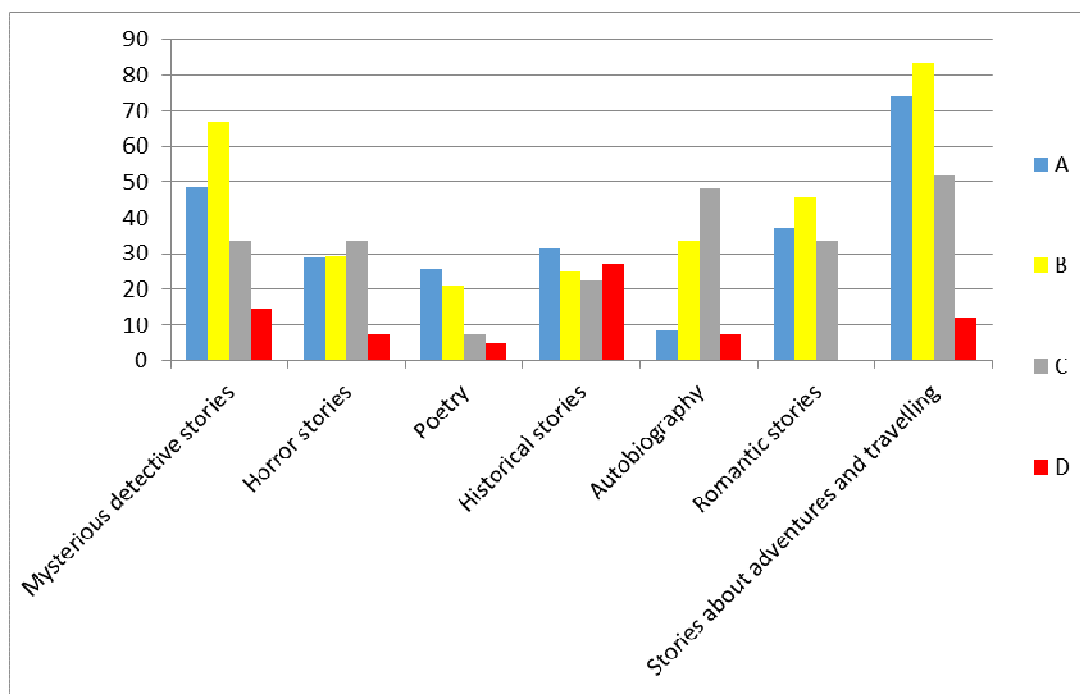


Figure 9 B. What kinds of texts have students chosen for home-reading lesson?

APPENDIX 3 Gathered data

Which of the following home-reading activities do the students do?

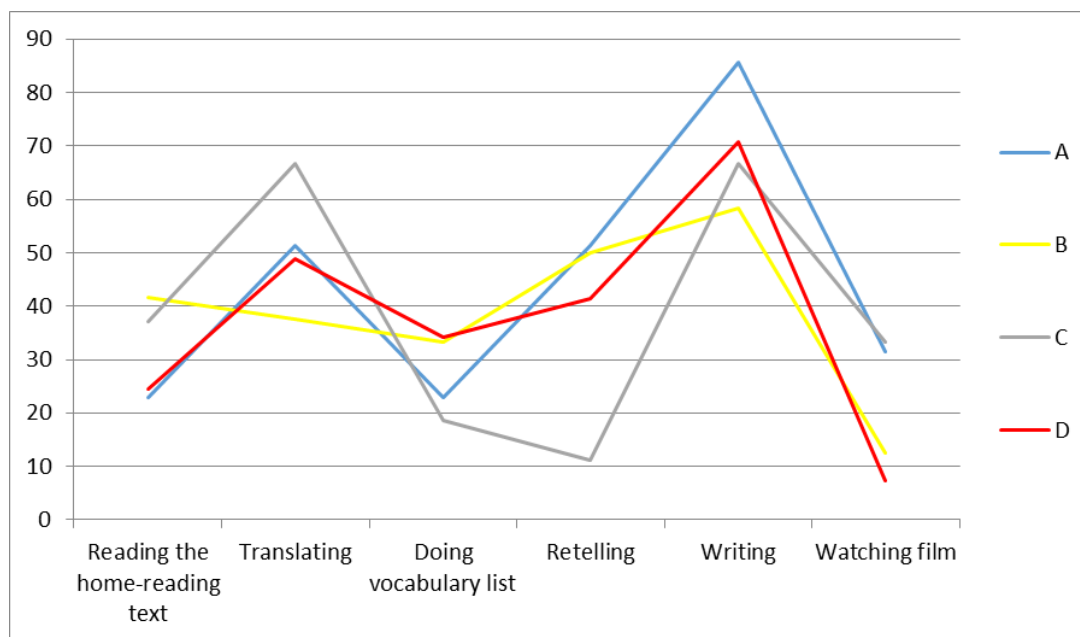


Figure 10 A. By themselves in class

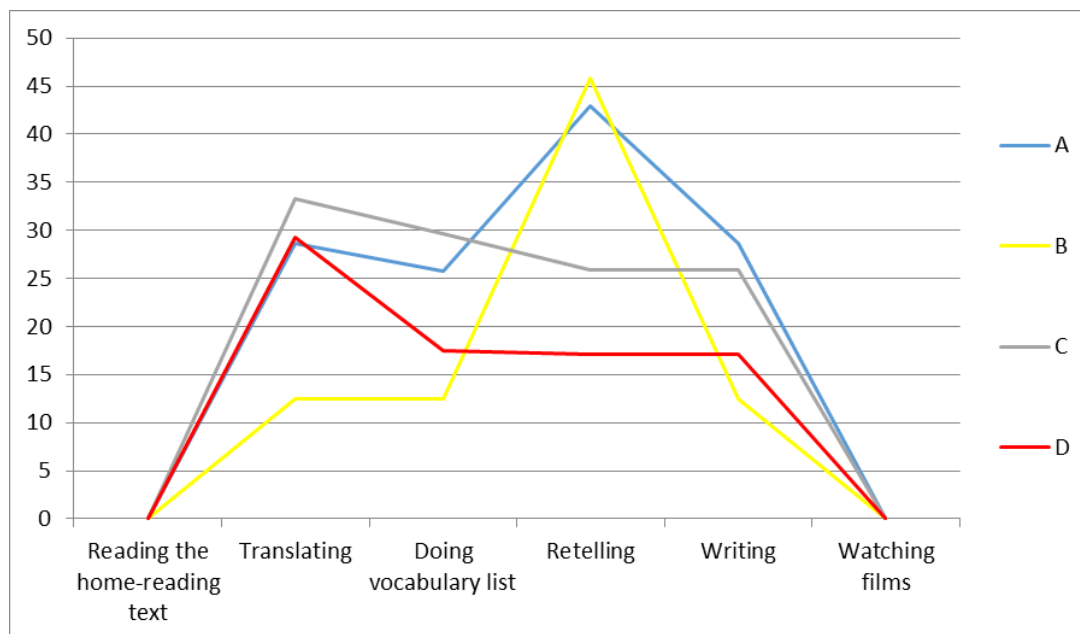


Figure 10 B. In pairs in class

APPENDIX 3 Gathered data

Which of the following home-reading activities do the students do?

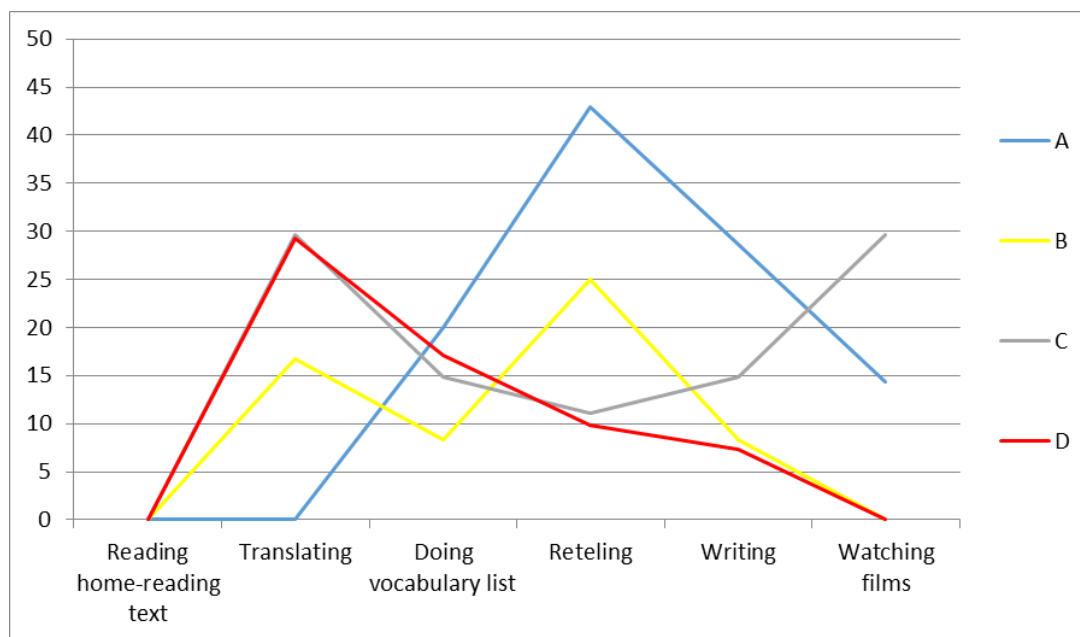


Figure 10 C. In groups in class

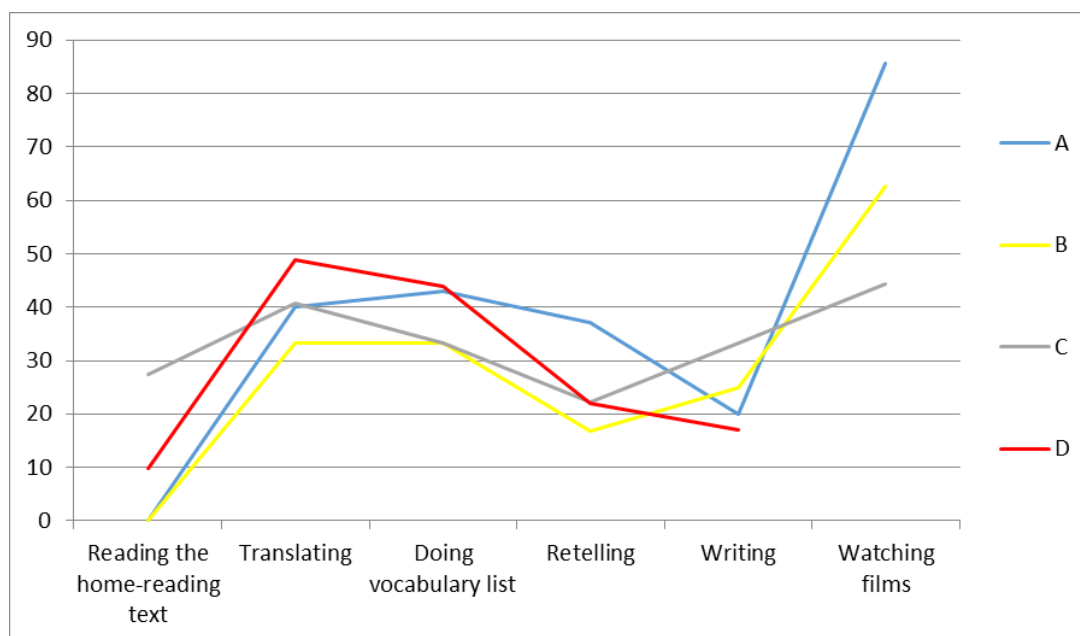


Figure 10 D. Together as a class

APPENDIX 3 Gathered data

Which of the following home-reading activities do the students do?

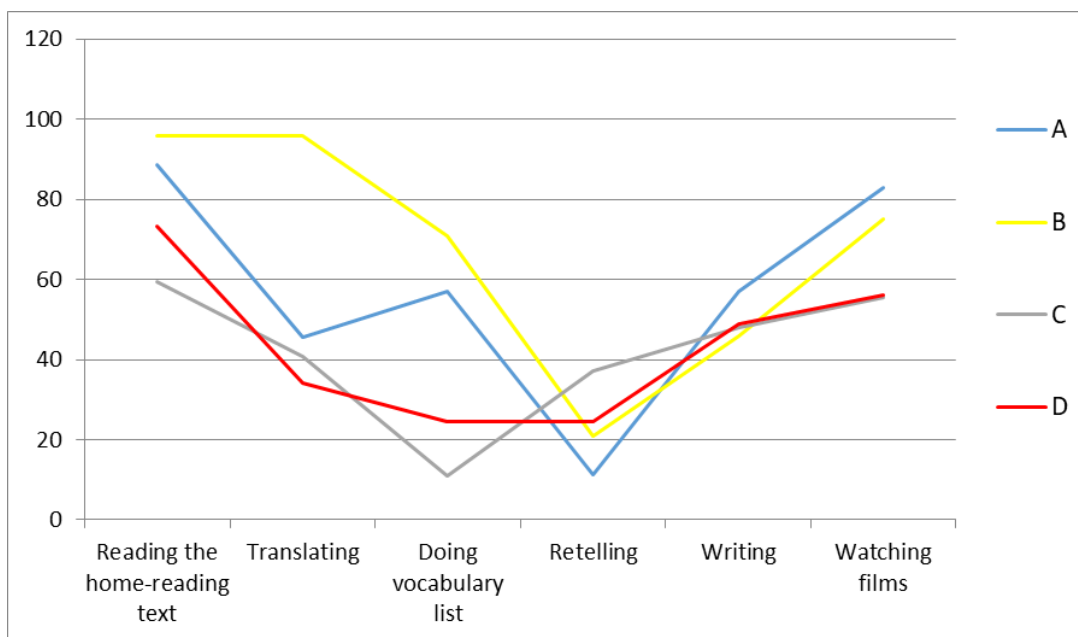


Figure 10 E. By themselves at home

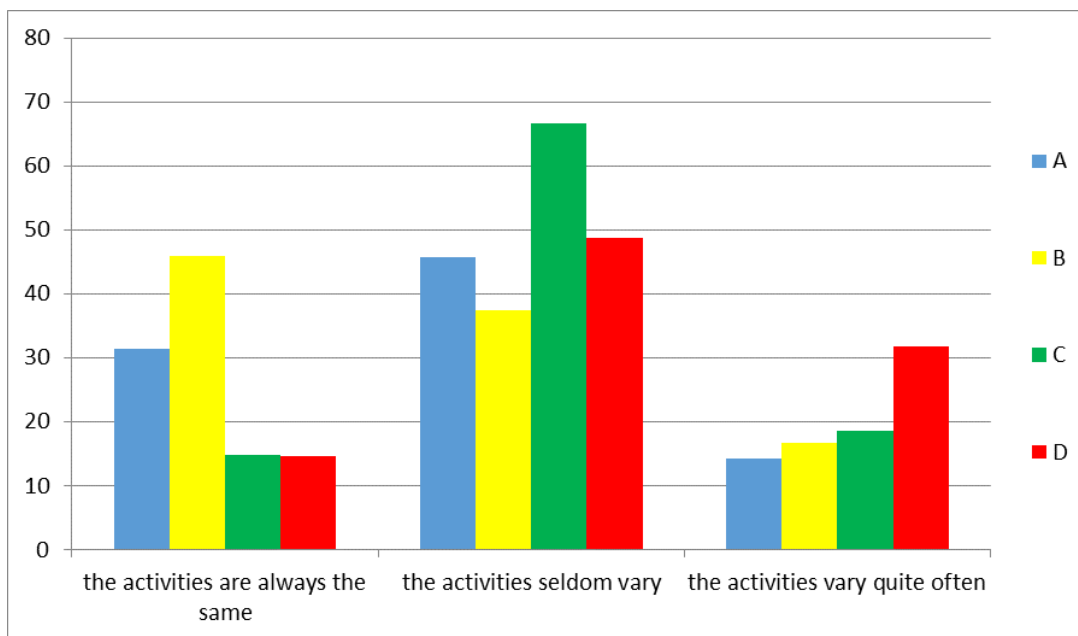


Figure 11. Do the activities for home-reading lesson vary or are always the same?

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Merili Tomikas

Increasing Student's Reading Motivation in Home-reading Lessons with Extensive Reading

Õpilaste motiveerimine kodulugemise tunnis rohkem lugema kasutades ekstensiivset lugemist

Magistritöö

2018

Lehekülgede arv: 97

Annotatsioon:

Käesoleva magistritöö eesmärgiks on järele uurida, kas tänapäeval on probleem, et õpilased pole huvitatud lugemisest ja veedavad palju aega arvutites mängides või on see vaid oletus ja tegelikult annab tehnikaajastu võimalusi juurde äratada huvi kirjanduse vastu ja lugeda erinevaid tekste nii arvutist, iPadist kui telefonist.

Esimeses peatükis antakse ülevaade erinevate kodulugemise või ekstensiivse lugemise uurimuste tulemustest Eestis ja nende andmete põhjal hinnatakse kodus lugemise olulisust ja materjalide tõhusust. Kirjanduse ülevaate peatükis keskendun peamiselt kahele uurimistööle, mis täiendavad üksteist. Üks on tehtud kümme aastat tagasi ja teine eelmisel aastal. Autori uurimus on tehtud selles ajavahemikus aastal 2014. Esimeses peatükis räägitakse kodulugemise programmi tähtsusest ja kuidas on see ülesse ehitatud. Neid kolme tööd võrreldes, loodab autor jõuda järeldusele, mida võiks kodulugemise tunnis veel teha, et tundi huvitavaks muuta. Lisaks eelnevale käsitletakse esimeses peatükis kirjanduse lugemise olulisust keeletunnis või kodulugemise tunnis ning antakse ülevaade ka tehnoloogia integreerimisest ekstensiivse lugemise tundi, et motiveerida õpilasi rohkem lugema ning on ära toodud ka tehnika kasutamise halvad mõjud, mida tuleks silmas pidada.

Teises peatükis kirjeldatakse autori uurimust, mis on läbi viidud kolmes Tartu linna koolis ja ühes Tartu lähedal asuvast koolis, uurimuse meetodit, tulemusi ja järeldusi ning soovitusi tulevikuks. Uurimistöö empiirilises osas kasutati küsimustikku, mis on peamiselt

keskendunud õpilaste arvamusele, sest õpetajad olid väga hõivatud oma tundide andmisega ja püüti säästa neid lisatöö andmisest. Õpilased hindasid kodulugemise harjumusi, kui hästi nad tekstist aru saavad ilma sõnaraamatu abita, kui motiveeritud nad raamatute lugemisel on, kui oluline nende arvates lugemine on, milliseid tekste nad armastavad lugeda ja miks nad just neid raamatuid soovivad lugeda, mida need raamatud neile on andnud või õpetanud ning milliseid soovitusi nad annavad õpetajatele kodulugemise tunni huvitavamaks muutmiseks.

Kolmandas osas selgitatakse saadud teadmise põhjal koostatud ülesannete kogumit. Nende koostamisel sai oluliseks ekstensiivses lugemises rõhutatud huvitavuse ja meeldimise aspekt, mistõttu ülesanded on valitud õpilaste isiklikule arvamusele toetudes ja tehnoloogia arengut silmas pidades, et uue ajaga kaasas käia.

Käesolevas magistritöös kirjeldatud ekstensiivse lugemise eesmärgid ja programm võivad tekitada teistes võõrkeeleeõpetajates huvi uurida edasi antud teemat kodulugemise tunni raames ja täiendada antud materjalide ja meetodite hulka, et õpilaste keeleoskust arendada ja huvi lugemise vastu tekitada.

Märksõnad: ekstensiivne lugemine, inglise keel, keeleõpe, kodulugemine, tehnoloogiapõhine õpe.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Merili Tomikas,

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Increasing Students' Reading Motivation in Home-reading Lessons with Extensive Reading,

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Tartus, 21.08.2018

Merili Tomikas