

## Final Year Project

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**Reading for Fun? —**  
**A Case study of approaches to promoting and supporting**  
**recreational L2 reading in a Hong Kong primary school**

**Introduction**

*Reading to Learn* has been listed as one of the four key tasks by the Hong Kong Education Bureau (EDB), stressing the importance for children to learn reading skills in order to enhance their communication skills, academic achievement and language skills as well as for students to achieve life-long learning. For students to develop interests in different areas, enhance quality of life, develop values and cross cultural knowledge and understand life are also other goals for the bureau to promote reading program in schools. However, the policy seems to be overlooking the importance of recreational reading to the learning of a second language. The policy also seems to be underestimating the challenges to motivate students to read.

From personal observation, not a lot of Hong Kong students engage in L2 recreational reading. This does not mean most Hong Kong students are not capable of doing so, but they lack the motivation to do so. Kropp (1993) describe this as aliteracy — a situation in which learners had the ability to read but do not have the motivation to read. This problem seems to be very serious in the Hong Kong context and the implementation of some of the common Hong Kong strategies often fail to address this problem. Therefore, there is a necessity to review whether these strategies are effective or not.

The following paper is a case study of approaches to promoting and supporting recreational L2 reading in one Hong Kong primary school. The study provides a

profile of the strategies and policies in place in the Hong Kong primary school and their effects through interviews and surveys with the teacher and students. The study attempts to examine the question of whether these strategies are effective to enhance students' motivations and interests in L2 recreational reading and support their L2 recreational reading habits.

### **Literature review**

#### *1. The benefits of recreational reading*

A range of studies have been dedicated to finding the various benefits of recreational reading. Most scholars have agreed that, through recreational or independent reading, students' reading skills (De Naeghel et al., 2012; Duncan et al., 2014; Krashen, 2004; Kropp, 1993; Minns, 1997; Morgan et al., 2009), literacy skills (Krashen, 2004; Morgan et al., 2009) and phonemic skills (Kropp, 1993; Minns, 1997) are improved more compared with students who do not read recreationally. Dahlen & Watkins (2013) have suggested recreational reading can improve different aspect of language knowledge and skills, including writing skills, reading comprehension skills, vocabulary, grammar and spelling. Studies have shown ones' knowledge of the world is directly related to the amount of time one reads (Cox & Guthrie, 2001 cited in De Naeghel et al., 2012; Guthrie, Wigfield, Metsala, & Cox, 1999 cited in De Naeghel et al., 2012). Studies have also suggested that recreational reading is beneficial for readers of different abilities and levels (Morgan et al., 2009). Consequently, the implementation of strategies or policies to promote recreational reading at school can help all students to develop language knowledge and skills.

Besides enhancing learner's language skills and knowledge in general, studies have shown recreational reading can help learners to acquire a second language. Based on

the Input Hypothesis, L2 learners' performance in communication and grammar tests can be improved if students are exposed to more comprehensible input (Krashen, 2002). On recreational reading specifically, Krashen (2002) has stated that L2 learners who read recreationally perform better in language tests than those who do not. Therefore, it is important for second language learner to develop recreational reading habits. Krashen (2004) has stressed that recreational reading provides intrinsic motivation for L2 learners because reading is an enjoyable activities and therefore, L2 learners are engaged in L2 learning activities effortlessly and unconsciously. Morgan et al. (2009) have agreed that when children can choose the reading material according to their interests and choices, the affective filter can be lowered and they can develop their identity as a reader. The affective filter hypothesis suggests that L2 learners with high motivation, high self-confidence and low anxiety will perform better in second language acquisition. When children can choose the reading material, they tend to have more motivation, higher confidence and lower anxiety in reading the material they choose, thus lowering the affective filter. Therefore, letting children read independently will help them acquire their second language.

Because recreational reading helps students to acquire second languages and develop language knowledge and skills, it is important for Hong Kong school to promote and support recreational reading in children's second language.

## *2. Promoting recreational reading at school*

Recreational reading habits require nurturing at school and at home. Minns (1997) suggests that children need to practice reading with others to develop reading habits. This includes responsibility for both the children's parents and teachers. There are a range of strategies parents can adopt at home to help children develop reading habits

(Kropp, 1993). However, for the less fortunate, education is the only thing children can rely on to develop a reading habit. There are many strategies teachers can adopt to help children develop reading habits (Minns, 1997; Morgan et al., 2009). School policy, such as sustained silent reading programs — which is sometimes a strategy adopted by Hong Kong schools — can help students improve in language skills (Krashen, 2002). The Curriculum Development Council (2004) has also suggested that schools include reading workshops and other activities in the school-based curriculum to help students develop a reading habit in L2. Since helping children to develop recreational reading habits is a responsibility shared by the school, schools should be aware of the effectiveness of different strategies or policies.

Research has been done on investigating different types of strategies such as sustained silent reading programs (Krashen, 2002), storytelling (Cook & Taylor, 2012; Kotaman, 2013; Lee, 2012), repeated reading (Berg & Lyke, 2012), book sharing (Daisey, 2012), book reports (Krashen, 2004), reading award schemes (Krashen, 2004) and the use of school libraries (Goldring & Gruber, 2009). However, these studies are not done with reference to L2 learners or the Hong Kong context. As a result, there is a need for research in this area to be conducted with reference to the Hong Kong primary school context specifically.

### **Research Questions and Rationale**

This project focuses on the promotion of recreational reading in a local primary school. In this project, recreational reading is referred to as reading which students choose to do outside class voluntarily. It is similar to the definition of independent reading by Morgan et al. (2009), in which independent reading is characterized as the reading children do of their own volition and take part in choosing the material.

This topic is chosen for two reasons. First, as pointed out by various researchers, it is beneficial for L2 learners to develop recreational L2 reading habits. Therefore it would be desirable if Hong Kong schools could implement strategies to promote and support recreational L2 reading effectively. Second, there seems to be a lack of research on strategies or policies to promote and support recreational L2 reading in a Hong Kong primary school context. As previously stated, the *Reading to Learn* policy proposed by EDB overlooks the importance to children of engaging in recreational L2 reading even though the bureau has been stressing the goal of bilingualism in Hong Kong education. EDB did not provide sufficient guidelines for schools to promote recreational L2 reading and most local schools adopt methods such as doing reading reports and reading compulsory English readers, which, according to Krashen (2004) makes reading less enjoyable for students. Therefore, this research aims to focus on approaches adopted in a Hong Kong primary school context in the hope that it can help schools to develop strategies and practice to boost students' motivation in recreational L2 reading.

Through this project, I hope to investigate the following research questions:

- 1) What are some of the current strategies or policies to promote or support recreational L2 reading implemented in one Hong Kong primary school?
- 2) How effective are the strategies and policies used to promote and support L2 recreational reading in this Hong Kong primary school?

### **Research Design**

The research was in a Hong Kong local primary school. To protect the school identity, it is referred as Y Primary School (YPS) in the following paper. YPS is under the direct subsidy scheme. The school is also an EMI (English as the medium of instruction) school. English lessons, in particular, are co-taught by one NET and one local teacher. According to the school teachers, the students in the school achieved above average English TSA scores in the district, showing their English subject knowledge and language skills are better than students in most local primary schools in the area. Students in YPS are composed of mainly non-native English speakers and a small number of native English speakers. Only students who are non-native English speakers were asked to be involved with the research.

To investigate the topic, four types of research method were used: document analysis, open ended interviews, survey and observation. The following 5 steps were carried out in a local primary school:

1. *Documents analysis : English Language Curriculum Guide (Primary 1-6) by the Curriculum Development Council (2004)*

First, the curriculum guide recommended by The Hong Kong Education and Manpower Bureau was examined. Evidence of strategies or policies recommended in the guide to promote and support recreational reading were studied to set a foundation for the research. The document provided an overview of the current Hong Kong situation and an insight into the practices recommended to local schools.

## 2. *Open Ended Interview with Teachers*

I conducted 3 interviews with YPS teachers about different kinds of strategies and policies used to promote and support L2 recreational reading and their opinions on its effectiveness. The 3 interviewees were Miss H, a local English teachers of P.2 and P.5 students; Miss Z, the English subject penal head; and Miss I, the librarian teacher. The interviews consisted of mostly open ended questions to obtain more information about the thoughts and opinions of the interviewees (Genzuk, 2003). The teachers were asked to describe some of the strategies or policies being used at YPS and how they think the students and parents responded to them. The interview script is included in Appendix I and a sample of the interview transcript can be found in Appendix II.

## 3. *Observation*

To observe how the school promotes reading, I observed their library lessons, reading time and English lessons. Field notes were taken about the content of these lessons and activities, ways which it was carried out, teachers' attitudes as well as the reactions and attitudes of learners were recorded to provide information about the effectiveness of these programs. The structured observation approach was adopted with focuses on the activity content and teachers and students' attitude and behavior. The observation schedule can be found in Appendix III.

## 4. *Survey*

A survey was conducted to collect the opinions of some of the students. Because surveys can reach a larger number of participants than interviews, conducting a survey can help to obtain a general idea of the students' opinions. In this project, about 80 students randomly chosen from P.2 and P.5 were asked to do the survey. However, only 25 students' parents gave the consent for their children to participate in the



research. Among the 25, 18 were P.2 students and 7 were P.5 students. The survey consisted of 49 questions about the children's reading habits and their opinions of the strategies and policies implemented in the school. As the school wishes most communication with the children would be in English, the questionnaire was written in English with pictures to help the children to answer them. The children were told to answer freely and a teacher was present to answer the children's questions. Through the survey, the effectiveness of such strategies and policies in motivating students' reading habits were revealed by the students' opinions. The questionnaire can be found in Appendix IV and the result details can be found in Appendix V.

##### *5. Open Ended Interview with Students*

In this project, 5 students were interviewed about their reading habits and their opinions of the strategies and policies to promote L2 recreational reading at school. Although a survey can reach a larger number of participants, the answers may lack depth and sincerity. To understand more about the students' views or opinions, interviews were conducted with some of the students. Through the students' opinion and comments, some of the advantages and disadvantages of the strategies or policies were revealed. The 5 students were chosen with help from their teacher so students from different ability groups were chosen. 3 of the students were from P.2, they were named K (a girl from the lower ability group), A (a boy from the middle group) and V (a boy from the higher ability group) for the purpose of this research. E (a girl from the lower ability group) and J (a boy from the middle group) were students from P.5. The interview script can be found in Appendix VI and a sample of the interview transcript can be found in Appendix VII.

## **Findings and Discussion**

### *Current strategies or policies implemented in YPS*

To find out some of the current strategies or policies YPS has been using to promote or support recreational LS reading, I interviewed Miss Z (subject panel head), Miss H (English teacher) and Miss I (school librarian) as well as observed the students' reading time, English lessons and library lessons. Some of the following strategies or policies were named by the teachers during the interviews, while some of the following strategies were observed during the children's lessons.

#### *1. School Library and its activities*

The YPS school library situated on the first floor and is easily accessible to all students. Half of the library holds English books and half holds Chinese books. The school library consists of steps as well as desks and chair where the children can sit and read their books. According to Miss I, the school library also has been holding a number of different activities to develop students' reading habits and to support the students' learning.

##### *1.1 School Library Website*

The school library uses their website to promote new books and activities being held in the library or in the community. Information about activities such as competitions, polls and book fair are promoted on the website. Children can also write book reviews for their peers on the site.

##### *1.2 Activities held by the school library*

Occasionally, the library holds activities such as question and answer competition about books or polls for the students to join.

2. *Classroom Library*

As stated by Miss I, there is a classroom library in every YPS classroom. There is a shelf of books in every classroom which students can read during reading time or their free time. In the front of the classroom, there is also a recommendation bookshelf displaying books. According to Miss I, the books on display changed according to the themes students are learning at that period.

3. *Reading log and reading report*

Miss Z, the subject panel head, and Miss H, the English teacher, both mentioned the reading log as a homework policy to encourage students to read. It is a weekly assignment, in which students can write down the books they read during the week. However, students are free to decide how many books they write into their reading log. Lower primary students are asked to rate the books and upper primary students are asked to write short summaries of them. According to the teachers, the purpose of the reading log is to help students to build a sense of achievement by writing the list. It also serves as a guide for the teachers to know the levels of the books the students are reading.

In YPS, reading reports was not a frequent homework for the students. It is usually taught in class as a text type and students are only required to do it when it is being taught in class. As Miss H suggested, reading report may appear as classwork or homework if the students are learning about reports in English class.

#### 4. *Reading time*

Miss H, also a class teacher, mentioned reading time as a strategy to promote and support students' recreational reading habits. Every day for 35 minutes in the morning, after the children arrived at school and handed in their homework, they will have reading time during which they will read quietly. Children can use the classroom library during reading time or they can read the books they bring to school. Miss H said in the interview, to encourage her students to develop both their L1 and L2, she will ask her students to read books in their L2 on specific days of the weeks.

#### 5. *English Lessons*

According to my observation, instead of the traditional textbooks, the school has been using a wide range of books as their teaching materials. English lessons are organized according to themes. For each theme, the school has purchased a set of books, namely theme books, for each child. The teacher reads some of the theme books to the children or encourages the children to read some of these books independently. The children can take these books home to read them again or share them with their parents as well.

According to Miss H and my observation, the English teachers in YPS also hold activities in English lessons which aims to teach literacy skills as well as promote the students' reading habits. Two of the most frequently used activities are storytelling and rotation reading session.

##### 5.1 *Storytelling*

I have observed YPS English teachers tell stories to children frequently, especially lower primary students. The books they use are stories related to children's themes, current topics or festivals. During

storytelling time in YPS, children usually sit on the floor in the classroom and the teacher usually hold the book to shows the pictures to the students and read aloud to them.

## 5.2 *Rotation*

Miss H suggested rotation being a classroom activity which can promote and support students' reading habit. Every week, three periods of English lessons is dedicated to rotation. The children are separated into three groups according to their abilities and rotate to do different work each period. One of these groups reads books with the NET teacher. The reading session aims to develop students' English literacy skills and motivate children to read. According to the students' levels, their teacher will select a book for the group to read. For lower primary, the teacher will read to the children or practice reading aloud with them. For upper primary, teacher will focus on the students' comprehension of the book.

## 6. *Library Lessons*

Every class in YPS has library lessons once a week to encourage the students to use the school library and be avid readers. During library lesson, the students' English teachers and Miss I read stories to lower primary students. For upper primary students, teachers recommend books to them and encourage them to recommend books to their classmates. The language of the books and stories they read usually alternate every week between Chinese and English. Children also learn library skills and are also given time to read or borrow books from the library during class.

7. *Book Characters Day*

YPS organize Book Characters Day every year to motivate the students to read and promote reading habits. According to Miss Z, the whole school dresses up as book characters on that day. Instead of normal classes, the teacher have prepared other reading related activities for the children. For example, children are asked to bring old books they have read to school to recommend them or exchange them with classmates.

*Aims of the current strategies or policies implemented in YPS*

YPS has been using a variety of strategies or policies to promote and support their students' recreational L2 reading. These strategies and policies are adopted by the whole school and are consistent in every class. Although the method of the strategies and policy varies, all the strategies and policies seem to serve three general purposes: motivating students, building a routine and supporting students.

First, most of the strategies and policies serve to motivate students. Activities such as storytelling, having competition and polls, having a library lesson and the Book Characters Day all interest most students because they contain the element of fun. Children usually enjoy listening to stories, participating in competitions and dressing up. Activities such as storytelling, having competitions and Book Character Day can therefore motivate students to participate in reading related activities. Moreover, children enjoy having a break from their normal classes. According to Miss I, children enjoy library lessons "Because they don't have to sit and listen to lectures." Library lessons and Book Characters Day provide a break from the traditional lessons for the students and hence, they interest the students in reading and related activities. All of these mentioned strategies and policies involves boosting students' intrinsic reading

motivation or presenting incentives to encourage students to read and to participate in reading related activities.

Second, some of these strategies aim to help children to build a reading routine. Reading log, reading time, rotation in English lesson and library lessons in particular aim to help children to engage in recreational reading regularly. Similar to Krashen's (2004) silent reading program, reading time allows students to have time to read independently on a daily basis. Rotation and library lessons allow students to read with a teacher, read independently or use the school library every week. The reading log serves as an incentive and reminder for students to read recreationally every week. These strategies either provide a period of consistent time for students to read or serve to generate incentives for them to read regularly. These persistent methods present reading as a routine to students in an attempt to help children build reading habits.

Third, some of these strategies aim to support students' recreational reading habits. To help students' sustain their recreational reading habits, having reading material appropriate for students' interest and level is fundamental (Krashen, 2004). The libraries make books and reading materials accessible to students so students' reading habits are supported. Moreover, the school library website also serves as a platform to support students' recreational reading by providing recommendation on their website and helping students to choose their reading materials. These facilities provide a foundation for YPS to support their students' recreational L2 reading habits.

YPS strategies and policies focus on motivating students to read, helping them to build a reading habit and supporting their reading habits. There is a variety of methods which are tailored to the students' ability and interests. Next, the

effectiveness of these methods is investigated with reference to the teachers' and the students' opinion.

*Effectiveness of the approaches in motivating and supporting students' recreational L2 reading*

According to the survey results (table 1), 84% of the YPS students who responded to the survey read recreationally at least once every week. 88% of them read English books at least once every week. All the respondents agreed that they read English books because they wanted to. This reflects that most of the students who responded to the survey have high motivation to read L2 materials recreationally.

	Never	1-3 times a month	1-2 times every week	3 times or more every week
I read books that are not for class or homework.	4%	12%	16%	68%
I read English books.	4%	8%	28%	60%
	Strongly Disagree	Disagree	Agree	Strongly Agree
I read English books because I want to.	0%	0%	40%	60%

**Table 1: Survey result about reading log (percentage of respondents)**

*1. School Library and its activities*

Table 2 shows that 94% of the respondents reported going to the school library on a weekly basis and all of them agreed that they enjoyed reading books at the school library. Most of the students, like A, go to the library during their free time such as recesses. But at the same time, it is a place where students can stay when they have time gaps in their schedule. For example, one of the students, J, said in the interview that the school library is where he would wait for his sister to finish her afterschool activity before his parent pick him up.



72% of the survey respondent agreed that having the school library help them to read more and 76% of them enjoyed the activities held at the school library. However, more than 28% of the respondents never visited the school library website and 44% of them never joined the activities. 44% of them also expressed that they dislike using the website. This could be because some students, like V, one of the interviewee, might not have known about the library website; or because, according to J, the library website was not updated frequently enough to be useful and interesting.

Overall, the library is an essential place for the school to support students' reading habits and provide students with appropriate and interesting reading material (Krashen, 2004). Yet, the library website and the activities only attracted part of the students and did not seem as effective as some of the other strategies in promoting students reading habits in YPS.

	Never	1-3 times a month	1-2 times every week	3 times or more every week
I read books from the school library.	0%	8%	32%	60%
I go on the school library website.	28%	24%	32%	16%
I join the activities hosted by the library.	44%	32%	12%	12%
	Strongly Disagree	Disagree	Agree	Strongly Agree
I like reading books from the school library.	0%	0%	24%	76%
I read more because we have a school library.	4%	20%	36%	40%
I like going on the school library website.	32%	12%	24%	32%
I like the activities hosted by the school library.	8%	16%	40%	36%

**Table 2: Survey result about school library (percentage of respondents)**

## 2. Classroom Library

Morgan et al. (2009) stated that having an accessible and well selected collection of books in the classroom provides more opportunities for students to read. Table 3 shows that 84% of the respondents reported using the classroom library on a weekly basis and 84% of the responded children expressed that they like using the classroom library. 72% of the respondents thought having reading materials available in the classroom helps them to read more. The opinion is supported by one of the interviewee, E. She expressed that she found the classroom library useful because it is located conveniently in the classroom and readily provides reading materials for her. Similarly, I have observed students using the classroom library during reading time as well as their free time. It appeared that, similar to the school library, the classroom library is significant in supporting students' reading habits by providing reading materials where children spend most of their time in school.

	Never	1-3 times a month	1-2 times every week	3 times or more every week
I read books from the library in the classroom.	4%	12%	12%	72%
	Strongly Disagree	Disagree	Agree	Strongly Agree
I like read reading books from the classroom library.	4%	12%	48%	36%
I read more because our classroom has a library.	8%	20%	48%	24%

**Table 3: Survey result about classroom library (percentage of respondents)**

### 3. *Reading log and reading report*

Instead of the widely used method of asking students to write reading report, YPS have been making use of their weekly assignment – reading log – to help children to develop their reading habit. Although Morgan et al. (2009) stated keeping a record can help students to manage their independent reading, as Miss Z and Miss H mentioned, some of the students - especially upper primary students - consider it as a piece of homework and resist doing it although the teachers did not think the resistance was strong. However, the survey showed that 44% of the respondents claimed that they complete their reading log less than once every week, with the majority being upper primary students (table 4). 48% of the respondents also disagreed that the reading log motivated them to read more. Even though nearly half the survey respondents were not motivated to read by this homework policy, 80% of them agreed that recording what they read is enjoyable. Miss H believed that children are motivated to write their reading logs because the homework displays the children's achievements to themselves and gives them a sense of accomplishment.

The sense of accomplishment seems to motivate students to read. Nonetheless, the fact that this is a piece of compulsory homework seemed to have thwarted some of the students. A possible improvement of this homework policy might be turning the reading log into a voluntary record of books which the students can keep and be rewarded with positive reinforcement. Another possibility is to use this policy on lower primary students and not upper primary students since lower primary students seemed to respond to the policy better.

	Never			1-3 times a month			1-2 times every week			3 times or more every week		
	No. of P.2	No. of P.5	Total %	No. of P.2	No. of P.5	Total %	No. of P.2	No. of P.5	Total %	No. of P.2	No. of P.5	Total %
I write my reading log.	1	1	8%	4	5	36%	8	1	36%	5	0	20%

**Table 4: Survey result about reading log (lower primary and upper primary students distribution)**

	Strongly Disagree	Disagree	Agree	Strongly Agree
I like recording the books I read on my reading log.	4%	16%	56%	24%
I like reading more because of the reading log.	8%	40%	20%	32%
I read more because I need to write my reading log.	20%	28%	32%	20%

**Table 5: Survey result about reading log (percentage of respondents)**

#### 4. Reading time

As show in table 6, 60% of the responded children read during reading time 3 times or more per week. Student A explained that some of the students might not be able to participate in reading time more often because of other class duties (e.g. collecting homework and taking them to their teachers) occupy them during reading time. Still, over 80% of the respondents enjoyed reading time and thought that it motivates them to read more.

Morgan et al. (2009) and Krashen's (2004) both have stressed that having time to read is vital for children to read more. In YPS, reading time provides a space and time for students to read. Students are in an environment which allows them to focus on their reading. They are free to choose materials which interest them which can enhance their motivation to read. Since the majority of the students agreed that reading time motivates them to read, it can be considered as an effective strategy to promote and support students' reading habits.

	Never	1-3 times a month	1-2 times every week	3 times or more every week
I read during reading time.	0%	4%	36%	60%
	Strongly Disagree	Disagree	Agree	Strongly Agree
I like reading at reading time.	4%	8%	32%	56%
I read more because we have reading time.	8%	4%	40%	48%
I like reading more because I like reading time.	4%	12%	32%	52%

**Table 6: Survey result about reading time (percentage of respondents)**

### 5. English Lessons

As shown in table 7, all of the respondents enjoyed listening to stories during class and over 80% agreed that listening to stories motivated them to read more. Not limited to lower primary students, even older children appreciate storytelling activities. K, one of the interviewees, mentioned that storytelling sessions motivate her to read more because she could read some of the books again later by herself. Krashen (2004) has indicated that reading aloud to children can lead children to read more and become better reader. Therefore, L2 storytelling is an effective strategies that promotes students' reading habits.

	Never	1-3 times a month	1-2 times every week	3 times or more every week
I listen to stories at English class.	0%	24%	32%	44%
	Strongly Disagree	Disagree	Agree	Strongly Agree
I like listening to stories at English class.	0%	0%	44%	56%
I like reading more because we listen to stories at English class.	16%	4%	48%	32%
I read more because we listen to stories at English class.	4%	12%	28%	56%

**Table 7: Survey result about storytelling (percentage of respondents)**

Rotation is another component of YPS English lesson which consists of a reading session that aims to promote children's reading habits and nurture their literacy skills. Over 80% of respondents agreed that reading during rotation is enjoyable and it makes reading more enjoyable (table 8). 96% liked the choices of material they read during rotation.

Rotation is an effective classroom policy to motivate children to read. Besides the fact that it contains an element of reading aloud, dividing the class into smaller groups also enables the teacher to select materials which are suitable to specific groups of students as Miss H suggested in the interview. The flexibility in the choice of reading materials enables students to enjoy their reading and be motivated to read.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I can read the books we read during rotation.	0%	16%	28%	56%
I like the books we read during rotation.	0%	4%	44%	52%
I like reading with teachers during rotation.	4%	8%	32%	56%
I like reading more because we read with teachers during rotation.	0%	20%	40%	40%
I read more because we read with teachers during rotation.	12%	24%	24%	40%
I learn things that help me read during rotation.	8%	8%	40%	44%

**Table 8: Survey result about reading with teacher during rotation (percentage of respondents)**

## 6. *Library Lessons*

Table 9 shows that 88% of the respondents enjoyed library lessons and over 80% agreed that it motivates them to read more. 72% of the respondents agreed that they use the school library more because of library lessons. Library lessons seem to be successful in motivating students to read by including the elements of storytelling, freedom for the students to choose their reading materials and a rest from regular classes.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I like library lessons.	4%	8%	20%	68%
I like reading more because of library lessons.	8%	12%	28%	52%
I read more because we have library lessons.	8%	8%	56%	28%
I use the school library more because of library lessons.	12%	16%	24%	48%
I learn things that help me read during library lessons.	4%	8%	32%	56%

**Table 9: Survey result about library lessons (percentage of respondents)**

### 7. *Book Characters Day*

Table 10 shows that 88% of the students who responded enjoyed Book Characters Day. 76% enjoyed reading more because of Book Characters Day and 68% were motivated to read more because of Book Characters Day. Although more than half of the respondents thought the activity was motivational, Book Characters Day does not seem to be particularly motivating for students compared with other policies and strategies. While some students, like E, enjoy dressing as different characters and sharing their favorite books with classmates, other students, like A, thought it was difficult to dress up and wore his uniforms instead. Agreeing with Miss Z's observation, J mentioned some of his fellow upper primary students refuse to participate in the event as well. Although the event is not appreciated by some of the children, the majority agrees that Book Characters Day is an enjoyable event that brings awareness to their reading habits.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I like Book Characters Day.	4%	8%	32%	56%
I like reading more because of Book Characters Day.	8%	16%	36%	40%
I read more because we have Book Characters Day.	8%	24%	24%	44%

**Table 10: Survey result about Book Characters Day (percentage of respondents)**

All the teachers in the interviews agree that YPS are highly motivated to read L2 materials recreationally. One of the evidence is that, the teachers and I could observe students frequently engaged in reading activities during their free time. Most of the strategies and policies YPS adopted appear to be successful in motivating and supporting students' reading habits. Nonetheless, some of the strategies and policies such as the library website and activities, reading log and Book Characters Day might require further improvement to engage more students in reading recreationally.

### **Limitation**

One of the main limitations in this research is the small sample of respondents in the survey. The data represents a small group of students in the school and therefore the figures might not represent the entire student body's opinion well. However, the data from the survey is consistent with the data collected from other research methods (e.g. interviews and observations). Therefore, although a larger number of respondents is desirable, the survey result is sufficient in illustrating the effectiveness of the strategies and policies used by YPS to promote and support students' recreational L2 reading.

Another limitation is that, this case study can only provide a profile of YPS use of strategies and policies YPS to promote and support students' recreational L2 reading



and their effectiveness in this specific school, but it is not known whether the strategies and policies will have the same effect in another context. YPS is an EMI school with students who have high levels of English language proficiency and high levels of confidence in using their L2. Many of these students have adults at home to support their reading habits as well. Further research is needed to investigate whether these strategies and policies will work for other local primary schools which may face the problem of students' L2 illiteracy. Although, in YPS's case, the strategies and policies are very effective in promoting and supporting YPS students to read L2 materials recreationally, these strategies and policies might not perform accordingly in another school with a different group of students.

### **Conclusion**

Strategies and policies used to promote and support students' recreational L2 reading in YPS are very successful. Even though other local school might not be able to adopt the same strategies and policies and produce the same effect, there are some general ideas that other local schools can consider when they are planning their own strategies and policies to promote and support their students' recreational L2 reading.

#### *1. Having a wide range of strategies and policies*

YPS uses a wide range of strategies and policies. The variety of methods cater for the diversity in their students' interests and needs. Therefore, when a student responded poorly to a strategy, there might be another method in implementation that the student is interested in. For example, E, who dislikes reading logs, enjoys participating in Book Characters Day and finds it helps him to read more. The assortment of approaches gives the students the opportunity to explore different activities and find one that he/she could enjoy.

2. *Having access to reading materials*

YPS provides a lot of L2 reading materials readily available for the students. From my observation in other local schools, there are usually fewer L2 materials than L1 materials available because students may not be as interested in L2 materials. The YPS school library hold an equal amount of L1 and L2 materials as did the classroom library. The collection also consists of books in different difficulties for readers at different levels, as well as books in different genres. As Krashen (2004) stated, having accessible reading materials is important to help children become better readers.

3. *L2 Storytelling*

YPS students have a lot of opportunity to listen to stories in English during their English lessons and library lessons. However, from my observation in other local schools, L2 storytelling does not seem to be a frequent strategy used by local teachers. For young children, listening to stories read aloud by adults is important for them to read more. Fields, Groth and Spangler (2009) stated that reading out loud to children enables the class to have a common literacy experience. Studies have shown that children tend to read the same book independently after an adult has read it to them (Krashen, 2004). Krashen (2004) also listed other benefits of reading aloud to children: reading aloud can help children to develop literacy skills and expand their vocabulary. It is a strategy which should be adopted by other local primary school.

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## **Appendix I**

### Interview Schedule for Teachers

1. What are some of the strategies and/or policies used in this school to promote reactional L2 reading?
  - a. Are reading log, book recommendation, reading report, storytelling activity, reading period, use of school/class library, book club/reading group used in this primary school?
  - b. For different grades?
2. Can you describe the aim and implementation of (a strategy / policy)?
  - a. How is (a strategy / policy) carried out?
  - b. How many students participate in (a strategy / policy)? How are the participants selected? What grades are these student in?
  - c. What are some difficulties in implementing (a strategy / policy)?
3. How do students response to it?
  - a. What do you think the students think about this strategy/policy?
  - b. Do you think they are willing to participant in it? Why?
  - c. Do you think they like it? Why?
4. How effective do you think is (a strategy / policy) in encouraging/supporting students to read outside class?
5. How do the parents response to these strategies and policies?

## Appendix II

### Transcript of the Interview with the school English panel head Miss Z

Int: Can you tell about the strategies or policies which aim to enhance the students' motivation to read?

Miss Z: Counting our regular base homework, they have reading log and reading reports. For activities outside the classroom, we have the Book Character Day every year. The children will dress up as a book character and they will participate in activities that are related to books and reading. And then they have library lessons. For P.1-3 students, their teacher will read or share a book with them. For P.4-6 students, we will encourage them to share a book they read with their classmates. The library also conduct a reading scheme. Like if they read a certain amounts of books, they will get points and there is a ranking. And they get points for doing activities that are related to reading.

Int: Can you tell me more about Book Character Day?

Miss Z: Usually it's in March or April. Sometimes it's the same days as the World Reading Day (April 23<sup>rd</sup>). We will adjust according to the school schedule. All the students can participate but the upper primary students are less enthusiastic. But we have a prize for every class for the best dressed person to encourage them.

Int: Besides dressing up, what else do they do on Book Character Day?

Miss Z: There's no class on that day. They will have some special activities. Sometimes they will go to school hall and have some special activities or may be watch a drama show. In the past, we have had character guessing game.

Int: Can you tell me about the purpose of Book Character Day?

Miss Z: It is to promote reading... We wish the students would read more books. It's also a book exchange day. The children can bring old books to exchange and share with their classmates. We wish they would read different varieties of books and share with their classmates. Through the teachers' sharing, so they would read more books.

Int: So what is reading log or book report?

Miss Z: Reading log is a weekly homework. They will mark down what they have read. So the teacher will get an idea of what books they are reading and the level of books they are reading. Book report includes different elements. Sometimes it includes RC (reading comprehension) skills... depends on what they are learning, they will write a little bit about the book they read.

Int: Is the reading log the same for lower and upper primary students?

- Miss Z: The format is a little bit different. For lower primary students, it's easier. Usually it's just filling in the form and noting down whether they like the book. For upper primary students, they might have to write more. Some teachers might also ask them to review the characters or write a summary.
- Int: How do the students respond to the Book Characters Day? You mentioned the motivation of the upper primary students is lower. What about that of the lower primary students?
- Miss Z: They like it. Because it's not a normal school day and it's special for them.
- Int: What about reading logs or reading reports?
- Miss Z: Most of them consider it as homework. There is not a very strong resistant. Because it doesn't require them to write too many words.
- Int: Do some of them not hand their reading logs or reading reports in?
- Miss Z: If we don't remind them, some of them will forget.
- Int: Do you think these strategies enhance their motivation to read?
- Miss Z: I think so. If we don't remind them. They might not remember to do it. It also depends on the students' personality if this works or not. Some of them need more push.
- Int: Do you think, after implementing these strategies, the students read more outside the classroom?
- Miss Z: They are ok. Most students in this school likes to read.
- Int: Have you heard what the parents' opinion about these strategies?
- Miss Z: They are fine. Most parents support their children to read.
-



**Appendix III**

Sample of Observation Schedule

<b>Content of the activity:</b>		
<b>Students Response</b>	<b>Verbal / Non-verbal</b>	<b>Frequency</b>

**Appendix IV**

***Reading for Fun? – Case study of approaches to promoting and supporting recreational L2 reading in a Hong Kong primary school***

**Questionnaire**

Class: \_\_\_\_\_





Class number: \_\_\_\_\_

Age: \_\_\_\_\_

Language: English / Chinese / Other: \_\_\_\_\_





(Circle applicable options.)

**General**





<i>How often do you do these things? ✓ the right box.</i>				
	Never	1-3 times a month	1-2 times every week	3 times or more every week
1.1. I read books that are not for class or homework.				
1.2. I read English books.				
1.3. I read Chinese books.				
1.4. My parent(s) read(s) English books with me.				
1.5. I read English books on my own without teachers' or parents' help.				
<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
1.6. I read English books because I want to.				
1.7. I read Chinese books because I want to.				
1.8. I read English books because I have to.				
1.9. I read Chinese books because I have to.				
1.10. Reading English is easy.				
1.11. Reading Chinese is easy.				

The followings questions are about **English** books.





**Using the School or Classroom Library**

<i>How often do you do these things? ✓ the right box.</i>				
	Never	1-3 times a month	1-2 times every week	3 times or more every week
2.1. I read books from the school library.				
2.2. I go on the school library website.				
2.3. I join the activities hosted by the library.				
2.4. I read books from the library in the classroom.				
<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
2.5. I like reading books from the school library.				
2.6. I read more because we have a school library.				
2.7. I like read reading books from the classroom library.				
2.8. I read more because our classroom has a library.				
2.9. I like going on the school library website.				
2.10. I read the book recommendation at the school library or on the school library website.				
2.11. I like that there are rankings hosted by the school library.				
2.12. I like the activities hosted by the school library.				





**Writing a reading log**

<i>How often do you do these things? ✓ the right box.</i>				
	Never	1-3 times a month	1-2 times every week	3 times or more every week
3.1. I write my reading log.				
<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
3.2. I like recording the books I read on my reading log.				
3.3. I like reading more because of the reading log.				
3.4. I read more because I need to write my reading log.				





**Reading time**

<i>How often do you do these things? ✓ the right box.</i>				
	Never	1-3 times a month	1-2 times every week	3 times or more every week
4.1. I read during reading time.				
<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
4.2. I like reading at reading time.				
4.3. I read more because we have reading time.				
4.4. I like reading more because I like reading time.				





**Listening to Stories at reading class**

<i>How often do you do these things? ✓ the right box.</i>				
	Never	1-3 times a month	1-2 times every week	3 times or more every week
5.1. I listen to stories at English class.				
<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
5.2. I like listening to stories at English class.				
5.3. I like reading more because we listen to stories at English class.				
5.4. I read more because we listen to stories at English class.				





**Reading with teachers in English lesson rotation**

<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
6.1. I can read the books we read during rotation.				
6.2. I like the books we read during rotation.				
6.3. I like reading with teachers during rotation.				
6.4. I like reading more because we read with teachers during rotation.				
6.5. I read more because we read with teachers during rotation.				
6.6. I learn things that help me read during rotation.				

**Library lessons**

<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
7.1. I like library lessons.				
7.2. I like reading more because of library lessons.				
7.3. I use the school library more because of library lessons.				
7.4. I read more because we have library lessons.				
7.5. I learn things that help me read during library lessons.				

**Book Characters Day**

<i>Do you agree with the following statements? ✓ the right box.</i>				
	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
8.1. I like Book Characters Day.				
8.2. I like reading more because of Book Characters Day.				
8.3. I read more because we have Book Characters Day.				

~The End~

Thank you very much!

**Appendix V****Survey result****General Questions**

	No. of people	%	No. of people	%	No. of people	%	No. of people	%
	Never		1-3 times a month		1-2 times every week		3 times or more every week	
1.1 I read books that are not for class or homework.	<b>1</b>	<b>4%</b>	<b>3</b>	<b>12%</b>	<b>4</b>	<b>16%</b>	<b>17</b>	<b>68%</b>
1.2 I read English books.	<b>1</b>	<b>4%</b>	<b>2</b>	<b>8%</b>	<b>7</b>	<b>28%</b>	<b>15</b>	<b>60%</b>
1.3 I read Chinese books.	<b>1</b>	<b>4%</b>	<b>3</b>	<b>12%</b>	<b>4</b>	<b>16%</b>	<b>17</b>	<b>68%</b>
	Strongly Disagree		Disagree		Agree		Strongly Agree	
1.6 I read English books because I want to.	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>40%</b>	<b>15</b>	<b>60%</b>
1.7 I read Chinese books because I want to.	<b>0</b>	<b>0%</b>	<b>5</b>	<b>20%</b>	<b>6</b>	<b>24%</b>	<b>14</b>	<b>56%</b>
1.8 I read English books because I have to.	<b>7</b>	<b>28%</b>	<b>4</b>	<b>16%</b>	<b>7</b>	<b>28%</b>	<b>7</b>	<b>28%</b>
1.9 I read Chinese books because I have to.	<b>7</b>	<b>28%</b>	<b>5</b>	<b>20%</b>	<b>4</b>	<b>16%</b>	<b>9</b>	<b>36%</b>
1.10 Reading English is easy.	<b>0</b>	<b>0%</b>	<b>1</b>	<b>4%</b>	<b>10</b>	<b>40%</b>	<b>14</b>	<b>56%</b>
1.11 Reading Chinese is easy.	<b>2</b>	<b>8%</b>	<b>2</b>	<b>8%</b>	<b>6</b>	<b>24%</b>	<b>15</b>	<b>60%</b>

**Using the School or Classroom Library**

	Never		1-3 times a month		1-2 times every week		3 times or more every week	
2.1 I read books from the school library.	0	0%	2	8%	8	32%	15	60%
2.2 I go on the school library website.	7	28%	6	24%	8	32%	4	16%
2.3 I join the activities hosted by the library.	11	44%	8	32%	3	12%	3	12%
2.4 I read books from the library in the classroom.	1	4%	3	12%	3	12%	18	72%
	Strongly Disagree		Disagree		Agree		Strongly Agree	
2.5. I like reading books from the school library.	0	0%	0	0%	6	24%	19	76%
2.6. I read more because we have a school library.	1	4%	5	20%	9	36%	10	40%
2.7. I like read reading books from the classroom library.	1	4%	3	12%	12	48%	9	36%
2.8. I read more because our classroom has a library.	2	8%	5	20%	12	48%	6	24%
2.9. I like going on the school library website.	8	32%	3	12%	6	24%	8	32%
2.10. I read the book recommendation at the school library or on the school library website.	4	16%	6	24%	9	36%	6	24%
2.11. I like that there are rankings hosted by the school library.	0	0%	7	28%	9	36%	9	36%
2.12. I like the activities hosted by the school	2	8%	4	16%	10	40%	9	36%



library.								
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**Writing a reading log**

	Never		1-3 times a month		1-2 times every week		3 times or more every week	
3.1 I write my reading log.	2	8%	9	36%	9	36%	5	20%
	Strongly Disagree		Disagree		Agree		Strongly Agree	
3.2. I like recording the books I read on my reading log.	1	4%	4	16%	14	56%	6	24%
3.3. I like reading more because of the reading log.	2	8%	10	40%	5	20%	8	32%
3.4. I read more because I need to write my reading log.	5	20%	7	28%	8	32%	5	20%

**Reading time**

	Never		1-3 times a month		1-2 times every week		3 times or more every week	
4.1. I read during reading time.	0	0%	1	4%	9	36%	15	60%
	Strongly Disagree		Disagree		Agree		Strongly Agree	

4.2. I like reading at reading time.	1	4%	2	8%	8	32%	14	56%
4.3. I read more because we have reading time.	2	8%	1	4%	10	40%	12	48%
4.4. I like reading more because I like reading time.	1	4%	3	12%	8	32%	13	52%

**Listening to Stories at reading class**

	Never		1-3 times a month		1-2 times every week		3 times or more every week	
5.1. I listen to stories at English class.	0	0%	6	24%	8	32%	11	44%
	Strongly Disagree		Disagree		Agree		Strongly Agree	
5.2. I like listening to stories at English class.	0	0%	0	0%	11	44%	14	56%
5.3 I like reading more because we listen to stories at English class.	4	16%	1	4%	12	48%	8	32%
5.4. I read more because we listen to stories at English class.	1	4%	3	12%	7	28%	14	56%

**Reading with teachers in English Lesson rotation**

	Strongly	Disagree	Agree	Strongly Agree
--	----------	----------	-------	----------------

	Disagree							
6.1. I can read the books we read during rotation.	0	0%	4	16%	7	28%	14	56%
6.2. I like the books we read during rotation.	0	0%	1	4%	11	44%	13	52%
6.3. I like reading with teachers during rotation.	1	4%	2	8%	8	32%	14	56%
6.4. I like reading more because we read with teachers during rotation.	0	0%	5	20%	10	40%	10	40%
6.5. I read more because we read with teachers during rotation.	3	12%	6	24%	6	24%	10	40%
6.6. I learn things that help me read during rotation.	2	8%	2	8%	10	40%	11	44%

**Library lessons**

	Strongly Disagree		Disagree		Agree		Strongly Agree	
7.1. I like library lessons.	1	4%	2	8%	5	20%	17	68%
7.2. I like reading more because of library lessons.	2	8%	3	12%	7	28%	13	52%
7.3. I use the school library more because of library lessons.	3	12%	4	16%	6	24%	12	48%
7.4. I read more because we have library lessons.	2	8%	2	8%	14	56%	7	28%
7.5. I learn things that help me read during library lessons.	1	4%	2	8%	8	32%	14	56%

**Book Characters Day**

	Strongly	Disagree	Agree	Strongly Agree

	Disagree							
8.1. I like Book Characters Day.	<b>1</b>	<b>4%</b>	<b>2</b>	<b>8%</b>	<b>8</b>	<b>32%</b>	<b>14</b>	<b>56%</b>
8.2. I like reading more because of Book Characters Day.	<b>2</b>	<b>8%</b>	<b>4</b>	<b>16%</b>	<b>9</b>	<b>36%</b>	<b>10</b>	<b>40%</b>
8.3. I read more because we have Book Characters Day.	<b>2</b>	<b>8%</b>	<b>6</b>	<b>24%</b>	<b>6</b>	<b>24%</b>	<b>11</b>	<b>44%</b>

## **Appendix VI**

### Interview Schedule for Students

1. Do you like reading? Why or why not?
2. What books do you like?
3. Do you like reading Chinese or English books more? Why?
4. Do you read Chinese or English books more often? Why?
5. Do you read at home? How often?
6. Have you ever \_\_\_\_\_?
  - a. Go to the school library
  - b. Go to the library website
  - c. Read books from the classroom library
  - d. Write your reading log
  - e. Write a reading report
  - f. Read during reading time
  - g. Listening to stories at English class
  - h. Read with a teacher during rotation
  - i. Have library lessons
  - j. Join book character day
  - k. Get Caught Reading
7. How often do you \_\_\_\_\_?
8. What do you do when you (a strategy / policy)?
9. Do you enjoy participating in (a strategy / policy)? Why?
10. Do you think (a strategy / policy) help you to develop a reading habit? Why?
11. How do you think the school, teachers or your parents can help you to read more or make reading more interesting?

## Appendix VII

### Transcript of the Interview with P.2 students A

- Int: A, thanks for doing this interview with me. The first question is do you like reading or not? Why or why not?
- A: I love reading!
- Int: Why?
- A: Because reading has so many words to learn. But... and new books. And read about the character and illustrator write the book good or not.
- Int: What kinds of book do you like?
- A: English.
- Int: You like English books? What's your favourite story?
- A: I don't have a favourite book. All book is good.
- Int: What is one of your favourite?
- A: I can't say it. Because it's too hard to say.
- Int: Do you like reading Chinese book?
- A: (nod)
- Int: Do you like reading Chinese or English book more?
- A: English book.
- Int: Why?
- A: No why.
- Int: You have to give me a reason!
- A: Because English have more English books. And English books are longer.
- Int: Well there are long Chinese books too!
- A: I still... Because the English books is... harder and harder.
- Int: So they are more challenging? So do you like it more than Chinese books or not?
- A: I like it.
- Int: Do you read Chinese books more or English books more?
- A: Chinese books more.
- Int: You read Chinese books more? But you like English books more! That is funny. Can you tell me why?
- A: Because my home have so many Chinese books.
- Int: Ahh... That's why. Does your parents read with you?
- A: No.
- Int: Do you read by yourself at home?
- A: Yeah! I finish the homework then I will do it.
- Int: How often do you read?
- A: Every day the Chinese books. Because my home have so many Chinese

books.

- Int: Would you like your mommy or daddy to buy more English books for you?
- A: I want. Because my home have so little English books. But the English books are too easy.
- Int: Do you want better stories... Do you go to the school library?
- A: Yeah! But I read the Chinese books.
- Int: Why don't you read E...
- A: Because the English books are so... fewer.
- Int: So there's not a lot of English books? What about the books in the classroom? Do you read those?
- A: No... because they are a little bit hard. Some books are broken. Some books are...
- Int: So you don't like to read them 'cause they are broken?
- A: Some... Some... I read one book but so broken.
- Int: That's too bad! Do you read more Chinese or English books in the classroom library?
- A: Chinese.
- Int: Why?
- A: Because I think the Chinese are not broken and so nice. And because the English books is ... (making motion with his hands )
- Int: Right. Have you ever go to the school library website?
- A: No. It's so hard.
- Int: You don't know how to go on the school library website?
- A: I forget.
- Int: Oh no! So sometimes in library lesson sometimes the teacher tell you "Oh this is really good book. You should read it." Do you like that?
- A: Yeah. But I can't find.
- Int: Oh. Why don't you ask the teacher?
- A: Last time I ask the teacher, and they said find it...
- Int: Find it on your own?
- A: Yes. But I can't.
- Int: Have you done your reading log?
- A: No.
- Int: Do you like your reading log?
- A: ... Yes.
- Int: Why?
- A: Reading log... can remember some books.
- Int: So you remember what you read. So what English books do you write.

- A: I forget it.
- Int: So where does these English books come from? From the classroom library, your home or the school library...
- A: School library.
- Int: I see. So how often do you go to the school library?
- A: So many...
- Int: Every day?
- A: Not every day... like one week go three times.
- Int: Oh so whenever you have recess?
- A: No. but recess I always play. But one time I go there all recess.
- Int: Wow. So when you come to school in the morning, we have reading time. Do you like reading time?
- A: Yes. But... sometimes need to help my group to hand in my homework.
- Int: So when you can read, when you don't have to do your duties. Do you like to read during reading time?
- A: Yeah!
- Int: Or do you think it's like really boring...
- A: Little boring but is ok.
- Int: Do you like listening to stories in English class?
- A: I can't hear it.
- Int: Do you like it when we read stories to you In English class?
- A: Yeah. But this other classmate always catch and say I love you... argh...
- Int: Haha... Do you like reading stories in English class?
- A: Yes but next time I want this classmate don't go. I want this classmate here and I am here.
- Int: haha... Okay. Next time I will do that.
- A: Because this classmate says "I love you" so I can't hear the story.
- Int: Haha... But do you think the teacher read to your during English class helps you to be a better reader?
- A: Um... little bit.
- Int: But is it fun?
- A: Yeah.
- Int: Do you think it's more fun to have a teacher read to you or read a book on your own.
- A: I think the teacher read the book.
- Int: We have rotation too. Do you like reading in rotation too?
- A: Yes. I like Mr. S [English teacher] the book.
- Int: You like Mr. S's books?



- A: Yeah.
- Int: Do you think they are interesting?
- A: Yeah.
- Int: Do you think they are too hard to read?
- A: Not... Little bit too hard.
- Int: Do you think it helps your read better with Mr. S's help?
- A: And Miss C and Miss H...
- Int: Aww... you are so sweet.
- A: Haha
- Int: Right. So Book Characters Day. Do you remember it from when you are in P.1?
- A: Yeah.
- Int: So what did you dress up as?
- A: um... I don't have dress up.
- Int: Are you going to join this year?
- A: No... Because I don't know the character. It's too hard to dress up. Just wear the uniform.
- Int: Do you think Book Characters Day helps you to read more?
- A: No.
- Int: Do your Mama and Papa help you to dress up.
- A: No...
- Int: How we make reading more interesting for you.
- A: um...
- Int: Is this a hard question?
- A: Yeah...
- Int: Do you think reading is interesting?
- A: Yeah.
- Int: Do you think if we read it to you, it will be more interesting?
- A: A little bit more interesting.
- Int: Do you want us to buy you the right kind of book?
- A: No... I don't need it. My parents will buy it.
- Int: Right. Thank you for doing this interview with me.