

READING FOR PLEASURE IN IMMERSION:
FANTASY OR REALITY

by

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ABSTRACT

For many years, teachers have complained that immersion students do not often read for pleasure in French. This case study proposes to take an in-depth look at a grade 6-7 Early Immersion class of nineteen students. This group was purposefully selected because the teacher believes that reading for pleasure in French is important and because she believes that the activities she plans for her students encourage them to read for pleasure in their second language.

Four questions were answered. They are:

1. What are the educational beliefs that may influence the immersion teacher's attitude towards reading for pleasure?
2. How are teaching practices, used to foster the love of reading in immersion students, tied to the teacher's beliefs?
3. What are the students' reading habits and how do they feel about reading for pleasure in English and in French?
4. Which of the strategies used by the teacher to foster the love of reading for pleasure are perceived by students as most successful?

Data was collected through different means. A series of observations took place, participants answered a questionnaire and kept a Reading Journal. Furthermore, seven of the participants also

participated in a focused interview and finally, the teacher was interviewed and kept a log.

Results show that the teacher possesses educational beliefs that seem to influence her attitude towards reading for pleasure. Results also showed that the teacher's practices can be tied to specific beliefs. As far as students' reading habits and feelings about reading for pleasure are concerned, the study shows that students enjoy reading for pleasure but that they do read more in English than in French. The study also showed that most of the reading done in French takes place during school hours. It is also clear that the teacher is the most influential person for the students. The teacher is clearly the person that encourages students to read. Finally, many of the teacher's practices used to encourage students to read seem to have a positive effect on the students.

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CHAPTER ONE

INTRODUCTION

Reading in First and Second Languages

If one was to do a random survey and ask people living in major Canadian cities the following question: "Do you know how to read?", my guess is that the percentage of positive answers would be quite high. On the other hand, if the same interviewer was to slightly modify the original question and ask: "Do you read for pleasure?", I suspect the answers would be different. Yves Beauchesne (1985) reported that while the number of people who had access to books and the number of people who knew how to read and write increased in Quebec between 1978 and 1983, the number of those who actually read decreased from 56% to 50% during the same period (p. 6).

The data reported by Beauchesne refers to an adult population. Is the situation different for children? Apparently not. Results of an American survey first reported by John Pikulski (1984) and later cited by Samuel Perez (1986) seem to indicate that the percentage of children who read for pleasure decreases as their age increases. The study showed that 54% of American nine-year-olds reported reading for pleasure almost every day, but the percentage dropped to 35% for 13-year-olds and 33% for 17-year-olds.

Beauchesne's and Pikulski's references dealt with reading in a first language. Would the data be considerably different if one looked at reading in a second language? A recent study undertaken by Romney, Romney & Menzies (1994) and focusing on 127 grade-five French immersion students in Calgary revealed that two thirds of the students participating in the study never read for pleasure in French outside the classroom.

So it seems that even though people know how to read, an increasing number choose not to read. It also seems evident that children start to read for pleasure but lose the habit as they grow older. Finally, immersion students seem to read significantly less than children in the general population. How, one may ask, do we explain that people who know how to read choose not to read for pleasure?

Reading as a Curricular Subject Versus Reading for Pleasure

According to Beauchesne, our school system is partly to blame for this phenomenon. He believes that our perception of what learning to read means may in part discourage students from reading for pleasure. The general scenario played over and over again in the school setting may be described as follows: when children start school, their desire to learn seems unlimited. Everything and anything presented to them brings delight and pleasure. As far as reading is concerned, children already have some basic knowledge about reading when they start school. They might not yet know how

to decode a text but parents have read to them and children can read a story using the visual clues presented by the illustrations. Soon after entering the school system, the writing code is presented to them and teaching students this code remains a major focus for the first few years of school. In the majority of cases, we do succeed in teaching our students the mechanics of reading. By grade three, students are generally expected to know how to read and are often left to themselves to do so. For children who have mastered decoding, reading can become a pleasurable activity. Unfortunately, for those who have not quite mastered this skill, reading is potentially a frustrating activity.

Apart from our expectations about how fast children learn to read and the difficulties they may come across when learning how to read, Beauchesne also claims that schooling affects students' views of reading for pleasure. When students have adequately mastered the mechanics of reading, our school system forces teachers to center their efforts on teaching subject content. As students read with greater ease, the teacher can focus more and more on teaching subjects such as Mathematics, Science, Social Studies, Music, Physical Education and Language Arts. Gradually, the emphasis shifts from fun and games to research and exams. Even Language Arts programmes, which are supposed to teach children how to appreciate literature, become an exercise in analyzing and dissecting plots, characters and themes.

In all areas of the curriculum, reading becomes gradually more purposeful, while reading for pleasure is relegated to a few minutes

a day during Silent Reading, or becomes something that students do on their own time. We have focused so much on teaching reading skills that we have lost sight of another important issue, the fostering of the love of reading. Certainly, children should learn how to read but is it enough? Hudelson (1994) suggests that it is not. Literacy development in young school-age children does not only require that:

... children be able to read and write (i.e., be able to construct meaning from their own texts and the texts of others), but also that they choose to read and write, that they want to engage in these activities. This suggests to me that children would enjoy reading and writing and view reading and writing both as pleasurable and useful to them (p. 130).

Reading as a Curricular Subject

Versus Reading for Pleasure in Immersion

The situation in immersion is not different. Students starting school in an immersion programme are subjected to the same pedagogical focus; great importance is placed on acquiring reading skills and content information. The major difference between immersion and the regular French programme is that for these students, content is taught through French, their second language. How do reading and reading for pleasure rate within the immersion programme? A careful examination of the new Language Arts Programme may shed some light on this area.

In 1994, the Ministry of Education of British Columbia started implementing the new Language Arts Programme for immersion.

L'Art du langage en immersion : document d'appui (Ministry of Education 1993a) was prepared by a consortium made up of immersion teachers, and was based on the theoretical principles underlying the general organization of the programme, the research done in the area, and practical aspects of teaching Language Arts in French.

The new Language Arts Programme was written in the spirit of The Year 2000 documents and reflects the growing belief that literature-based programmes in Language Arts better support development in language and lifelong learning (Morrow 1992; Elley, 1991).

L'Art du langage en immersion française : document de recherche (1993b), one of four components of the Language Arts Programme, makes numerous references to the importance of literature in language acquisition. Literature is mentioned alternatively as:

- 1) complementary to the Language Arts programme;
- 2) a method to stimulate the imagination of the learner;
- 3) a way to
 - increase the level of literacy;
 - foster oral discussion;
 - motivate students to create their own texts;
 - provide the models, structures and vocabulary needed;
 - help students incorporate in their writing elements found in the texts presented;
 - develop cultural awareness;

- get away from textbooks or readers;
- develop personal and social skills;
- transmit cultural values;
- bring pleasure to readers, and finally,
- develop independent readers.

To accomplish these goals, the "document de recherche" suggests that teachers schedule reading periods during which students are allowed to read a variety of books. To emphasize their point and to exemplify the dangers faced by teachers, the authors of the document quote Huck (1977) who notes "that a large number of primary teachers use more than half of the school day to do directed reading without ever giving their students time to read and appreciate a book for the sole pleasure of reading" (p. 41).

Knowing the mechanics of reading and fostering the love of reading are both seen as a major concern for the authors of this document. What seems less clear is how teachers should instill this love of reading in their students.

Possible Solution

A number of studies (Netten & Spain, 1989; Richards & Lockhart, 1994; Johnson, 1992) seem to indicate that the beliefs held by teachers may have a significant effect on students' attitudes and results. Richards and Lockhart believe that to understand how teachers deal with the various dimensions of teaching, one must examine the beliefs and thinking processes that underlie their

actions. What teachers do in the classroom is a reflection of these beliefs. For her part, Johnson found a meaningful relationship between instructional practices and theoretical orientation in the teachers who participated in her study. Netten and Spain found that the differences in processes observed in immersion classrooms appear to have a significant effect on language learning.

Finally, in their study of 127 French immersion students, Romney, Romney and Menzies (1995) found that only one third of the students read for pleasure in French outside the classroom. They also found that immersion students need to be encouraged to read in French and that teachers can play an important role in this area. In their study, the authors found that students read much more in French in one school. When they examined possible explanations, they found that the French teacher in that school did a number of activities that were not done in the other schools.

If teachers' actions are governed by their beliefs, as these studies suggest, it seems reasonable to assume that teachers who firmly believe that reading for pleasure is important will be more successful in fostering the love of reading in their students.

Statement of the Problem and Rationale

A careful examination of the research on reading for pleasure in immersion reveals that only one study has been done on the subject. Romney, Romney and Menzies (1994) looked at the reading

habits and the interests and attitudes of immersion students towards reading for pleasure. The authors' goals were to find children who liked to read in French and then determine the factors that made them read in this language. Finally, the authors also hoped to find ways to encourage those who do not like to read in French.

A number of findings related to reading habits, effects of gender, reading interests, reading attitudes and reading achievement are reported in their study. One of them pertains more directly to this thesis. Romney, Romney and Menzies compared the time students spent reading books in French and the time they spent reading comics and magazines in French in the five schools studied. Significant differences were observed between two of the schools and the authors found that the only explanation for the differences was the approach taken by the teacher. This teacher had an extensive book sharing programme in place, twinned grade 5 students with younger students in grades one and two and did a variety of activities based on books. These activities, according to the authors of the study, "made the children feel that reading in French was important" (p. 13).

The authors of the study did not examine what motivated the teacher. However, if the studies on beliefs conducted by Netten & Spain, 1989; Richards & Lockhart, 1994; and Johnson, 1992 cited earlier in this chapter are an indication, it would seem plausible to speculate that the beliefs of the teacher influenced his/her approach.

This thesis attempts to explore how the belief system of a French immersion teacher working at the intermediate level influences how the teacher develops a positive attitude towards reading for pleasure. Four research questions have been identified:

1. What are the educational beliefs that may influence the immersion teacher's attitude towards reading for pleasure?
2. How are teaching practices, used to foster the love of reading in immersion students, tied to the teacher's beliefs?
3. What are the students' reading habits and how do they feel about reading for pleasure in English and in French?
4. Which of the strategies used by the teacher to foster the love of reading for pleasure are perceived by students as most successful?

Method of Study

This case study focused on one immersion teacher and her students. In keeping with the case study approach (Merriam, 1988), I looked for emerging patterns in the data, compared contexts and elicited the viewpoints of the participants.

Data collection took a variety of forms depending on the research question. A focused interview was conducted to determine the teacher's set of beliefs. Classroom observations, a teacher log and interviews were used to examine how the teacher's beliefs are translated into practice in the classroom. A list of questions was

given to the teacher to serve as a guide to log writing and is included in Appendix 1.

Students were asked to fill out a questionnaire and a Reading Journal. A sample questionnaire and journal are presented in Appendix 2 and 3. Furthermore, an in-depth interview was conducted with seven students, two of which love reading for pleasure in both languages, while two liked reading in English but were not so keen about reading in French, two disliked reading for pleasure in either language, and finally, the seventh was added because he was the only one who said he never read in French.

Limitations of the Study

Due to the nature of this type of research, the findings should not be generalized. However, what this study brings to the literature on reading is an in-depth look at one teacher's beliefs and how they may affect reading for pleasure in the immersion classroom. It will also provide readers with a portrait of the microcosm of one classroom, describing its atmosphere, how students react to reading for pleasure in French as well as what students believe are the most effective teaching practices used by the teacher to foster reading for pleasure.

Structure of the Study

This thesis is organized into 5 chapters.

Chapter One describes the conceptual framework, background and rationale for the study undertaken. The problem is stated along with the limitations of the study. Finally, the research method is identified and the terms used in the study are defined.

Chapter Two offers a survey of the literature concerning teachers' beliefs, reading for pleasure, motivation to read and pedagogical strategies used in second language acquisition.

Chapter Three contains the epistemology, the case study approach, the setting of the case, the criteria for selecting the participant and the description of how the data was collected as well as how it was analyzed.

Chapter Four presents the results and a discussion of the data collected.

Chapter Five presents the conclusions and suggests possible areas for further research.

Definition of Terms Used in the Study

French Immersion is an optional programme offered in a large number of school districts in Canada. In British Columbia, 45 districts offer the programme. Non-francophone students registered in this programme have the opportunity to become functionally bilingual by receiving instruction in French in various content areas. The percentage of instruction in the second language varies between 100% (early grades) to 20% (late grades) with the majority of school districts offering between 50 to 100% of instruction time in French.

Early Immersion is the programme that generally starts in kindergarten. The participants selected for this study are from such a programme.

Reading for pleasure is any reading that is done strictly for enjoyment.

Reading for a purpose refers to any reading done for a purpose other than enjoyment. If assignments are given in conjunction with reading a text, this reading is not identified as reading for pleasure.

Personal Data and Biases

Before ending chapter one, I believe it is necessary to give some background information about myself and to describe my beliefs concerning reading for pleasure in immersion.

Since 1981, I have worked as a teacher-librarian in immersion programmes. During these fifteen years, I have worked at the school level teaching library skills and the love of reading to immersion students as well as at the district level as a resource person helping unilingual teacher-librarians involved with the same programmes.

On one hand, the teacher-librarian position gave me the chance to meet students and discover their likes and dislikes in French literature. The district position, on the other hand, gave me the opportunity to meet other teacher-librarians and teachers who, like me, were struggling to convince immersion students that they should read in French.

As a professional, I observed that as students grew older, their appetite for reading for pleasure in English and in French diminished. After talking to other immersion teachers who observed the same phenomenon, I became convinced that reading for pleasure in French at the intermediate level was a difficult goal to attain.

Fortunately, not all my observations and the teachers' comments were negative. Sometimes, I would meet a group of students who seemed to enjoy reading for pleasure in English and in French. At

first, I thought that the situation was due to chance. I wondered also if other factors could that be at work in such a case. Could it be the teacher, this magician who miraculously transformed reluctant students into book lovers?

As years went by, I became convinced that it is the teacher who plays a crucial role in sharing his/her enthusiasm for books, transmitting his/her knowledge of the literature and thus fostering the love of reading in students.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the literature pertaining to reading for pleasure in immersion. It also examines related fields of research, namely reading in a second language and motivation to read.

Reading for Pleasure in Immersion

Research on reading for pleasure in immersion is quite limited. Only one study done by Rommey, Romney & Menzies (1995) provides any in-depth information on the topic. Two earlier studies conducted by Fred Genesee offer only a brief and superficial look at the subject (Genesee, 1978, 1981).

In one study, Genesee (1981) indicated that more immersion students than FSL students disagreed with the statement : "Reading in English is easier than reading in French" and "I feel more at home when I read an English book than when I read a French one" (Genesee, 1981, p. 156). It also indicated that even though immersion students owned more French books than did FSL students (9.26 books compared to 8.66 for FSL), and that they subscribed to more French magazines (3.6% compared to 1.1% for FSL), reading in French was still modest if one considered that 90% of the immersion students reported reading in French only once in their daily log

compared to three times in English for the same period (Genesee, 1981, p. 156).

The other study (Genesee, 1978) reported that "the immersion experience has not resulted in any actual greater self-initiated use of French outside the school setting with one exception -- the grade 6 immersion students reported that they read French books and magazines more often than did the control students" (p. 26). Again, this study seems to confirm that immersion students rarely use their reading skills in French outside the classroom setting.

Unfortunately, these two studies were general in scope and only offer a glimpse of the immersion students as readers. A more comprehensive study on reading for pleasure in immersion was published only recently. It was conducted by Romney, Romney and Menzies (1994) and studied the reading habits, interests and attitudes of immersion students. Their goal was to determine the amount of reading done by immersion students outside the classroom and to identify means to increase this amount if it was found to be low.

The sampling for the study consisted of 127 students from five grade-five classes located in different public schools in Calgary. Grade five was chosen because it was estimated that students were able to read independently in both languages.

A variety of means were used to collect data. A questionnaire was given to the students to investigate their extra-curricular

activities, their likes and dislikes regarding the genres of books as well as on how they chose books.

An interview was also conducted with the students to determine the reasons why they chose English books over French ones when they read for pleasure. Students were asked to determine which authors and genres they preferred. They were also asked to suggest ways that would encourage them to read more in French.

Students were requested to keep a log where they could record their extra-curricular activities as well as the amount of time spent on them. This log would enable the authors to determine the amount of time dedicated to reading. The authors tested the students for reading comprehension and their teachers evaluated their attitudes towards reading.

Parents were also given questionnaires to determine why they placed their children in immersion, what their own reading habits were and how they encouraged their children to read. Similar questionnaires were sent to French and English teachers as well as teacher-librarians to determine each group's influence on the students' reading.

Some of the results from this study came as no surprise. For example, students showed a significant preference for English in reading books, comics or magazines, and television watching. Only 31% of the students read French books, 10% read French comics or

magazines and 13% watched television in French. For English, the percentages were 80%, 49% and 96% respectively (Romney, Romney & Menzies, 1994, p. 9).

Other results were more surprising. For example, girls are often said to read more than boys. This study however did not find significant differences between boys and girls for either reading or watching television. Furthermore, no significant differences were found even in families where parents spoke French at home (Romney, Romney & Menzies, 1994, p. 9).

Another surprising result reported by the authors refers to a comparison of the five schools on the following six variables: reading French books, reading French comics, watching French TV, reading English books, reading English comics, watching English TV. Results revealed significant differences in the time spent reading books in French and reading comics and magazines in French, and an "almost significant" difference for watching television.

The authors of the study were interested in finding out the reasons for these significant differences. First, they looked at the correlations between parental factors and the amount of time students spent reading in French. They found no significant ties. Then, they focused their attention on the teachers and teacher-librarians. They found that the teacher in one school did a number of activities that were not done in the other schools. According to the

authors, these activities made the "students feel that reading was important" (Romney, Romney & Menzies, 1995, p. 488).

The authors mention at the beginning of their report that students who read the most in French come from classrooms where the teachers are avid readers themselves and transmit their enthusiasm to students. They also say that teachers must be convinced that reading is important not only to acquire knowledge but also to acquire cultural and moral values as well as to master the second language (Romney, Romney & Menzies, 1994, p. 7).

These findings seem to indicate that beliefs held by teachers influence their teaching and may contribute to the students' attitudes and success.

Teachers' Beliefs and their Practices

The idea that teachers' beliefs influence their practices is not new. A number of writers have come to that conclusion. Munby (1982) and Clark & Peterson (1986) believe that the theoretical beliefs of teachers make up an important part of the prior knowledge through which they perceive, process, and act upon information in the classroom. Other authors such as Nisbette & Ross (1980), Shavelson & Stern (1981) and Shavelson (1983) have argued that teachers' beliefs act as a filter through which a host of instructional judgments and decisions are made.

The theoretical beliefs of reading teachers were defined by Harste and Burke (1977) as the philosophical principles, or belief system, that guide teachers' expectations of student behavior and the decisions they make during reading lessons.

Similar conclusions have been reached in other areas of literacy instruction. Not only were instructional practices found to be consistent with teachers' theoretical beliefs, but the interactions between teachers and students were found to vary according to teachers' theoretical beliefs about writing instruction.

Wing (1989) found that pre-school teachers' theoretical beliefs about literacy development not only influenced their instructional practices but also shaped pre-school children's perceptions of the nature and uses of reading and writing. Thus, the author suggests that teachers' theoretical beliefs may shape the nature of classroom interactions as well as have a critical impact on students' early perceptions of literacy practices.

Richards & Lockhart (1994) believe that to understand how teachers deal with the various dimensions of teaching, it is necessary to examine the beliefs and thinking processes that underlie their actions. The authors assume that what teachers do is a reflection of what they know and believe, and that the classroom actions they take are guided by their knowledge and thinking.

According to Richards & Lockhart (1994),

...teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their

understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed the 'culture of teaching' (p. 30).

Drawing on a study done by Kindsvatter, Wilson, and Ishler (1988); Richard & Lockhart (1994) indicate that teachers' beliefs derive from a number of different sources. These sources include the teachers' own experience as language learners, their experience of what works best, the established practice, personality factors, educationally-based or research-based principles, and principles derived from an approach or method (p. 30-31).

Beliefs, Practices and Second Language Teaching

The studies cited so far refer to teachers' beliefs in general. Is the situation similar in second language teaching? Johnson's study (1992) examined the relationship between ESL teachers' theoretical beliefs about second language learning and teaching on the one hand and their instructional practice during literacy instruction with non-native speakers of English on the other.

The results indicated that ESL teachers who possess clearly defined theoretical beliefs provided literacy instruction that was consistent with their theoretical orientation. This study supports the notion that ESL teachers teach according to their theoretical beliefs and that differences in theoretical beliefs may result in differences in the nature of literacy instruction.

Beliefs, Practices and Immersion

In a study done in an immersion classroom in Newfoundland, Netten and Spain (1989) attempted to demonstrate that the variance in achievement levels found, both within and between French immersion classrooms, and the regular English classroom, were the result of differences in classroom processes. Their study led them to suggest that as far as second language learning in immersion classrooms is concerned, the differences observed between groups were caused by the different processes used and seemed to have a significant influence on language learning. They concluded that:

...it is likely that pupils in a classroom where there is a richer language environment, from the point of view of more opportunity to interact in communicative exchanges that have direction and meaning for the child, will learn the second language better than would be the case if they were in a more restricted classroom environment from the point of view of language interaction (p. 499).

Netten & Spain (1989) did not explain the reasons why some processes were preferred over others. What they found, though, were significant differences in the practices and the amount of time spent on various activities even though the three teachers generally followed the same curriculum. One explanation offered by the researchers for these differences is that the teachers held different sets of beliefs and that these beliefs were translated into different practices.

If teachers' practices are linked to their beliefs, as the studies reported here suggest, it seems reasonable to assume that those teachers who firmly believe that reading for pleasure is important will be more successful in fostering the love of reading in their students because of the influence of their beliefs on their practices.

Research on Reading

Two related areas of research on reading, i.e., reading strategies in second language learning, and motivation to read, will provide further insights into the topic of reading.

Reading Strategies in Second Language Learning

Grabe's article (1991) provides a summary of the literature on second language learning. According to him, there are five major areas in second language learning. They are: schema theory, top-down bottom-up models and automaticity, vocabulary acquisition, comprehension strategies, and reading-writing relationships.

Schema Theory

Much research has been done on schema theory. Studies by Carrell and Eisterhold (1983) and by Carrell (1984, 1987) seem to form the backbone of this kind of research. In essence the schema theory:

...holds that any text, either spoken or written, does not carry meaning by itself; rather, a text only provides directions for the listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge. Such knowledge is called the reader's background knowledge; the previously acquired knowledge structures are called schemata (Carrell, 1984, p. 332).

Without this prior knowledge, or if the right schemata cannot be activated, the reader cannot understand the text under study. Carrell (1987) argues that the lack of schema activation is the major source of processing difficulty in second language learning. Kern (1992) also talks about the importance of schemata. He concurs with Carrell and Eisterhold when he says that a "given text does not contain meaning per se, but rather guides the reader in applying his own prior knowledge to reconstruct the author's intended meaning" (p. 308).

Carrell (1987) and Carrell and Eisterhold (1983) went further and even advanced that "one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background" (p. 560). This realization has consequences for second language teachers. They must be aware of background knowledge as well as text content, especially cultural content. The teachers, says Carrell, "must often be facilitators of the acquisition of appropriate cultural content knowledge" (pp. 476-477).

Adams (1982) concurs with Carrell on this subject and believes that it is important to prepare the reader to what he/she is about to

read. She says that "teachers who create or select reading materials should keep in mind the backgrounds and present knowledge of the students" (p. 158). Carrell (1984) also offers some suggestions to second language teachers. She suggests pre-reading activities, narrow reading, reading longer and conceptually complete texts, and presenting students with texts they are interested in or have selected themselves.

Carrell (1984) believes that our task as reading teachers consists of helping students build the background knowledge they need to read successfully and making sure that students understand that reading is the building of new knowledge through a process whereby prior knowledge is activated by a text.

Bottom-up and Top-down Models and Automaticity

The second area of importance related to second language learning comprises the bottom-up and top-down concepts. These two concepts refer to the way the information coming in is processed. Carrell (1984) explains:

The features of the data enter the system through the best-fitting, bottom-level schemata. Schemata are hierarchically organized, from most specific at the bottom, to most general at the top. As these bottom level schemata converge into higher level, more general schemata, these too become activated. . . . Top-down processing occurs as the system makes general predictions based on higher level, general schemata and then searches the input for information to fit into these partially satisfied, higher order schemata. Top-down processing is, therefore, called conceptually-driven (p. 333).

Both types of processing, bottom-up and top-down, are important, but a number of studies, Eskey (1988), McLaughlin (1990) and Segalowitz (1991), stress the importance of automatic lower-level processing in second language contexts. Raymond (1988) explains that the more a reader uses processing space by decoding, the less processing space is available for comprehension. Carey (1987) agrees with this statement and says that "the effort expended in decoding the message and translating the material strains working memory capacity with a consequent reduction in power to go beyond the information given and to process at more semantic levels of analysis" (p 104). Carrell (1984) also says that ESL students failing to activate the appropriate schemata will have difficulties comprehending the text. She adds that this failure can be explained by either the fact that readers fail to effectively use their bottom-up processing mode to activate schemata they probably clearly possess, or that the reader does not possess the appropriate schemata required to understand the text.

Results of another study conducted by Carrell (1989) indicate that ESL groups of a higher proficiency level "tended to be more 'global' or top-down in their perceptions of effective and difficulty-causing reading strategies" (p. 128). On the other hand, lower proficiency level groups "tended to be more 'local' or bottom-up" (p. 128) in their perception of the same strategies.

Vocabulary Acquisition

The third issue related to second language reading refers to the question of vocabulary knowledge. How much vocabulary knowledge is necessary to read effectively in a second language? Berman (1984), Carrell (1984, 1989), Eskey (1986), Swaffar (1988), and Koda (1989) all showed the importance of vocabulary knowledge for reading comprehension. Barnett (1986) found that both syntactic and vocabulary proficiency affect reading comprehension. He believes that both sets of skills are necessary for English speakers to comprehend what they read in French and, furthermore, that these skills interact with each other.

Carrell (1984) explores the issue of vocabulary knowledge and looks at how best to teach vocabulary to second language learners. She contends that to teach vocabulary effectively, it "must be integrated with both the student's preexisting knowledge and other pre-reading activities designed to build background knowledge" (p. 335). It is not sufficient to teach lists of words independently, or even to teach them in context, what is necessary is "to help students relate the new concepts to their old knowledge and to integrate the new words into their vocabulary" (p. 335).

Studies by Barnett (1986) and by Strother and Ulijn (1987) have shown that vocabulary is a predictor of reading ability. It seems crucial then that teachers use the best possible method to teach vocabulary.

Comprehension Strategies

Comprehension strategies may also bring to light some useful theoretical concepts relevant to this study. Devine (1987) and Carrell (1989) have shown that better readers are also better strategy users. Readers monitoring their comprehension, adjusting their reading rates, considering their objectives, etc., tend to be better. Teaching comprehension strategies to second language readers has potential benefits. Which strategies to teach and how to teach them are at the center of the debate. Carrell (1989) says that:

...effective second language reading pedagogy must include not only training and practice in the use of task-specific strategies (i.e., strategy training), instruction in orchestrating, overseeing, and monitoring these skills (i.e., self-regulation training), but, more importantly, information about the significance and outcome of these skills and the range of their utility (i.e. awareness training) (p. 129).

According to Carrell (1989), students are too often unsuccessful at using the skills intelligently and do not appreciate the reasons why these strategies are useful or do not understand where and when to use them.

Vorhaus (1984) and Kern (1992) both discuss the necessity for second language students to develop thinking skills. Vorhaus believes that one of the most important messages to give second language readers is that their strength lies not in the linguistic knowledge but rather in their ability to think.

Kern (1992) expands and explains the various thinking skills that should be developed. If the teacher wants to develop comprehension at the factual, interpretive, and applicative levels, students must possess decoding and metalinguistic skills; however, "they must also be helped to develop thinking skills with which to analyze, synthesize, transform, and utilize the information and ideas activated by the text" (p. 312). Vorhaus (1984) adds that one should not simply tell students to use reading strategies, but provide "opportunities in which their reading strategies will result naturally from their interaction with the reading material" (p. 416). Finally, other studies by Hosenfeld et al. (1981), Walker (1983), and Aspatore (1984) list different reading strategies that students can use to read more effectively.

Motivation

Many studies have been conducted in the area of motivation in reading. Hansen (1969) concludes that "home literary environment was the only significant contribution to independent reading. Father's occupation and education as well as the child's IQ showed no significant relationship" (p. 22). Even though home environment seems to be the most important predictor of independent reading, Hansen still sees the teacher's role as crucial. Teachers should try "to provide for a continuation of the best of the home literary experiences, to attempt to make up for those which have been lacking, and to better understand the problems of the reluctant reader" (p. 23).

Many strategies can be adopted by the teacher to motivate students. Reading aloud to children is often mentioned as an effective strategy to develop motivation. Frick (1986) reports that "students have listed reading aloud as a positive activity in their reading experience, and oral reading, when it is well done, conveys the teacher's interest in not only the book, but in the joy of reading itself" (p. 301). The same results have been noticed in immersion. Leblanc and Leblanc (1980) say that "reading aloud to children seems to have another beneficial effect: that of developing interest for reading and fundamental positive attitudes towards reading" (pp. 618-619).

Another factor mentioned in the literature is the importance of the teacher as a model. Dulin (1978), Wilson & Hall (1972), Spiegel (1981), and Perez (1986) all stress that it is essential for the teacher to demonstrate to students that reading for pleasure is not only something students do. Wilson and Hall say that "the key to developing a personal love of books is a teacher who communicates enthusiasm and an appreciation of literature through his attitudes and example" (p. 229). Spiegel confirms this belief when she writes that "unless teachers like to read and can communicate this joy to their students, they may have trouble convincing the children that reading is something they will enjoy too" (p. 27). Perez (1986) concurs with the previous two authors and adds that what the teacher does after reading is also important. When they discuss with students what they read, when they describe how these readings have influenced their lives, when they share the delight they have

experienced and include some of the ideas gained during reading into their teaching, teachers then become live models of what reading can do.

Labonté (1979) and Bertin (1987) both stress the importance of the topic and the level of difficulty of a text for students reading in a second language. To give students the possibility to familiarize themselves with another culture, to consolidate and increase their passive vocabulary and, if possible, to foster the desire to read in a second language, the teacher must take into account the interests of students and their capacity to decode the text in the second language. Bertin says that the teacher should go from texts that children like to texts they do not know and from predictable texts to more obscure writings.

Finally, Martin (1969), Estes (1977) and Hough & al. (1986) offer a list of do's and don'ts to help teachers motivate students to read. Martin's list contains 11 points. According to him, teachers should spend a lot of time reading to children, make reading a priority, build up a good classroom library center, give children plenty of time to read when they want to read, give them opportunities to talk and discuss what they read, as well as minimize dependence on textbooks in science and social studies. They should also get rid of the scheduled library period and plan with the teacher-librarian and children for a better use of the library. They should not be too concerned about grade placement of reading materials, should not dissect texts, test, reward, or punish students, should not be too concerned about raising the student's level of taste,

should not do too much recommending and, finally, they should be patient.

A list drawn by Estes (1977) includes 12 ways to discourage students from reading. He says that teachers will turn children off reading if they fail those who do not read up to grade level, define reading ability as scores on a standardized test, do drill skills, separate learning to read from reading to learn, read aloud in groups (round robin style), insist on careful reading for detail, follow the manual's lesson plan to the letter, skip stories in the basal reader and switch children from one basal to another, have children copy definitions from the dictionary for vocabulary development, do not let children read ahead in the story to find out how it is organized or told, do not have ungraded materials around like paperback books, magazines, or newspapers, and always set children's purposes for them. But he has one suggestion for teachers which is to make sure that what they "ask any student to read is something he or she can read and will want to read" (p. 897).

Hough & al. (1986) also advocate reading frequently to children. They also add that the teacher should use cueing strategies while reading to maximize children's understanding, involve all children in the story by asking questions appropriate to their individual levels of language acquisition, select predictable books to read aloud, encourage children to repeat refrains and complete patterns, select well-illustrated books, ask children thought-provoking questions throughout the story, read and reread favorite stories and let children listen to them on tapes or records while

following along with the book, and provide related follow-up activities using a variety of formats and manipulative materials.

The literature review on schema theory, top-down bottom-up models, vocabulary acquisition, comprehension strategy instruction, and motivation will, I believe, help provide information about what might be going on in the immersion classroom in so far as reading for pleasure is concerned.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology adopted in this study. In addition, the epistemological framework, the case study approach, the setting and fieldwork are presented.

Epistemology

Quantitative methods are consistent with a positivistic approach. Hammersley and Atkinson (1983) describe the three major tenets of this approach. First, social research models itself on physical science. One of the traits of physical science is the use of a common logic of experiment. In this tradition "quantitatively measured variables are manipulated to identify the relationships among them" (p.4). Second, positivism argues that "events are explained in deductive fashion by appeal to universal laws that posit regular relationships between variables held to obtain across all circumstances" (p. 4). This means that laws arrived at can be applied to any similar situation. Social scientists have adopted the statistical version of this model, i.e., that relationships are considered to have a high probability of applying to all circumstances. Finally, priority is given to phenomena that are directly observable. That which cannot be observed is rejected. Merriam (1988) describes this traditional approach as being based on the assumption "that there is a single, objective reality - the world out there - that we can observe, know,

and measure" (p. 17). Scientists have collected facts about the world, have derived laws to explain the realities observed, and believe that these laws are constant.

On the other hand, qualitative research is based on the naturalistic approach which contends that "as far as possible, the social world should be studied in its 'natural' state, undisturbed by the researcher" (Hammersley and Atkinson 1983, p. 7). Furthermore, the researcher must respect the nature of the setting. Fidelity is given to the phenomena under study rather than to a particular set of methodological principles. This tradition argues that

The social world cannot be understood in terms of causal relationships or by the subsumption of social events under universal laws. This is because human actions are based upon, or infused by, social meanings: intentions, motives, attitudes, and beliefs (ibid. p. 7).

Merriam (1988) puts it this way:

Qualitative research assumes that there are multiple realities - that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpreting rather than measuring. Beliefs rather than facts form the basis of perception. Research is exploratory, inductive, and emphasizes processes rather than ends (p.17).

This study follows the latter philosophy. Its aim is to describe and explain how an immersion teacher fosters the love of reading for pleasure in her students. It hopes to shed light on the teacher's and students' experience and definition of their situation. Therefore, I

examined reading for pleasure from the teacher's and the students' perspective by immersing myself in the classroom life.

Case Study Approach

The research was conducted using a case study approach, and more specifically, the interpretive case study as defined by Merriam (1988). She defines the interpretive case study as containing a "rich, thick description" of the phenomenon studied and adds that the "descriptive data . . . are used to develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering" (p. 27-28). By closely observing the teacher and students, this study presents a holistic description and explanation that should give the reader a better understanding of what is going on in the classroom. In the trial analysis I developed conceptual categories and drew some conclusions relating my findings to the situation in second language reading and reading for pleasure.

Merriam states that:

the decision to focus on qualitative case studies stems from the fact that this design is chosen precisely because researchers are interested in insight, discovery, and interpretation rather than hypothesis testing (p. 10).

This is what was done in this study. While the literature review on reading in second language and reading for pleasure provided clues about what may be expected in the immersion setting, it was difficult to predict with any certainty what would

emerge from the data. Furthermore, as few studies have been done on the subject in the immersion setting, this research could lead to unexpected findings in a variety of areas.

Merriam describes the qualitative case study as "particularistic, descriptive, heuristic, and inductive" (p. 11). My study is particularistic as it concentrates on one phenomenon, i.e., reading for pleasure in the immersion setting. Because the study focuses on one teacher and her class, and because a considerable amount of time was devoted to observations and interviews, results will be presented as a "rich, thick description" of the phenomenon under study. Prose rather than numbers will be used to "present documentation of events, quotes, samples and artifacts" (Wilson, 1979, p. 448). As a heuristic study, it will present new insights into how a teacher can foster the love of reading in an immersion setting. Finally, it is inductive because I did not begin with hypotheses to be tested but rather explored new relationships and concepts to improve understanding of the phenomenon.

Selecting the Case

The study was conducted with an early intermediate class. Based on my own experience of thirteen years as a teacher-librarian involved in immersion programmes and according to studies previously cited in Chapter One, students begin to lose interest in reading for pleasure at this level of schooling. Therefore it seemed

appropriate and useful to examine the problem from the perspective of students from grade six and seven.

This case study focuses on a grade six/seven teacher and her students. The sampling technique is what Chein (1981) calls "purposive" and what Patton (1990) calls "purposeful sampling". Patton claims that its purpose "is to select information-rich cases whose study will illuminate the questions under study" (p. 169). Patton's second type of purposeful samplings, which he calls "intensity sampling", applies to this study. Patton says that "an intensity sample consists of information-rich cases that manifest the phenomenon of interest intensely (but not extremely)" (p. 171). What I was interested in examining were not extreme cases that might distort the manifestation of the phenomenon to be examined, but rather a case that contains rich examples of the phenomenon studied.

Budgetary and time constraints played a role in the selection process and forced me to restrict my study to a teacher employed in one of the Lower Mainland districts. The second criterion in the selection process was that this teacher had to be a teacher trying to foster the love of reading for pleasure in her second-language into students.

The first step in selecting this teacher was to talk with district supervisors and administrative officers to identify potentially suitable teachers. As more than one teacher was identified as

suitable, a focused interview was conducted to identify the candidate that corresponded best to the needs of this research.

The criteria for the selection of the participant were the following. The perspective teacher had to have :

1. a clear understanding of what reading for pleasure is;
2. a conviction that reading for pleasure is crucial in the development of reading, and the success of immersion;
3. a belief that his/her teaching reflects that conviction; and
4. the belief that his/her students read for pleasure within and without the classroom setting.

A variety of data collection techniques were used depending on the research question to be answered. Interviews were conducted with the teacher as well as with the students. The teacher and the students were asked to keep a log and observations were done throughout the course of the study. Particular data collection techniques were used at different times and for different reasons during the study.

Data Collection

The study was designed to address four major questions:

1. Which are the educational beliefs that may influence the immersion teacher's attitude towards reading for pleasure?

2. How are practices, used to foster the love of reading in immersion students, tied to the teacher's beliefs?
3. What are the students' reading habits and how do they feel about reading for pleasure in English and French?
4. Which of the strategies used by the teacher to foster the love of reading for pleasure are perceived by students as most successful?

Question 1 aims at identifying the educational beliefs held by the selected teacher regarding reading for pleasure in immersion. The most effective way to answer this question is to conduct a focused interview. Patton (1990) says that in qualitative case study research, the main purpose of an interview is to obtain a special kind of information. The researcher wants to "find out what is in and on someone else's mind" (p. 278). He adds that

"We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meaning they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p.278).

I wanted to discover the feelings, beliefs, and attitudes of the teacher toward reading for pleasure in immersion and therefore used a semi-structured interview format in which the general focus of the questions is known, but the interview is left open to ensure that new

ideas and insights are freely expressed by the interviewee. As Merriam suggests "In the semi-structured interview, certain information is desired from all the respondents. These interviews are guided by a list of questions or issues to be explored, but neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation, to the emerging world view of the respondent, and to new ideas on the topic" (p. 74).

Question 2 aims at identifying strategies used by the teacher to foster the love of reading in a second language situation. A number of data collection techniques were used to address this question. Observation constituted the main means of data collection in this area of the research. Merriam gives four reasons why an investigator might want to gather data through observation. Three of these are relevant to this study. Talking about the first of these she says that "as an outsider an observer will notice things that have become routine to the participants themselves" (p. 88). It was very likely that the teacher chosen for this study might not even be aware of some of the ways she employs to foster the love of reading for pleasure. These might be so well embedded in the routine that an interview alone might be insufficient to bring them out.

The second reason is that observation is a first-hand technique for collecting data. The observer can then "use his or her knowledge and expertise in interpreting what is observed" (Merriam p. 88).

Thirdly, "observation makes it possible to record behavior as it is happening" (Merriam p. 88). I believe this was important as it allowed me to see how the educational beliefs held by the teacher were translated in classroom practices.

The fourth reason given by Merriam, i.e., that "there are topics people may not feel free to talk about or may not want to discuss" (p. 88-89) does not seem to apply here. The issues examined in this study are not politically charged, at least for the teacher involved. The participant was chosen because of her good reputation as a teacher able to foster reading for pleasure and therefore should be eager to share his/her 'secrets' with the interviewer.

The frequency of observation sessions is important. How long and how much is needed is difficult to assess, but to get a better understanding of what is going on in the classroom and to be able to give an in-depth description of what is happening, sixteen observation sessions took place over a two-month period.

To further address question 2, the teacher was asked to keep a log where she would record her impressions, observations, and a rationale for her teaching. It was hoped that the log would reveal, or in some cases would help confirm, conclusions drawn from the observations and/or give insights into the situation under study. The log falls in the category of personal documents and as Merriam states, these documents are "a reliable source of data concerning a person's attitudes, beliefs, and view of the world. But because they are personal documents, the material is highly participative"

(p. 112). It was therefore scrutinized and used with great care.

Questions 3 and 4 center on the students involved in the activities taking place in the classroom examined. Knowing what the teacher thought about reading for pleasure and how her beliefs are translated in the actual teaching situation was important in itself but without the students' points of view, perspective and attitudes, the picture would not have been complete.

Questions 3 aims at finding out what students involved in immersion thought of reading for pleasure. The expectation here was that by talking about their views on reading for pleasure students would reveal what they perceived as problematic in this area and this in turn this might give new insights and add to the understanding of the situation under study. After all, it is the students whom we are trying to help and who have to do the work. It is therefore important to examine what they have to say.

To accomplish this part of the study, students were requested to fill in a questionnaire focusing on their attitudes toward reading for pleasure in general and about reading for pleasure in their second language. Some questions sought to find out the students' likes and dislikes concerning reading for pleasure. By comparing reading for pleasure in their first language with reading for pleasure in their second language we might find that students who do not like to read in their first language also do not like to read in their second language. Why would students who do not like to read in their first language like it in their second language? On the other hand, if

students like reading in their first language but not in their second language, it would be interesting to find out their reasons.

Question 4 focuses on the attitudes and opinions of students toward the strategies used by the teacher to foster the love of reading in immersion. I was interested in finding out what impressions these strategies leave on the students. Which ones do they perceive as most successful? Which ones bring them more pleasure?

Using the results of the questionnaire, six students were selected for an in-depth group interview. Two of these students were chosen because they did like reading in both languages, two, because they disliked reading in either language, and two, because they liked reading only in their first language. A seventh student was added because he was the only one who said he never read in French. Here, as in the selection of the teacher, purposive sampling was used. The students were selected for the specific purpose of comparison.

Analysis and Write-Up

Before examining the data collected and reading the analysis and the conclusions, it is important for the reader to understand the framework that was used to guide the analysis.

Merriam (1988) was crucial in providing a workable framework for this study. The analysis had to be interactive and had to provide the reader with believable and trustworthy findings that were grounded in supporting data. According to Merriam (1988), analyzing the data means "making sense out of one's data" (p. 127). This was achieved by constantly keeping in mind the four questions that initially formed the basis for this study.

Data was collected through teacher and students' interviews, observations, a questionnaire, a teacher's log and students' reading journals. These various means of collecting the data allowed me to check the findings thus insuring a better triangulation. Following numerous careful readings of the data, categories such as Sustained Silent Reading, Reading Conferences, visits to the school library, etc. were established, verified and eventually confirmed.

The reader might be surprised to see that the data is presented in one chapter and analyzed in another. This format was selected to allow the reader to freely examine the data, start analyzing it and form conclusions before reading my own analysis and conclusions. This process may help the reader clearly see how I have rendered the teacher and students' construction of reality and their understanding of it.

CHAPTER FOUR

RESULTS OF THE STUDY

This section of the study presents the data collected through observations, a questionnaire answered by students, a number of interviews done with seven students and the teacher, students' reading logs, students' Reading Journals and a teacher's response journal. No analysis was done in this chapter to allow the reader to acquire a global understanding of the data gathered before reading the analysis and the conclusions found in chapter 5.

Observations

A total of 16 classroom observations was made between April 5 and May 26, 1995. Following a discussion with the teacher, it was decided that the best time to observe the classroom was between 8:45 and 10:30 in the morning as French silent reading as well as Language Arts and Social Studies take place at this time. English Language Art is scheduled after recess, and the afternoons are generally devoted to Mathematics and Science.

School Setting

The school is an elementary school built approximately twenty years ago in what is now an affluent area in a school district bordering Vancouver. The streets surrounding the school are lined

with meticulously kept older properties. It is evident that the owners are proud of their homes and community.

The school grounds are also very well kept. The yard is clean and the shrubs are well trimmed. As soon as I arrived at the school, I was surprised by the neatness and quietness of the school grounds as well as by the sense of order that could be felt on the school property. Students gathered in small groups around the school yard, they were quiet, and an air of tranquillity could be felt.

This sense of order and tranquillity pervaded the school itself. Students would quietly move along from one area of the school to another and there was no hurrying or loud talking. The calm was not the result of teaching staff or administrators patrolling the corridors as I barely noticed their presence.

I later learned that the school has an open-door policy that allows students to enter the building as soon as they arrive. Because of this policy, students are channeled to their own classrooms instead of gathering in large groups in the yard or in the corridors of the school.

The Teacher

Jeanne was chosen among six other immersion teachers because she seemed to be the teacher that showed the most enthusiasm for reading for pleasure. She also gave the impression that she planned activities to foster the love of reading in her

students. Jeanne is a native of British Columbia. She teaches all the subjects of the curriculum in French. She also teaches her students English Language Arts. She was raised in the Fraser Valley in a family where English was the only language of communication. She studied French in high school and recalls being very close to dropping the subject because she did not like the way it was taught. Her father persuaded her to continue to learn French. She persevered, and in high school she was selected to participate in a six-week trip to France. The trip was organized by her French teacher. The experience profoundly changed Jeanne's attitude and convinced her to complete her French studies and become a French teacher.

The quality of Jeanne's French is remarkable. She speaks French like a native speaker and makes no mistakes whatsoever. She has taught immersion at the same school for six years. Many of her students have been with her for two years now. A very strong rapport exists between her and the students, and a sense of trust, discipline and respect was clearly discernible.

Jeanne's Classroom

Jeanne's classroom is located in the north wing of the school, only a short walk from the office and past the school library and the gymnasium. The room itself is large but has only one small window and a door leading to the playground to provide natural light. The scarcity of window space could be considered a shortcoming but the

teacher has used the large expanses of walls to her advantage by displaying students' projects and creating bulletin boards on them.

To the left of the classroom's main entrance is a students' project consisting of a huge map of Ancient Egypt and Egyptian gods that covers most of the east wall. A reading area occupies the south east corner of the classroom. On one side, a book rack contains around thirty French and English novels that students can borrow at any time to use for silent reading. A small chart on the left hand side of the rack shows how many books students have read. Facing the rack, a low bookshelf sets this area apart and creates a 5 by 5 foot refuge where a few students can settle on cushions to read. On the wall, between these two pieces of furniture, a bulletin board gives information on popular youth authors and their books. Most of the remainder of the south wall is covered by a blackboard. Above it, are verb charts for student's reference. The teacher's desk is located in the south west corner. Behind it, at right angles to each other, are two bulletin boards that are covered with professional material for the teacher. The west wall also has a blackboard. The last portion of this wall is used as a bulletin board that shows a model of the human body. In addition to the door and the window, the north wall features some book shelves, a small chart titled "Je parle français" and a large inside window overlooking the adjacent classroom. That window is covered with paper and is also used as a bulletin board.

Twenty grade six and grade seven students share the classroom. There are ten boys and ten girls. They are seated in two

groups of three, and 3 groups of four, while two students sit by themselves. Nine of the students are in grade 7, and the rest is in grade 6. As a whole, the class can be described as an average class with some students working very hard and achieving accordingly and other students working less, lacking interest and having a lower rate of success.

A Day in Jeanne's Classroom

Jeanne is very organized. Her day is always well planned, her materials are ready, and she never seems to rush and do last minute preparation. A typical day in Jeanne's classroom may be described as follows.

8:30

Jeanne arrives at the school, stops by the staff room and checks her mail. She also uses this time to socialize with other teachers but does not use it to do last minute preparation. This time is her own and she uses it accordingly.

8:45

She goes to her classroom. Students are usually talking to each other in small groups. The language used is English. She greets the students in French and immediately asks them to sit down and take a French book for silent reading. Students settle down fairly quickly. The routine is well orchestrated. Some students open their books

without delay and start reading. Others look around, search for a book either in their desk or in the classroom library. It is not uncommon to see students still looking for a book five minutes after the silent reading period has started. Soon though most students start to read.

Generally, students are quiet during silent reading but it does not necessarily mean that they are reading. Frequently, students simply look around the classroom, make visual contact with a friend, or pretend to read.

Quite often, the teacher interrupts silent reading to ask questions to the group or to individual students. Jeanne does not appear to use this time to read for pleasure. She sits at her desk, writes in her daybook or reads some document. She also uses the silent reading period for reading conferences with students. When a student wishes to discuss the latest book read, this is the time to do it. A list of names of people wanting to confer either in French or in English is constantly up-dated and clearly displayed on the west wall blackboard. When a student is invited for a conference and decides not to come, his/her name is placed at the end of the list and the next student on the list is called.

The conferences last approximately five minutes. French books are discussed during the French silent reading period which takes place in the morning, and English books are discussed in the afternoon silent reading period. Usually, the student begins by summarizing the book. The teacher listens carefully and may ask

questions about the story or why the student liked or disliked the book. She encourages students to read more by suggesting other titles they might like to read or by talking about a particular author. Students seem relaxed during these conferences which are done on a voluntary basis. Students do not receive marks for them.

9:05

Shortly after 9 o'clock, silent reading is interrupted and the teacher explains what the next task will be. Usually, Social Studies, Language Arts or maybe a test will follow. Frequently, the teacher uses this time to address students of the same grade level. After gathering them in a circle in the middle of the room, she explains a new concept, discusses a special topic, reads a passage aloud to students or asks students to read a section of the Social Studies text round robin style. Following this activity, students return to their desks and either work individually or in small groups until recess.

It is also at this time of the day that verb tests take place. Once a week, students are given verbs to study. The following week, they are tested on those verbs.

10:30 is recess

10:45

When students return from recess, Jeanne teaches English Language Arts and reads an English novel relevant to the Social Studies curriculum. The theme of the novel is apartheid. Students

seem to like the novel. (Earlier in the year, the teacher had read a French novel with the students as part of French Language Arts).

12 noon is lunch period

12:55

English silent reading takes place after the lunch break. For approximately twenty minutes, students are asked to read in their first language.

1:15

The rest of the afternoon is generally dedicated to Science or Mathematics. Both these topics are taught in French.

3:00

Class is dismissed.

Questionnaire

The questionnaire was given to nineteen of the twenty students in Jeanne's class. As one student's parents did not complete the Parent Consent Form, the student could not be included in the study. The questionnaire was written in French and was explained to the students in French. A sample of the questionnaire appears as Appendix 2.

The reader should keep in mind that the data collected was not broken down between boys and girls because the sample was too small to show results that would have been statistically significant.

Part AQuestions 1-3

These questions asked students to give their name, sex and age. Ten girls and nine boys responded to the questionnaire. The distribution is shown in Table 1.

Table 1

Distribution of Participants by Age and Sex

<u>Age</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>Total</u>
Boys	3 (33.3%)	6 (66.7%)	0	9
Girls	4 (40%)	5 (50%)	1 (10%)	10

Question 4

Students were asked to state what language was usually spoken at home. All students said that English was the language most spoken in their home. One boy mentioned that French was also used at home. After clarifying this response with the student, it turned out that the boy's father comes from Québec but that French is only used when he helps his son do his homework. I did not exclude this participant from the study because the amount of French spoken at home was minimal. Another boy also stated that other languages beside English were spoken at home. French was not

one of these languages. There was therefore no interference with the present study and this student too was retained for the study.

Question 5

Students were asked if they were read to when they were younger and if so, could they remember how often this activity took place during a typical week.

Only one boy said that he was not read to as a child. The distribution is shown in Table 2.

Table 2

Number of Times Participants Were Read to per Week as Children (N=19)

<u>Frequency</u>	
<u>More than 5 times/week</u>	<u>5</u>
<u>4 or 5 times/week</u>	<u>2</u>
<u>3 or 4 times/week</u>	<u>5</u>
<u>1 or 2 times/week</u>	<u>4</u>
<u>Do not know</u>	<u>2</u>
<u>Never</u>	<u>1</u>

Question 6

This question aimed at finding out how students liked (highest rating: 5) or disliked (lowest rating: 0) a variety of activities in English and in French. Results for the group are presented in Tables 3 and 4.

Table 3

Rating of Activities Done in English (N=19)

<u>Rating</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Video games</u>	1	1	3	4	5	5
<u>Movies</u>				1	6	12
<u>Television</u>		2	1	2	7	7
<u>Watching a video</u>			2	2	5	10
<u>Listening to the radio</u>		2	4	2	7	4
<u>Reading for pleasure</u>		1	1	8	5	4
<u>Meeting friends</u>				6	13	
<u>Sports</u>				2	4	13
<u>Others</u>						3

Note. The rating 0 indicates dislike and the rating 5 indicates like very much.

A few participants entered some additional activities under others. These included listening to the radio, playing with a puppy and talking on the phone.

Table 4

Rating of Activities Done in French (N=19)

Rating	0	1	2	3	4	5	n / a
<u>Video games</u>	2					1	16
<u>Movies</u>	1	3	3	7	2	1	2
<u>Television</u>	2	3	8	5			1
<u>Watching a video</u>	5	4	1	4	1		4
<u>Listening to the radio</u>	7	7		2			3
<u>Reading for pleasure</u>		3	3	9	3	1	
<u>Meeting friends</u>	5	4	1	2	2	5	
<u>Sports</u>		1	2	5	6	4	3
<u>Others</u>		1					

Note. The rating 0 indicates dislike and the rating 5 indicates like very much.

One participant entered listening to the radio under others.

Part B

Part B of the questionnaire aimed at finding out about the reading habits of the participants. A total of thirteen questions were asked. Reading for pleasure was described to them as any reading done with the sole purpose of enjoyment. It was made clear to them that reading for pleasure cannot be associated with homework.

Question 1

Students were asked to state the number of times they had read for pleasure in the previous month. Results are shown in Table 5 .

Table 5

Reading for Pleasure in English and in French (N=19)

<u>Frequency</u>	<u>English</u>	<u>French</u>
<u>More than 10 times/month</u>	15	5
<u>5 to 9 times/month</u>	4	4
<u>5 to 6 times/month</u>		1
<u>3 or 4 times/month</u>		3
<u>1 or 2 times/month</u>		5
<u>Never</u>		1

Question 2

This question asked students to explain why they did not read in French and/or why they did not read in English. This situation did not occur and therefore no answers were given.

Question 3

Students were asked to explain why they did not read in French or in English. Only one participant said that he did not like to read for pleasure in French. He did not find it as interesting as reading for pleasure in English.

Question 4

Question four was placed in the questionnaire to determine the types of books students liked to read and if there were differences between what they liked to read in their mother tongue and in their second language. Figure 5 gives the number of times each genre was marked by students as being a genre they liked. The results are presented for the group's first and second languages in Table 6.

Table 6

Types of Books Read by Students (N=19)

<u>Type of books</u>	<u>English</u>	<u>French</u>
<u>Adventure stories</u>	15	17
<u>Historical fiction</u>	6	1
<u>Detective stories</u>	3	6
<u>Romance</u>	1	
<u>Science fiction</u>	12	12
<u>Fantasy</u>	13	8
<u>Magazines</u>	13	6
<u>Comic strips</u>	13	10
<u>Non-fiction</u>	8	5
<u>Poetry</u>	3	
<u>Plays</u>	2	1
<u>Horror stories</u>	4	1
<u>Mystery stories</u>	1	

Question 5

The purpose of this question was to determine the amount of time students spent reading for pleasure in their first and second language at each sitting. I also wanted to see if there was a marked difference between the time dedicated to reading for pleasure in English and in French. The results are shown in Table 7.

Table 7

Amount of Time Spent Reading for Pleasure at Each Sitting (N=19)

<u>Length of time</u>	<u>English</u>	<u>French</u>
<u>1 to 15 minutes</u>	<u>2</u>	<u>10</u>
<u>16 to 30 minutes</u>	<u>7</u>	<u>6</u>
<u>31 to 45 minutes</u>	<u>5</u>	<u>2</u>
<u>46 to 60 minutes</u>	<u>1</u>	
<u>More than 1 hour</u>	<u>4</u>	
<u>N/A</u>		<u>1</u>

Question 6

Students were asked to tell when, during the day, they were more likely to read for pleasure. Results are shown in Table 8.

Table 8

Time of the Day When Students Are More Likely to Read for Pleasure (N=19)

<u>Time of day</u>	
<u>Before school</u>	<u>2</u>
<u>After school</u>	<u>2</u>
<u>After dinner</u>	<u>3</u>
<u>Before going to sleep</u>	<u>15</u>
<u>Whenever I can</u>	<u>1</u>

Question 7

Students were asked if they read for pleasure during class time and for how long. I also wanted to find out if their attitude towards reading for pleasure was different in their first and their second language.

All the students said that they read for pleasure in their mother tongue during class time. On the other hand, seven of the eight boys and nine of the 10 girls said they read for pleasure in French. Table 9 shows the amount of time the students said they spent reading in their first and second language during class.

Table 9

Amount of Time Spent Reading for Pleasure During Class Time (N=19)

<u>Length of time</u>	<u>English</u>	<u>French</u>
<u>1 to 15 minutes</u>	2	9
<u>16 to 30 minutes</u>	13	6
<u>31 to 45 minutes</u>	3	1
<u>46 to 60 minutes</u>		
<u>More than 1 hour</u>	1	
<u>N/A</u>		3

Students who said that they did not read for pleasure during class time in their second language were asked to explain why. One boy wrote that he found French books less interesting than English

books. One girl said that she did not read for pleasure in French during class time because she did not understand French as well as English.

Question 8

Students were asked to say which people influenced them to read either in English or in French. They were also asked to grade that influence from 0 (not influential) to 5 (very influential). Results are tabulated in Tables 10 and 11.

Table 10

People Influencing Students to read in English (N=19)

<u>Rating</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>n/a</u>
<u>Parents</u>	3		1				
<u>Grandparents</u>	6	5	2				
<u>Brothers/Sisters</u>	13	1	1				
<u>Friends</u>	12	2					
<u>Teacher</u>	2		1	3	5	7	1
<u>Teacher-librarian</u>	11	2	2	3			1
<u>Others</u>							

Note. Rating of 0 indicates that the person does not influence the student. A rating of 5 indicates the person is very influential.

Table 11

People Influencing Students to Read in French (N=19)

<u>Rating</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>n / a</u>
<u>Parents</u>	1	5		4		4	1
<u>Grandparents</u>	9	4	1	1		1	3
<u>Brothers/Sisters</u>	13		1	1	1		4
<u>Friends</u>	13		1		7	1	3
<u>Teacher</u>	2			1		8	
<u>Teacher-librarian</u>	11	2	2	2			2
<u>Others</u>							

Note. Rating of 0 indicates that the person does not influence the student. A rating of 5 indicates the person is very influential.

Question 9

Students were asked to state which types of activities influence them to read in English and in French. They were also asked to quantify the influence from 0 (not influential) to 5 (very influential). Results are tabulated in Table 12 and 13.

Table 12

Influence of Promotional Activities Done in English (N=19)

<u>Rating</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>n / a</u>
<u>Public displays</u>	5	2	2	2	4	3	1
<u>Recommendations from friends</u>	1	1		1	9	7	
<u>Book summaries</u>	2	3	2	4	2	6	
<u>Information about the author</u>	8	1	4	2	1	3	
<u>Book fairs</u>	2	1	3	2	8	3	
<u>Others</u>	2					2	15

Note. Rating of 0 indicates that the activity does not influence the student. A rating of 5 indicates the activity is very influential.

Under Others, some students mentioned bookstores, title and cover as influential.

Table 13

Influence of Promotional Activities Done in French (N=19)

<u>Rating</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>n/a</u>
<u>Public displays</u>	5	2	1	2	3	3	3
<u>Recommendations from friends</u>	2	3	2	3	6	1	2
<u>Book summaries</u>	3	1	3	4	2	4	2
<u>Information about the author</u>	7	2	2	2	3	1	2
<u>Book fairs</u>	3	4	3	1	3	3	2
<u>Others</u>	2					1	15

Note. Rating of 0 indicates that the activity does not influence the student. A rating of 5 indicates the activity is very influential.

Under Others, one student wrote that the title was influential.

Question 10

Question 10 was asked to find out if students were interested enough to spend money to purchase books to read for pleasure either in English or in French. Table 14 lists the results.

Table 14

Number of Books Purchased by Students (N=19)

<u>Number of books</u>	<u>English</u>	<u>French</u>
<u>More than 5.</u>	<u>1</u>	
<u>4 or 5</u>	<u>1</u>	
<u>3 or 4</u>	<u>4</u>	
<u>1 or 2</u>	<u>3</u>	<u>1</u>
<u>None</u>	<u>10</u>	<u>17</u>
<u>No response</u>		<u>1</u>

Students who had purchased books were asked if they had read them. One female student wrote that she had read half of the single book she purchased and stated that it was a very long book. Everyone else, i.e. 8 students who had bought English books and one who had purchased one French book, had read them.

Question 11

This question was asked to find out if students had received English or French books as gifts in the past month. The results are displayed in Table 15.

Table 15

Number of Books Received as Gifts (N=19)

<u>Number of books</u>	<u>English</u>	<u>French</u>
<u>More than 5.</u>		
<u>4 or 5</u>		
<u>3 or 4</u>	<u>3</u>	
<u>1 or 2</u>	<u>6</u>	<u>3</u>
<u>None</u>	<u>10</u>	<u>15</u>
<u>No response</u>		<u>1</u>

Students who had received books as gifts were asked if they had read them. Seven students had read the English books they had received as gifts and two had not read them all. These two students stated that they did not like the genre or that they did not have time to read them. All the students who received French books had read them.

Question 12

This question was asked to determine the number of times students voluntarily visited the public library in the month prior to answering the questionnaire. Table 16 summarizes the results.

Table 16

Frequency of Visits to the Public Library (N=19)

<u>Number of visits</u>	<u>English</u>	<u>French</u>
<u>More than 5.</u>	<u>1</u>	
<u>3 or 4</u>	<u>4</u>	
<u>2 or 3</u>	<u>1</u>	
<u>1 or 2</u>	<u>6</u>	<u>9</u>
<u>Never</u>	<u>7</u>	<u>9</u>
<u>No response</u>		<u>1</u>

The students who had not visited the public library were asked why. The reasons given included "I can get books from the school library", "I do not have time", "I do not want to go to the public library", "I did not need books", "I have a book from the school library" and "I have books at home".

Question 13

The purpose of this question was to determine the number of times students voluntarily frequented the school library in the past month. Results are shown in Table 17.

Table 17

Frequency of Visits to the School Library (N=19)

<u>Number of visits</u>	<u>English</u>	<u>French</u>
<u>More than 5.</u>	9	8
<u>3 or 4</u>	5	4
<u>2 or 3</u>		
<u>1 or 2</u>	4	5
<u>Never</u>	1	1
<u>No response</u>		1

When asked why the school library was not visited the students said that they already had a book to read either in English or in French.

Students' Reading Journal: "Mon journal de lecture"

In addition to answering the questionnaire, students were asked to keep a Reading Journal. Each time they read for pleasure, either in English or in French, students were to answer certain questions.

Students were asked to date the entry, give the title of the book they were reading, enter the number of pages and the amount of time spent reading the book. They were also asked to identify the genre and the source of the book, where they read it, if the reading was done on a voluntary basis and finally, to rate the enjoyment experienced from reading it on a scale from 0 (do not like it) to 5 (like it very much). A sample of their journal is included in Appendix 3.

Evaluation of the Reading Journal

Thirteen students wrote in their journal. One journal had only one entry, dated April 27th. It was not included in the analysis since the journal was to have been kept during May. Three entries in another journal were also disqualified as they were dated March and April. Results are as follows:

- Date:** Only the entries done in May as well as the entries not dated by the participants were compiled.
- Title:** All the books read had a title except one.
- Number of pages:** This question was not clearly understood by all students. Some entered the number of pages read while others entered the number of pages found in the book.
- Number of minutes:** Answers to this question varied. Some students entered the number of minutes spent reading during one sitting while others seemed to have entered the number of minutes or days it took to read the entire book.

Type of material: Responses to this question are precise and are listed in Table 18.

Table 18

Types of Material Read By Students

<u>Type of material</u>	<u>English</u>	<u>French</u>
<u>Fiction</u>	17	18
<u>Non-Fiction</u>	2	
<u>Magazines</u>	5	
<u>Comic strips</u>	1	
<u>Others (Specify)</u>		
<u>Short stories</u>	9	
<u>Flocculates</u>		6

Note. The reader should keep in mind that for Tables 15 to 19 the total number of answers is higher than 19 because respondents have in some cases given more than one answer.

Source of materials: Materials students read come from various sources. The break down is displayed in Table 19.

Table 19

Source of Material Read By Students

<u>Source of material</u>	<u>English</u>	<u>French</u>
<u>School library</u>	15	16
<u>Public library</u>		
<u>Student's own collection</u>	11	
<u>Others</u>		
<u>Classroom library</u>	4	7
<u>Loan from brother/sister</u>	2	
<u>Loan from teacher</u>	2	

Where is the material read? Students were asked to indicate where they had read the material. The results are shown in Table 20.

Table 20

Location Where Material Is Read By Students

<u>Location</u>	<u>English</u>	<u>French</u>
<u>At home</u>	23	2
<u>At school</u>	19	24
<u>In the car</u>	1	

Was the material read voluntarily?

Students were asked to state if the material was read voluntarily or if someone had asked them to read it. Results are displayed in Table 21.

Table 21

Status of Material Read By Students

<u>Read</u>	<u>English</u>	<u>French</u>
<u>Voluntarily</u>	32	21
<u>Upon request</u>	0	3

Note. One student checked voluntarily and upon request, therefore his response is not included in this table.

Rating of the activity

Students were also asked to rate their readings on a scale ranging from 0 to 5. Answers are displayed in Table 22.

Table 22

Enjoyment Experienced By Students

<u>Rating from dislike to like</u>	<u>English</u>	<u>French</u>
0		1
1		2
2	1	2
3	2	3
4	5	4
4.5	2	2
5	24	10

Note. The rating 0 indicates dislike and the rating 5 indicates like very much.

Two students added a rating of 4.5.

Interviews

In addition to observations, questionnaires and students' journals, a number of interviews were conducted with seven students. The selected students expressed various attitudes towards reading for pleasure in both their mother tongue and their second language. Two (Kevin and Marian) were selected because they liked reading in both languages and two (Andrea and James) because they did not. Two others (Sheelah and Luba) were chosen because they liked reading in English but did not like reading in French and one (Peter) was interviewed because he was the only one in the class who said he did not read at all for pleasure in French.

Students were interviewed in groups of two according to the above categories. The seventh participant was interviewed separately. The format of the interview was the same for everyone. A core of basic questions was drafted to address and explore students' attitudes towards reading for pleasure, influences, silent reading periods, reading conferences, French and English collections and book exchanges. Other questions were prompted by comments made by students during the interview. Interviews lasted approximately forty minutes and were conducted over two days during the same week. All interviews were conducted in English to ensure students would be able to express themselves adequately.

In order to make the transcription of the interviews easier to read, the question/answer format has been modified into a text format.

Students' Profiles

The students' profiles are based on the interviews that were conducted during the observation period. The first two students, Sheelah and Luba, like to read for pleasure in English but do not really like reading in French.

Sheelah

I'm Sheelah and I'm a grade-six student. I like to read in English but I do not like to read for pleasure in French. I was read to as a child. I liked the stories my mother was reading to me. Some of them were so interesting that I remember "being at the top of (my) seat".

Reading for pleasure is important because it helps develop my imagination. Reading in French is not as easy. I have problems identifying with the topics dealt with in French books. I think that this problem may be related to the fact that the French collection at the school lacks variety. I have found some interesting books written in French but I sometimes find the vocabulary difficult to understand.

At this time in my life, I do not feel that my parents are an influence as far as reading for pleasure is concerned. They were when I was younger, but I read on my own now and my parents do not have to push me to do so. I think that the teacher is an influence because she tells us to read and because there is a silent reading

period in place. The teacher-librarian on the other hand is not as influential, I know she would be able to look up books in the card catalogue but I don't ask her for advice.

I like the fact that the reading period is in the morning because I believe that there is too much excitement in the afternoon and that it would interfere with the reading period. I feel that reading in English should take place at home but if it is happening at school, the period could be extended to 45 minutes. The only exception that should be made to this rule is when the teacher is reading aloud. I do not like the silent reading period to be interrupted especially when I'm reading a good book. For me, the perfect silent reading period is synonymous with a good book, silence and sitting outside. Most of the time, I read during silent reading but I admit reading more in English than in French.

I do not like the reading conferences even though I believe they sometimes encourage me to read for pleasure. I think that they are not well synchronized with the time when I finish reading my books. This forces me to wait and it causes delays in bringing back my books to the school library. I don't bother to go anymore because the teacher gives us marks when we go for a conference. The stickers given to us by the teacher after the conference do not impress me either. The conferences should only be for students who liked a book and want to share it but they should not be marked because if they are, it is not reading for pleasure anymore. I also do not believe that conferences should be done in front of the whole class.

I think that the French collection is not large enough and that if there were more books in the school, it would encourage me to read. I have the impression that the teacher knows some of the books found in the school but I do not see the teacher read very often. When I'm looking for a book, I do not ask for help, I simply "head over to the library". The public library's French collection is not better than the school's collection; the books are too easy.

The English collection at the public library is much better.

I look forward to the book exchange period but I believe that ten minutes is not sufficient to read the summary in the back. This is one reason why I prefer to go to the public library. There, I can look around for as long as I like. I look at the pictures, the title and the summary when I'm looking for a book.

Luba

I'm Luba and I'm a grade-seven student. My mother read to me when I was a child. She read to me up to grade five. I also remember being read to on a trip, when I was older. I find being read to funny and I loved when my mother change(d) voices.

I enjoy reading in English when the right book comes along. I do not like reading for pleasure in French because I do not find the selection of books very good and because I do not like the series found on the shelves. It is almost like there is only one kind of thing,

its either mystery or kids who go on an adventure. The difficulty of the vocabulary is not an issue for me but I do not find reading for pleasure in French interesting and would rather do something else with my time. I'm too busy to read.

When I read, I find that short stories are a good genre for me. The length of the stories enables me to read for a short period of time and then go on to something else.

My mother encourages me to read. She discusses with me what she has read. My grandfather saves interesting newspaper articles for me. My teacher is also an influence but I believe that the influence is different. Usually, people influence others to read by saying that the book is good. The teacher influences us to read by saying that reading will help us develop the quality of the French language we use. The teacher's influence has diminished since last year. She is now more relaxed about it. This might be explained by the amount of homework given to us and the trip to Quebec that is coming soon.

The teacher-librarian is not very influential. She is a provider of books. Maybe she has a minimal influence on us because she is English speaking and because the French collection is quite small. She knows where the French collection is and that's about it. I believe that the teacher-librarian would not be able to find a French book if she was asked for help.

Reading is important. It gives me a different perspective and makes me smarter and wiser. Placing the French silent reading period first thing in the morning is not the best for me. I find it difficult to concentrate at this time of the day. There is too much going on in the morning. It would be better to put the silent reading period after recess. It would be better to quiet down the students. The early morning silent reading period can also destroy my mood to work if I'm forced to read a book I do not like. Silent reading should be extended to thirty minutes.

I like the English silent reading period and I believe it should be longer. Everyone should read during silent reading but it is difficult to concentrate. One should not be forced to read. If a student does not feel like reading, then this student should be allowed to do something else as long as he does not disturb the group.

I don't think that the teacher has to read during silent reading. She has work to do and she can read on her own time.

I don't like interruptions during silent reading especially if I'm reading a good book but they are o.k. if I'm reading something boring. For me, the perfect silent reading period occurs when all the students are focused on their books and when it is sunny and relaxing. Silent reading period should take place in the forest.

During silent reading, I read about 50% of the time but I read more in English than I read in French.

I like it when the teacher reads a story aloud and stops reading at a crucial moment. It excites me and makes me look forward to the next reading. To be effective, readings should be done close to one another, otherwise, we lose track of the story and it becomes boring.

I like sharing what I've read with the teacher but I believe that the reading conferences should keep pace with the students' reading speed. There are some drawbacks associated with the conferences. Sometimes, I feel that the teacher thinks that the student has not really read the book when in fact the problem is that the student has not understood part of the story. I know that some students cheat and only read the first and last chapters of a book in order to compete with other students but we should not be marked for the number of books we read. I would like us to have a common sharing time where we could talk about what we have read. I think that the real reward is not the sticker received after the conference but the fact that I have finished a book.

Students should not be marked according to the reading conferences. If the teacher wants to check our ability to read, she should pick up a book she owns and ask us to read red-robin style.

The French collection found at the school or at the public library is not sufficient. I believe I would read more if the selection was better.

I don't think the teacher has to know the French collection. After all, these are children's books and the teacher should read

books for adults. Besides, the teacher comes from an English family and therefore probably does not read in French.

I'm satisfied with the English collection found at school. There is a big difference between the French and English collections. That difference is also seen at the public library. I love to go to the public library because they have great books there. They have tons of books and it's really fun and you can look up almost any subject and find a whole shelf on that kind of thing.

I get excited about going to the library to exchange my books but the ten-minute book exchange period is not sufficient to browse and choose the best book. I like to look at the pictures and the title. I like big books that can be spread open on the desk and where the print is not too small.

Going to the book store is one of my favorite things to do. I feel there are a lot of neat books.

The following two students, Kevin and Marian, like reading for pleasure in both languages.

Kevin

My name is Kevin and I am a grade-six student. I like reading in both languages.

I have always liked reading. People say I am a book freak but I just like reading and I don't care what they say. I was read to as a child by my parents. I remember being read to every night and wanting more. But after thirty minutes or so, my parents would say enough. With all that reading, it is not surprising that I started reading at four and a half years of age. I loved fairy tales, with their dragons and their heroes. I probably was read to up until I was about five and a half years old, up until the time when I became able to read on my own. They still read to me but I was getting better at reading on my own. I also used to read to the children I was baby-sitting. They loved it and were anxious to see their parents leave so that I could read them stories. Reading makes me imagine things, the setting. A good book is a book where you can imagine yourself as the hero or the main character and where there is a distinct voice.

Reading in French is not exactly the same. There are words that really make the story and if you don't get them and have to use the dictionary it changes the feeling. The French style of writing is much different from the English but I like them both. The stories are probably the same but they are written from a different point of

view. Usually, I feel the same way about reading in English and in French. When I pick a book, I do not check to see if it is a translation. I look at the cover, the back. I read the summary and the preface because it gives the really exciting parts of the book.

I think my teacher is sometimes an influence. She does it by having a good class library (by the way, this is the biggest class library I have ever seen), by having silent reading in the morning and in the afternoon. She also knows a lot of books and gives us time to read them. She also tells us which books are the good ones. Ninety-five percent of the time, she is right. She also reads to us. That helps me pronounce words that I don't know. She also explains what is happening in the story. But sometimes, it is easier to understand the story if you can see the movie. Everything becomes clearer. We have done that in the past.

My parents were a great influence on me as far as reading is concerned. Sometimes, they pushed me to read and I did not like it but now I am glad they did. When I was learning to read, I would sometimes get to a barrier and I did not think I would be able to read that word but my parents pushed me to try harder. I really felt great when I would get it. It was like I accomplished something. My parents also encouraged me to read in French. During the summer, we would go to the library and get French books. We even had a bookathon. They also bought me easy books.

The teacher-librarian was also helpful. She helped me pick out good books. She once showed me a section I did not know about and

I found a bunch of books that I really liked there. She reads English stories to us. I could say she is a teacher that is a friend, because I have known her for so long, she is really nice.

I like silent reading. It is important. It is a nice way to settle down, to relax for a minute. Reading helps my spelling and my vocabulary. If I have a good book, it is not long enough. I believe we have enough opportunity to read in class. We have 15 minutes to read in French and about 20 to read in English. I also read when I am finished with my work. This can be frustrating because I sometimes have to cut my reading short because we have to start a new subject.

Everyone should read during silent reading but some pretend, they flip pages or draw. Maybe we should show them good books. It is not fair to those who want to read if they walk around. Silent reading should be silent. No one should be talking in muffled tones because it makes it hard to focus on the book you are reading.

Sometimes I do not read during silent reading. I want to get work done or study for a test. Other times, when I finish a chapter, I do not want to start another one. Sometimes, I am just looking around to see what other people are reading.

We do share books in class and talk about them. I like that and I do pick out books that people have suggested. I also noticed that people have picked books that I have talked about. Sometimes, the teacher should read during silent reading instead of preparing her

stuff. She is always telling us to read. I guess it does not really matter but it would be nice.

When I have a good book to read during silent reading, I would like to shut out everything and read the book. If an announcement comes on, I hope it finishes soon. There should be a big corner for everyone to read in.

I have read just about all the books in the class library. I feel it is different this year. I can find better books that are at my level. I guess I am getting better in French because I can easily read books that last year were too hard and too long. I now can read long novels in French and in English. I like a challenge.

I like telling the teacher about the book I have read. But sometimes, I am reading a good book and I have to stop reading because I have to go to a conference. Then, I don't like to go. If I say I do not want to go, she puts your name at the bottom of the list. The stickers help me keep track of the books I read. It is nothing really special but I can compare how many books I have read with other people. This is not a race for me, it is just fun to compare. I do not think that it is a good idea to have these conferences with the whole class. This would disturb other people and sometimes, you do not want to share a book with others, it is confidential.

If the book I am reading is not very good, which is rare, I give it a chance. I will read a few chapters. If by chapter six, it is still not very good, I'll go and see if I can find another book. I also listen to

what people say about books, but I don't like it if they say what will happen. It ruins the book.

Marian

My name is Marian and I am in grade-six this year. I have always liked reading.

I was read to as a child and I liked it. I had books that my mother had when she was younger. I liked the characters and the pictures. The stories were about girls and they were all different. I was read to up until the time I could read on my own. I still would like to listen to my parents read me a story but I would not ask them. I like stories, I can listen to them and when I am baby-sitting, I like to read them to the children.

I read in French, but sometimes, it is harder to understand a French story. I don't always understand the vocabulary. The books are a bit different and it is harder to imagine yourself as the character. But generally, I understand the story line. When I look for a book, I look at the cover, the pictures, the colors, the title and the back. I do not check to see if this is a translation.

I think we have enough opportunity to read in class. Sometimes I read when I have finished my work.

My teacher influences me to read. She shows us a lot of good books. Sometimes when I am looking for a book, she'll say "Oh, that was really good. I read that to my class". She knows all the easy

books to read. I listen to her when she recommends a book. She also reads to us in both languages. I find that helpful. She read a French book earlier this year and we went to see the movie. I liked that. The movie helped me understand the book. The stories had a lot of flashbacks and I got really confused about where we were. Sometimes, reading the book also helped me understand the movie.

My parents always were a great influence. My mom always takes me to the library. We choose books together. She also gives me books that she read when she was a girl. Mom also encourages me to read in French. She says I should take turns, one night read in English, the next read in French or read a chapter in one language and then read a chapter in the other language. When I go to the library, I always choose a book in both languages.

The teacher-librarian is also an influence on me, at least in English. She shows us a lot of good books and when we were younger, she used to read us stories. She always chooses good ones. She would also help us with our books. It was good. She knows us.

Silent reading is important. As Kevin says, it helps our spelling and vocabulary. The afternoon silent reading gives us a chance to just sit down and get ready to start work after you've been running at lunch. Some people do not read, we should show them a good book. We talk in class about books we read. I have read some of the books described by other students and they were good.

Sometimes, the teacher should read during silent reading. She does once in a while. She probably does at home.

When I am reading a good book, I don't like it if silent reading is interrupted. I would like to continue reading just for a bit, ignore what she says.

Silent reading should be a quiet time. Sometimes you are trying to concentrate on your book and people are talking and yelling and it is hard to focus on the book you are reading. I would like to have pillows to sit on. I do not have a preference between the English and the French silent reading. Normally, it is the same.

The teacher sometimes walks around the classroom to make sure we are reading in the language we should be reading in. Normally, I read in the language I am supposed to read in. Sometimes, I daydream during silent reading. Sometimes, I finish a chapter and I do not want to start another one as I like to stop at the end of a chapter.

I like explaining the book I have read during the conferences. Sometimes, you have to tell someone about the book you read. The reading conferences can also interfere with what you read. If your name is on the board, she calls you and you might be in the middle of a chapter. If you choose not to go for the conference, your name goes at the bottom of the list and you have to wait for another time. It encourages me to read because you feel good after you have finished a book. I want to read another. The stickers are not that

important, what counts is that you have finished the book. It is not a race. You only want to compare how many you have read compared to the others.

Sometimes it would be nice to share with the class. The teacher listens and pays attention to what you are saying and she gives you ideas.

I do not really have problems to find books that interest me. There are enough French books. The classroom collection is good. I find I have better books to read this year. There is more choice. I am getting better in French so it is easier to find books that I can read. I do not like books that are too short. I like books that have about a hundred and fifty pages. I like a challenge.

If a book is not really good, I'll read a couple of chapters. I'll give it a chance. If someone recommends a book, it influences me to take it out.

Andrea and James do not like reading for pleasure in either languages.

Andrea

I'm Andrea and I am a grade-six student. When I was a child, my mother read stories to me. I liked to listen to any adventure stories. My parents stopped reading bedtime stories to me when I was about six years old. My mother is reading a novel to me right now. It is not a little story, it's a novel. She reads it at night. I liked it because I get to stay up later. Besides, I'm not one of those people who likes being alone. I like to have somebody to listen to and talk to.

I guess I like reading for pleasure in English. If it is a really good book, then I can't stop reading. I don't really read in French because lots of French books are hard to understand. There is lots of stuff, it builds up and it gets hard to remember what happened at the beginning. I usually have to read it over again which takes up a lot of time. When I am reading, I find it hard to concentrate and I don't really understand the book. When I am getting somebody to read to me, for example when the teacher reads to us, she stops and explains. I seem to understand better.

I think that French books are a bit less interesting than English books. I guess that if I was reading French books a lot, I would think that they would be more interesting. I think that I am really used to English books. When I finish an English book, I get excited. I go and

grab a paper and fill it up for the reading conference. It is a challenge for me to read a book, to sit down still and be able to concentrate.

I'm a bit more excited when I finish a French book because it is a big challenge. It is a challenge to finish an English book, so I get really excited when I finish a French one.

To choose a book, I just look at the cover because usually I don't read the back. If I don't like the book I am reading, I read another chapter just to make sure. Then, if I still don't like it I take it back.

I read more this year. I think it is because I am more used to the books and I am more comfortable. I'm used to the class and I know the books.

Reading is important. It helps me with my spelling, expressions and pronunciation.

My parents were forcing me to read when I was a child. They would say: "Why don't you read?" I would say: "No, I want to be read to" and they would.

To encourage me to read, Mom would ask: "Do you want to try and read this book?" I would think about it and would try. But if I did not like the book, I would tell her. She would then get another one. Once, she gave me that Christopher Pike book; "Master of

Martyr". That was a horror story and that's what I'm into. I just tried reading it and I really liked it.

The teacher is also an influence. She has to get rough with me to get me started. I wander and my head is somewhere else. Sometimes, the teacher says: "Andrea, read". Then, I really start reading. She knows the type of books I like. She recommends books. I read them and I like them.

The teacher-librarian has tried to recommend books a few times when Mom came to talk to her about how I don't like to read. But I was not interested and she has stopped. We don't talk to each other very much.

I like silent reading, but it is too long. It could be shortened. It should be fifteen minutes in French and twenty to thirty minutes in English. I get bored reading. I think it would be better to have the English silent reading after recess and the French after lunch. I'm too tired and I fall asleep in the morning.

I often see the teacher read during silent reading but it does not really bother me if she does or not.

Silent reading should be quiet and we should be able to go to the reading corner and just read. It is more comfortable there. There should be more cushions.

I prefer the English silent reading because it is my first language. I usually read during English silent reading. I do not

always read during French silent reading. I just sit, look around and I think about other stuff. Sometimes during French silent reading, I have my English book inside my French book because I have only found two French books I liked in two years.

I like the reading conferences because I do not have to read and I can talk. I like to tell people how good my book is so that they don't have the same problem I have finding a good book. I have followed other students' recommendations and I found them very good.

On the other hand, I do not like the conferences if the teacher makes me read out loud. I'm not a good reader orally. I always stop, I jerk and kind of stutter. So, I don't really like reading.

I like getting the stickers though. I try to get as many as I can. I compete with Heather. I want to have more than her by the end of the year.

I don't think I would like to do the conference in front of the class. We did a similar project where we had to describe the events that took place in the story. It was too long a project. I had a long book and had to change it three times. If it had to be done in English, I probably would have done it pretty quickly.

The French collection is not very good. The books are for children. We've only got mostly books that we don't read. I've given up on the novels in the library. I go over to the animal section and I

grab picture books on animals. We are supposed to get new books in the school, but the ones we did get were not good. If there were more adventure books in the collection, that would encourage me to read.

There are enough books in the English collection but they are getting old. There should be more Roald Dahl books. He is my favorite author. I've read about all of them. I look for adventure, dragons, knights, rainbows, castles, islands, funny stuff.

I don't really look forward to go to the library for book exchange. You spin the paperback rack about fifty times. I have memorized all the titles, I can read them out to you. It's so boring.

I don't really go to the public library. They have either kid books or books for fifty year old people, super high-tech college people.

James

My name is James and I'm also in grade six this year. I enjoyed it when my parents used to read to me. I was always intrigued by books. I always wanted my parents to read to me. I liked intrigues. They stopped reading to me when I was about six or seven but my grand-parents still read me novels.

In general, I guess I like reading in English but not really in French. It is hard to find a good book in French. Sometimes, I don't

understand the expressions. When the story is read to us, we sort of get it. The French stories are probably the same as the English stories but I don't really notice it, because English is my first language. I look for Asterix books and adventure books.

I feel pretty much excited when I finish an English book. I guess it is a good feeling when you actually picked out a book that you liked. I read about three chapters and if I don't like the book, I'll read another chapter and if I don't like it, I'll put it back.

I don't exactly feel particularly great after I finish a French book because I have to go on to another French book. I thought that the French books would be good, but I have read some about two times and it just doesn't appeal to me. There are so many English books that if you do not like one you just try another one.

I feel that I am probably reading more in English now than in September but less in French.

Reading is important. It improves your spelling as you read because you see the words so many times over again and they get stuck in your head.

My parents forced me to read. I felt really bad for wasting my time reading these books. They would just go ahead and get a book for me. I would tell my mother that I did not like this kind of book but she would say to read it. If it was a little story book, I might read a tiny paragraph but that's it. My parents will just go out and buy a book, they would just take their own opinion on it and expect

me to like it. I usually never liked them. They would also suggest books. They would ask: Would you like trying reading this? Sometimes I would say no and sometimes I would say yes.

My grand-parents buy me books that inform.

The teacher does not influence me to read. I guess she knows a lot of the French books. Only my relatives, mainly my parents, influence me.

The teacher-librarian talks to me a lot, she suggest books to me. I look at them and just shove them into the shelves again.

I guess the English silent reading period is probably more exciting than the French. The English one is not as long as the French because the teacher wants us to read more in French. We should have about ten to fifteen minutes in French and twenty to twenty-five in English. I think that everyone should read during silent reading because it calms the class. The teacher does read but sometimes she tries to plan the day. The perfect silent reading period should be quiet and everybody would read. There should be a bigger reading corner where you could lie and be comfortable. I like the English silent reading better because it is my first language and I understand more. I'm sure that in Québec, everybody reads during French reading period but in the English, if they have one, they probably would not read as much. I sometimes read in English during French silent reading. When I am in a working mood, I'll read in English.

I like recommending books to people who are looking for one but I do not like the reading conferences. It takes a lot of your time when you could be doing something else. Whenever I finish a book, I go right to another one and I just skip the reading conference. I do not really care about the stickers, I do not see what they do for me. The reward is finishing the book, not getting the stickers. We shared books with the class sometimes. Once we had to prepare something about a scene and a character. It took a long time to do and there was a lot of pressure on you.

There is no good French book in this library. The number of French books is not sufficient. The French books are on one little shelf. There are all sorts of books for little children. The public library doesn't have French books. So you don't really have any French books but you are forced to read in French or else you get into trouble. If there were more French books in the library on topics that interest me I would, maybe, read them.

The French collection at the public library? It's all ten-page books for kids.

There are enough books in the English collection but some of them are getting old. I've read most of them.

I don't really look forward to the book exchange period. You spin the paperback rack about forty times.

Peter is the only student who said that he does not read in French.

Peter

I'm Peter. I'm a grade-seven student and I do not read in French.

My parents read me bedtime stories when I was a child. They read to me about every second day for about twenty minutes or until I fell asleep. It was fine. I liked stories when I was little. I also like when people are reading to me. I like listening. It sounds a little babyish but I would still like to be read to, it would be different. When I was younger, my Mom would try to make me read newspaper articles. She would find a clip and she would make me read it aloud to her. She would help me with the reading. It was harder to understand because I could not read it as well as my Mom. Now I find it easy to read but I find it a little boring in French. I would like it more if they had different topics, like they do in English. I haven't found any books I like in French.

I find lots of books that I like in English. If they were translated into French I would read them because I like that style of writing and they would be pretty much the same in French. It would be a little bit harder to read because I read more English and English is a little bit easier.

Reading is important, it gives me something to talk about, it gives me information. It is amusing and it is suspenseful. But it is hard to concentrate and keep reading a book that you don't like.

When I finish reading an English book, I feel kind of upset because it's kind of hard to find another book like that and I would like it to continue. It takes a while for me to find another one.

I don't feel the same when I finish a French book because a lot of times I didn't really understand what happened at the end. I then have to ask a friend who has read the book to tell me the ending. Sometimes, I don't understand the expressions used or I read through a part and I miss something.

French books sound different. The way they write is different. Usually, something went missing or something went wrong.

My parents say reading is really important. They really try to make me do things. They try to expand my vocabulary and they think that reading will help me speak better. Every night, my Mom tells me that if I do not have homework to do I have to read for an hour. So she makes me sit down and read. I don't like it when she does that because when I am not in the mood to read, I don't feel like it.

When I am bored, I will sometimes pick up a book and read it.

The teacher also keeps on telling me to read. I never feel like reading in class. Most of the time, I'm not in the mood to read.

She read a French story to us a while ago and then we went to see the movie. I didn't really enjoy the book. It was kind of boring. It was not like the English book we are reading now. This one has a point to it. I like the topic.

The teacher-librarian doesn't really influence me to read. She only says to bring my books back because I'm always late. A lot of times, I pick a book and it just sits there because I'm not in the mood to read it. I forget I have it and I can't find it.

French and English silent reading is a bit long. The teacher says it lasts fifteen minutes but she usually stretches it out to half an hour or forty-five minutes. I didn't read this morning, I didn't feel like it. I find it hard to read in the morning. I'm too hyper, I don't feel like sitting down and reading. Silent reading should be just after recess and after lunch. Everyone should read during that time unless you have a pretty good reason, such as having a bad book. In that case, you should be allowed to go to the library to exchange it. This way you could read something you like for the remainder of the week.

Usually, I read during the English silent reading period. I just sit down and start reading my book. I just want to sit down and relax after lunch.

I feel I read more at the beginning of the school year. I'm too hyper now with the trip to Québec.

I do not like interruptions during silent reading. Once you're stopped, you don't feel like continuing.

When the teacher reads aloud and it is a good book, I really feel like listening. When she stops at a crucial point, I want to keep reading and I'll pick up the book after lunch and read ahead.

The French collection is not that big but it is still growing. If there were more books in the library I would read more. The teacher knows most of the books in the collection.

The public library does not have that many books in French. It is smaller than here.

I read a lot of books at home but I usually don't take them to a conference. I don't feel they encourage me to read. I just do it because I have to. I'm lazy. I like to tell her orally but I don't like to write it down. It is cool having a lot of those stickers but it is boring to keep doing the same thing every time. I mean writing stuff down and then reading it to the teacher every time. It feels great to have the stickers because you can show everyone how many you have. You can also show them to your parents.

I would be embarrassed if the conferences were done in front of the whole classroom. I wouldn't want to share everything with the class.

When I go to the public library, I go to the children's section and look under the author's name. I look for the names I like. I browse and read the backs of the book to see if they are interesting.

If I find that the book I'm reading is not interesting, I'll read a couple of chapters and then if it is still not interesting I'll put it away.

I listen to recommendations from friends. It gives you ideas.

I like to go to the school library but I think we should have more time to choose books. We are supposed to have half an hour but she just takes us for ten minutes. I look at the title and the picture on the cover. If it is a good title, it makes me think of things.

Teacher's Reflections

An interview with the teacher was also conducted in order to provide a more rounded picture of the classroom environment. The interview lasted approximately an hour and covered many of the topic students had raised in their interviews.

Reading as a Child

My family read a lot and I can remember always being read to as a child. Every night we were read to. Usually my mother read to us and then as I grew up one of my fondest memories is sitting in the bathtub and having my Mom read "Anne of Green Gables" because that was my favorite book. Then, when I was old enough, I started to read to her or we would share the reading. So reading aloud and reading was important. It definitely was a part of my childhood. I love reading even today. I like to read a lot and at different times of the day and at night in bed, or in the morning with breakfast.

Reading as an Influence on Teaching

I think that the fact that I like to read does influence what I do in the classroom with the students. I think it probably is subconscious most of the time. I think that reading and Language Arts are definitely my favorite subjects to teach. I know that I spend probably more energy organizing my lessons for Language Arts and finding good books. I get excited about books that I show

the kids and want them to get excited about the books they are reading.

Training, Personal Interest and Expertise

I have had professional development and workshops about reading. I also have a certificate in Children's Literature that I did after my second year of teaching. Of course a lot of my ideas for Language Arts, in both English and French, come from the ideas that I picked up in the discussions and the experience I had with other teachers who loved reading and who were involved in the courses offered as part of the certificate in Children's Literature. I've also started my Masters' degree and it's focusing in on children's literature again. When I go to a conference, I tend to choose workshops that are based on reading and Language Arts. I probably need to look more at Math or Science or other areas, but it's a real pull for me to go and hear about the new books. I love literature talks, book talks, whether it's any other types of books. I get more excited about that than going to a workshop on Science or Math curricula.

I think that what I do in my classroom is influenced by my own interests and I think that goes for everybody who teaches in immersion. I have colleagues, at this school and at my other school, who had different areas of interest and different strengths in their teaching and I think that's great for kids. I think that it would be to a kid's disadvantage to go through his entire career in elementary school and only encounter teachers who are really interested in

Language Arts. There are teachers who have a background in Science, who have fantastic teaching ideas and programmes for their kids and I think that it is important for kids to be exposed to lots of different teaching styles. I don't think anyone should ever abandon reading as a priority or as a sacred part of the curriculum. But honestly, I haven't seen too many other French immersion teachers who promote reading to the extent that I do or spend as much time or make it as big priority as I do. I am sure there are lots out there who do, but the people that I know have other interests.

I would like to think that every teacher has an area of expertise, where he/she is naturally strong. For example, I would really like to improve the way I teach Math and I have worked on that. I have gone to workshops, I have taken courses, I can read and talk to teachers about Math or about Science or whatever, but it will never be the same as my teaching of Language Arts. It comes so naturally to me because I have this love of reading.

I could walk into any classroom where I didn't know the kids and hadn't taught at that grade level, and if I had a good book with me, I could develop an hour-long lesson without any planning at all. I would read the story and ideas would come to me, that's how easy it is. But ask me to do the same thing in Math or ask me to plan a Science lesson and it's a completely different story. Because I have taken so many courses and workshops and my background is literature, I have a repertoire of ideas that I can just pull out of the top of my head.

Reading for Pleasure

I guess I define reading for pleasure as any kind of reading that the kids want to do on their own, there's a willingness, something that really excites them. A true definition for me would be that kids would fight to read, or would read on their own without me having to ask them or remind them. It wouldn't be during the silent reading period that we have. In principle, this period is supposed to be reading for pleasure, but in a sense I have said we are going to read now. I have said that from this time to this time you will read a novel. Yes, it's a novel of your choice, but it's still a time that I'm imposing on them. So for me, reading for pleasure would be the things that they sneak into their desk to read on their own time. The only thing I can think of that truly fits the definition of reading for pleasure was the letters they received from Québec. They wanted to read their own letters, they wanted to trade the letters. They were trading when they were supposed to be doing other things and sneak-reading them. A child who reads a comic book, when he knows he is not supposed to be reading a comic book, to me that's true definition of reading for pleasure, because nobody has asked him to read, nobody has defined the time limits or set any kind of standard, nobody has said, "You shall read a novel between 9 a.m. and 9:15". The reading that I do in the morning with the kids is an artificial kind of set-up for reading for pleasure. Sometimes, students do that kind of reading in their first language. But they don't do it in French.

I think it's much easier for them to read in their first tongue. They get more pleasure out of reading in their first language, because they have been read to since they were children and they've been read to in English. So they understand the vocabulary, they understand the expressions. It's also part of their culture. Things like fairy tales, not that they don't exist in French, but they were read to them in English and so for them it's really in English that they want to read. Some of them will read a novel in French when they are asked to and they will actually enjoy it but given the choice they would always choose the novel in English.

I also think that there are more choices available to them in English. There's a bigger selection in our school library, there's a bigger selection in the public libraries. I think, a bigger selection in general, because we can pull from American literature, Canadian literature, British literature and Australian. English children's literature is a much bigger realm than in French.

In French, you are sort of restricted to what you see in the catalogues. What we see are the Québécois writers. So right off the bat, you are pulling from a much a smaller group of writers, so there's far less variety. I think that the kids who have been reading for a few years, like Kevin in my class, are starting to notice that there is some sort of repetition here. You start reading the same author over and over again or the same style of author. I think that's the problem with a lot of French Canadians: they're not trying different styles; they are all writing in the detective or mystery style and the kids get tired of that after awhile. A lot of them have

mentioned to me, "Why isn't there a Tolkien in French", or "Why isn't there something like "The Hobbit"?" The kids like fantasy, they like realism, they like different genres that are available in English. My kids love historical fiction. Of course, that's my interest and probably something that I've got them excited about but it still does not exist in French apart from maybe one or two novels that I have come across. So it's frustrating for them, the lack of choice and variety.

I also think that the vocabulary and the expressions get in the way for a lot of them. They're just not familiar with them. So I'd say that they probably understand between sixty and eighty percent of what they are reading. They are catching the gist of the story but that can't be too fulfilling. When you are reading, you want to understand everything and I think that's why, given the choice, they would rather read in English.

Motivation

There are things one can do to change that situation. One of them is, like it or not, oblige them, force them to read, which even though I said earlier is an artificial setting, it still has them practice. Practicing their reading skills is important and I believe that with more practice they'll get used to seeing those words and they'll get used to those expressions.

The other thing that I really believe is important, and that has made a huge impact on classes in the past, is to introduce to them an author who has written a number of books or series. The teacher

should really read that novel with the kids and go over the expressions and the vocabulary. It's something that I did last year or two years ago, with Sylvie Desrosiers. I read one novel with my kids and we did that novel in depth. We created a play based on the novel, we wrote to Sylvie Desrosiers, we got to know that author. She came alive and the book came alive through the play. Then the kids recognized the author, they recognized the style and all of a sudden, everyone was reading Sylvie Desrosiers. Everybody knew who Sylvie Desrosiers was and they got excited about that author. We do the same thing in English. They get excited about Roald Dahl or any other author and then, they read like crazy.

Last year, we were lucky to have an author come and talk to the kids. That's really important and it made a huge impact. We read Sonia Sarfati's novel. She came to our school and again we read the novel together. We went over the vocabulary, we did lots of plays, like Reader's Theater and brought the novel to life for the kids, making it more understandable and easier to grasp. When Sonia Sarfati came to the school and the children met her, they realized this was a real person and that she had all kinds of ideas and people she knew in her mind when she created the characters. It brought that novel to life and all of sudden, everyone in the class, wanted a book by Sonia Sarfati. So I think it's really important to bring books to life with kids, but they need help in French. They need you to take one good novel and experience it with them. I think it's really important for each child to have a copy of the novel in front of them and for you to read or for them to take turns reading. I really

believe in the teacher reading aloud and the children following along in the book. I think that it models good reading and oral skills. The children can follow along, you can stop, you can talk about vocabulary, you can talk about expressions. I do it in English and French and it seems to work. The children really like it.

Even in English, where they are quite capable readers, I have stopped at one point and said "I think you can read the next chapter by yourself" and they have said to me, "Yeah, we could, but we would rather you read it with us." I think that reading to children brings back the feelings they had when they were read to as a child. Children like to experience it.

As a teacher, I personally like to experience the reading with them. I like to see their reactions to what happens in the book. I like to live the story with them at the same time. I don't like having kids all at different stages of a book. I think that it's much more conducive to discussion and to problem solving and to really getting excited about literature if you read together. When I do that type of activity, reading aloud to the students, I can see a difference in how those students react to the book.

Some students have been in my class for two years now and they are still talking about characters from a novel that we did together at the beginning of last year. This happened with a book we did in English and it also happened with the book and visit of Sonia Sarfati. They still talk about her and they still talk about the novel

we read together and they still talk about The Eternal Spring of Mr. Ito, which we studied last year.

I think there will always be reluctant readers, but I think that bringing a book to life is good not only for the strong readers, but also for the reluctant readers who wouldn't necessarily read very well on their own and who aren't interested in reading. Those kids really followed along well when we read a novel together. I can't say whether we are going to perform magic and make those kids into avid readers and have them get excited, but I can tell you that they did understand the novel, that they appreciated it, that they remembered it for a long time afterwards. I guess, for me, it's the best method I have ever had of getting all the kids in the class interested in following the same novel and interested in that author or that type of novel.

I plan the curriculum and often plan what books we are going to read together. My planning creates opportunities for them to read either in silence in the morning or as a group together. My biggest role where reading is concerned is to motivate the kids; bringing in books to talk about; providing an avenue for them to share books with me; showing them that I am interested in what they are reading; introducing them to new authors and finding ways of improving their reading skills so that they will be better readers, so that they are empowered to read on their own.

Benefits Gained by Reading

I think reading can really help to increase your vocabulary. I firmly believe that the more you read, the better you learn to write and that goes for the first or second language. I personally know that if I haven't read in French for a long time, it's more difficult for me to write. If I was to take a university course, or if I was asked to write a dissertation in French, I would have to do a lot of reading first, really immerse myself in it before the vocabulary, the structure and the feel for the language would come back. I think that it's a wonderful way of improving your writing skills. I have seen it in kids who are avid readers in French and who write very well in the second language. The kids who don't take an interest in reading, whom I have to force to read and with whom it's always a battle, are the kids who have the most trouble with their writing in French and with their vocabulary, and even their speaking skills.

Reading definitely helps students and I have put on their report cards, even on the final report cards, that a summer French reading programme is recommended to help them master some of the concepts such as grammar, spelling, expressions, syntax all of those things. I think the summer reading programme provides a natural way to learn those things. It's much better than exercise sheets and grammar rules and all of those things which are pretty dry. We all need a little bit of that, but I think that reading a good book is the best way. It's just hard to convince some of the kids.

Legacy

I think my kids will go away from me with the memories of the novels that we have read together. I know that. It won't be the Science experiments and it won't be the brilliant Math lessons they'll remember. They'll remember that novel we studied, this novel that we did, they'll remember when we went to the beach and read aloud. I think that's how my kids will remember me. I know that's how my past students remember me. They remember the great literature that I showed them and shared with them.

I think every teacher has his/her own area of expertise and it's natural. It's not something that you can necessarily impose upon somebody. If the teachers are not readers and they don't enjoy reading, and they are more into science and technology or into art or other areas, then it would be very difficult to do what I do, or to make reading such a sacred place in your classroom.

Sure I think that some of my students react better than others to my approach and what I stress, and that's why I think kids and teachers need to move around a lot and be exposed to different teaching styles and different interests. Just like teachers have different natural interests and strengths, so do students. A student who enjoys Science and Math and is not particularly a good reader or even someone who enjoys reading, probably would benefit from other teaching styles. But I still think it's important to expose that student to someone who loves reading so that they can see that there is another area of interest and maybe promote in some small way a

love of reading in that student. The student will probably go on to be a non-reader, maybe a completely technical kind of person who really doesn't enjoy reading. In some small way, though, I'll have planted a seed that will make that person enjoy reading.

I think some of the students I have had for two years have changed in terms of how they read and how much pleasure they get out of it. Over the last two years, I've definitely gotten kids to like reading. I've gotten them excited about novels and they come and talk to me about things they read. They know that I'm interested, so they do a lot of sharing with me. It's hard to say how many of them had that in them before; it just needed to be brought out. There are students I don't think I have reached. There's Peter who doesn't enjoy reading. He didn't really enjoy it when he came and yet he has been able to enjoy the novels that we have read together, even though I can't get him to read on his own.

I believe that it's also alright not to read for pleasure, if that's not your interest. Some people go home and work on other things. Some kids will go home and build a model and work with their hands or get on a computer and send messages to another country by modem and I think that's wonderful. There's a lot of people who don't like to read, but I also believe literature is an important part of our life and no matter how much technology we have and how many machines we invent to do things for us, we are still going to need to know how to read and write, and I think that's pretty crucial in our life, no matter what kind of job you have.

Planning

I usually have a list of activities so that I can remember all the methods I like to use to make students respond to literature. It helps me keep a certain variety in the programme. I keep the list sometimes posted behind my desk so that I can refer to it and think, okay, well we haven't tried any readers' theater yet, so let's find something that would be conducive to some reader's theater and we will try doing some of that. Or, let's try and do this type of writing exercise in reaction to something that we've read. So, I sit down at the beginning of the year and I decide what my themes are. Then, I try to fit novels into those themes. If we are studying a country for example, or a time period or even a theme like family, death, grandparents or the environment, I would try and find literature that hopefully blends into that theme. So that's the first thing I would do, choose my literature and then, I think I would look at the literature because for me the ideas that I want to try with the kids come out of the literature naturally for me. I see things in the story.

I vary my approach from year to year. When I first started teaching, we did some good novels and they probably enjoyed the novels, but I don't know how much pleasure they got out of some of the exercises that I gave them to do. At that point I hadn't taken any courses in children's literature and I really wasn't sure how to make students respond to literature. I think those kids in my first year did a lot of question and answer comprehension stuff. I didn't really venture out too far from there and I'm afraid that's where a lot of teachers end up staying if they don't go and try and find out

new ideas and really learn about the variety of things they can do with kids and with literature. There's more to reading than comprehension questions. Since that time, I have learnt through courses, workshops and reading, and I've added more variety to my classes. In the last couple of years, my approach and the types of activities that I get the kids to do in terms of reading have been pretty similar.

Students' Evaluation

You don't want to discourage any child and yet, as a Language Arts teacher, you must evaluate their progress. This means evaluating how well they're putting sentences together, making paragraphs, spelling and also how well they put their ideas together and how well they understand what they've read. That is in conflict with trying to create a love of reading and certainly reading for pleasure. It takes the pleasure out of it if students get their papers back and they've got a C- or the work is riddled with spelling errors. That's difficult for any subject area.

In my classroom, we have lots of times for reading for the fun of it and a lot of times when we read together and simply discuss and think about what we have read and I don't ask them to do anything. At other times, I ask them to respond in a journal that's called their Reader's Response Log and I never mark their work. They don't necessarily get evaluated for their writing skills because what I'm looking for is their reaction. I find that kids in French immersion tend to be more verbal. They'd rather say it than write it

and somehow we end up having a lot of discussions in French and English, only about what's happening. You try to keep it as fun as you can. They know that there are certain things they have to do in terms of writing, and often times their writing assignments are related to what we've read. I think they'd rather do that, than for me to come in and have them write cold on something that they are not particularly interested. So, I tend to gear my writing assignments to what they have been reading and that seems to go well. They enjoy writing about what they've read.

Reading Conferences

The reading conferences are done on a voluntary basis. I do not mark them. They just come to see me and talk about what they have read. It's sharing. At the beginning of the year, almost everybody came for conferences, at least for one novel. Now, towards the end of the year, it appears to be the same students who come for conferences all the time. I've kind of tapered off because I've seen some of those students so many times, I don't want to discourage them because they are already avid readers, but at the same time, I'd like to see some of the other readers. Is it a hundred percent successful? Probably not. I'm probably not reaching those kids who are not interested in reading, they're not coming to confer with me, but at least they know that I'm there. The odd time, I will get a child who hasn't signed up for a conference in months and who is suddenly interested in talking about something he/she have read. So the opportunity is there for them to come and they know there is

no obligation, they know there's no evaluation, they know they are just coming to talk about their reading. Sometimes, that can be a really proud moment for a child who hasn't been for a conference before.

Silent Reading

As far as French silent reading is concerned, I'd like to think that I see positive results from my students, even if it is force-fed reading and it's not something they'd probably choose to do. Once they get into the routine they accept it and they will start to look for books that interest them and they will take more of an interest in literature. They will read because they have to and because it is forced on them, but I think in the long run, even fifteen minutes is better than nothing. Some of those kids will never pick up a French book otherwise, so that's fifteen minutes that I see as some of the most valuable time of the day, because they are increasing their vocabulary, they are increasing their understanding of the structure of language, the syntax, the grammar and spelling. All those skills, are hopefully coming together as they are reading for fifteen minutes in the morning. That's my hope and I see an improvement in kids who do make good use of that time. So I would continue to do that, but nothing is perfect.

Silent reading time would be closer to perfection if we had more comfortable spaces for reading, if we had more books available for kids to choose from and if we had more speakers, more authors who came to visit. I can't think of any other way to get the kids

more interested. I try to keep it as silent as possible because I know that for myself I can't read unless it is really quiet, and there's got to be other kids who need that quiet as well.

Library Visits

When we go to the library to choose books, I stay with the kids. This is different from what some teachers would do. I don't leave the library and act as if it is something that they do on their own. I try to suggest different titles to different kids. I know what they are interested in reading, because I have conferences with them. I will look at the book with them and I'll make suggestions. It's really important for teachers to be involved in the library visit.

Results

I can measure or see the success of the reading activities that I do with them. For example, if I were to bring in a novel by a certain author and give a book talk or read an excerpt from it and then hold the book up at the next silent reading period and say, "By the way who is interested in reading this?", I could see by the number of hands coming up and by the list of names that go on the board, that they are interested. Like the day I brought in the little pamphlet about Charlevoix and I said "This is where we are going in Quebec and there's a little bit here about Baie Saint-Paul", I had all these kids want to read it. To me that's reading for pleasure and I guess by observing the way the kids react to things is the best indication or

best evaluation of how well a lesson works or an idea or a comment you make in class makes a difference.

In general, I think my students respond well to the activities I plan for them. Not all of them, some of them. As I said before, I am not going to reach every single one of them. You can try, but most responded well to the conferences. They're tired now. We're all tired; it's the end of the year. But at the beginning of the year the conferences were a very important reading time together and most students, about 90% of them, came regularly to talk about what they were reading.

I think they benefit from knowing that I'm available and that they can talk about a novel. They wouldn't come if they didn't want to, because as I said, it's not really evaluated in any way, it's just an avenue for them to talk about what they enjoyed reading.

Feedback

I probably do not give feedback as often as I should for silent reading. For reading conferences, I give feedback just by my reaction to it. I'll say "Well, that's great" or "Are you going to try this novel now?" or "Are you going to read another novel by the same author?" or "Listen, I read this novel, maybe you'd like to read it too". I guess, my feedback is sort of in a natural way, I don't necessarily say "Very good" for coming to have a conference with me, but they know that there's feedback there, just by my reaction to what they've read.

Knowing One's Students

I think that it has a positive effect on the students when I suggest novels to them. They like knowing that I know what interests them. They like knowing that I recognize them as being a fantasy book lover or that they like Tolkien. They like me to know that they've read the whole series of one novelist, or a type of book. That sort of satisfies them and they gain a sense of pride in the reading. They like to share it with someone.

I don't know if I make a conscious effort in knowing the style of books that a particular student likes but it comes naturally. For example, one of the girls in grade six is a real lover of Roald Dahl. Every time she comes, she tells me: "I love Roald Dahl!" and "This is another Roald Dahl!". I know another little boy in grade six who loves dragons and knights and stories about fantasies. That is what he has been reading and it just comes to mind when I think of him. I think it's more subconscious than conscious. I don't take notes for example, and say "Okay remember to recommend this novel to Andrea", that I wouldn't do. But if I'm in the library and I see Roald Dahl and it happens to look new and it happens to be on the shelf, then I might say, "Hey, Andrea here's a Roald Dahl, have you read this one?". It's more subconscious, I think.

Strategies

What I often tell kids is that it's not important to know all of the words. I can remember going into a second-year university course and having to read Molière and a lot of really difficult older type of literature, without having the knowledge base and the vocabulary base, and I spent hours with my dictionary translating everything and needing to know every single word before I could enjoy it. By the time I finished, I didn't enjoy the reading at all because I spent most of my time in the dictionary and it was dreadful, painstaking work. I guess, what I try to share with my kids, as we're reading a novel, is that they do not need to know every word but that they need to understand the gist of what they are reading. They need to guess sometimes through context. When we read together, I'll stop and say, "Does everyone understand what this expression means?" and maybe they won't understand it and I'll say, "Does it matter if we understand exactly what this word means or what this expression means?" "Do you understand what they, more or less, mean?".

I think it is working. They have to be doing it in French, because I know they're not understanding everything that they are reading and I know that when some of them come to have their conference with me, they have understood may be 80%. Others are getting by with 60%, but they are at least believing that they have understood and getting through from the beginning to the end of the novel, which is important, I think. If they take even one idea or two ideas from the novel, well then, that's good because that gives them a

feeling of accomplishment. It is better than making them go through the novel and read with a dictionary or have to come and ask me for every word. So I think that's one of the strategies I would use.

Teacher's Log

At the beginning of the data collection period, the classroom teacher was asked to keep a log where she could record comments made in class, or describe and comment on any reading activities she planned and felt that had contributed to her students' love of reading. A sample of the form given to her to keep her log is presented in the Appendix 3.

Only one entry, dated April 20th, 1995, was made by the teacher. The event, referred to by the teacher in the log is in relation to a trip to Québec that has been in the planning stages for quite some time, and that was to take place at the end of May. Naturally, students were quite excited about the trip and any references made to it automatically brought an interested response from them.

One morning, the teacher told the students that a friend of hers had sent a brochure about the region they would soon visit. The brochure in question was a typical tourist information booklet with numerous pictures and some text describing the area. The teacher asked if any one would be interested to look at it. The response was immediate and many students indicated that they wanted to see it. To be fair to all students, the teacher suggested that a list of names be made.

For the teacher, this event was a real example of students' genuine desire to read for pleasure in French. Students were not forced to read the brochure and their response was entirely

voluntary. Reference to this activity was made during the teacher's interview. I also witnessed it during my observation session.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter analyzes the data collected during April and May 1995. Comparisons between this study's findings and the ones identified in the studies discussed in the literature review will be made, some conclusions will be drawn and areas where more research may be needed will be identified.

Part I

Before analyzing the data collected, it is necessary to remind the reader of a few points about the participants and the nature of the study in general.

The fact that the study took place in a school district where the standards of living are probably the highest in British Columbia may have had some effects on the participants who took part in the study. For example, all the participants, except one, were read to as children. Twelve out of nineteen students say they were read to three or more times a week as children. Five of those remembered being read to more than five times a week. Four students remembered being read to only once or twice a week and two students did not know. These numbers may be above average and may demonstrate that the parents have been more concerned about

the success of their children than usual, and were probably aware that reading aloud to children is an important component of their children's development. It may also indicate that books were more readily available and used in the participants' homes than in average homes in British Columbia.

It is also important to remind readers that this study is a qualitative research and as such cannot be used to draw conclusions about the general population.

Four questions formed the core of this study. From the beginning, they dictated the methodology adopted for the study, guided data collection, its analysis and directed the format of this chapter. Each question will be examined in light of the data collected.

Question 1. Which are the educational beliefs that may influence the immersion teacher's attitude towards reading for pleasure?

A focused interview was conducted to determine the teacher's beliefs in general but more specifically as they apply to reading for pleasure. Based on this interview, a number of beliefs have been identified. These beliefs can be grouped in four categories; beliefs related to the teacher's role, beliefs related to the effectiveness of pedagogical practices, beliefs that limit the teacher's actions and beliefs related to improvements.

Beliefs Related to the Teacher's Role

Jeanne believes that

- teachers who do not love reading or do not read themselves will have difficulties imparting the love of reading in students;
- her teaching is influenced by her interests and therefore by the fact that she likes to read;
- reading and Language Arts are the subjects she teaches best;
- reading should "never be abandoned";
- by reading, students will improve their first and second language;
- she influences her students;
- her most important role is to motivate students;
- it is important to let students know that she is available to listen to them talk about what they read;
- teachers should stay with their students when visiting the library;
- books must become alive for the students;

- silent reading should be a quiet time;
- students should be forced to read, and
- even though students are required to read during silent reading, they will eventually develop an interest in reading and benefit from it.

Regrouping the teacher's beliefs allows us to gain a clearer picture of the teacher. First, we have a teacher whose belief system centers around Language Arts and reading. Jeanne comes from a family where reading was very important. Her parents read and she has fond memories of her parents reading stories to her. She still reads today and believes that what she does in the classroom with her students is influenced by her reading habits. Jeanne believes that it is very important for the students to be exposed to someone who loves reading but she also believes that reading and Language Arts are not only her main interests but also the focus of her expertise. According to Jeanne, teachers will emphasize their own interests when teaching. In her case it is Language Arts. She gets excited about books and wants students to get excited about them. Jeanne says that "reading is a sacred part of the curriculum and even teachers who do not feel that Language Arts is their strength should nonetheless emphasize it".

Second, Jeanne believes that reading benefits students. This teacher firmly believes that if students read more, they will improve their knowledge of vocabulary, grammar, spelling and syntax. Jeanne believes that her students leave her classroom with memories of the novels they have read together. She believes this is true for

the novels they read in English and in French. She tries to arouse her students' enthusiasm by bringing more books into the classroom, by providing an avenue to share books, by showing an interest in what students read, by introducing them to new authors, by improving their reading skills, and by being there for them during conference time. Furthermore, Jeanne says that students are well aware that the conferences are done on a voluntary basis and that they are not evaluated.

Third, we have a teacher who believes that involvement is essential. The teacher must get involved in the library period and help students select books. Suggesting novels and knowing the students' interests are important. Ways to achieve that include: introducing authors to students, bringing authors to the classroom, and reading novels aloud to students. According to Jeanne, students get more excited about books and are more likely to engage in discussions when she reads novels to them than when students are asked to read on their own.

Finally, we have a teacher who believes that the love of reading comes through reading. As students read, they will discover the joy of reading. Forcing them to read during Silent Reading is a necessary evil and provides students with an opportunity to read for at least 15 minutes. According to the teacher, these 15 minutes are better than nothing.

Conclusion: It is clear that Jeanne has a positive attitude towards reading and that she believes reading is

important. It is also clear that she tries to develop this attitude in her students.

Beliefs that Limit the Teacher's Actions

Besides the confident teacher who believes that reading is important and that it must be encouraged, we also have a teacher whose belief system is influenced by some negative elements that seem to contradict some of the positive attitudes just discussed.

Jeanne believes that

- reading for pleasure occurs only when students choose to read themselves;
- students do not read for pleasure very often;
- students can enjoy a French novel but will only read one if they are asked to do so;
- it is easier for students to read in their first language than in their second language;
- there is better selection of English novels than of French ones;
- students are frustrated when reading in French because they only understand the gist of the stories;
- there will always be reluctant readers, and
- there is a conflict between evaluating students and encouraging them to read.

Some of these beliefs may diminish the teacher's enthusiasm. For example, Silent Reading does not fit Jeanne's definition of reading for pleasure because it is done in a time frame that is imposed on the

students by the teacher. Even though the evidence gathered in this study shows that her students read in English and in French quite frequently, Jeanne still believes that her students do not often read for pleasure in their first language let alone in their second language.

She believes that students will not voluntarily choose to read a novel in French and that it is frustrating for them to read in French because they do not have a sufficient knowledge of the language, i.e., the vocabulary and the idiomatic expressions. Reading in French is also foreign to their culture. They have been read to in English as children and that is what they know and enjoy.

The teacher believes that the choice of French novels is limited. She thinks that we are restricted to authors from Québec, and that these authors often write in the same style and genre. English literature is more accessible and more varied. According to Jeanne, this is a fact that one must accept.

She also thinks that it is difficult to encourage a student to read when the evaluation of his/her work is negative. To counterbalance this negative aspect of evaluation, she believes it is important to provide opportunities for students to read for the fun of it and not be evaluated. She believes that Silent Reading and the Reading Conferences provide students with that kind of opportunities.

Conclusion: It is difficult to evaluate what if any repercussions these negative beliefs may have on the students' environment and attitudes, but if we do believe

that positive beliefs affect what we do, we must also accept the opposite and assume that negative beliefs have an influence on our attitudes as well.

Beliefs Related to Improvements

The teacher believes that

- she needs to give more feedback to students;
- Silent Reading period can be improved, and
- reading aloud is beneficial.

These beliefs are important because they show that the teacher realizes that giving feedback for Silent Reading is beneficial to the students. Jeanne believes that some feedback is already given to the students during the Reading Conferences. The teacher is aware that improvements could be achieved if more books were available to students, if the setting was more comfortable and if there were more authors' visits. Finally, the teacher believes that reading aloud to students helps them appreciate the novel, understand it better and remember it longer.

Conclusion: From the few data collected on this topic it seems that the teacher realizes that the situation regarding reading for pleasure in the classroom can be improved in a number of ways.

Beliefs Related to the Effectiveness of Pedagogical Practices

Jeanne believes that

- the strategies she teaches are working;
- students respond well to her activities;
- some of her students have changed their attitude regarding reading for pleasure, and
- she can measure the success of her activities by the students reactions to them.

Jeanne believes that the strategies she is teaching to her students are working. For example, one of them is to tell students that they do not need to understand every single word they read. She believes it is working because they do read and understand the gist of the stories.

Jeanne believes that the students' response to her strategies is positive. She measures the success of her activities by their responses. She is convinced that her approach has made a difference in some students. On the other hand, she also realizes that she has been unable to reach other students.

Conclusion: This section shows that the teacher is confident about what she does and believes that the activities she plans with the students are effective.

Influences on Students

All of the teacher's beliefs create a positive reading environment that should benefit her students. Is there evidence in the data that shows that students feel good about reading and benefit from the teacher's beliefs?

I believe such support has been gathered and can be found in the interviews that were conducted with the seven selected students, in the students' journals as well as in the questionnaires answered by all the participants.

The questionnaire given to all the participants shed light on a number of issues that may corroborate the teacher's beliefs. For example, students were asked to rate various activities they do in English and in French.

If we look at the number of times activities done in English received a rating of three, four or five, we realize that reading for pleasure is an activity that is quite popular. Going to the cinema, meeting friends and playing sports were consistently given a rating of three or better by all 19 participants. Watching videos and reading for pleasure came second with 17 students giving these two activities a rating of at least three points. This places reading for pleasure in English ahead of watching television, playing video games and listening to the radio. If we look at the number of students who gave reading for pleasure a rating of four or five, we find that nine students, or close to 50%, regarded it as a very desirable activity to

engage in. If we look at the other end of the rating scale, we discover that only two students rated reading for pleasure as a one or a two.

These students seem to perceive reading for pleasure as a desirable and positive way to spend time, at least in their mother tongue. But is reading for pleasure in French equally popular?

If we now look at the number of times activities done in French received a rating of three, four or five, we see that reading for pleasure is still rated second behind playing sports. It is clear though that the number of students who say they enjoy reading for pleasure in French is somewhat lower, down to 13. If we look at the number of times reading was rated at a four or a five, the number of students is four, or 21% of the participants.

If we look at reading in French from the bottom end of the scale, we find that more students have rated this activity as a one or a two. In fact, six students rated reading for pleasure at those levels. Even though six students is equivalent to about one third of the class, it is encouraging to see that no one gave reading for pleasure a rating of 0 or abstained from answering the question.

Even though reading for pleasure in French received a slightly lower rating than in English, it is still safe to conclude that the students participating in this study perceive reading for pleasure in French as a pleasant activity. Does this translate into real time spent reading in and out of the classroom?

All the students questioned said that they read for pleasure in English at least five times or more in the month previous to answering the questionnaire. Fifteen of these students went even further and said that they read for pleasure in their mother tongue more than ten times in the month prior to answering the questionnaire.

Again, the numbers for reading for pleasure in French are somewhat lower but still quite impressive. Ten students said that they read in French at least five times or more in the month previous to answering the questionnaire and five of those said they read in French more than ten times in the same month. Only one student said he never read for pleasure in French during the month in question.

The amount of time spent reading for pleasure can also be an indication of the students' appreciation of reading. As far as reading for pleasure in English is concerned, only two participants have indicated that they read between 1 and 15 minutes per sitting. The others, (17 participants) said that they read anywhere from 16 minutes to more than an hour (four participants).

The situation, as far as reading for pleasure in French is concerned, is basically the reverse with the majority of students (ten) reading from one to fifteen minutes at each sitting, six reading between 16 and 30 minutes, two reading from 31 to 45 minutes and only one reading for more than an hour. The data clearly indicates

that the participants read less in French than in English but it also clearly shows that they do read for pleasure in French.

Another way to evaluate the effectiveness of the teacher's approach to reading for pleasure is to examine the answers given by the participants to Question 8 of the questionnaire. Students were asked to determine the influence of a variety of people with whom they are in contact. The teacher turned out to be the only person who influences students to read for pleasure in English. As far as reading for pleasure in French is concerned, the parents, but again more significantly, the teacher is the person with the most influence.

The students' reading journal is another source of information that can shed light on this section of the research. Whenever they read for pleasure, participants were asked to indicate where the activity took place. The answers for English and French are completely at odds. Participants read in English either at school or at home in almost an equal number of instances, 23 versus 19 respectively. On the other hand, reading for pleasure in French is almost entirely done at school (24 instances) rather than at home (2 instances).

Furthermore, the students' reading journal provides a revealing insight into the participants' enjoyment of what they read for pleasure. Participants were asked to rate their reading from 0 to 5. The tally indicates that the participants read 34 times in English. Twenty-four instances receiving a rating of 5, and seven instances, a rating of 4. The participant read less in French, namely 24 instances

but ten instances received a rating of 5, and six instances, a rating of 4. To give the reader an accurate picture, it is necessary to indicate that participants rated eight of these instances at a rating of 3 or lower. In English, only three instances received a rating of 2 or 3.

The interviews conducted with a selected group of participants also yielded some data that support the teacher's beliefs. For example, all seven participants said that reading is important regardless of their personal attitude towards reading for pleasure in English and/or in French. Six of the interviewees said that the teacher influenced them to read. Only one said the teacher was not an influence. All the participants interviewed said that their parents/relatives were or still are an influence. The parents' influence was perceived as positive by the participants who like to read but as negative by the participants who do not like to read.

Conclusion: The data presented seems to show that students enjoy reading and spend a fair amount of time doing it. Since English is their mother tongue it was to be expected that they read more in English than in French. This study has shown that the participants do read in French, even if it is mostly done at school. Finally, this section shows that the teacher is the most influential person in the students' environment as far as reading for pleasure is concerned.

Question 2. How are practices, used to foster the love of reading in immersion students, tied to specific teacher's beliefs?

A variety of teaching practices were used by the teacher to foster the love of reading in her students. Silent reading, reading conferences, visits to the library, reading aloud to students and asking students to read aloud were the most frequently used practices. Is it possible to link some or all of these practices to the beliefs expressed by the teacher during her interview? In most cases, it is possible but a number of beliefs were too general in scope and may apply to all practices. Comments such as: "... teachers who do not love reading or do not read themselves will have difficulties imparting the love of reading in students", "... my teaching is influenced by my interests consequently my teaching is influenced by the fact that I like to read" , and "... Language Arts and Reading are the subjects I teach best" cannot necessarily be tied to any specific strategies used to foster the love of reading. But because of their scope, they presumably influence the teacher's general attitude towards reading and may relate to all the strategies used by the teacher to foster reading.

The beliefs related to outcomes are also quite general in scope and cannot be attached to any practices in particular. But again, it is probable that beliefs such as: "... the strategies I used are working", "... students respond well to my activities", "... some students have changed their attitude regarding reading for pleasure", "... my approach has made a difference in some of my students", and "... I

can measure the success of my activities by the students' reactions to them" will affect the teacher's attitude in general, the types of activities she uses in the classroom as well as the ways of evaluating her own practices.

Other beliefs expressed during the interview can be related to some of the practices used in the classroom.

Sustained Silent Reading

Sustained Silent Reading seems to be the strategy to which the greatest number of beliefs may be attached. They include:

- reading should never be abandoned;
- reading improves the quality of the student's first and second language;
- SSR should be a quiet time;
- students do not often read for pleasure;
- students must be asked to read for pleasure;
- reading for pleasure only occurs when students choose to read;
- even if students are forced to read, they will get interested in reading and benefit from it;
- students should get more feedback;
- SSR could be improved;
- it is easier for students to read in their first language than in their second;
- book selection is better in English than in French, and

- reading in French is frustrating for students because they only get the gist of it.

Some of the teacher's beliefs related to SSR are positive while others could be labeled defeatist or even counterproductive. The first five beliefs explain why the teacher has implemented SSR. Jeanne believes that reading is important and can improve one's first and second languages. Since students do not often read for pleasure in French, they should be asked to do so by the teacher. Therefore, there should be a time when students can read quietly. Even though Jeanne believes that reading for pleasure occurs only when students voluntarily choose to read, she feels that they can still benefit and get interested in reading when forced to do so.

The last three beliefs appear to provide the teacher with an explanation why students do not seem to read for pleasure in French. Since it is more difficult for students to read in their second language and they are frustrated because they only get the gist of their reading and since the choice of books written in French is limited, one should not be surprised to find that they do not read much for pleasure in French.

Finally, the teacher suggests two ways to improve the situation. First, more feedback should be given to students who read during Sustained Silent Reading, and second, the reading period could be improved if more books were made available to students, if the students had access to a more comfortable setting and if authors' visits were more frequent.

Reading Conferences

Reading Conferences can be linked to a few beliefs expressed by the teacher. Jeanne expressed the idea that one of her most important roles was to motivate her students and to listen to them. Reading conferences seem to be the ideal time for her to turn these beliefs into practice as well as to give feedback to students.

Visits to the School Library

Three specific beliefs can be tied to visits to the library. Motivating students is probably the most obvious one. Jeanne sees her role as a motivator of students. She always used the visits to the library as a way to share her knowledge of French novels with her students. These visits were not an occasion for her to sit and relax. Jeanne walked around the room and talked to students about the book they had in their hands, gave them a summary or suggested other titles. Jeanne believes that the teacher should stay with the students when going to the library and she consistently put that belief into practice.

As for SSR, Jeanne holds at least one belief about library visits that could be perceived as negative. She believes that there is a wider choice of English books than French books available to students. This belief does not only refer to the number of French books available in the school library but also to the amount of French books published in the French speaking world. In the interview she said that "English literature comprises much more than French

literature". The teacher mentioned that "we can pull from American literature, Canadian literature, British literature and Australian. English children's literature is a much bigger realm than in French".

Classroom Library

The same two beliefs tied to visits to the library could also be tied to the classroom library. It is seen as a way to encourage and motivate students to read. Students did take advantage of the classroom library and used it as a source of books to read during SSR and as an area reserved for reading for pleasure.

Unfortunately, the negative beliefs tied to the visits to the school library regarding the fact that there are more English books than French books can also be tied to the classroom library. Obviously this belief can diminish the appeal of both the school library and the classroom library.

Reading Aloud

Reading aloud by the teacher or the students could relate to one belief expressed by the teacher. Jeanne believes that the books should become alive for students. One way to do that is to "take a good novel and experience it with them". She believes that the teacher should read to students or that students should take turns reading. Beside demonstrating good reading and oral skills to students, reading aloud gives the teacher an opportunity to explain vocabulary and idiomatic expressions to students.

Rewards

Rewards for reading were only used in conjunction with the Reading Conferences and simply took the form of a sticker given after the conference. The sticker was then placed beside the name of the student on a chart located in the classroom library corner. This reward was presumably used to motivate students. According to some students, the effect of this strategy is debatable.

It is also possible for the reward to be tied to another belief expressed by the teacher about the conflict between evaluation and encouragement. According to the teacher, Reading Conferences were not evaluated, i.e., no score was given to students for that activity. Therefore, the evaluation cannot be used as an incentive. The sticker given may then be seen as an encouragement.

Question 3. What are the students' reading habits and how do they feel about reading for pleasure in English and French?

The best way to find out how students feel about reading for pleasure is to analyze the questionnaire and look at the interviews done with a select group of students.

Questionnaire

We have already established earlier in this chapter that participants who took part in this study have identified reading for pleasure in English as a pleasant activity. Reading for pleasure in French, even though it is not rated as high as reading for pleasure in English, is still rated as pleasurable compared to other activities. Furthermore, we have also determined that the participants engaged in reading for pleasure quite frequently in their mother tongue as well as in their second language.

Types of Books Read

The questionnaire provided a number of other interesting findings that help us establish a more complete profile of the participants. One question asked the participants to indicate which types of books they liked to read in English and in French. While some genres received the same or almost the same amount of votes in both languages, others varied considerably or were not mentioned at all in one or the other language. The preferred genres in English

are: Adventure Stories (15 votes), Fantasy, Magazines and Comic Strips (13 votes each), Science Fiction (12), Non-Fiction (8) and Historical Fiction (6). The other genres received 4 or less votes each. In French, the preferred genres included: Adventure Stories (17), Science Fiction (12), Comic Strips (10), Fantasy (8), Detective Stories and Magazines (6 each) and Non-Fiction (5). All the other genres received 4 or less votes. Adventure Stories and Science Fiction are the only two genres that are liked equally in both languages. Detective Stories received more votes in French than in English. Fantasy, Comic Strips and Magazines are preferred in English. Historical Fiction (6) and Horror Stories (4) are somewhat popular in English but not in French. Mystery Stories, Romance and Poetry were selected by a small number of participants in English but not selected at all in French.

It is interesting to compare these findings with the data reported by Romney, Romney and Menzies (1995). They found that in English, students preferred mysteries (32%), followed by adventure stories (25%), comics (14%), animal stories (6%, all girls), and science fiction (5%). In French, they preferred adventure stories (20%), followed by mysteries (16%), animal stories (15%), science fiction (8%), and fairy tales (4%). These results are significantly different from the data found in this thesis. This might be explained by the fact that the participants in Romney, Romney and Menzies' study were in grade five while the participants in this study were in grade six and seven. The age gap might be sufficient to explain the difference in reading tastes.

Conclusion: It seems that students' reading tastes are slightly different depending on the language. It would then be advisable for the teacher to take these findings into account and purchase or direct students towards these types of books.

Amount of Time Spent Reading

Two questions aimed at clarifying the amount of time students spent reading for pleasure in general and the amount of time they spent reading for pleasure in the classroom. The results for reading for pleasure in English are somewhat confusing. According to the data, the participants read more for pleasure in school than they read for pleasure in total. Unfortunately, these numbers could not be clarified with the students because the school year was over and the students were not available anymore.

The situation is somewhat clearer for French. The participants read slightly less in the classroom than they read for pleasure in general. That means that the rest of their reading for pleasure was done somewhere else, probably at home. This data seems to contradict other data collected through other means. For example, students have clearly indicated in their Reading Journal that reading in French was not done at home but rather at school. Because of the contradiction, this data is difficult to interpret. For their part, Romney, Romney and Menzies indicates that 69% of students "did nothing at all in French independently" (p.480) and that only 31% of the students read voluntarily in French outside the classroom.

Conclusion: Even though the amount of reading done in English outside the classroom by the participants is inconclusive, it seems clear that students do not read much in French outside the classroom.

Influential People

The question related to the influence of various people has already been touched upon briefly earlier into this chapter. It was shown that to some extent, the parents play a role in influencing their children to read but it is the teacher who is the most influential person for the majority of participants. This conclusion is corroborated by the Romney, Romney and Menzies' (1995) study. They also found that in the school where students read significantly more in French, the teacher was responsible for the difference because of what he/she was doing with the students.

There is another person that one would think should have some influence on the participant; namely the school's teacher-librarian. The data shows that the participants do not perceive the teacher-librarian as a significant source of influence as far as reading for pleasure is concerned. In English, the teacher-librarian never received a rating higher than three and 11 participants rated her influence as not significant at all. In French, the participant never rated the teacher-librarian higher than two and again 11 participants rated her as not significant at all. One would expect that kind of rating in the case of an English speaking teacher-librarian's influence level on reading for pleasure in French. It is very difficult for a

unilingual person to know and talk about French literature. One would, on the other hand, expect an English teacher-librarian to have some influence on the reading habits of students in their first language. In the interviews, one participant referred to the teacher-librarian as a friend. That same participant and one other interviewee said that the teacher-librarian was helpful and an influence on them. The four remaining interviewees did not see the teacher-librarian as influential at all.

My own observations during scheduled visits to the library confirm the opinions of the majority of participants. The teacher-librarian never took an active part in the selection of books when students went to the library. She stayed away from the students, never addressed them, made suggestions or showed anything to them. On the other hand, the teacher was always walking around the library, helping students select books, offering suggestions, asking students for information on books she did not know herself thus involving the students in the selection process.

Conclusion: It is clear that the teacher is perceived by the participants as having a great influence on them. The teacher could use this influence to encourage the participants to read even more. It is also evident that the unilingual teacher-librarian must be more active if she wants to influence students to read in English and/or in French.

Promotional Activities

In the questionnaire, students were also asked to rate a number of promotional activities that influenced them to read. Recommendations from friends and book fairs were the most popular in English. In their second language, recommendations from friends also got the most responses. Public displays, book summaries and book fairs were also seen by the participants as useful. It seems that students generally take the advice of their fellow students seriously and read books recommended by them. Both the students who liked to read as well as students who did not fancy reading that much made these kinds of comments. During the book exchange period in the library, I also witnessed students asking each other about a particular book. For example, when a student returned a book and mentioned that it was good another student usually took the book for him/herself.

Conclusion: This data suggests that the teacher should use students as much as possible to recommend books they have found enjoyable to other students. Activities that involve the students as promoters of books should be created by the teacher.

Gifts and Purchase of Books

The amount of books purchased by students was also examined. Ten of the 19 students said they never purchased any English books in the month previous to answering the questionnaire.

Nine said they did, with the majority of these, i.e., seven students, saying that they purchases between one and four books. The other two students said that they purchased more than four books in the period in question.

Seventeen of the 19 participants said that they did not purchase any French books in the month prior to answering the questionnaire. One students purchased one book and one did not answer this question. It is clear that while some students are willing to spend their pocket money on books, they seem only willing to spend it on English books. It is comforting to know that all the students who bought books had read them or were reading them at the time they answered the questionnaire.

The fact that only a few bookstores in Greater Vancouver sell French books and that none are located in this school district may explain why few French books were purchased by students. It would be interesting to know if the students would purchase French books given the opportunity. As there was no book fair while I made my observations at the school, I was unable to verify this hypothesis.

Receiving books as gifts was also an option that was examined in the questionnaire. Ten students said they had not received English books as gifts in the month prior to answering the questionnaire. This equals the number of students who had not purchased books in the same period of time. It is interesting to see that nine students responded positively to this question. The

difference between the answer to this question and the previous one is in the concentration of positive answers in the two smallest categories, i.e. six students received one or two books and three received two or three books as gifts. Students who had purchased English books were found in all the categories mentioned.

Three of the 19 students received French books as gifts in the previous month. While only one student was willing to spend his/her money to purchase a French book, three parents believed that it was important to give a French book as a gift to their children. Again, if we consider that there are no major distributors of French books in the district where the study took place, this shows that some parents are willing to make an effort to help their children get French books. Finally, it is also interesting to note that the students who received French books as gifts took the time to read them. This demonstrates that some students are also willing to make an effort and read for pleasure in their second language.

Conclusion: The school and the teacher should create opportunities for students and parents to purchase French books. Organizing a book fair should be considered.

Visits to the Public and School Libraries

Participants were also asked about the number of times they had voluntarily visited the public library in the month prior to answering the questionnaire and whether they went there to look for English or French material. Seven participants said they did not voluntarily visit the public library in that period to look for English material. Six went only once or twice, one went two or three times, four went three or four times and one went more than five times. On the other hand, nine participants (one did not answer the question) did not go to the public library to get French material and nine others went once or twice. It is evident that fewer participants visit the public library to get French material. The interviews conducted with some of the selected students may offer an explanation for the difference in numbers. Many interviewees said that the public library's collection was not very good. Participants who did not go to the public library have also indicated that they either had books at home or that they got the material they needed from the school.

In contrast, the number of voluntary visits made to the school library to get English material is almost equal to and distributed as evenly as the number of visits to get French books. This is reassuring and shows that students use the school's resources to read for pleasure and/or to do research in both languages. The participants who did not voluntarily visit the school library in the previous month explained their decision by saying that they already had books and therefore did not need to go to the school library.

Conclusion: Since students principally get their French books from the school library, it is crucial that the library collection be as comprehensive and up-to-date as possible. The school, in collaboration with the teacher, should see to it that adequate funds are directed towards that goal.

Question 4. Which of the strategies used by the teacher to foster the love of reading for pleasure are perceived by students as most successful?

A number of strategies were used by the teacher to foster the love of reading. Sustained Silent Reading, Reading Conferences, visits to the library, Reading Chart, Reading aloud to students and Reading aloud by students were all used by the teacher at one time or another.

Sustained Silent Reading

One of the most frequent strategies used by the teacher was Sustained Silent Reading (SSR). Every day without fail, the teacher arrived in the classroom, said hello to students and asked them to take their books out for SSR. This routine was never changed during my entire stay at the school. Students were so used to it that a few students even started to read before the teacher arrived in the classroom. On the other hand, even though the activity was repeated every day, other students had to be encouraged and even forced into the activity each single day.

The observations and the interviews with the students will be used to measure the effectiveness of this strategy. Observations were done on a regular basis during SSR. Generally, the majority of the students seemed to read during SSR. Naturally, the fact that the students seem to read, does not necessarily mean that they always did. A number of indicators, such as the number of students

volunteering for Reading Conferences and the students' own admission during the interviews, allow the conclusion that they in fact did read during SSR.

On one of the blackboards, a series of names were always posted under the heading "Conferences". On a regular basis, the teacher called the first student on the list for a Reading Conference. These conferences always took place during SSR. Students usually accepted the teacher's invitation to come for the conference and enthusiastically went through the activity. Every time I sat in on a conference, the students seemed eager to talk about what they had read. They also usually gave a high rating to the level of enjoyment that they felt while reading the book they were talking about. One of the complaints expressed during the interviews was that the teacher could not keep up with the conferences and that the process slowed down their reading because they had to wait to go to a conference before starting a new book.

The data collected during the interviews also point to the fact that students do read for pleasure. In a number of interviews, students said that they do not always read during French Silent Reading. Negative statements such as "I sometimes read in English during French Silent Reading" and "I do not always read during Silent Reading" also point to the fact that they sometimes do. During the interviews, most students also admitted that they read less in French than in English. This fact was also made clear in the questionnaire and the Students' Journals.

Conclusion: Even though not all students always read for pleasure during French SSR, it provides them with an opportunity to do so. The data collected seems to indicate that the students read very little French at home and that the reading they do in this language is done in school. If it were not for SSR, the participants would have no opportunities to read at all. On the other hand, if the Reading Conferences are part of the activity, the teacher should make sure that they are possible when the students are ready for them.

Reading Conferences

The Reading Conferences (RC) were the perfect occasion for the teacher to hear what the students had to say about what they had read for pleasure. It was also an opportunity for the teacher to ask questions, to make suggestions for further reading and to encourage the student to continue reading. The students' opinions about the RC are extremely varied. Some students mentioned that they like the conferences because they could share with the teacher what they have read. Others said that they did not like them because it took too much of their time. Two students who said that they did not like the RC specified that they were not well synchronized with their reading.

Conclusion: Some students liked the Reading Conferences while others did not. My observations show that students who participated enjoyed it. The activity

offered a chance for students to talk about their reading experiences. The data also shows that students who did not like the experience refrained from participating. So, it does not seem that the activity produces negative effects as long as it is done on a voluntary basis.

Rewards

Related to the RC is the fact that the teacher always gave the student a sticker at the end of the RC. Was this a practice that students enjoyed? Only one student (Peter) said that he loves receiving the stickers. Surprisingly enough, this student also said that he never reads for pleasure. A couple of students said that the stickers were not important. Two said that the stickers were not seen as a way to compete with other students but rather a way to keep track of their own reading. They specified that finishing the book was the most important factor, not receiving the sticker. Only one interviewee admitted that the stickers were seen as a way to compete and that she was trying to get more stickers than her friend.

Conclusion: Even though students have different opinions about the rewards and their purpose, no one saw them as negative. The activity undoubtedly benefits some students and leaves others indifferent.

Classroom Library

In one of the classroom's corners, the teacher created a separate area where students could sit on cushions and read and where the classroom collection of books is located. Students were always allowed to go to this corner to get books for SSR. Only a few students were permitted to sit in this area to read during SSR but those who were, always seemed eager to go. The majority of the students who were interviewed said that the French collection in the school and the class library was too small. Only the two students who liked to read in both languages had something positive to say in the interview about the French collection. They both said that this year, it was easier for them to find French books that they could read. One of them also added that he has read almost all of the French books in the classroom collection. All the interviewees said that if the collection were more extensive, they would be more inclined to read.

Conclusion: The readers' corner really seemed to be enjoyed by the participants. Unfortunately, the number and the variety of books found in the reading corner as well as in the school library seemed very low. The school should make every effort to acquire more French books.

Visits to the Library

Every Monday morning, the teacher took the students to the library for book exchange. The whole event generally took about ten to fifteen minutes. Normally, the teacher walked around the library, and helped students find something that might interest them. She often gave advice to students who were undecided by saying a few words about the story and/or the genre of the book the student was considering. The teacher-librarian never took part in the activity and students did not ask her any questions either. The students made it clear in the questionnaire and in the interviews that the teacher-librarian was not a major influence on them. Generally speaking, students did not seem to enjoy the library visits. Many were wandering around aimlessly, often gathering at the paperback rack and more interested in spinning it than in exploring its content.

The general displeasure of the students with this activity was expressed in a number of ways during the interviews. Many said that the ten-minute experience was not long enough to really read the book cover and therefore choose a good book. Many felt that they knew all the books found on the shelves. One student mentioned that there are no new books and that when some arrive they are not put on the shelves because of lack of time to process them.

Conclusion: The opportunity for students to go to the library should certainly not be taken away but in order to make the period more profitable, students should be

given a few more minutes. Furthermore, new books should be purchased and should be clearly displayed as soon as processing has been completed.

Teacher Reading Aloud

The Language Arts (LA) period was often an occasion for the teacher to read aloud to students. She usually chose a novel that related to the curriculum. All students were expected to read the novel. The book was discussed in class and students had various assignments to prepare and hand in to get marks. Because this activity was compulsory and because they were marked, it does not fit the definition of Reading for pleasure as perceived by the teacher or as applied in this research. But as she mentioned in the interview, forcing students may be the only way to get students to read and they may still get pleasure out of the activity.

It is also necessary to add that the teacher firmly believes that LA is the subject she teaches best. Furthermore, she also says that she loves reading and that she conveys that love to students through reading to students. She often uses LA as an opportunity to demonstrate her love of reading by reading the novel aloud to students. The teacher believes that it is easier for students to understand the novel when it is read to them because she can explain expressions that may not be clear to students.

Do the students enjoy being read to? It seems so. All the students who were interviewed said that they enjoyed being read to by their parents as children and that many still enjoy being read to. Their reaction was the same as far as reading aloud by the teacher was concerned. They enjoyed it and found it was easier to understand the novel when they were read to.

Conclusion: Even though reading aloud was done as part of Language Arts and cannot be considered as reading for pleasure, it is obvious that students enjoyed it. Therefore the practice should not be abandoned and could also be used outside Language Arts. The teacher could for instance read a novel to students as part of the library visits.

Students Reading Aloud

When students gathered in small groups for social studies, the teacher frequently read portions of the text to students, asked comprehension questions or explained some expressions. But once in a while, she would also ask students to read aloud. Students never expressed negative feelings to the teacher about reading in front of the group. In the interviews, one student mentioned that she did not like to read aloud in front of the group because she believed she could not read very well.

Conclusion: It is difficult to draw conclusions from the few data collected in this area however the few comments made by students and the research done by Estes (1977) indicate that having students read Round Robin style is not effective.

Part II

Part II will re-examine the literature reviewed in Chapter two and see how it ties to this research.

Literature Review and this Thesis

The most important research to date on the subject of reading for pleasure is the paper presented by Romney, Romney and Menzies (1995). Their study examined the reading habits, interests and attitudes of immersion students. It also aimed at determining the amount of reading done by immersion students outside the classroom and tried to identify means to increase that amount if it was found to be low.

Romney found that as far as reading books, comics or magazines and watching television is concerned, students had a clear preference for English. For example, only 31% of the students read books in French while 80% said they read books in English. The findings reported in my own research corroborate these findings. My participants also indicated that they preferred reading in their first language.

Romney's research compared data coming from five elementary schools. A significant difference in the time spent reading books and reading comics and magazines in French was found between two of the schools. The authors examined the possible reasons for this significant difference and found that the

teacher's practices were the element that could explain the difference between the two schools. The teacher did a number of activities that made the students feel that reading was important.

At the beginning of their research, Romney, Romney & Menzies stated that students who read the most in French come from classrooms where the teachers are avid readers themselves and where teachers pass on their enthusiasm to the students. The authors also said that the teacher must be convinced that reading is important to acquire knowledge, cultural and moral values as well as to master the second language.

It is difficult to say if Romney's participants read more than the participants selected for my own study but it seems that the data collected in my thesis clearly shows that the teacher believed that reading is important, that she did a number of activities to encourage students to read and that she shared her knowledge of literature and her enthusiasm. My data also showed that students gained from the teacher's beliefs and enthusiasm by reading themselves in English and in French.

Teachers' Beliefs and their Practices.

Chapter two reviewed a number of studies that linked beliefs and teachers' practices in general (Munby, 1982; Clark & Peterson, 1986; Harste and Burke, 1977; Wing, 1989; Richards & Lockhart, 1994) as well as in second language learning (Johnson, 1992) and immersion settings (Netten and Spain, 1989). These studies seemed

to indicate that teachers' practices are linked to their beliefs. This link has also been seen in my own research. The teacher's beliefs about reading were clearly defined and translated into a number of activities designed to foster the love of reading in her students.

Other Studies

Other fields of research were also examined in the literature review. They included: schema theory, top-down bottom up models and concepts, vocabulary knowledge and comprehension strategies. They may help explain some of the findings reported in my thesis.

Schema Theory

According to Carrell (1984), a text provides only directions for the listener or the reader. It is their prior knowledge that helps them understand the meaning of a text. Without activating that knowledge, the reader or listener cannot make sense of the text. Participants of my study mentioned that they find it difficult to read in their second language and that they only understand the gist of the story. Could it be that the participants' prior knowledge is inadequate for them to completely understand what they read? The data collected in this study cannot give an answer to this question but it would seem a possible explanation for the students' comments.

Carrell (1987) and Carrell and Eisterhold (1983) have also claimed that readers may not have a particular content schema because the schema is culturally specific and is not part of the

reader's cultural background. This void may help explain why participants selected for my thesis sometimes said that the novels written in Québec and France are different and always seem to have been written in the same literary genre. The participants may have been unable to relate to the style of writing found in French books. Is it possible that the lack of cultural schemata be sufficiently important to prevent students from identifying with the text? When immersion students read for pleasure in French, they can only count on their own knowledge to understand idiomatic expressions and/or culturally specific elements. On the other hand, when the teacher reads to them, he/she can stop and explain vocabulary, or culturally specific events or give any background information necessary to understand the text. It therefore seems possible to use Carrell and Eisterhold's theory to explain comments made by participants in my study.

Bottom-up and Top-down Concepts

This area of research may provide us with some clues as to why students have difficulties reading in their second language. Researchers such as Eskey, 1988; McLaughlin, 1990; and Segalowitz, 1991 all stressed the importance of automatic lower-level processing in second language contexts. Raymond (1988) explains that the more a reader uses processing space by decoding the text, the less processing space is available for comprehension. This situation may not arise when the teacher is speaking French to his students. Students generally have a fairly good comprehension of the

vocabulary and expressions used by their teacher. On the other hand, the situation may be completely different when students are reading a book. In this case the author of the book chose the setting, the vocabulary and the level of the language in general. Students may then be using too much processing space to decode the text and are left with too little space to comprehend it.

Vocabulary Knowledge

The amount of vocabulary knowledge necessary and how to teach this vocabulary has been debated for quite some time. Berman, 1984; Carrell, 1984, 1989; Eskey, 1986; Swaffar, 1988; Koda, 1989 showed the importance of vocabulary knowledge for reading comprehension. Even though immersion students have a very good comprehension of the language and can converse quite easily with speakers of French, they, in general, use a limited vocabulary. When reading a book written by a francophone for francophones, the author does not have to worry about the second language learner reading his/her text. The vocabulary, expressions and syntax are usually more advanced. The second language student is then faced with a text that is above his/her competency. They may understand the gist of the story but appreciating a text for its beauty necessitates a higher level of comprehension most students in immersion probably still lack.

Comprehension Strategies

Many researchers have studied this field. Both Carrell, 1989; and Devine, 1987 have shown that better readers are better strategy users. Unfortunately, researchers do not always agree on which strategies should be taught.

I did not gather much data in this area. The teacher participating in my study mentioned only once that she had taught a specific strategy to her students. She had explained to them that it was not necessary to understand every word in a text in order to understand its meaning. The teacher also indicated that the strategy was working because students said they understood the gist of the story.

I personally did not witness any instances when the teacher talked to students about any strategies they could use to better understand a text.

Motivation

Motivation is an area often mentioned by the teacher selected for my study. She is convinced that part of her role as a teacher is to motivate her students to read. To this aim, she did a number of activities that were discussed earlier in this thesis. In the literature review, I stated that Frick (1986) had reported that students listed reading aloud as a positive activity. Jeanne also believes it is important and uses this technique frequently.

Dulin, 1978; Wilson & Hall, 1972; Spiegel, 1981; as well as Perez, 1986; all showed that it was important for the teacher to demonstrate to students that reading for pleasure is not something only students do. In other words, the teacher should be a model for the students. My observations show that Jeanne did not read for pleasure herself during silent reading. Most of the time, she used silent reading to have a Reading Conference with one or two students or to prepare something or other for her day. In the interviews, students indicated that the teacher did not have to read during silent reading and that she probably did her reading at home. So students did not associate their teacher with reading for pleasure.

On the other hand, the teacher used every opportunity, for instance reading conferences and visits to the library to interest students in books and reading. She seemed knowledgeable about books and their authors and shared her knowledge with students.

Conclusion: The data I have collected in my study seems to echo many of the findings reported in the literature review prior to starting this thesis. In a way, the similarities were to be expected. After all the studies discussed in the literature review and my own study all had to do with second-language learning. Strong differences would have been much more surprising than the similarities found.

Part III

Recommendations for Further Research

This study has raised many questions. Areas where further research could be directed are plentiful. This last section will briefly mention some of them.

This case study has provided readers with some hints at a number of aspects related to reading for pleasure but because of its qualitative nature, generalizations cannot be made. I believe much more quantitative research is needed to provide teachers with a more definitive series of answers. The following suggestions may help future researchers direct their efforts.

At one point in her interview, the teacher mentioned that she should probably give more feedback to her students when they read for pleasure. It would be interesting to see if there is a correlation between the amount of feedback given to students and how much they read for pleasure in French.

The teacher mentioned only once that she taught strategies to help students read more effectively. More research is needed to direct teachers towards the more effective strategies to help second language learners read more and understand better.

Library visits do not seem to be liked very much by either students or teachers. I believe it is crucial for educators to find out

how to make the library period more attractive to students and to turn the activity into a positive event that can foster the love of reading.

Students often complained about the insufficient number of French books. More research must be conducted to find out if there is a correlation between the number of books available to students and the students' attitude towards them. In addition to this, we should also find out if French stories are truly different from English stories. Are there any cultural elements that prevent students from fully enjoying books written in French? If there are, we must determine what they are and how we can help alleviate these differences for our students.

Finally, as a teacher-librarian, I am puzzled by the lack of influence that English speaking teacher-librarians seem to have on immersion students. Is the situation a common one? If so, what can be done to remedy it? This question seem particularly important when one realizes that most immersion schools have a unilingual teacher-librarian at the helm of their resource center.

I believe that this research will help other teachers understand the human actions and interventions in the context studied here and that they will be able to use the findings to improve their work and the world of their students.

Personal Impressions

To end this thesis on a personal note, I would like to add a few comments about reading for pleasure as I experienced it in Jeanne's classroom.

More than ever, I am convinced that the teacher can play a crucial role in imparting his/her students with a genuine love of books and reading for pleasure in French. The best proof of this assertion is the overwhelming response given by students when asked who was the most influential person encouraging them to read. The answer: the teacher.

How did Jeanne do it? I believe she was successful in creating an environment that said to students that reading and books were important. She showed it to them by demonstrating an enthusiasm for literature. She showed to students that she was willing to listen to them when they felt like talking about their readings. She also put into place a number of activities that gave a signal to students that reading is important. Most of all, she did not mark these activities. They were done with no strings attached, simply on a voluntary basis, for the fun of it.

Reading for pleasure is not less important than any other subjects taught in the classroom. Every day as teachers, we demonstrate to our students that Mathematics, Sciences and Language Arts are fundamental subjects. We allocate time, efforts and a sense of commitment to these subjects. If we want reading for

pleasure to become an important item on our students' agenda, we must convince students that we believe it is an important subject on ours.

The only way we can do this is by allocating time for reading for pleasure, by giving them an example to follow by reading ourselves, by sharing our enthusiasm for children's books, by listening to their concerns, opinions, likes or dislikes, and by creating a bond, a complicity between the students and us. To end my thesis, I would like to quote Daniel Pennac (1992) who describes very eloquently how the teacher can and should be for students.

"Ainsi de ce professeur. dont la passion des livres savait trouver toutes les patiences et nous donner même l'illusion de l'amour. Fallait-il qu'il nous préfère - ou qu'il nous estime - nous autres ses élèves, pour nous donner à lire ce qui lui était le plus cher!" (p. 86)

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APPENDIX 1

TEACHER'S LOG

READING

FOR

PLEASURE

INTRODUCTION

Each time you plan, do or say something that you consider useful or contributing to the love of reading in your classroom, make an entry in your log. Please date the entry and give as much information as possible about the event, its purpose, advantages, disadvantages, results, etc. You do not have to answer all the questions that are presented on this page. They may be used as a guide and may help you focus your answers.

Questions about your teaching

- 1) What did you set out to teach or do in terms of reading for pleasure?
- 2) Were you able to accomplish your goals?
- 3) What teaching materials did you use? How effective were they?
- 4) What techniques did you use?
- 5) What grouping arrangements did you use?
- 6) Who led the activity?
- 7) What kind of teacher-student interaction occurred?
- 8) Did anything amusing or unexpected occur?
- 9) Did you have any problems with the activity?
- 10) Did you do anything differently than usual?
- 11) What kinds of decision-making did you employ?
- 12) Did you depart from your plan? If so, why? Did the change make things better or worse?
- 13) What was the main outcome of the activity?
- 14) What parts of the activity were most successful?
- 15) What parts of the activity were least successful?
- 16) Would you teach the lesson or do the activity differently if you were to repeat it again?
- 17) Was your philosophy of teaching reflected in the lesson?
- 18) Did you discover anything new about your teaching?

Questions about the students

- 1) Do you believe all your students benefited from the activity?
- 2) How did students contribute to the activity?
- 3) How did you respond to different students' needs?
- 4) Were students challenged by the activity?
- 5) What do you think students really got from the activity?
- 6) What did they respond well to?
- 7) What did they not respond well to?

(Adapted from Appendix 1, p. 16.)

Date: _____

APPENDIX 2

La lecture pour le plaisir en immersion

Questionnaire

Le questionnaire suivant a été créé afin de découvrir vos goûts et attitudes face à la lecture pour le plaisir. Pour la présente recherche, la définition de lecture pour le plaisir est toute lecture faite dans le seul but d'en retirer du plaisir. Afin de satisfaire à cette définition, il est important de comprendre qu'il ne faut en aucun cas que la lecture d'un livre, un magazine, une bande dessinée, etc. soit reliée à un travail. Par exemple, si votre professeur vous a demandé de lire un roman, un magazine, une bande dessinée, etc. et vous demande d'en faire un résumé, une analyse, etc. cette lecture ne peut être qualifiée de lecture pour le plaisir dans le cadre de cette étude. Par contre, si vous lisez de vous même un roman, un magazine, une bande dessinée, etc. sans que le professeur vous l'ai demandé, vous pouvez qualifier cette lecture de lecture pour le plaisir.

Veillez lire attentivement chaque question et y répondre avec autant de précision que possible. Prenez votre temps pour répondre, ceci n'est pas un concours de vitesse.

QUESTIONNAIRE

A - QUESTIONS GENERALES

1- Nom: _____

2- Sexe: FEMININ MASCULIN

3- Age: _____ans

4- D'habitude, quelle langue parlez-vous à la maison?

Français Anglais Autre

5- Est-ce que vos parents vous ont lu des livres, en français ou en anglais, lorsque vous étiez petit(e)?

Oui Non

Si oui, combien de fois par semaine?

Plus de 5 fois	<input type="checkbox"/>
3 ou 4 fois	<input type="checkbox"/>
1 ou 2 fois	<input type="checkbox"/>
Je ne sais pas	<input type="checkbox"/>

Note: Pour les questions qui suivent, vous constaterez que nous demandons deux réponses. La réponse que vous donnerez dans la colonne de gauche correspond à une activité que vous avez faite dans votre langue maternelle, c'est-à-dire, l'anglais. Par contre, la réponse que vous donnerez dans la colonne de droite correspond à une activité que vous avez faite dans votre langue seconde, c'est-à-dire, le français.

- 6 - Regardez la liste d'activités suivantes. Ces activités sont susceptibles de plaire à des jeunes de votre âge. A côté de chaque activité vous trouverez une série de chiffres de 0 à 5. Le chiffre 0 veut dire que vous n'aimez pas faire cette activité, le chiffre 5 veut dire que vous aimez beaucoup faire cette activité. Encerclez le chiffre qui correspond à votre attitude envers toutes ces activités.

Activité faites en anglais

Jeux vidéo	0 1 2 3 4 5
Cinéma	0 1 2 3 4 5
Télévision	0 1 2 3 4 5
Regarder un vidéo	0 1 2 3 4 5
Ecouter la radio	0 1 2 3 4 5
Lecture pour le plaisir	0 1 2 3 4 5
Rencontre avec des amis	0 1 2 3 4 5
Sports	0 1 2 3 4 5
Autre	0 1 2 3 4 5
(spécifiez)	

Activité faite en français

Jeux vidéo	0 1 2 3 4 5
Cinéma	0 1 2 3 4 5
Télévision	0 1 2 3 4 5
Regarder un vidéo	0 1 2 3 4 5
Ecouter la radio	0 1 2 3 4 5
Lecture pour le plaisir	0 1 2 3 4 5
Rencontre avec des amis	0 1 2 3 4 5
Sports	0 1 2 3 4 5
Autre	0 1 2 3 4 5
(spécifiez)	

B - LECTURE POUR LE PLAISIR

Les questions suivantes ont trait à la lecture pour le plaisir faite dans votre langue maternelle (anglais), et votre langue seconde (français).

- 1 - Combien de fois avez-vous lu pour le plaisir depuis un mois?

Langue maternelle (anglais)

Plus de 10 fois	_____
De 5 à 9 fois	_____
Trois ou quatre fois	_____
Une ou deux fois	_____
Jamais	_____

Langue seconde (français)

Plus de 10 fois	_____
De 5 à 9 fois	_____
Trois ou quatre fois	_____
Une ou deux fois	_____
Jamais	_____

Vous avez maintenant trois choix

Premier choix

Si vous avez répondu "JAMAIS" dans les deux colonnes, passez à la question 2.

2 - Pouvez-vous donner les raisons qui expliquent pourquoi vous ne lisez pas pour le plaisir?

Déposez votre crayon. Vous avez terminé. Merci.

Deuxième choix

Si vous avez répondu "JAMAIS" seulement dans la colonne "Langue maternelle (anglais)", répondez à la question #3a

Si vous avez répondu "JAMAIS" seulement dans la colonne "Langue seconde (français)", répondez à la question #3b.

3 a - Si vous avez répondu "Jamais" à la question 2, pouvez-vous donner les raisons qui expliquent pourquoi vous ne lisez pas pour le plaisir dans votre langue maternelle (anglais).

3 b - Si vous avez répondu "Jamais" à la question 2, pouvez-vous donner les raisons qui expliquent pourquoi vous ne lisez pas pour le plaisir dans votre langue seconde (français).

A partir de maintenant, lorsque la question demandée exige une réponse dans votre langue maternelle et dans votre langue seconde, **NE REPONDEZ** qu'à la partie **LANGUE SECONDE**.

A partir de maintenant, lorsque la question exige une réponse dans votre langue maternelle et dans votre langue seconde, **NE REPONDEZ** qu'à la partie **LANGUE MATERNELLE**.

Troisième choix

Ceux qui ont répondu autre chose que "JAMAIS" à la question 2, veuillez continuer à répondre aux questions en français et en anglais.

- 4 - Lorsque vous lisez pour le plaisir, quel genre de livres préférez-vous lire? Vous pouvez cocher plus d'un genre.

Langue maternelle

(anglais)

- Romans d'aventures
- Romans historiques
- Romans policier
- Romans d'amour
- Science-fiction
- Romans fantastiques
- Magazines
- Bandes dessinées
- Documentaires
- Poésie
- Théâtre
- Autre (spécifiez) _____

Langue seconde

(français)

- Romans d'aventures
- Romans historiques
- Romans policiers
- Romans d'amour
- Science-fiction
- Romans fantastiques
- Magazines
- Bandes dessinées
- Documentaires
- Poésie
- Théâtre
- Autre (spécifiez) _____

- 5 - Lorsque vous lisez pour le plaisir, combien de minutes passez-vous à faire cette activité, en moyenne?

Langue maternelle

(anglais)

- de 1 à 15 minutes
- de 16 à 30 minutes
- de 31 à 45 minutes
- de 46 à 60 minutes
- plus d'une heure

Langue seconde

(français)

- de 1 à 15 minutes
- de 16 à 30 minutes
- de 31 à 45 minutes
- de 46 à 60 minutes
- plus d'une heure

- 6 - A quel moment de la journée préférez-vous lire pour le plaisir?

Le matin avant l'école

Après l'école

Le soir après dîner

Avant de vous endormir

Toutes les fois que vous avez du temps libre

7 - Est-ce que vous lisez pour le plaisir durant les heures de classe?

Dans votre langue maternelle, l'anglais?

Oui _____

Non _____

Si oui, pendant combien de minutes par jour lisez-vous?

Langue maternelle (anglais)

de 1 à 15 minutes

de 16 à 30 minutes

de 31 à 45 minutes

de 46 à 60 minutes

plus d'une heure

Si vous ne lisez pas pour le plaisir en anglais durant les heures de classe, pouvez-vous expliquer pourquoi?

Dans votre langue seconde, le français?

Oui _____

Non _____

Si oui, pendant combien de minutes par jour lisez-vous?

Langue seconde (français)

de 1 à 15 minutes

de 16 à 30 minutes

de 31 à 45 minutes

de 46 à 60 minutes

plus d'une heure

Si vous ne lisez pas pour le plaisir en français durant les heures de classe, pouvez-vous expliquer pourquoi?

8 - Y a-t-il des gens qui vous influencent à faire de la lecture pour le plaisir? A côté de chaque personne, vous trouverez une série de chiffres de 0 à 5. Le chiffre 0 veut dire que cette personne ne vous influence pas à faire de la lecture pour le plaisir, le chiffre 5 veut dire que cette personne vous influence beaucoup. Encerchez le chiffre qui correspond à l'influence que ces personnes ont sur votre lecture pour le plaisir.

Langue maternelle (anglais)

Parents 0-1-2-3-4-5

Grands-parents 0-1-2-3-4-5

Frères/soeurs 0-1-2-3-4-5

Amis 0-1-2-3-4-5

Professeurs 0-1-2-3-4-5

Bibliothécaire 0-1-2-3-4-5

Autre (Spécifiez) Autre (spécifiez)

Langue seconde (français)

Parents 0-1-2-3-4-5

Grands-parents 0-1-2-3-4-5

Frères/soeurs 0-1-2-3-4-5

Amis 0-1-2-3-4-5

Professeurs 0-1-2-3-4-5

Bibliothécaire 0-1-2-3-4-5

- 9 - Quelles activités de promotion de lecture vous encouragent à lire pour le plaisir? Le chiffre 0 veut dire que cette activité ne vous influence pas à faire de la lecture pour le plaisir, le chiffre 5 veut dire que cette activité vous influence beaucoup. Encerclez le chiffre qui correspond à l'influence de ces activités sur votre lecture pour le plaisir.

Langue maternelle (anglais)

Présentoirs publics	0-1-2-3-4-5
Recommandations d'amis	0-1-2-3-4-5
Résumé de livres	0-1-2-3-4-5
Information au sujet de l'auteur	0-1-2-3-4-5
Expositions de livres	0-1-2-3-4-5
Autre (spécifiez)	0-1-2-3-4-5

Langue seconde (français)

Présentoirs publics	0-1-2-3-4-5
Recommandations d'amis	0-1-2-3-4-5
Résumé de livre	0-1-2-3-4-5
Information au sujet de l'auteur	0-1-2-3-4-5
Expositions de livres	0-1-2-3-4-5
Autre (spécifiez)	0-1-2-3-4-5

10 -Avez-vous acheté des livres pour faire de la lecture pour le plaisir depuis un mois?

Langue maternelle

(anglais)

Plus de 5 livres
 3 ou 4 livres
 1 ou 2 livre(s)
 Aucun livre

Si vous avez acheté des livres, les avez-vous **TOUS** lus?

Oui _____ Non _____

Si vous avez répondu "**NON**", combien en avez-vous lus?

_____ livre(s)

Si vous n'avez pas lu tous les livres que vous avez achetés, pouvez-vous expliquer pourquoi?

Langue seconde

(français)

Plus de 5 livres
 3 ou 4 livres
 1 ou 2 livre(s)
 Aucun livre

Si vous avez acheté des livres, les avez-vous **TOUS** lus?

Oui _____ Non _____

Si vous avez répondu "**NON**", combien en avez-vous lus?

_____ livre(s)

Si vous n'avez pas lu tous les livres que vous avez achetés, pouvez-vous expliquer pourquoi?

11 -Avez-vous reçu des livres en cadeau pour faire de la lecture pour le plaisir depuis un mois?

Langue maternelle

(anglais)

Plus de 5 livres
 3 ou 4 livres
 1 ou 2 livre(s)
 Aucun livre

Si vous avez reçu des livres, les avez-vous **TOUS** lus?

Oui _____ Non _____

Si vous avez répondu "**NON**", combien en avez-vous lus?

_____ livre(s)

Si vous n'avez pas lu tous les livres anglais que vous avez reçus en cadeau, pouvez-vous expliquer pourquoi?

Langue seconde

(français)

Plus de 5 livres
 3 ou 4 livres
 1 ou 2 livre(s)
 Aucun livre

Si vous avez reçu des livres, les avez-vous **TOUS** lus?

Oui _____ Non _____

Si vous avez répondu "**NON**", combien en avez-vous lus?

_____ livre(s)

Si vous n'avez pas lu tous les livres français que vous avez reçus en cadeau, pouvez-vous expliquer pourquoi?

12 -Avez-vous fréquenté volontairement une bibliothèque publique depuis un mois?

Pour trouver du matériel en anglais

Plus de 5 fois
 3 ou 4 fois
 1 ou 2 fois
 Jamais

Si vous avez répondu "JAMAIS", pouvez-vous expliquer pourquoi vous n'êtes pas allé(e) à la bibliothèque publique pour trouver du matériel anglais?

Pour trouver du matériel français

Plus de 5 fois
 3 ou 4 fois
 1 ou 2 fois
 Jamais

Si vous avez répondu "JAMAIS", pouvez-vous expliquer pourquoi vous n'êtes pas allé(e) à la bibliothèque publique pour trouver du matériel français?

13 -Avez-vous fréquenté volontairement la bibliothèque de votre école depuis un mois?

Pour trouver du matériel anglais

Plus de 5 fois
 3 ou 4 fois
 1 ou 2 fois
 Jamais

Si vous avez répondu "JAMAIS", pouvez-vous expliquer pourquoi vous n'êtes pas allé(e) à la bibliothèque de votre école?

Pour trouver du matériel français

Plus de 5 fois
 3 ou 4 fois
 1 ou 2 fois
 Jamais

Si vous avez répondu "JAMAIS", pouvez-vous expliquer pourquoi vous n'êtes pas allé(e) à la bibliothèque de votre école?

APPENDIX 3

Mon journal
de
lecture pour le plaisir

NOM: _____

INTRODUCTION

Pendant les semaines qui vont suivre, j'aimerais que tu inscribes dans ce journal tout ce que tu liras pour le plaisir. Souviens-toi que lire pour le plaisir veut dire que tu as fait cette lecture parce que tu le voulais bien et non parce que le professeur t'avait demandé de le faire comme travail. Chaque page de ce journal correspond à un livre, un magazine, une bande dessinée, etc. que tu liras. Réponds à chaque question du mieux que tu peux. Divise tes réponses entre ce que tu lis en anglais et ce que tu lis en français.

J'ai lu

Langue maternelle (anglais)

Date: _____

Titre: _____

Nombre de pages: _____

Nombre de minutes passées à
lire _____

Type de matériel:

Roman _____

Documentaire _____

Magazine _____

Bande dessinée _____

Autre (Spécifiez)

Le matériel venait de:

la bibliothèque de l'école _____

la bibliothèque publique _____

ma collection _____

Autre (Spécifiez)

J'ai lu le matériel à:

la maison _____

l'école _____

Autre (Spécifiez)

J'ai lu le matériel:

volontairement _____

parce que quelqu'un

me l'a demandé _____

J'ai aimé le matériel lu:

0 - 1 - 2 - 3 - 4 - 5

(0= pas du tout, 5= beaucoup)

Langue seconde (français)

Date: _____

Titre: _____

Nombre de pages: _____

Nombre de minutes passées à
lire: _____

Type de matériel:

Roman _____

Documentaire _____

Magazine _____

Bande dessinée _____

Autre (Spécifiez)

Le matériel venait de:

la bibliothèque de l'école _____

la bibliothèque publique _____

ma collection _____

Autre (Spécifiez)

J'ai lu le matériel à:

la maison _____

l'école _____

Autre (Spécifiez)

J'ai lu le matériel:

volontairement _____

parce que quelqu'un

me l'a demandé _____

J'ai aimé le matériel lu:

0 - 1 - 2 - 3 - 4 - 5

(0= pas du tout, 5= beaucoup)