



**ACTION RESEARCH PLAN FOR DEVELOPING READING-FOR-PLEASURE
HABITS OF EFL LEARNERS' AT AN ECUADORIAN UNIVERSITY**

Thesis presented to Escuela Superior Politécnica del Litoral - and Centro de Estudios de
Lenguas Extranjeras – CELEX to fulfill the requirements for the ESPOL

Master's Degree in Teaching English as a Foreign Language

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Guayaquil, Ecuador

2013

Acknowledgements

First of all, I would like to acknowledge the presence of the Good, commonly known as God, in all the excellent people and blessings that helped me finish this study.

I would like to thank my parents, Julio and Piedad for being the pillars of my life.

Many thanks to my siblings, Daniel Fernando, María Piedad, Pilar Eliana and Lucía Bernarda for playing an important role in my social and academic life.

I acknowledge the time and the effort put in my education of my master's professors who gave me the opportunity to become more of an autodidact and a better person and professional. In this respect, I would like to give special thanks to Dennis Maloney and Jorge Flores for their teachings. Thanks to Dara Shaw, my thesis advisor and an important guide in my life. I also acknowledge the collaboration of my peers, especially Melva Merizalde who encouraged me to join the MTEFL at ESPOL, and who was always ready to help me when necessary.

Thanks to my students and all the people who collaborated with this research and who became my teachers at some moments. Gratefully, I acknowledge the support and friendship of all the people who helped me to complete this investigation. To all of them, eternal thanks!

Julio César

Dedication

To my parents Julio and Piedad

To my siblings Daniel Fernando, María Piedad, Pilar Eliana and Lucía Bernarda

To all the people who have influenced me to know more to serve better.

Julio César

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Declaración Expresa

La responsabilidad del contenido de esta Tesis de Grado, me corresponde exclusivamente;
y el patrimonio intelectual de la misma a la Escuela Superior Politécnica del Litoral.

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Abstract

The aim of the present study was to describe the impact of EFL university learners' attitudes toward reading in English during and after working within a sustained silent reading program. In order to answer the research questions of the current study, coding of the answers and triangulation were used which helped to compare and understand students' viewpoints about reading for pleasure in Spanish and English. A total of one hundred ninety-six people participated in this study including 134 participants who completed the reading for pleasure survey, 59 who participated in the Sustained Silent Reading and Reflective Journal Writing (SSR-RJW) sessions, and 3 TEFL program administrators from public and private universities in Ecuador who were interviewed. This qualitative study found that the majority of teachers and students enjoyed reading in their L1 and L2, and a majority of students enjoyed reading for fun during the SSR-RJW sessions. Furthermore, 60% of the interviewees mentioned that 15 minutes were too little time to do in-class fun reading, and that 30 minutes of SSR should be given per session. Also, classroom libraries tended not to be part of Ecuadorian TEFL environments. In the teachers and students' groups reading more was equated with vocabulary learning, a pattern that could be found not only in the pleasure reading survey, but also in some answers of the reflective journal writing sessions. The Ecuadorian universities that were part of the study offered poor book selections in their English libraries, self-access-centers were neglected, and SSR programs were lacking. The findings of the study suggest that self-selection of reading materials and sustained silent reading programs should be promoted in the educational system of Ecuador.

Resumen

El objetivo del presente estudio fue describir el impacto de las actitudes de estudiantes universitarios de inglés como idioma extranjero hacia la lectura en Inglés durante y después de trabajar en un programa de lectura sostenida silenciosa. A fin de responder las preguntas investigativas de presente estudio, se usó codificación de las respuestas y triangulación lo que ayudó a comparar y entender los puntos de vista de los estudiantes acerca de la lectura por placer en español e inglés. Un total de ciento noventa y seis personas participaron en este estudio incluyendo 134 participantes que completaron la encuesta de lectura por placer, 59 que participaron en las sesiones de lectura silenciosa sostenida y escritura de diarios de reflexión (LSS-EDR), y 3 administradores de programas de Enseñanza de Inglés como Idioma Extranjero de universidades públicas y privadas en Ecuador quienes fueron entrevistados. Este estudio cualitativo encontró que la mayoría de los profesores y estudiantes disfrutaban leer en su lengua materna y su segunda lengua, y una mayoría de estudiantes disfrutaban leer por diversión durante las sesiones LSS-EDR. Además, el 60% de los entrevistados mencionaron que 15 minutos fueron poco tiempo para hacer lectura por diversión dentro del salón de clase, y que 30 minutos de LSS deberían ser dados por sesión. También, las bibliotecas de salón de clase tendieron a no ser parte de los ambientes Ecuatorianos de Enseñanza de Inglés como Idioma Extranjero. En los grupos de profesores y estudiantes leer más fue asociado con aprendizaje de vocabulario, un patrón que pudo ser encontrado no sólo en la encuesta de lectura por placer, sino también en algunas respuestas de las sesiones de escritura de diarios de reflexión. Las universidades Ecuatorianas que fueron parte del estudio ofrecieron selecciones pobres de libros en sus bibliotecas de inglés, los centros de auto acceso estaban descuidados, y programas de LSS estaban faltando. Los hallazgos del estudio sugieren que la auto selección de materiales de lectura y programas de lectura silenciosa sostenida deberían ser promovidos en el sistema educativo de Ecuador.

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Chapter 1

Introduction

Background

The province of Manabí in Ecuador is the home of many educational institutions where children, youngsters, and adults unconsciously learn that reading is connected to work or school rather than to daily life. Consequently, reading is considered a pressure inducing activity rather than a pleasurable one. This attitude towards reading has become a serious problem since a lot of people do not realize the value of reading for pleasure in their lives. Reflection on the benefits of this kind of reading is superficial and many inhabitants in Manabí prefer to spend their time watching television or doing other things instead of reading for fun which can enhance their knowledge. Though there are times when people enjoy reading for pleasure, the topics that they peruse are related to sports, social events and publications which display sensationalistic photographs. It is my impression, based on my years of teaching, that enjoyable readings that enhance human development are rarely read because many people have not realized the importance of this kind of reading in their life, perhaps because they simply have rarely been ever exposed to it. Nevertheless, it is important to mention that there are exceptions.

Many houses around the province have a common denominator regarding cultural identity: they display their living and dining rooms shelves with china instead of books. The seeming neglect of fostering reading for pleasure in Spanish has had terrible consequences for the level of literacy of the people in Manabí.

Now, in EFL classrooms within the province something similar happens. Many students are not used to reading in English, and many times they do not like to do it because they simply do not have strong study and reading habits. In most of the EFL schoolrooms, whenever an English instructor assigns a reading, the students do the reading because of the

grade, and the pressure that they have on them. They do not do it for pleasure, since the material is frequently chosen by the teacher. Thus the absence of self-selected readings is an obstacle that worsens the problem of the lack of passion for reading.

To change the perception of reading, something has to be done within the community of learners. In this respect, a teaching component that has been successful in other countries is Sustained Silent Reading or SSR (Hunt, 1970 as cited in Malloy, 2008). Basically, what students do is read for pleasure. They select books or reading material and bring them into the schoolroom to read for several minutes within the class period. The reading that they do is completely free and there is little or no responsibility in the form of reports or grades. By having the whole class read for pleasure for a short period of time, the teacher, who is also reading, tries to establish a reading habit, so the pupils become independent readers little by little.

By implementing SSR programs, Manabí might have more effective teachers who could set the example of reading for pleasure with their students while encouraging them to become lifelong pleasure readers. In teaching students to select texts that interest them, they may realize that reading is an important and enjoyable activity. Teachers may empower students to move from dependence to independence in their reading, and they will start to build confidence in their ability to read. Also, it is important to consider that since engagement with texts does not merely increase the quantity of language or the time spent on task, but also increases the quality of the production as well (Dörnyei, 2002 as cited in Larsen-Freeman, 2003). The use of pleasure reading can be a way to promote quality in productive language skills. Valuing reading and valuing themselves as readers could become one of the major contributions of implementing pleasure-reading programs inside EFL schoolrooms around Manabí.

Finally, this investigation intends to be a cornerstone for demonstrating to students that they can start to be autonomous or independent learners by introducing reading materials that they like. In this respect, teachers have to realize the importance of helping students learn how to become partners in the instruction-learning process (Larsen-Freeman, 2003). In doing so, instructors may be able to aid learners attain one of the goals of modern education: to prepare autodidactic minds for the world.

Motivation for the Study

Learning the skill of reading in the mother tongue or a foreign language is very important for any human being since reading frees people from ignorance and introduces them to other worlds that can change their lives. A clear example of the importance of reading is the progress that Frederick Douglass experienced in his life once he became literate (Jacobus, 2006). Because of that, the teaching of effective and meaningful reading must be a pre-requisite of educational institutions around the world be they primary schools, high schools or universities.

Since achieving high reading proficiency is a pillar in academic settings, especially at the university level, teachers must be interested in techniques that enhance reading programs such as recreational reading. In this respect, Krashen (2003) states that there is vast evidence for fun reading as a means of augmenting second-language competence. Krashen asserts that it is perhaps the most thoroughly explored and best-supported technique that we have in second-language pedagogy.

In Ecuador, I have informally observed that many educational institutions mainly work with assigned readings, and provide little opportunity for the students to self-select their in-class readings. Time provided within the school period for self-chosen reading, according to my own experience both as a student and a teacher, as well as informal conversations with

my colleagues does not seem to be a common denominator in many Ecuadorian institutions at elementary, secondary and tertiary levels of education.

In the process of developing reading proficiency, motivation is an element that can help learners to like reading. A simple solution for motivating students to read according to Krashen (2003) is to give them access to plenty of understandable reading material that grabs their attention, while scheduling time during instructional time for them to read within the school period. By putting into action reading for pleasure programs that meet the aforementioned elements, teachers and school administrators can help learners learn reading by reading in an entertaining way.

My Passion for Reading for Pleasure

Here, I provide a personal anecdote, to demonstrate how I developed a love for reading, and why reading is so important to me. When I was a child, my family vacationed at our beach house during the rainy season. This house did not have any television sets on purpose. Instead, there was a small home library. At a specific time of the day, I would follow my father's orders to select any magazine, book or newspaper available in the home library. At the beginning, I was reading because of my father's pressure, but with the passing of the years, I discovered that reading for pressure had become reading for pleasure. This family-based SSR encouraged me to try to find a way to share the joy of reading for pleasure with the whole educational system in Ecuador. This study is motivated by the desire that in every single classroom of Ecuador, there be reading programs that let students choose their own reading materials while providing them with the time in school to do fun reading.

This study is intended to inspire the establishment of a state program carried out by the Ministry of Education of Ecuador. The implementation of a nationwide recreational reading program to enhance the reading skills of the Ecuadorians is a proposal of the current

study. In so doing, after a few years people might start to see the emergence of a nation of readers who view reading as something very important for their lives and the lives of others.

Purpose of the Study

The purpose of this action research study is to describe the impact of EFL university learners' attitude toward reading in English during and after working within a sustained silent reading program.

Significance of the Study

This investigation is important since it may be useful for EFL settings where the lack of the habit of reading for pleasure is a problem. Because of the lack of a culture of reading for enjoyment, the implementation of a reading program may have problems. It is my intention that this study will inform the body of research with a preliminary study about the use of a pleasure reading program used with university students in Ecuador, the pleasure reading habits of Ecuadorians in Spanish and English, and the state of reading instruction at different educational institutions. Being aware of English teachers, TEFL administrators, and students' reading habits, tastes and feedback may deepen the understanding of how to improve a reading program not only at the university level, but also at the elementary and high school level. Teachers can learn a new way to teach the love for reading and work together with learners to show them how to become independent life-long readers who will learn using pleasurable reading.

Research Questions

Based on the literature presented in this investigation, the specific research questions in this study are:

- 1) What are the pleasure reading habits of Ecuadorian university English teachers?
- 2) What are the pleasure reading habits of Ecuadorian university English students?

- 3) What are the reading support resources for English students in Ecuadorian Universities?
- 4) How can a pleasure reading program be implemented by English teachers in an Ecuadorian Coastal University?

Definition of Key Terms

The following terms are used throughout this study. The definitions that are presented give the sense of how the terms are used.

Independent silent reading - a schoolroom practice in which learners are encouraged to choose their own reading material and given time within the class period to read silently on their own (National Reading Panel, 2000, as cited in Osborn, 2007). In this study, 15 minutes of uninterrupted daily silent reading for 12 days (3 weeks) during which pupils selected graded readers and read independently. Independent silent reading is often regarded as a top down reading instruction strategy (Osborn, 2007)

Action research. It is the study of a social situation in order to improve the quality of action in it (Elliott, 1991 as cited in Edge & Burton, 2001). Carr and Kemmis (1986 as cited in Edge & Burton, 2001) view action research as: "self-reflective inquiry, undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out." (p. 220).

Autodidact. A person who is self-taught. From Greek *autodidaktos*, self-taught: AUTO- + *didaktos*, taught (The American Heritage Dictionary of the English Language, 1981)

Sustained Silent Reading (SSR). According to Gambrell (1978), SSR is: "...the component of the reading program that gives students the opportunity to transfer and apply isolated skills in pleasurable, independent reading experience" (p. 328). The description

that Nagy, Campenni, and Shaw (2000) provide on SSR is “students reading self-selected material for an extended period” (p. 1)

Self-access centers. These centers promote and facilitate autonomous learning, and may contain books, audiovisual equipment, tutors, etc. They complement teacher instruction, and students can go to these centers to participate in activities ranging from class work to fully autonomous learning (Anderson, McMurry, & Tanner, 2009). The basic principles of self-access centers are true self-access; an integral role of students; enjoyable language learning, and a comfortable learning environment (Cooker, 2010).

Extensive reading. It involves reading long pieces of text, for instance an article or a story. While people read, attention and interest vary- people may read some parts of the text in detail while they can skim through others (Spratt, Pulverness & Williams, 2008).

Chapter 2

Review of the Literature

The themes that the reader is going to find in this literature review are divided into 5 parts. In the first part, an historical background of Sustained Silent Reading is going to be addressed to know the origins and philosophy behind this teaching practice. Next, an SSR theoretical framework is presented so the reader can get acquainted with the theories that support SSR. The third part considers the benefits of SSR for learners and lifelong reading habits. In the fourth section, focus on SSR research is provided to the reader so conclusions can be drawn from what has already been investigated on reading for pleasure inside schoolrooms around the world. Eventually, the fifth part mentions variations of traditional SSR programs so the reader can see the evolution of SSR that have occurred across the years. A final consideration must be pointed out regarding the fact that reading research in the current literature review focuses on primary school learners.

Historical background of Sustained Silent Reading (SSR)

Without any doubts, teaching reading and its value is very important for every nation around the world. History has examples of countries that had big illiteracy problems in the past and overcame them. Success of national literacy programs in Cuba and in Mexico, both cultures where reading is culturally promoted, are examples of what was mentioned before. In the case of Cuba, in 1961, a huge national literacy campaign in which 100,000 youngsters volunteered was launched to give everyone the opportunity to learn how to read and write. In less than a year Cuba was able to tackle the problem of illiteracy. After that, the Cuban government started helping other nations and developed the world-famous program named “Yes, I Can”. Since then, the teaching program has been used in 28 nations and has helped more than six million people learn how to read and write. One example of Cuba’s long history of showing the spirit of international solidarity to other nations was a “Yes, I Can”

program in which sixteen Aboriginal adults in Wilcannia, Australia graduated (Fuentes, 2012). As for Mexico, successful reading-for-pleasure campaigns have been implemented in that country. According to Ramírez (2011), in 2008 *México reads: national program for the promotion of reading and the book* was implemented including some of the actions related to the encouragement of reading, particularly those in which public libraries were involved. In her paper she mentions that a hundred years ago the illiteracy rate in Mexico was 72.3%, while today it is 7.6% being 8.6 years of schooling on average what Mexicans receive (Instituto Nacional de Estadística y Geografía de México, 2010).

After writing about the literacy campaigns in Cuba and in Mexico, it is time to mention something about Sustained Silent Reading or SSR. Sustained Silent Reading is an educational practice that was introduced in the 1960`s in the United States and since then has been carried out in several forms in classrooms across that nation. Hunt (1970) is often credited with positing SSR as an instructional practice in spite of the fact that an article on the need for learners to have self-contained reading time was published by Duffy (1967) years before. Hunt posited the idea that reading for continuous periods of time was an essential reading skill that should be practiced and cultivated inside the schoolroom. According to Hunt, readers can be frustrated since some curricular designs promote skill proficiency, but do not lead readers to have fun while reading. Hunt asserted that more important than evaluating the ability to read aloud based on accuracy and the negative focus on errors, the emphasis of reading activities should be to have fun and to get meaning from the text. The author asserted that even if a difficult book is read by students who have problems when reading, they will easily become attracted if the topics are interesting to them.

The implementation of SSR programs was a response to students` lack of interest in pleasure reading according to a national study, *Becoming a Nation of Readers* (Anderson et. al., 1985). The rationale of SSR is that the more learners spend time reading, the more their

reading proficiency will increase. An important element of an SSR program is that the teacher is the role model of reading for fun activities. By setting the example, the teachers help their students notice that the facilitator practices what s/he preaches. Regarding this, Loh (2009) found out that even though the teachers in his study deemed reading an important determinant of a student`s growth in language skills and that modeling the act of reading is indispensable for influencing learners, they did not model reading.

The objective of SSR is to develop each student`s capacity to read silently without being interrupted for a period of time (McCracken, 1971). The idea of the original program was a school-wide daily time when every single person within educational institutions stopped doing what they were doing at the moment, and started reading. This reading process was not monitored, and students were not evaluated. Also, as the program was first described teachers, students, principals, administrators, secretaries, maintenance staff, in short, all members of the school community would all quit what they were doing and read at the same time as a community of readers. In this respect, McCracken (1971 as cited in Malloy, 2008) set the rules to implement what he called as the “drill of silent reading”. The rules, that had to be followed strictly, included:

1. Every person has to read silently during the reading time without any excuses;
2. The teacher is occupied in adult fare during the SSR time;
3. The learners can choose one newspaper, magazine or book from an assortment of available reading materials and cannot change the selected texts during the SSR period;
4. The time of the SSR program starts with an interval of 5 to 10 minutes, and increases as learners become more competent;
5. There are no records, reports or comprehension evaluation on the materials students read; and,

6. Classes with more students are preferable, as when the group size is too small, readers feel the need to comment aloud to each other (p. 521).

McCracken states that discussions on books, writing, and record keeping should grow naturally as SSR becomes a habit, and that all the mentioned activities should be started by learners.

McCracken got his rules from classroom experience and evidence based on anecdotes (McCracken and McCracken 1972, 1978). His rules were broadly used in SSR practice in schoolrooms and in many subsequent investigations. Even though these rules were probably beneficial to teachers in implementing SSR programs, they denied instructors an important role in talking about explicit associations between the strategies taught for comprehension and giving feedback and support to the struggling reader. When the teacher reads during SSR without interacting with the pupils, and without giving them chances to interact with each other on what they are reading, important opportunities to support learners in the reading skill for continued periods could well be lost. According to Manning and Manning (1984) and Grubaugh (1986) during the decade that followed the appearance of SSR and HIP there were few deviations to the McCracken rules. Grubaugh advised teachers to include teacher modeling, choice of a wide assortment of materials, non-interrupted reading, daily constancy, and the inclusion of the whole class during the reading period. A version of teacher-tested rules was made available by Anderson (2000) with elements such as finding a comfortable place to read inside the schoolroom, caring for health issues first, not sitting by enemies or friends, and making no bodily noise or movements while reading. Over the years, however, authors seemed to have reached consensus in the reading-for-pleasure practitioner literature when they mention that SSR should be done daily, increasing time periods for reading to up to 30-45 minutes. Students choose the materials that they are going to read, with no threat of evaluation on behalf of the teacher of the students' comprehension of the text or the amount

of reading they did. A program called High Intensity Practice (HIP) was designed by Oliver (1970) who framed the importance of fostering reading for fun, as a right that is frequently denied to students. Oliver stated that there are four main elements of reading instruction: (a) proper skill instruction; (b) time spent on reading and structured circumstances to practice the skills that are learnt; (c) accessibility and variety of books, and; (d) chances to share what is read. According to his formula, students should experience 20% of their time in formal reading instruction and the remaining 80% practicing reading. By focusing on practicing, Oliver suggests that the control of reading should be of the students since they are who choose their articles. According to Oliver, HIP helps students to be models of readers for their classmates, and eliminates the embarrassment that occurs when they make mistakes because of not comprehending a text or problems when reading orally. Unlike Hunt's SSR, Oliver's HIP introduces Sustained Silent Activities (SSA), and Sustained Silent Writing (SSW). In SSA, learners are given freedom to engage in an activity in which there is an active response to a text, while in SSW, students have the liberty to write or copy anything they want.

Mork (1972), interested in promoting the development of "children who read rather than children who know how to read but don't" (p. 438), highlights the provision of practice in getting and reading books that interest children in their out-of-school activities at the same time pointing out that he realizes that the environment at home does not always give the necessary variety and number of books, quiet time, and focused time for reading that is given in the schoolroom by using the school library. Mork concluded that SSR is beneficial in elementary grades for struggling readers, encouraged the use of library books, and recommended that teachers and students share their readings and draw attention to making meaning rather than to decoding a text.

Gambrell (1978) mentioned McCracken's rules for SSR by focusing on the motivational aspects and their importance as a vital part of the whole reading program. Gambrell recommends advertising SSR beforehand and tantalizing learners with pieces of stories that are read aloud in order to grab students' interest in reading. Also, the class library should be well stocked with attractive book presentations and updated materials to focus on some topics of interest. This author emphasizes the importance of providing comfortable places for reading, and instruction in selecting books that can be read at a certain level of instruction, by using the five-finger or the sticky palm rule. The five-finger rule helps the learner choose appropriate books by having them put five fingers on a page of a book. In case the words that the fingers touch are difficult for the students, then the material may be too hard for them to read autonomously. Another recommendation that Gambrell gives is to begin the SSR period with a short read aloud by the teacher, where a book is "blessed" by virtue of the teacher's enthusiasm about it, and ending the SSR session with short reports of a few students about interesting things that they read. By carrying out these introductions and conclusions, student motivation to participate and engage in reading is augmented.

Levine (1984) complemented the recommendations for enhancing the efficiency of SSR by positing that instructors use their spare time to talk to students to discuss their reading performance and to evaluate how well they are getting meaning from their readings. Levine detected that in the preceding decade, students who were able to decode texts well were allowed to spend more time reading silently, while the less skilled readers were given more drill sheets to complete. In the article, this is perceived as counterproductive since less skilled readers need more practice in real reading and not less. When the teacher conferences on a regular basis with the struggling readers, s/he can personalize their education and help them with the skills that have to be developed. SSR is recommended by Levine as a necessary element of a reading program in the initial grades to foster the ability to read for continued

periods of time (more than is needed to do a fill-in-the-blank activity) and to promote positive attitudes toward reading in all students regardless of their ability.

Sustained Silent Reading and Writing (SSRW) was a program proposed by Pyle (1990) in which after each SSR period, students wrote uninterruptedly in a journal for five minutes about what they read. This journal contains a reflection on the essence of the reading and then assesses the students' level of interest and engagement with the reading material. Afterwards, the teacher read the journal entries and commented on them from time to time while estimating the students' interest and comprehension of the reading material. The information from the journal entries could then be used to help stock the classroom library with interesting and leveled reading materials.

Pilgreen (2000) mentions some indispensable elements to achieve an effective application of independent reading time. These elements feature plenty of attractive and proper reading materials for students in a comfortable environment during increased periods of reading time, preparation and participation of staff and parents in modeling, sharing, and discussing books with learners, follow-up activities for students to share their reading experiences and to encourage additional voluntary reading.

Focus on reading in community is evidenced by Cooter, Mills-House, Marrin, Matthews, Campbell, and Baker (1999), who document success with a program called DEAR Dallas in which an annual city wide opening is done to grab the community's involvement and attention to independent reading. During the program, the schools in Dallas use an SSR period of 20 minutes a day throughout the school year. In the same way, Gardner (2003) implemented SSR and recommended 30-minute sessions per day in which developing a community of readers is the focus which includes lesson plans for training families, teachers and class volunteers in how to participate in the program.

Bruneau (1997) depicted a descending adaptation of an SSR program in the early childhood classroom by including silent reading as part of a reader's workshop in her Literacy Pyramid model. According to Bruneau, even at this age, children can benefit from books that are easy to read and understand. In general, the stories that children encounter here are familiar since they have been used in shared reading tasks or read aloud to them.

A similar program to SSR is the Four Blocks Literacy model (Cunningham, Cunningham, & Allington, 2002) that suggests that silence is not always preferable during reading time. Because of this, students may be able to share a book aloud with the class instead of reading quietly. The Four Blocks model of SSR starts with a short read aloud by the teacher and highlights the importance of providing a wide assortment of books to adapt to different reading levels, genres and topics of interest to learners. Individual conferences with students carried out on a weekly basis during SSR sessions are suggested for supporting learners with book selection and fostering the use of the strategies that are introduced during the teaching process. Teachers are encouraged to take notes on anecdotes of the conferences to have an interest inventory. This program differs from the McCracken method in that there is no need for teachers to model reading during the SSR period.

Ganz and Theofield (1974) used SSR at the high school level and recognized the success of the program by the passion of the teachers for it and their enthusiasm to overcome administrative impediments in executing the program throughout the whole school. Petre (1971) also described successful school-wide application of SSR in a high school where the teachers, staff and students read quietly on a daily basis for 35 minutes. Petre noticed in one of the middle schools a drop in discipline cases during that year by 50%, and that new relationships between students and teachers developed because of encouragement and modeling of reading behaviors, book exchanges and spontaneous book discussions. Gardiner (2001) received letters in which former high school students described how SSR had changed

their literacy skills, their reading habits and their attitudes toward reading. Grubaugh (1986) noticed that SSR benefits learners since it is an opportunity to read more and to get more schemata. Allington (1975) mentions that SSR develops more fluent reading. Allington (1977) recommends independent reading as a solution for deficient reading fluency especially for struggling readers. Allington mentions that is not a good practice to punish less skilled readers by forcing them to do more exercises. Rather than teaching reading, teachers should have students do sustained reading so they can practice the skills that they have learned.

Anderson, Hiebert, Scott, and Wilkinson (1985) reported that students really read for 7 or 8 minutes during each day at school. According to them, this amount of reading time is not enough for students to develop reading fluency, comprehension skills and vocabulary. Regarding the enhancement of reading comprehension skills, Pardo (2004) wrote to teacher practitioners and suggested that independent reading be put into practice in classrooms on a daily basis. Comprehension improves with practice in reading a variety of books that are the center of student`s emerging interests. Teachers can then work on the exposure to interesting topics by teaching strategies that encourage learners to connect the readings to their lives and other texts they have read (Keene & Zimmerman, 1997).

SSR theoretical framework

To better understand SSR, the reader must get acquainted with the theoretical framework that underlies this practice. First, the act of modeling reading is a vital part of SSR programs. It is often said that people must practice what they preach. According to this saying, teachers who have students read for pleasure must set the example by also reading for pleasure. Modeling reading is an important element of SSR programs, and is based on the idea that authentic learning results from following the example of the behavior of a role model (Bandura, 1986 as cited in Nagy, Campenni, & Shaw, 2000).

In addition, the more automatic and experienced learners become in reading, the greater the probability they will read. As Bandura (1977 as cited in Sullivan, 2010) noted, Many of the activities that enhance competencies are initially tiresome and uninteresting. It is not until one acquires proficiency in them that they become rewarding. [...] The best way to ensure the prerequisite learning is to support children`s efforts until their behavior is developed to the point that it produces natural sustaining consequences. Thus, for example, children may initially require some encouragement to learn to read, but after they become proficient they read on their own for the enjoyment and valuable information it provides. (p. 104)

Bandura`s theory provides support for the goal of SSR of giving chances for children to experience reading for recreation, with the definitive objective being to generate a reading habit that grows rapidly.

Motivated reading, described as a flow experience, occurs when learners are so fully immersed in their texts that “nothing else seems to matter” (Csikszentmihalyi, 1990, as cited in Gardiner, 2005a, p. 23). Csikszentmihalyi`s flow theory mentions that, “Readers experience flow when they enjoy or are satisfied by what they are reading, and the reading experience becomes its own reward” (Guthrie & Wigfield, 1997, p. 206 as cited in Sullivan, 2010). Taking this idea into consideration, such reading:

is characterized by intense involvement, curiosity, and a search for understanding.

When readers become completely absorbed, they are likely to continue their engagement in other contexts. For example, if students become excited about reading in school, they are more likely to want to read at home as well. (Guthrie & Alvermann, 1999, p. 66, as cited in Sullivan, 2010)

Once a flow experience occurs, reading goes from an academic task to a fun pursuit.

Therefore, giving adequate time periods during the school day for pupils to get into the flow

of reading is a necessary characteristic of an SSR program, since this has the potential to form the basis for a lifelong reading habit.

Atwell (2007 as cited in Sullivan, 2010) defended pupils' right to choose: "The only surefire way to induce a love of books is to invite students to select their own. [...] Personal preference is the foundation for anyone who will make of reading a personal art" (pp. 12-13). She also added, "Children who choose books are more likely to grow up to become adults who read books" (p. 27). Allowing students to choose reading materials that interest them is crucial to reach the goal of creating lifelong readers. Furthermore, Atwell states, "If we want our adolescent students to grow to appreciate literature, the first step is allowing them to exert ownership and choose the literature they will read" (Atwell, 1987, p. 161 as cited in Yang, 2007, p. 119)

In "The Effect of Self-selection, Interest, and Motivation upon Independent, Instructional, and Frustration Levels" (Hunt, 1970, as cited in Osborn, 2007) it was suggested that an ever-increasing period of uninterrupted sustained silent reading should be the main activity of the reading session, and rather than keeping attention on the lack of reading skills or reading mistakes that learners may show, it was more helpful to keep the attention on motivation, reading for fun, and the ability to follow ideas that are in the reading materials (Hunt, 1967; 1970, as cited in Osborn, 2007, p. 61.) Hunt realized that pupils' motivation to get meaning from the text would often go beyond their frustration levels and surpass their reading instructional levels when they were stimulated to select readings that were of interest to them. Reading for ideas, instead of freedom from mechanical errors should be the goal of reading instruction (Hunt, 1970, as cited in Osborn, 2007). It is important to keep in mind that there is a need to reduce the emphasis on scores, and other extrinsic factors, and to focus more on intrinsic motivators such as meaning, choice, autonomy, social interaction, and

relevance which are keys to engage learners in reading (Guthrie, 2008 as cited in Sullivan, 2010)

Before continuing with the next section of this literature review, to synthesize the information from these experts, SSR on its own is not enough to help students learn to read better. In this respect, McCracken mentioned that SSR is not a complete reading program and that it should be “viewed as a complement of a teaching program” (McCracken, 1971, p. 521 as cited in Sullivan, 2010). Bearing this in mind, teachers will know that their students will need more than SSR to become better readers.

Sustained Silent Reading and its Benefits

The “Matthew Effect” was introduced by Stanovich in 1986 to show that there was a mutual connection between reading experience and reading development. His theory was that good students have the ability and are motivated to read more, and in this way they augment their background knowledge to learn and their ability to read. According to Sadoski (1980), some reports of highly skilled readers who engaged during SSR periods provide evidence that this may be true. In turn, less skilled readers tend to read less, and consequently they continue to stay behind their classmates in reading ability. These research results suggest the necessity of an instructional program of SSR to link reading instruction (especially the development of strategies for understanding connected text, decoding words, and comprehending text structures) to reading practice. In incorporating SSR, the teacher will support struggling readers, assisting them to improve at reading by giving them the tools they need to understand texts that are of interest to the learners.

In their article “What reading does for the mind”, Cunningham and Stanovich (1998) present information on the mutual effects of the amount of reading and the amelioration of knowledge. They state that there is abundant evidence that the more one person reads, the greater the increases in vocabulary, decoding skills, and reading comprehension. As well as

providing a research base to support the Mathew Effect, their findings also emphasize the benefits of reading widely for both reading motivation and reading achievement.

Taylor, Frye & Maruyama (1990) researched 195 fifth and sixth graders during four months to investigate the connection between time spent in silent reading during the reading instruction time and reading achievement. The participants learned how to keep reading logs on their silent reading during each period that was made of 50 minutes, and they recorded minutes spent in reading assigned texts as well as self-chosen texts that were read for fun, as well as time records of the minutes that they spent reading at home for assignments and for entertainment. The SRA Achievement Series (Science Research Associates, 1986) test scores were given just before the study as a covariate, while the Gates MacGinitie Reading Test (Gates & MacGinitie, 1965). These tests were used to measure the results of the reading ability of the students. For each learner`s time spent reading at home and at school, grand means were calculated and combined in a stepwise multiple regression analysis indicating that the time spent in silent reading during daily reading instruction had the most influence on reading ability. The results of this study in which the participants were mainly average and above average readers support the addition of silent reading periods during the school day for intermediate grade students.

Wiesendanger & Bader (1989, as cited in Malloy, 2008) did research on the long term effects of participation in SSR and measured the effects of student`s reading habits after they completed an SSR program. 25 students who had been participating in SSR as a 3rd grade instructional practice and 29 students who had not been involved self-reported the quantity of their voluntary summer reading. The control group reported less reading than the SSR group- 76 minutes versus 90 minutes a week. There were no data analyses to get the statistical significance of the differences; however, there was an additional breakdown of learners` reading by level of ability. The learners were distributed into groups of ability based on their

marks on the California Test of Basic Skills that was given at the end of the prior school year. Below average readers did 22 minutes of voluntary summer reading for a week while average readers read for 90 minutes and above average readers read for 137 minutes. The investigators state that these results support the idea that better reading is created by more reading. According to the study, it seems that better readers read more.

The benefits of decoding written texts for learners' intellectual growth are undeniable. For instance, it is known that reading has a deep impact on augmenting students' lexicon. According to Nagy, Herman, and Anderson (1985) vocabulary increases at a speed between several hundred and more than a thousand words a year, depending essentially on how much and how widely children read. In this sense, Lightbown and Spada, (2006) mention that the kind of vocabulary growth expected for school success is likely to come from both reading for assignments and reading for pleasure. Krashen (1985, 1989) asserts that reading for pleasure is the best source of lexicon growth. There is no doubt that reading is an important source of lexicon development for all kind of learners, be they first language learners or second language learners.

Before continuing, it must be pointed out that Krashen has been criticized for less than rigorous research methods. According to Zafar (2009), there are many critics who feel that Krashen has proposed a model without appropriately explaining its functions and variations, thus making it unsatisfactory when empirically tested. Since the first publication of Krashen's "Monitor" model in 1977 and in subsequent revisions, those premises have generated considerable controversy and debate (Gregg, 1984; Mc Laughlin, 1978, 1987). The vagueness of the terminology used by Krashen according to McLaughlin (1978, 1987) has been criticized because of the need for accuracy in the definitions of terms.

Research over the past decades (Allington, 1977; Elley and Mangubhai, 1983; Foerstch, 1990; Stanovich, 1986) have corroborated that in spite of a child's socioeconomic

conditions, ethnic group, or sex, the child who reads the most will read the best, study in school the longest, and achieve the most. This goes hand in hand with Moats' affirmation (1999) which claims that the potential success of all learners centers upon their capacity to become proficient readers.

Another benefit of reading for fun has to do with the reader's engagement. It has been observed that the kind of language encountered in pleasure reading materials is available for use beyond the classroom since many times the learner is motivated to continue reading at home without being told to do so. It seems that reading for fun is a cornerstone for meaningful language learning. This fact could be taken into account to restructure language learning syllabi or programs. For instance, instead of having learners do meaningless drills that provide language that is unavailable for use beyond the schoolroom (Lamendella, 1979), teachers could assign pleasure reading that is meaningful for their learning and acquisition of language.

Yoon (2002) cited Deci and Ryan's (1985) theory of self-determination and intrinsic motivation that mentions that children's curiosity stimulates their desire to learn new things. According to the Self-determination Theory, children are motivated when they can choose and feel they have ownership in what they are reading. Shannon (1995) mentions that giving children a chance to choose their own reading materials fosters their literacy skills development since they have ownership of what they read (as cited in Yoon, 2002)

Acquisition of a language can occur when reading for pleasure. In this respect, Krashen (1982), states that there is a difference between *acquiring* a language and *learning* it. On the one hand, he mentions that we acquire a language when we are exposed to samples of the second language we understand in much the same way that children pick up their mother tongue in which no conscious attention to language form is given. On the other hand, a language is learned through conscious attention to the form and the rules that govern it.

Acquisition of a language is positively affected by the use of pleasure reading as it is described in the classic study of the Book Flood which was a program that fostered wide use of reading for pleasure. In this study, Elley and Mangubhai (1981) illustrated a variety of language learning benefits compared with a program that was largely characterized by language-focused teaching. However, unlike well-planned deliberate learning, incidental learning through input is weak and depends on large amounts of input to gain new language features. According to Nation and Wang (1999) second language learners need to read at least one graded reader every two weeks to get enough exposure to language to start substantial lexicon growth by learning incidentally. These authors posit that substantial gains in vocabulary will occur if there are large amounts of input.

Learning by doing is very important for becoming better at doing something. When students are reading a text, they are learning reading by doing reading, which is very important in language learning. If a teacher wants better readers among his or her students, then s/he will need to expose the pupils to readings. The more time someone spends doing something, the better s/he is likely to be at doing such a thing. Because of the aforementioned principle, those who read quite a lot are better readers (Cunningham and Stanovich, 1991).

Guthrie (2001 as cited in Sullivan, 2010) collected support for the theory that “engagement is strongly related to reading achievement” by citing investigations in which “more highly engaged readers showed higher achievement than less engaged readers” in spite of the differences in socio-economic status or age (p. 2-3). Furthermore, Guthrie (2001 as cited in Sullivan, 2010) stated that the importance of giving opportunities for readers to collaborate with one another also comes from the engagement perspective. For instance, when readers share their perceptions about what they are reading, discuss a writer’s standpoint, or spread their excitement about a text with their peers, their motivation for reading is strengthened. Furthermore, Guthrie states that in order to have effective SSR

programs, well designed follow-up activities can provide a path for student expression, and consequently, increase engagement.

The benefits of SSR can be seen within the school and beyond the years of formal education. Tunnel and Jacobs (1989, as cited in Nagy, Campenni, & Shaw, 2000) demonstrated that adults who had been part of an SSR program as students read more than other adults. In addition, some studies cited by Nagy, Campenni, & Shaw (2000) show that learners who are part of SSR programs improve their attitude toward reading and their reading achievement (Bowermaster, 1986; Dionisio, 1989; Farrel, 1982; Oberlin & Shurgarman, 1989; Pilgreen & Krashen, 1993; Pyle, 1990). Reading for fun for as little as 10 minutes per day has revealed that it produces greater positive attitudes and motivation toward reading, particularly in older learners (Carbo, 1996; Gardiner, 2005; Yoon, 2002; Nagy, Campenni, & Shaw, 2000 as cited in Osborn, 2007). Valeri-Gold (1995) as cited in Yang (2007, p. 118) integrated SSR in her reading classes and established that the majority of learners felt that SSR had a positive effect on their attitudes about reading.

Nagy, Campenni, & Shaw (2000) mentioned that even though their survey results suggest that many characteristics of the real practice of SSR have changed considerably from the original proposal, the practice of independent reading as a part of the school period is still recognized as valuable. Hsu & Lee (2007) argued that the results of their investigation show that regular self-chosen reading has proved to be an essential practice pupils need. In addition, SSR has been shown to augment learners` tendency to enjoy reading and the frequency of engaging in reading for leisure (Chua, 2008, as cited in Pegg & Bartelheim, 2011).

Yang (2007) concludes in his paper that learners find it productive reading during school time since it permits them to cultivate the habit of reading, and they can find time to do leisure reading when they become older. Trelease (2006, as cited in Sullivan, 2010)

mentioned, “Because it is supposed to be informal and free of grades, SSR also provides students with a new perspective on reading- as a form of recreation” (p. 86).

Reading can also bring happiness into a classroom. This can be seen in Steve Gardiner’s (2005a as cited in Sullivan, 2010) words, who began an SSR program in his schoolroom and mentioned,

They’ve seen the magic that happens when they choose their own books, read them at their own pace, and share the joy of reading with their peers and teacher. Sustained silent reading is the single most important thing I have done for my students. I can’t imagine teaching without it. (p. 11)

This perception shows the value of SSR to foster self-selection of books and most importantly, to have learners enjoying reading. At first sight, it appears that SSR is good for helping children to find the joy of reading. However, it is necessary to know what research says in order to have a balanced opinion of it. The subsequent lines will address the topic on SSR and investigations that have been carried out across the years.

What research says about SSR

SSR has been studied several times. However, the report of the National Institute of Child Health and Human Development (2000 as cited in Sullivan, 2010) failed to recommend this strategy as a result of the deficiency of empirical evidence of its efficacy in augmenting learner achievement (Klump, 2007; Krashen, 2006 as cited in Sullivan, 2010). Although there exists research on implementations of silent reading programs, the National Reading Panel suggested additional scientific research has to be carried out to determine the benefits of sustained silent reading (Klump, 2007 as cited in Sullivan, 2010)

A summary of research on early reading strategies carried out by the Ontario Ministry of Education in 2003 established that while developing oral language is a natural process, learning to read is not (Early Reading Expert Panel, 2003 as cited in Osborn, 2007). Since

learning how to read is not a natural process, ways to teach this vital academic skill must be examined. In this respect, SSR is going to be analyzed in subsequent paragraphs based on investigations that were carried out.

During the initial decades of using SSR there were anecdotal reports from practitioners who expressed that the practice could be effectively integrated into reading instruction with subjective reports of being beneficial to learners in developing autonomous reading skills and positive attitudes toward reading. However, the pragmatic evidence based on an unquestionable body of research that demonstrated the positive effects of the abovementioned practice on reading development were not as dominant, and because of this the National Reading Panel (NICHD, 2000) declined to support independent reading. After experts made this pronouncement, a burst of critical response followed, addressing a fair amount of the critique directly to the contribution of independent reading (Cooper, 2005; Krashen, 2005; Shanahan, 2003; Yatvin, 2002)

Reporting effects of independent reading on reading achievement during an early study on the practice of reading in the schoolroom, Oliver (1973), the creator of the High Intensity Practice (HIP) model (Oliver, 1970), compared direct instruction to reading practice in order to view the effects on reading comprehension during a month-long trial. The study that involved 48 learners from fourth, fifth and sixth grade revealed that the HIP group who practiced SSR, writing and literacy response activities for an hour a day showed a three-month raw score gain on the Gates McGinitie Reading Test (Gates & MacGinitie, 1965) compared to a two month gain for the control group. The difference was not statistically significant, however, Oliver concluded that HIP was at least as positive as direct instruction.

Research on reading for sustained periods of time by Allington (1975, 1977) established connections between the development of higher reading skills and the time children spent in reading connected text for readers who struggle.

Evans and Towner (1975, as cited in Malloy, 2008) in their well-known study, compared the effects of SSR on the reading achievement of two groups of fourth-grade students. The study had 48 participants in two classrooms. Half of the students were randomly assigned to the treatment group while the other half were assigned to the control group. In both groups there was one hour of daily traditional basal instruction where the two teachers met and planned the instruction process together. After the traditional lesson, the treatment group was given 20 minutes of independent reading adhering to the McCracken rules and the experimental group had the same amount of minutes for supplementary practice instruction using a common commercial program that coordinated with the basal reading program. By giving the participants a pre-test using the Metropolitan Achievement Test - Intermediate (1971) it was revealed that there were no significant differences between both groups before the treatment period. After ten weeks, all the students took another form of the Metropolitan Achievement Test-Intermediate showing no statistically significant difference between the groups. Evans and Towner concluded that adding SSR to traditional in-class reading instruction was not better than using only traditional instruction.

Sadoski (1980) carried out action research and developed a survey to describe the effects on attitude toward reading of SSR. The investigation tried to determine the desirability of SSR for use with students between 10th and 12th grade in a lower middle class high school. SSR was implemented during a pilot program of seven weeks adhering to McCracken rules giving all the students in the school a SSR session during one period per day. In order to avoid that a specific subject was more affected than another by the SSR period, SSR time was rotated during the weekly schedule. The purpose of the program was to improve students' attitudes toward fun reading and to increase the amount of self-selected material students read. The qualitative analysis of the observations and field notes showed that in general, students exchanged their books, asked for more time to read and discussed books outside the

classroom. Some weeks after the end of the pilot program, a 5-question survey was given to assess trends in attitude and program function. The answers of 287 students and the comments of 49% of that group were logged. According to the findings, the honors level students were the ones who most appreciated the program, maybe because they had time to engage in an activity in which they were proficient, while the students in the lower ability groups gave the lowest ratings to the SSR program. Regarding the latter group, Sadoski mentioned that students with negative attitudes toward reading may require a longer period of SSR in order to obtain the benefits.

Yoon (2002 as cited in Sullivan, 2010) did a meta-analysis on SSR in order to determine the effect of the program on attitudes toward reading and the moderator variables that influence effect size. Yoon found seven SSR studies using reading attitude as an outcome variable. Yoon described an average effect of 0.12 that is a perceptible, though small, effect on reading attitude of SSR. It was determined that grade level was the leading moderator variable, having a better effect for SSR within the third grade and lower, and a smaller effect for levels that were above the fourth grade. Yoon realized that self-selection affected in a positive way learners' attitudes toward reading, and that their interests in what they read affected their comprehension. Yoon also indicated that having teachers read during the session was important since it provided a role model, and not having to write notes or take tests on the reading augmented the students' inclination to read. The results suggest that the way of applying SSR is more influential than the length of the program; consequently, Yoon recommends that autonomous reading for constant periods of time every day using self-selected materials seems to have the most influence on attitudes toward reading. This research emphasizes the importance of having SSR programs to engage students in reading during the years mentioned and lays emphasis on the attitudinal changes toward reading that

have been described by McKenna & Kear (1990) that take place during the mid to late elementary years.

Osborn (2007) investigated the efficiency of word walls and independent silent reading in 6 second-grade classes during 12 weeks. His investigation considered the comparison of sight word efficiency, phonemic decoding efficiency, rate, accuracy, fluency, comprehension, total word reading efficiency, and oral reading quotient—overall oral reading ability. The fourth edition of the individually administered Gray Oral Reading Tests (Wiederholt & Bryant, 2001), and the Test of Word Reading Efficiency (Torgesen, Wagner & Rashotte, 1999) were used in a pretest intervention- posttest experimental design to obtain measures of oral reading fluency growth. The researcher established that all the three groups (word wall, independent silent reading and control group) experienced a notable improvement in global oral reading ability according to the GORT-4 Oral Reading Quotient measure. He concluded that even though the day-to-day use of independent silent reading and word walls both give the impression to be effective reading instruction strategies for second graders, other reading instruction strategies employed in the control group seem to be comparably effective.

An investigation of the effects of SSR on attitude and reading comprehension was carried out by Collins (1980, as cited in Malloy, 2008) for 15 weeks with 10 classrooms between second and sixth grade. The schoolrooms were randomly assigned to control and treatment groups by using a quasi-experimental research design, with the learners in the treatment group augmenting from 10 to 15 minutes of SSR to 25 to 30 minutes every day. Both groups had the same time every day in reading instruction, and the control group got 10 to 30 minutes of spelling and English instruction while the treatment group had SSR. Two assessment procedures were used to evaluate reading attitudes (Hunt's How I Feel About Reading survey, 1970), and a researcher planned attitude assessment) and four reading

comprehension assessment instruments (Iowa Test of Basic Skills; Gates-MacGinitie Reading Achievement Test (Gates & MacGinitie, 1965); basal reading level placement, and a researcher planned Teacher Individual Pupil Evaluation form). According to the results, the 126 subjects in the experimental group did not differ significantly on vocabulary, speed and accuracy, and comprehension of reading from the subjects in the control group. However, the basal reading level of the experimental group had a statistically significant gain of 0.1 book level when it was compared to the control group. There were no differences on measures of reading attitude, and both groups presented more negative attitudes toward reading on the post-test measures than before the treatment period started.

The negative attitudes toward reading of the abovementioned study were supported in a national survey of 18,185 students described by McKenna, Kear, and Ellsworth (1995) who wanted to determine the developing course of reading attitudes for first to sixth graders. The study also considered the relationship between academic and recreational attitudes toward reading and possible connections with gender, ethnicity and reading ability. Reading proficiency was given by the teacher ratings of high, medium or low ability for reading. The Elementary Reading Attitudes Survey (McKenna & Kear, 1990) was used to measure reading attitude in order to know the rating of student attitudes for recreational and school reading. The findings show that reading attitudes are more positive in the first grade and lower as students reach the sixth grade. The negative attitudes in recreational reading were more common and quickly diminishing for less skilled readers, and this capacity gap in attitudes augmented with age. The negative tendency of attitudes toward academic reading occurred in spite of capacity.

Turner and Paris (1995) investigated twelve classrooms of six-year-olds using in-class observations and student interviews. The investigators established that the reading program alone was not as powerful in engaging learners as were the kinds of tasks that teachers ask

pupils to do. The main topics that were in the transcriptions of interviews, the field notes and literacy lessons were called the “Six C’s”, i.e., choice, challenge, control, collaboration, constructive comprehension and consequences. A well-designed SSR model that uses the six elements focus on supporting children in getting meaning through authentic reading tasks, sharing information with others while they are reading what they like at the same time that they are assisted by their teachers. When learners are given the opportunity to choose reading materials in the school and are taught to control the reading level or challenge posed by learning to get books at a right level, they will have the opportunity to read texts that will probably engage them while they practice learned skills. In addition, when they have opportunities to share their readings with their peers and teachers, they help to build meaning from texts and as a consequence, they construct their self-efficacy for continued reading challenges.

Langford and Allen (1983) used SSR in their investigation with 131 fifth and sixth graders to determine the effects of the aforementioned reading practice on reading achievement and attitudes. In the research, classes were randomly assigned to groups, and the experimental group was given SSR on a daily basis for 30 minutes for six months. A control group was given instruction in health and grooming during the SSR period. The Estes Attitude Scale (Estes, 1971) and the Heathington Scale (Heathington, 1975) were used to measure the attitudes of students toward the program. Teacher’s observation of student behaviors associated to attitudes toward reading were measured using Rowell’s (1972) Scale of Reading Attitude based on Behavior (SRAB) while reading achievement was tested using the Slosson Oral Reading Test (Slosson, 1963). The results indicate that at post-test, attitudes toward reading were not significantly different as described by pupils on the Heathington scale. However, behaviors described through teacher observation using the SRAB showed a positive effect for the treatment group. The language arts teachers (not the homeroom

teachers) completed the SRAB for students, and as students were reorganized in other groups for their language arts instruction, the educators were less likely to be aware of which learners were part of the experimental group. The results of the achievement tests showed that the learners who were involved in SSR presented significant gains when compared to the control group ($t= 7.94, p<.001$). Langford and Allen speculate that the improvements in reading achievement may be because of growth in vocabulary, however, as only a comparison of the total scores on the SORT were presented, it is difficult to establish clear relations in this study between vocabulary development and SSR.

Research on the effects of SSR on reading achievement and attitudes of fifth, sixth and seventh graders was carried out by Summers and McClelland (1982). The reading achievement was measured using the Metropolitan Achievement Test (1971) while reading attitude was measured using the Estes Attitude Survey and the Students Reading Rating Scale (Estes, 1971). There was no accountability for reading comprehension, self-choosing of books and teacher modeling. There was a provision to praise students for their reading efforts. 612 learners who were in SSR schools were compared to 630 learners who were in schools where there was no SSR program. According to ANCOVA measures, the results show no significant effect for reading attitude or achievement between the groups after a 15-week investigation period. Summers and McClelland concluded that the SSR program may have been unsuccessful to indicate a result due to an incompatibility between the span of the treatment period and sensitivity of the ending measures and to weak adult reading models.

Manning and Manning (1984) compared four groups (Traditional SSR, SSR followed by peer interaction, SSR followed by teacher-student conferences and a non-SSR control group) in order to determine models of reading for entertainment that improve reading attitudes and achievement. The participants were 415 fourth graders and the schoolrooms were randomly assigned to one control and three treatment groups balancing the

socioeconomic status by school and grouping the learners heterogeneously for ability. All the classrooms were given an hour of reading instruction on a daily basis, and afterwards there were 30 minutes of SSR following the McCracken rules for the three experimental groups. Students in the teacher-student conference group had weekly talks with their teacher to talk about the topics that they were reading and to plan future reading while the students in the peer interaction group had small group and paired discussions about the books they were reading once the SSR period was over. During the SSR period, the conferences took place. There was no organized fun reading for students in the control group. For the pre and post-test, the reading test section of the California Achievement Test (to notice changes in reading achievement) and the Manning Reading Attitude Inventory (Manning and Manning, 1984) were used.

The results of both tests showed significant differences among groups. On the reading attitude measurement, learners that were in the peer interaction group had the greatest improvement, followed by pupils in the teacher-student conference group while the traditional SSR group was insignificantly different from the control group. On the reading achievement measurement, the learners in the peer interaction group showed significantly greater improvements than the students in the other groups. The results of this investigation were an important challenge to traditional SSR since it showed the significance of reading for meaning with social interaction being an essential component for success in reading.

Research reveals what many teachers know through personal experience: intrinsic motivation for reading starts to decline in the upper elementary grades and continues this trend through middle school and high school, with more negative effects for lower achievers (Guthrie & Alvermann, 1999, as cited in Sullivan, 2010). Consequently, school directors should address motivation for reading in order to augment learners' interest to read for personal purposes.

Krashen (2004 as cited in Sullivan, 2010) stressed students' fun reading as a result of involvement in SSR, and he cited studies about students' attitudes toward SSR, which showed an inclination for in-school reading periods. Similarly, Kirby (2003 as cited in Sullivan, 2010) studied ninth graders engaged in a one session per week SSR period, and determined that learners enjoyed the reading period that they had, and many of them augmented the amount of reading they chose to do out of class.

Malloy (2008) explored the effects of Instructional Sustained Silent Reading (ISSR), an instructional version of SSR, with five classrooms of third and fourth graders. The essential elements of ISSR include student and teacher book sharing and conferences between students and teachers on a weekly basis that focus on student needs and interests. To measure the effects on reading motivation and reading achievement, as well as to explore the experiences of learners and teachers while they were involved in the ISSR and the SSR models, a concurrent nested mixed methods research design was used. The results reveal that learners from both groups gave importance to the opportunity to read for their own purposes during school periods and liked the choice and variety of texts. The learners who were involved in ISSR, especially those who were low achieving or had low motivation to read, benefited from the personal support of the teacher during the weekly lectures and book sharing opportunities. Some of these learners evidenced a change in their goal orientations, with a new perception of reading as a personally attractive task (a mastery goal orientation) rather than a teacher-controlled activity (performance orientation).

Pegg and Bartelheim (2011) in an action research project studied the effects of daily teacher read-alouds on first grade students' ability to sustain silent reading for a prolonged length of time. Learners' enjoyment of silent reading was also studied. Data on the ability to sustain silent reading was obtained from timed silent reading experiences, and pre and post survey completed by the pupils on their fun and performance during the silent reading period.

Their findings suggest an increase in the length of time the learners read silently on their own as a result of daily teacher read-alouds, and the survey comments suggested an increase in enjoyment of silent reading as a result of the day-to-day read-alouds.

Sullivan's (2010) results of her *ex post facto* study indicated that SSR contributed to higher reading achievement marks for middle school learners (sixth, seventh and eighth-graders), and also mentioned that the gains were evident following a school year implementation of SSR. The program was deemed successful within the school since learners achievement increased. Her findings support the inclusion of SSR as a daily element of the curriculum in the middle school.

Variations of traditional SSR

Traditional SSR programs do not consider the use of feedback and follow-up activities since there is no accountability of the topics that students are reading (McCracken, 1971 as cited in Malloy, 2008). However, the use of these post-reading activities appears to be a necessary element to get better results from the reading-for-pleasure sessions. In this respect, Pilgreen (2000 as cited in Sullivan, 2010) determined that follow-up activities are one of the elements of effective SSR programs since they provide learners with an opportunity to collaborate with their classmates about the texts they have read.

Osborn, Lehr, & Hiebert (2003, as cited in Osborn, 2007) mentioned research that challenged the use of independent silent reading without interaction or feedback, stating that little, if any gains are gotten using this practice. They pointed out that poor readers when left on their own may spend independent reading sessions talking, daydreaming, or engaging in other activities. In the case they choose to read, the researchers suggested that this kind of reader was likely to select very simple reading material that would not augment vocabulary or comprehension.

Kelley & Clausen-Grace (2006, as cited in Osborn, 2007) changed the original elements present in an SSR program adding some other elements for a third grade class. They called their independent silent reading program R5 (Read and Relax, Reflect and Respond, Rap). This program required the third grade pupils to spend 10-25 minutes reading self-chosen texts thrice every week. Once they finished reading, they had to record the date, author, title, and genre in a reading log along with a short written response about the reading and a reflection on their use of metacognitive processes (prediction, summarization, interpretation, literal questioning, reflection, and metacognitive awareness) taught during read-alouds, guided reading, and mini-lessons. Afterwards, students discussed their reflections on the metacognitive practices that they used with a peer followed by a complete class sharing of their metacognitive practices by peer. Seven months later, the results showed 100% of the learners scoring at advanced or independent levels for self-assessment/goal setting and wide reading while in the beginning only 33% of the learners scored at the advanced and independent levels. The researchers also saw a considerable rise in variety of comprehension, genre, and all the areas of metacognitive practices with the highest improvement in metacognitive awareness. An important finding in this study was that a strong reading culture was established among the learners, and that all of them had become extremely motivated readers at the end of the seven months.

Summary

This chapter has covered the literature on SSR and reading for pleasure programs presenting the history of in-class pleasure reading programs and some studies that were carried out to better understand the learning process. The theoretical framework, the benefits, and variations of SSR were also examined here. The intention of the researcher in this chapter was to try to explore the topic of this investigation and contribute to the area of reading for pleasure research. It must be pointed out that much research on university, EFL or adult

readers was not found in this review. According to the findings of research on fun reading programs in the current review of the literature, there is more research that supports SSR. Also, it seems that SSR is a practice that helps students gain confidence, expand vocabulary, acquire a language, learn to enjoy recreational reading among other benefits. In spite of the abovementioned benefits, SSR must not be considered as the only resource to teach reading, but as a part of a holistic reading instruction program. In fact, the research suggests that other elements of reading instruction may be necessary, and that assessment is also key.

Chapter 3

Research Methodology

The current research study was carried out in the Ecuadorian cities of Portoviejo and Latacunga which are located in the Coastal and Highland region, respectively (See the map below). The study employs qualitative research techniques to gather data to describe teachers and learners' perceptions and attitudes towards the habit of reading for pleasure. Data was triangulated and analysed to obtain the findings and conclusions of this research. In this section, the author will refer to some of the literature that helped him identify the methods to be used for this research. The methods and procedures used in this study will also be described in this chapter.

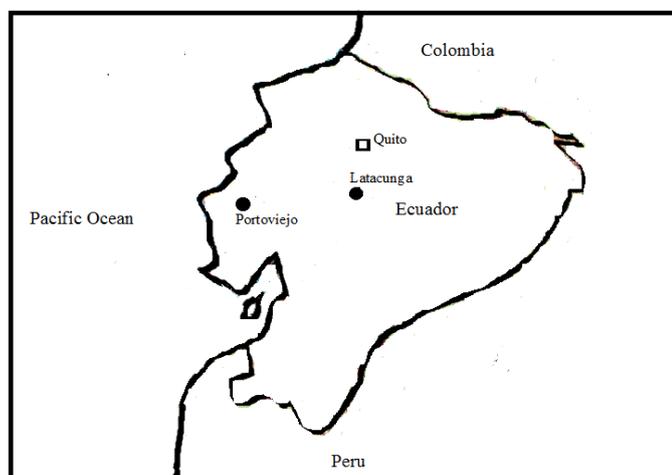
This study made use of several instruments to understand the viewpoints of the participants. The first instrument that was used was the survey on reading for pleasure habits (See Appendix A) that was adapted from the book *Exploring Second Language Reading: Issues and Strategies* written by Anderson (1999). In order to use the information from the mentioned book, the researcher sent a letter to Neil Anderson to get his permission for using and adapting the questions on pages 6 and 7 (See Appendix F). The survey was administered from February to September 2011. In order to get data at a national level, the researcher went to a Federación Nacional de Profesores de Inglés de Universidades y Politécnicas del Ecuador (FENAPIUPE) national congress held in Latacunga, Ecuador and surveyed participants from different parts of Ecuador on September 22 and 23, 2011. In addition, I organized 12 Sustained Silent Reading (SSR) sessions that included writing reflective journal charts after reading for pleasure (See Appendix B). The initials of the Sustained Silent Reading and Reflection Journal Writing program in the present investigation were SSR-RJW, and they were adapted from Pyle's (1990) Sustained Silent Reading and Writing (SSRW) program. For each of the three courses that participated in this program, there were 4 sessions

per week organized on different days. These sessions were carried out between October 24 and November 18, 2011. Eventually, interviews were given to some TEFL program coordinators (See Appendix C), and to 15 students who participated in the SSR-RJW sessions (See Appendix D) during May and June, 2012. The questions of the TEFL program administrator interview on reading for pleasure issues were adapted from Sullivan's (2010) guided survey interview script based on Pilgreen (2000). The names of the TEFL program administrators were Ricardo, Mercedes and Victor (all of them were pseudonyms). Ricardo was the head of the English Department at University A, Mercedes was the director of the School of Languages at University A, and Victor was the coordinator of the Language Department at University B. The three administrators were also university English teachers.

Participants

The names of all the participants that appear in this investigation are pseudonyms. In this study, there were 134 subjects who completed the survey on the habits of reading for pleasure whose ages ranged from 17 to 60 years old. The survey was given to EFL teachers from different regions of Ecuador at the FENAPIUPE congress, and to students and EFL teachers at 2 Ecuadorian coastal universities in the city of Portoviejo: University A, and University B (public and private, respectively).

Map of the Republic of Ecuador with the research locations.



The participants of the reading for pleasure survey were divided into 5 groups: University A English professors (44 Ecuadorian EFL teachers), Foreign language professors (3 French/Italian teachers- 1 Ecuadorian, 1 Italian and 1 Haitian instructor), University B English students (19 Ecuadorian students), University A student teachers (38 Ecuadorian students), and FENAPIUPE professors (30 Ecuadorian EFL teachers from different regions of Ecuador). The foreign language professors group was included to have a reference of reading for pleasure habits in other countries. At University A, the information was gathered from the School of Languages, while in University B, the surveys were given to students from 3 different majors who were studying English in the same course.

The students who participated in the SSR-RJW sessions and the subsequent interviews on the process of reading for pleasure were studying at the School of Languages of University A, and they were in their fourth level of English (Students have to complete four out of five levels of English during their studies). One of the students dropped out at the beginning of the study. The selection of this group of students was based on getting 3 groups of learners who were not beginners, and who were studying at a same level. After analyzing the possibilities within the school, the researcher and his thesis advisor agreed that the three courses of the fourth level of English were ideal to start the field study sessions. Group 1 had 18 participants; Group 2 had 14 participants, and Group 3 had 27 participants. Before taking part in this investigation, they signed participant consent forms (See Appendix E) which showed their willingness to be part of the reading for pleasure program. This document was an adaptation of Rivadeneira's (2011) participant consent form. The participants were aware that the information provided in this investigation would be confidential. The directors of the School of Languages and the Department of English at University A, and the coordinator of the Language Department at University B also signed the participant consent form.

Instruments

The instruments that were used in the present study were the Reading for Pleasure Survey (See Appendix A), the SSR-RJW sheets (See Appendix B), the interviews with the TEFL administrator programs (See Appendix C), and the transcribed interviews with the students who participated in the SSR-RJW sessions (See Appendix D). The Reading for Pleasure Survey had two sections: the first section was adapted from Anderson's (1999) reading inventory, and the second section was planned by the researcher and his thesis advisor. The SSR-RJW sheets were adapted from Goslino's (2011) learning journals. The TEFL program administrator interview was adapted from questions gotten in Pilgreen (2000) and Sullivan (2010). Eventually, the questions of the transcribed interviews with the students who participated in the SSR-RJW sessions were adapted from Nagy, Campenni, & Shaw (2000) and Marson (2005).

In the SSR-RJW sessions, graded readers were selected based on Gardiner's (2005a as cited in Sullivan, 2010) standpoint that short reads such as newspapers and magazines, cause noise when learners turn pages during SSR periods, disrupting the quiet environment of the class, and more importantly because these materials lack the continuity that longer texts (such as books) provide. During the SSR-RJW sessions, 29 graded readers were used so the students could choose their reading material according to their own interest. The reading level of the graded readers according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001) was A2, B1 and B2 (Check the CEFRL overall reading comprehension descriptors in Appendix G). A complete list of the graded readers that were used in the 3 courses during the twelve SSR sessions can be found in Appendix H.

Data Collection Sources

Surveys, interviews and reflective journals on SSR and the pleasure reading sessions were given to the participants to gather information on their perceptions about reading for pleasure. They had the option to answer in Spanish if they wanted. Their responses are included with translations to English. All these instruments were examined to address the research questions. The results helped to understand students' attitudes towards reading for fun not only in English, but also in Spanish.

Procedures

To collect data, the participants first took the reading for pleasure survey (See Appendix A) in which they expressed their perceptions on the topic of reading for pleasure in both their L1 and L2. The participants were permitted to use the language in which they felt more comfortable. Once the information was collected, the answers were coded to establish patterns. In this study, 3 answers that were similar were considered a pattern.

During the SSR-RJW sessions, the students first read for 15 minutes in each of the 12 sessions, and then they were given a reflective journal sheet (See Appendix B) after each SSR session, to be completed in 15 minutes. Once all the sessions were over, the information was gathered, and it was coded to determine the patterns of each one of the answers.

For the interviews, 3 TEFL program administrators and a group of 15 participants of the SSR-RJW sessions were interviewed individually to get feedback on the process. They had to answer questions that provided more information about their views on the SSR-RJW sessions (See Appendix C and D). All the 18 interviewees were video recorded, and the information that they provided was transcribed and analyzed. These interviews were in English, but from time to time Spanish was used when the student did not understand a term or a question in order to give the participants more confidence to express themselves and get more reliable information.

Data analysis

Triangulation of four sources of data were analyzed before coming to the conclusions in this investigation. The sources were (a) reading for pleasure surveys to EFL students and teachers, (b) students' reflective journals that were carried out after each one of the 15-minute SSR sessions, (c) TEFL program administrator interviews on fun reading programs, and (d) students' interviews on reading for pleasure programs. The data collected were analyzed by analyzing and coding the answers in the survey, reflective journals and interviews. Students' attitudes toward reading for pleasure were analyzed by focusing on the information gathered.

Chapter 4

Findings

The purpose of this action research study was to describe the impact of EFL university learners' attitudes, and perceptions toward reading in English during and after working within a sustained silent reading program. The study also explored and described the implementation of an SSR program in an Ecuadorian university.

The specific research questions in this study were:

- 1) What are the pleasure reading habits of Ecuadorian university English teachers?
- 2) What are the pleasure reading habits of Ecuadorian university English students?
- 3) What are the reading support resources for English students in Ecuadorian universities?
- 4) How can a pleasure reading program be implemented by English teachers in an Ecuadorian coastal university?

Results of the Survey on Reading for Pleasure Habits

Years of English teaching experience

The majority of the teachers who filled out the survey had been teaching more than 6 years. In University A, the English Professor Group, the majority of participants (14 teachers) had been teaching between 6 and 10 years while a minority of 4 teachers had been teaching for more than 21 years. In the Foreign Language Professors' Group there was only one answer and it was for the period of time between 0 and 5 years of teaching (It is important to realize that this Foreign Language Professors' Group had only 3 participants). The University B English Students' Group did not have any teachers of EFL since they were students at a private Ecuadorian university, and they were not studying to be English language facilitators. The University A Student Teachers' Group was the group of students who were studying to be EFL teachers and in this group the majority of student teachers (4 participants) had been

teaching between 0 and 5 years while the lowest number was for the period between 6 and 10 years with only 1 participant. In the FENAPIUPE Professors' Group, the majority of teachers had been teaching between 11 and 15 years (9 participants) while a minority of 2 participants had been teaching for more than 21 years. Among the groups, it was noticed that a few teachers had taught more than two decades.

Table 1

Years of English Teaching Experience by Group

Group	Years of Teaching Experience				
	0-5	6-10	11-15	16-20	21+
University A English Professors (n=44)	10	14	9	7	4
Foreign Language Professors (n=3)	1	0	0	0	0
University A Student Teachers (n=38)	4	1	3	2	0
FENAPIUPE Professors (n=30)	3	6	9	44	2

Levels that facilitators teach

In the University A English Professors Group, a noticeable number of teachers taught beginners (40 participants) while the high intermediate level was the least taught level with only 10 teachers. Problems in rotation of teachers among all the levels may be a cause for this big difference. In the Foreign Language Professors Group only 1 teacher answered and the participant was teaching at the intermediate level. The University B English Students' Group was not considered in this tabulation since they were pupils that were not studying to be EFL teachers. In the University A Student Teacher's Group, the majority of students that were teaching had taught at the high intermediate level (12 student teachers) while a minority of only 2 participants taught beginners. Eventually, in the FENAPIUPE Professor's Group there

was more balance between the results in which 18 teachers had taught beginners and a minority of 8 teachers had taught at the pre-intermediate level. Table 2 illustrates the different levels.

Table 2
Levels that Facilitators Teach

Group	High Intermediate	Intermediate	Pre-Intermediate	Beginners
University A English Professors (n=44)	10	13	24	40
Foreign Language Professors (n=3)		1		
University A Student Teachers (n=38)	12		2	2
FENAPIUPE Professors (n=30)	12	13	8	18

Years of education of the participants

In the University A English professors’ Group, all the teachers had studied more than 16 years during their lives. In the Foreign Language Professors Group, only one foreign teacher answered and the response was for the 16-20 year period. In the University A Student Teachers’ Group, three participants answered: two of them said they had studied between 16-20 years while the other mentioned the 11-15 year period. In the FENAPIUPE Professor’s Group the majority of teachers (4 participants) said that they had studied more than 21 years while a minority of 1 teacher mentioned the 11-15 year period. It is important to notice that group C gave no answer to this question perhaps because of a misunderstanding on behalf of the participants who might have thought that the question was in terms of years they had been teaching other people.

Table 3**Years of Education of the Participants**

Group	Number of Years of Education				
	21+	16-20	11-15	6-10	0-5
University A English professors (n=44)	6	21			
Foreign Language Professors (n=3)	1				
University A Student Teachers (n=38)	2	1	2		
FENAPIUPE Professors (n=30)	4	3	1	2	

The Participant's Fields of Study

In University A English Professor's Group, all the 46 participants were English teachers. In the Foreign language professors Group only one participant answered and mentioned the English teacher category. The University B English Students' Group did not answer this question for reasons that were mentioned above. The University A Student Teacher's Group had only 4 English teachers. Eventually, the FENAPIUPE Professor's Group was a diverse group where there were 23 English teachers, 3 business administrators, 1 economist and 1 computer scientist.

Results of the first part of the survey on reading for pleasure habits**Define reading in a second language.**

[(Defina a la lectura en una segunda lengua)]

In the University A English Professors' Group the majority of participants (13) said that reading in a second language is an activity to get knowledge and a minority (3 participants) said that it is important to know other cultures. In the Foreign language

professors Group, there were no answers. In the University B English Students' Group, there were 3 answers for each one of these definitions:

- It is important to improve our second language.
- It is difficult to understand.
- It is an important activity that everybody needs.

In the University A Student Teachers' Group, the majority of students (9) said that it is important to improve our second language, while a minority of students (3) said that reading helps to understand texts in a foreign language, and another 3 participants said that it is different from the first language because of different pronunciation. In the FENAPIUPE Professors' Group, 11 teachers said that reading in a second language is an activity to get knowledge, while a minority of 4 teachers defined it as a language skill that is used to increase vocabulary improving the second language, and another 4 teachers thought of reading as a pleasure activity.

Table 4
Perceptions of the Purpose for Reading in an L2

The Purpose of Reading in the L2	University A English Professors	Foreign language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
Skill that increases vocabulary/.improves L2	10			5	4
Skill that helps to understand texts in a FL	12			3	7
For gaining knowledge	13				11
Helps to learn about other cultures	3				7
General L2 Improvement	6		3	9	5
Pleasure activity	7			4	4
Difficult to understand			3	4	
Everyone needs reading			3		
L2 Reading is important for Pronunciation				3	

Do you enjoy reading in your native language? Yes/no

[¿Disfruta leer en su lengua nativa? Si o no]

The answer “Yes” was the most numerous in all the groups. In the University A English Professor’s Group, 42 participants said Yes while only 1 answered Sometimes. In the Foreign language professors Group, 2 participants answered Yes while the other said No. In the University B English Students’ Group, 18 said Yes, while only one said No. In the

University A Student Teacher’s Group, 34 participants said Yes, while only one said Sometimes. In the FENAPIUPE Professor’s Group, 26 teachers answered Yes, while 2 participants said No, and other 2 said Sometimes. The answers to this question demonstrate that the majority of participants that were surveyed enjoyed reading in their native language.

Table 5

Native Language Reading Enjoyment

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Yes	42	2	18	34	26
No	3	1	1	3	2
Sometimes	1	-	-	1	2

How long do you read daily (on average) in your native language?

[¿Cuánto tiempo lee diariamente -en promedio- en su lengua nativa?]

In the University A English Professor’s Group, only 1 participant answered, “not much” while the majority (17 participants) said that they read between 31 minutes to 1 hour. In the Foreign language professors Group, 1 foreign teacher mentioned the answer 1 hour-2 hours while 2 said that they read more than 2 hours. In the University B English Students’ Group, 1 student said that he did not have the habit of reading while a majority of 5 students said that they read more than 2 hours. In the University A Student Teacher’s Group, a minority of 2 students said that they did not have the habit of reading while other 2 students mentioned that they read more than 2 hours. As for the majority of answers in this group, 11 participants answered 31 minutes to 1 hour. Finally, in the FENAPIUPE Professor’s Group, 1 participant answered not much while another answered 0-30 minutes, and the majority (9) said 1 hour- 2 hours. From this table, it can be seen that the majority of surveyed people read

between 0 minutes to 2 hours, and a minimum number of 5 out of a total of 111 participants who answered this question (result that can be seen in columns 1 and 2) seemed not to like reading a lot.

Table 6

Results for Daily Reading Time in the L1

Groups	I don't have this habit	Not much	0-30 minutes	31 minutes to 1 hour	1 hour-2 hours	More than 2 hours
University A English Professor's Group	-	1	11	17	10	2
Foreign language professors Group	-	-	-	-	1	2
University B English Students' Group	1	-	3	2	2	5
University A Student Teacher's Group	2	-	8	11	6	2
FENAPIUPE Professor's Group	-	1	1	6	9	8

What types of materials do you read in your native language?

[¿Qué tipos de materiales lee en su lengua nativa?]

The types of materials that were read by the participants in their native language across all the groups were mainly books, magazines and newspapers. In the University A English Professor's Group, a majority of 37 participants answered books while only 3 said school assignments. In the Foreign language professors Group, there were 2 answers for magazines

and 2 answers for books while one said Facebook and e-mails. In the University B English students, the majority (17 participants) said newspapers while a minority of three answers was for Facebook and e-mails. In the University A Student Teacher's Group, the majority (32 participants) answered books while 3 said articles on the Internet and other 3 said school subjects. Eventually, in the FENAPIUPE Professor's Group, 23 participants mentioned books while a minority of 7 teachers mentioned Facebook and e-mails. From these results it is important to consider the presence of books, magazines and newspapers in programs to foster reading for pleasure.

Table 7

Types of Materials Read in Participants' Native Language

Types of reading materials	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Articles on the Internet	4	-	-	3	-
Books	37	2	15	32	23
TEFL materials	5	-	-	-	16
Facebook and e-mails	4	1	3	-	7
School subjects	3	-	4	3	-
Magazines	23	2	10	19	11
Newspapers	29	-	17	23	17

Do you enjoy reading in your second language? Why? Why not?

[¿Disfruta leer en su segunda lengua? ¿Por qué? ¿Por qué no?]

In the University A English Professors Group, a majority of 17 teachers said that they enjoy reading in their second language because it improves their English level while a minority of 2 teachers said that they enjoy it because they learn about other cultures, while the other 2 said that they like reading for teaching and learning purposes. In the Foreign Language Professors' Group, 2 teachers said that they like reading for pleasure and one said no because of the difficulty. In the University B English Students' Group, a majority of 8 students said that they like it because they improve their English level, while a minority of 4 participants said that they like it because they learn new vocabulary, and other 4 said that they like reading because of pleasure. In the University A Student Teachers Group, the majority of responses were affirmative: 10 students agreed that they like reading because they improve their English level while other 10 said that they like it since they update their knowledge. In the same group, a minority of 6 students said that they like reading because of pleasure and other 6 participants said that they do not like it because of the difficulty. Finally, in the FENAPIUPE Professor's Group, the majority of answers (12) were affirmative and the reason was for pleasure while 3 participants said that they like reading in their second language since they learn about other cultures. Across all the groups the negative response was found in the two student groups and in the Foreign Language Professors Group. The reason for the negative answer was the difficulty of the second language, something that is understandable because some of the participants in these groups still are developing their skills and knowledge of the new language.

Table 8
Participants` Second Language Reading Enjoyment

Answers	University A English Professor's Group	Foreign language professors Group	University B English Students' Group	University A Student Teacher's Group	FENAPIUPE Professor's Group
Yes, because I learn new vocabulary	15	-	4	7	11
Yes, because I improve my English level.	17	-	8	10	10
Yes, because I learn about other cultures	2	-	-	-	3
Yes, because I update knowledge	11	-	-	10	6
Yes, because of pleasure	12	2	4	6	12
Yes, because I like reading for teaching and learning	2	-	-	-	5
No, because of the difficulty	-	1	7	6	-

How long do you read daily (on average) in your second language?

[¿Cuánto tiempo lee diariamente –en promedio- en su segunda lengua?]

In the University A English Professor's Group, a majority of 12 teachers said that they read 31 minutes to 1 hour while other 12 teachers said that they read for 1 to 2 hours, and a minority of 6 facilitators said that they read more than 2 hours. In the Foreign language professors Group, only one teacher chose the answer 1 to 2 hours. In the University B English Students' Group, a majority of 6 students mentioned the 0-30 minute period while a minority

of 1 student mentioned not having the habit of reading in a second language, and another student mentioned reading for more than 2 hours. In the University A Student Teacher's Group, a majority of 11 students said that they read between 0 and 30 minutes per day, and a minority of 1 student answered not having the habit of reading in their L2 while another student mentioned the reading period of more than 2 hours. In the FENAPIUPE Professor's Group, 8 teachers agreed with the 31 minute-1 hour period while other 8 teachers agreed with the 1-2 hour period, and a minority of 1 teacher mentioned not having the habit of reading in the second language.

Table 9
Results for Daily Reading Time in the L1 and L2

Groups	I don't have this habit		Not much		0-30"		31 minutes to 1 hour		1 hour-2 hours		More than 2 hours	
	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
University A English Professors	-	-	1	-	11	11	17	12	10	12	2	6
Foreign language Professors	-	-	-	-	-	-	-	-	1	1	2	-
University B English students	1	1	-	-	3	6	2	3	2	2	5	1
University A student teachers	2	1	-	-	8	11	11	9	6	3	2	1
FENAPIUPE professors	-	1	1	-	1	3	6	8	9	8	8	7

What types of materials do you read in your second language?

[¿Qué tipos de materiales lee en su segunda lengua?]

The types of materials read in the participants' L2 across all the groups were mainly books, magazines and newspapers. In the University A English Professors' Group, 28 participants said that they read books while a minority of 3 teachers said articles on the Internet. In the Foreign Language Professors Group, one teacher mentioned Facebook and e-mails, and another said school subjects. In the University B English Students Group, 15 students mentioned books while 3 said the Facebook and e-mails. In the University A Student Teacher's Group, 26 students said books while a minority of 2 students said school subjects. Eventually, in the FENAPIUPE Professor's Group, 23 teachers said TEFL materials while only 2 said school subjects.

List five things you consider strengths about your reading in your first language.

[Enumere cinco cosas que usted considera fortalezas acerca de su lectura en su primera lengua]

The five things considered strengths about the reading of the participants' first language in the University A English Professors' Group were knowledge of vocabulary (25 participants), good comprehension (23), read to update and get more knowledge (23), fast reading (11) and the pleasure of reading (9). In the Foreign Language Professors Group, read to update and get more knowledge (3), knowledge of vocabulary (2) and command of reading sub-skills and strategies (2) were mentioned as strengths. In the University B English Students Group, critical reading (9), read to update and get more knowledge (8), fast reading (7), knowledge on L1 (7), motivation to read (7), and knowledge on vocabulary (7) were the most listed. In the University A Student Teachers' Group, knowledge of vocabulary (22), good comprehension (17), read to update and get more knowledge (11), love for pleasure reading (10), and Knowledge of grammar rules (9) were mentioned. In the FENAPIUPE Professor's Group, good comprehension (14) knowledge on vocabulary (14), fast reading (10), command of reading sub-skills and strategies (9), and read to update and get more knowledge (8) and knowledge of grammar (8) were the most mentioned. The strengths that were present in all the groups were read to update and get more knowledge and knowledge of vocabulary.

There were other categories with few responses (less than 3 responses) such as silent reading (University B English Students' Group), take notes on the reading (FENAPIUPE Professor's Group), use of dictionaries (University B English students and University A Student Teacher's Groups), open-mindedness (University A English professors, University B English students and FENAPIUPE Professor's Groups), and development of imagination (University A English professors and University A Student Teachers' Groups)

Table 11
Strengths in Participants`L1 Reading

Strengths In Participants` L1 Reading	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Analysis	6	-	2	2	2
Good comprehension	23	-	5	17	14
Fast reading	11	-	7	6	10
Fluent reading	4	-	2	1	2
Update and get more knowledge	23	3	8	11	8
Good pronunciation	4	-	-	4	-
Knowledge of grammar rules	7	-	-	9	4
I like reading for pleasure	9	-	-	10	8
I apply what I read to my life	5	-	-	1	-
to learn about other cultures	4	-	-	-	3
L1 Knowledge	7	-	7	8	3
My motivation to read	7	-	7	1	2
I share what I have read	3	-	-	-	-
I have the habit of reading	5	-	2	6	4
Knowledge on vocabulary	25	2	7	22	14
I read critically	3	-	9	6	4
I have good memory	3	-	1	2	1
Command of reading sub- skills and strategies (skimming, scanning, inferring, etc.)	1	2	9	-	-
Concentration	1	-	1	-	4

List five things you consider strengths about your reading in your second language.

[Enumere cinco cosas que usted considera fortalezas acerca de su lectura en su segunda lengua]

The five things that the participants considered strengths about their reading in their second language in the University A English Professor's Group were knowledge on vocabulary (27 participants), good comprehension (20), read to update and get more knowledge (20), knowledge of L2 grammar rules (11), and fast reading (10). In the Foreign Language professors Group, the answers were read to update and get more knowledge (3), knowledge on vocabulary (1), command of reading sub-skills and strategies (1), and get more knowledge on English (1). In the University B English Students' Group, knowledge on vocabulary (10), good comprehension (5), knowledge on my L2 (5), read to update and get more knowledge (4), and have motivation to read (4) were the alternatives chosen. In the University A Student Teacher's Group, the categories that were chosen were knowledge on vocabulary (21), good comprehension (15), read to update and get more knowledge (10), knowledge on my L2 (9), and knowledge of L2 grammar rules (8). In the FENAPIUPE Professor's Group, the alternatives were good comprehension (18), knowledge on vocabulary (13), fast reading (8), knowledge on my L2 (8), and command of reading sub-skills and strategies (8).

Across all the groups, the common denominator was knowledge of vocabulary. There were other categories with few responses (less than 3 responses) such as application of the reading material to the personal life (University A English professors and University A Student Teacher's Groups), use of dictionary (University B English Students' Group), concentration (University A English professors, University B English students, and University A Student Teacher's Groups), development of imagination (University A English professors and University A Student Teacher's Groups), critical reading (all the groups

excepting the Foreign language professors Group), knowledge on my L1 (University A English Professor's Group).

Table 12
Participants`L2 Reading Strengths

Participants` L2 reading strengths	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Analysis	2	-	2	5	1
Good comprehension	20	-	5	15	18
Fast reading	10	-	3	-	8
Fluent reading	4	-	1	1	3
Read to update and get more knowledge	20	3	4	10	-
Knowledge of L2 grammar rules	11	-	2	8	4
I like reading for pleasure	9	-	2	5	2
I like to learn about other cultures	5	-	-	4	2
Knowledge on my L2	9	-	5	9	8
I have motivation to read	7	-	4	-	1
I have the habit of reading	4	-	1	4	4
Knowledge on vocabulary	27	1	10	21	13
I have good memory	3	-	-	-	2
Command of readingsub-skills and strategies	2	1	-	-	8
Get more knowledge on English	7	1	-	1	3

What overlap do you see in your responses to questions 8 and 9?

[¿Qué coincidencias ve en sus respuestas a las preguntas 8 y 9?]

Three of the five groups had a majority of participants who said that there were the same responses. This was the case of the University A English Professors (19), the University B English Students (9), and the FENAPIUPE Professors (13). In the University A English Professors Group, a minority of 10 participants said that they were similar while 13 found one or two coincidences. In the Foreign Language Professors Group, 2 teachers said that there found one or two coincidences while one said that there was no overlap. In the University B English Students Group, 6 participants said that the responses were similar while 3 said that they found one or two coincidences. In the University A Student Teachers Group, a majority of 12 students found one or two coincidences in their responses while 9 participants said they were the same answers, 5 said they were similar and 3 said there was no overlap. Eventually, in the FENAPIUPE Professor's Group, 7 participants said they were similar, and other 7 said they found one or two coincidences.

Table 13

Overlap in the Responses to Questions 8 and 9

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
They are the same responses	19	-	9	9	13
They are similar	10	-	6	5	7
One or two coincidences	13	2	3	12	7
There is no overlap	-	1	-	3	-

List five things you would like to improve in your first language reading.

[Enumere cinco cosas que le gustaría mejorar de la lectura en su primera lengua]

The five things that the participants wanted to improve in their first language reading in the University A English Professors' Group were read faster (12), read more (12), improve comprehension (11), augment knowledge on vocabulary (10), and improve concentration. In the Foreign Language Professors' Group, there were only 4 responses: improve comprehension, read more, augment knowledge on vocabulary, and nothing at all. In the University B English Students' Group, the answers were improve comprehension (4), read faster (4), improve pronunciation (4), read critically (4), spend more time reading for pleasure (3), augment knowledge on vocabulary (3), and (3) nothing at all. In the University A Student Teacher's Group, the responses were improve comprehension (11), improve pronunciation (11), read faster (9), augment knowledge on vocabulary (9), and read more (8). In the FENAPIUPE Professor's Group, the answers were read more (10), augment knowledge on vocabulary (10), improve comprehension (7), read faster (6), and improve knowledge of L1 grammar rules (4). Across all the groups, the answers that were repeated were: improve comprehension, and augment knowledge on vocabulary.

There were other categories with few responses (less than 3 responses) such as application of the reading material to the personal life (University A English Professors', Foreign Language Professors, and University A Student Teachers), learn more about other cultures (University A English Professors' Group), be more motivated to read (University A English Professors' Group), and command of reading sub-skills and strategies (University A English Professors', University A Student Teachers, and FENAPIUPE Professors).

Table 14**Things Participants Wanted to Improve in their L1 Reading**

Things to improve in L1 Reading	University A English Professors	Foreign Language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
Reading more ESP	5	-	-	3	2
Improve comprehension	11	1	4	11	7
Read faster	12	-	4	9	6
Read more	12	1	1	8	10
Improve pronunciation	3	-	4	11	-
Improve knowledge of L1 grammar rules	2	-	1	3	4
Spend more time reading for pleasure	5	-	3	3	2
Augment knowledge on vocabulary	10	1	3	9	10
Read critically	2	-	4	5	-
Improve my memory	3	-	-	3	1
Improve concentration	6	-	2	1	3
Get more knowledge on English	5	-	2	3	2
Nothing at all	4	1	3	4	3

List five things you would like to improve in your second language reading.

[Enumere cinco cosas que le gustaría mejorar de la lectura en su segunda lengua]

The five things that the participants wanted to improve in their second language reading in the University A English Professor's Group were augment knowledge on vocabulary (17), read faster (11), improve comprehension (10), read more (10), and improve concentration (7). In the Foreign language professors Group, the answers were augment knowledge on vocabulary (2), improve knowledge of L2 grammar rules (1), get more knowledge on English (1). In the University B English Students' Group, the responses were improve pronunciation (9), improve comprehension (6), augment knowledge on vocabulary (5), read faster (4), and read critically (4). In the University A Student Teacher's Group, the responses were improve comprehension (17), augment knowledge on vocabulary (15), improve pronunciation (14), read faster (9), read more (6), and read critically (6). In the FENAPIUPE Professor's Group, the answers were augment knowledge on vocabulary (12), improve comprehension (10), read more (9), read faster (7), and improve knowledge of L2 grammar rules (5). Across all the groups the common denominator was augment knowledge on vocabulary.

There were other categories with few responses (less than 3 responses) such as learn more about other cultures (University A English professors and Foreign language professors), command of reading sub-skills and strategies (University A English professors, University A student teachers and FENAPIUPE professors), and nothing at all (all the groups excepting the University B English students).

Table 15
Things Participants Wanted to Improve in their L2 Reading

Things to improve in L1 Reading	University A English Professors	Foreign Language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
Reading more ESP	3	-	-	1	4
Improve comprehension	10	-	6	17	10
Read faster	11	-	4	9	7
Read more	10	-	1	6	9
Read more to update and get more knowledge	3	-	-	-	-
Improve pronunciation	6	-	9	14	1
Improve knowledge of L2 grammar rules	3	1	1	3	5
Spend more time reading for pleasure	3	-	2	3	-
Augment knowledge on vocabulary	17	2	5	15	12
Read critically	2	-	4	6	-
Improve my memory	4	-	-	2	1
Improve concentration	7	-	1	-	3
Get more knowledge on English	6	1	1	4	2

What overlap do you see in your responses to questions 11 and 12?

[¿Qué coincidencias ve en sus respuestas a las preguntas 11 y 12?]

Four of the five groups had a majority of participants who said that there were the same responses. This was the case of the University A English professors (14), the University B English students (6), the University A student teachers (10) and the FENAPIUPE professors (13). In the University A English Professor's Group, a minority of 4 participants said that they were similar while 7 found one or two coincidences, and 8 said that there was no overlap. In the Foreign language professors Group, 1 teacher said that he found one or two coincidences while 2 said that there was no overlap. In the University B English Students' Group, 4 participants said that the responses were similar while 2 said that they found one or two coincidences, and 6 mentioned no overlap. In the University A Student Teacher's Group, 9 participants said that they were similar responses, 6 mentioned one or two coincidences, and 3 said there was no overlap. In the FENAPIUPE Professor's Group, 8 teachers said that the responses were similar, 3 found one or two similarities, and 6 said there was no overlap.

Table 16

Overlap in the Responses to Questions 11 and 12

Answers	University A English Professors	Foreign Language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
They are the same responses	14	-	6	10	13
They are similar	4	-	4	9	8
One or two coincidences	7	1	2	6	3
There is no overlap	8	2	6	3	6

What is the title of your favorite book?

[¿Cuál es el título de su libro favorito?]

Across all the groups, self-help books and books based on movies were the most mentioned. Self-help books were mentioned by 16 participants in the University A English Professor's Group, 2 in the Foreign language professors Group, 5 in the University B English students Group, 15 in the University A Student Teacher's Group, and 19 in the FENAPIUPE Professor's Group. Books based on movies were mentioned by 12 participants in the University A English Professor's Group, 5 in the University B English students and the University A Student Teacher's Groups, and 9 in the FENAPIUPE Professor's Group. There were participants who mentioned that they did not have a favorite book (University A English professors=6, University B English students=4, University A student teachers=5 and FENAPIUPE professors=2).

Table 17
Title of Favorite Books

CATEGORIES	University A	Foreign	University B	University A	FENAPIUPE
	English	Language	English	Student	Professors
	Professors	Professors	Students	Teachers	
Fiction novels	3	-	2	2	2
Literary realism	3	-	-	3	1
Mystery	1	-	-	-	-
Romantic	1	--	1	1	-
Self-help	16	2	5	15	19
Religious writing in English	-	-	-	2	-
Religious writing in Spanish	6	-	-	1	3
Fantasy	3	1	2	2	3
Based on movies	12	-	5	5	9
Don`t have a favorite book	6	-	4	5	2

What is your favorite movie?

[¿Cuál es su película favorita?]

Across all the groups, the favorite movies were fiction movies, movies based on true stories, and love story movies. Fiction movies were mentioned 11 times in the University A English Professors Group, once in the Foreign Language Professors Group, 6 times in the University B English Students Group, 5 in the University A Student Teachers' Group, and 5 in the FENAPIUPE Professor's Group. Movies based on true stories were mentioned 12 times in the University A English Professor's Group, 2 in the Foreign language professors Group, 3 in the University B English Students' Group, 4 in the University A student teachers, and 6 in the FENAPIUPE Professor's Group. Eventually, love story movies were mentioned 17 times in the University A English Professor's Group, 4 in the University B English Students' Group, 18 in the University A Student Teacher's Group and 15 in the FENAPIUPE Professor's Group.

Table 18.
Favorite Movies

CATEGORIES	University A	Foreign	University B	University A	FENAPIUPE
	English	Language	English	Student	Professors
	Professors	Professors	Students	Teachers	
Fiction movies	11	1	6	5	5
Based on true stories	12	2	3	4	6
Love stories	17	-	4	18	15
Comedies	3	-	2	3	-
No favorite movies	5	-	2	2	3
Action movies	5	-	1	4	3
Terror	1	-	1	1	-
Movies on education	-	-	-	-	2

What is your favorite type of music?

[¿Cuál es su clase de música favorita?]

Romantic music was the most listened type of music across the groups, excepting in the University B English Students' Group where it occupied the third position. This kind of music was the favorite of 24 participants in the University A English Professor's Group, 4 in the University B English Students' Group, 20 in the University A Student Teacher's Group, and 13 in the FENAPIUPE Professor's Group. Rock music appeared as the second most listened in the groups excepting in the FENAPIUPE Professor's Group (where it was mentioned by only 2 participants), and it was mentioned by 10 participants in the University A English Professor's Group, 5 in the University B English Students' Group, and 12 in the FENAPIUPE Professor's Group. Eventually, pop music was mentioned by 7 participants in

the University A English Professor's Group, 4 in the University B English Students' Group, and 5 in the University A student teachers, and the FENAPIUPE Professor's Group.

Table 19

Favorite Type of Music

CATEGORIES	University A English Professor's Group	Foreign Language professors Group	University B English Students' Group	University A Student Teacher's Group	FENAPIUPE Professor's Group
All kinds of music	5	1	2	1	4
Romantic music	24	-	4	20	13
Rock	10	-	5	12	2
Classical	2	-	1	2	5
Pop music	7	-	4	5	5
Salsa	2	-	6	1	3
Disco	3	-	-	-	-
Reggae	1	1	1	1	-
No favorite	-	-	2	-	1

What are some of your hobbies?

[¿*Cuáles son algunos de sus pasatiempos?*]

Doing exercise, listening to music, and reading were the three answers that were most mentioned. Doing exercise was mentioned by 26 participants in the University A English Professor's Group, 3 in the Foreign language professors Group, 11 in the University B English Students' Group, 10 in the University A Student Teacher's Group, and 8 in the FENAPIUPE Professor's Group. Listening to music was mentioned by 21 people in the University A English Professor's Group, 6 in the University B English Students' Group, 25 in the University A Student Teacher's Group, and 18 in the FENAPIUPE Professor's Group. Finally, reading was mentioned by 24 participants in the University A English Professor's Group, 1 in the Foreign language professors Group, 6 in the University B English Students' Group, 15 in the University A Student Teacher's Group, and 19 in the FENAPIUPE Professor's Group.

Table 20
Hobbies

CATEGORIES	University A	Foreign	University B	University A	FENAPIUPE
	English	Language	English	Student	Professors
	Professors	Professors	Students	Teachers	
Dancing	3	1	3	3	1
Exercising	26	3	11	10	8
Filling crossword puzzles	4	-	-	-	1
Listening to music	21	-	6	25	18
Reading	24	1	6	15	19
Sleeping	5	-	3	8	-
Playing videogames	3	-	-	2	-
Watching movies	7	-	2	3	7
Watching TV	5	-	6	10	2
Surfing the net	3	1	5	5	1

Travelling	4	-	-	-	7
Spending time with family	3	-	-	1	6
Talking to friends	3	1	1	2	3
Enjoy nature	3	-	1	5	4

For questions 14-17 above, do you find yourself reading material that deals with any of these topics? Why? Why not?

[Para las preguntas 14-17 de la parte superior, se ve usted leyendo materiales que tienen que ver con cualquiera de estos tópicos? ¿Por qué? ¿Por qué no?]

The majority of responses were affirmative. Liking the topics was the main answer which was mentioned by 21 people in the University A English Professors' Group, 5 in the University B English Students' Group, 17 in the University A Student Teachers' Group, and 7 in the FENAPIUPE Professor's Group. Interest in the topics was the second reason most mentioned, and was the answer of 10 participants in the University A English Professors Group, 5 in the University A Student Teachers Group, and 6 in the FENAPIUPE Professor's Group.

Table 21
Reading for pleasure about favorite pastimes

CATEGORIES	University A English Professors	Foreign Language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
Yes, because I like them	21	-	5	17	7
Yes, I do	6	-	2	3	3
Yes, because I am interested in those topics.	10	-	1	5	6
No, I don't enjoy reading	2	2	3	3	2
Yes, because of my studies	-	-	3	-	-
Yes, I love reading	-	-	-	-	5

Do you know someone you would say is a good reader?

[¿Conoce a alguien que usted diría es un buen lector?]

The affirmative answer without saying the person was the most mentioned in the University A English Professor's Group (17), the University B English Students' Group (11),

the University A Student Teacher's Group (19), and the FENAPIUPE Professor's Group (15). Then, family members were the second most mentioned answer with 16 participants in the University A English Professors' Group, 5 in the University B English Students' Group, and 10 in the FENAPIUPE Professors' Group. The negative answer had some considerable participants with 10 in the University A English Professors Group, 3 in the University B English Students' Group, 8 in the University A Student Teachers' Group, and 3 in the FENAPIUPE Professors' Group.

Table 22

Good Readers

CATEGORIES	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Friends	2	-	-	3	-
Family members	16	2	5	6	10
Teachers	8	-	1	2	5
Coworkers	7	-	-	-	-
Yes, I do.	17	-	11	19	15
No, I don't	10	-	3	8	3

What makes this person a good reader?

[¿Qué hace a esta persona un buen lector(a)?]

In this question, time spent on reading was the most mentioned response. In the University A English Professors' Group, 18 participants mentioned it, in the University B English Students, 7, in the University A Student Teacher Group, 17, and in the FENAPIUPE Professors' Group, 11. The second most mentioned response was divided between the answers knowledge of the person (4 participants in the University B English Students Group), the person reads for pleasure (11 people in the University A English professors and 8 in the University B English Students), and comprehension of what is read (4 participants in the University B English Students, and 7 in the FENAPIUPE Professors' Group).

Table 23
What Makes a Person a Good Reader

CATEGORIES	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE Professor's Group
The person reads to update knowledge	3	-	-	1	-
The person reads for pleasure	11	1	3	8	6
The knowledge that s/he has	2	-	4	1	5
Time spent on reading	18	-	7	17	11
Comprehension of what is read	3	1	4	1	7
The way s/he talks with others	3	-	3	5	5
The person`s actions and environment tend to demonstrate passion for reading	3		1	1	5

Do you know someone you would say is a poor reader?

[¿Conoce a alguien que usted diría es un lector pobre?]

The majority of participants answered affirmatively without saying the person. This was seen in the University A English Professors Group, where 23 participants gave this answer; the same answer was mentioned by 14 people in the University B English Students Group, 20 in

the University A Student Teachers' Group, and 18 in the FENAPIUPE Professors Group. The negative answer was the second most mentioned response in the University A English Professors Group (11), University B English Students Group (3), University A Student Teachers Group (8), and the FENAPIUPE Professor's Group (6).

Table 24

Poor Readers

CATEGORIES	University A English Professor's Group	Foreign language professors Group	University B English Students' Group	University A Student Teacher's Group	FENAPIUPE Professor's Group
Family members	4	-	1	2	3
My students	3	1	-	-	-
Yes, I do.	23	-	14	20	18
I am a poor reader	1	1	-	5	-
No, I don't	11	-	3	8	6

What makes this person a poor reader?

[¿Qué hace a esta persona un lector(a) pobre?]

The most mentioned response across all the groups was the limited amount of time spent on reading, excepting the University B English Students Group (where the poor knowledge that the person has was mentioned by a majority of 8 participants). The most mentioned response was: University A English Professors Group (n=21 Participants); Foreign Language Professors' Group (n=1); in the University A Student Teachers' Group (n=17); and the FENAPIUPE Professors' Group (n= 10). The second most mentioned

answer was “the person is not interested in reading”, and was mentioned in the University A English Professors’ Group by 9 participants, in the University B English Students Group by 6 students, and in the University A Student Teacher and the FENAPIUPE Professors Groups (n=9)

Table 25

What Makes a Person a Poor Reader

CATEGORIES	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
The person is not interested in reading	9	1	6	9	9
The poor knowledge that s/he has	1	-	8	4	1
Little time spent on reading	21	1	2	17	10
Comprehension of what is read is poor	5	-	-	1	6
The person`s actions and environment tend to demonstrate dislike for reading	-	-	-	-	5
S/he reads unimportant materials	4	-	-	-	1

Results of the second part of the survey on reading for pleasure habits

What country are you from?

[¿De qué país es usted?]

A majority of 125 participants said that they were Ecuadorian. Also, there were 2 Venezuelan, 2 Spanish, 1 Colombian, 1 Italian, 1 Haitian, 1 Bolivian and 3 American participants.

Do you read for pleasure?

[¿Lee usted por placer?]

The majority of answers were affirmative (94 out of 135 responses). There were people who said that they did not read for pleasure, but it was a minority that did not go beyond 6 participants per group.

Table 26

Reading for Pleasure Habit

Answer	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Yes	32	2	11	23	26
No	4	-	5	6	3
Sometimes	10	1	2	9	1

Do you have a home library? How many books?

[¿Tiene usted una biblioteca casera? ¿Cuántos libros?]

In general, the majority of responses across groups showed the presence of home libraries with more or fewer books depending on particular groups. In the University A English Professors Group, the majority of responses were for the category 1-50 books where 14 participants mentioned it. In the Foreign Language Professors and the University B

English Students, the category 51-100 books were the most mentioned with 2 and 10 participants respectively. The two student groups showed a majority of participants who said that they did not have a home library. In the case of the University B English Students there were 8 participants, and in the University A Student Teachers Group there were 13.

Table 27

Presence of Home Libraries and Number of Books

Answers	University A English Professor's Group	Foreign language professors Group	University B English Students' Group	University A Student Teacher's Group	FENAPIUPE Professor's Group
Yes	7	-	2	8	5
1-50 books	14	1	5	9	1
51-100 books	7	2	1	5	10
101-200 books	2	-	2	3	7
More than 200 books	6	-	1	-	5
No, I don't	10	-	8	13	2

During your years of education, how many of the classrooms where you studied had Classroom libraries?

[Durante sus años de educación, ¿cuántos de los salones de clases donde usted estudió tenían bibliotecas en el salón de clases?]

A majority of 103 out of 136 or 76% of the participants mentioned that none of the classrooms where they studied had classroom libraries.

Table 28
Presence of classroom libraries

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
None	37	1	15	29	21
Just one	1	-	-	2	2
Just two	1	-	1	1	1
Maybe 4	1	-	-	1	1
Very few	5	-	1	2	3
Almost all	-	1	1	2	2
In the USA, all of them	1	-	-	-	-
I don't remember	1	-	-	-	-
Only in primary or high school	-	1	1	-	-

Do you have a classroom library? How many books?

[¿Tiene usted una biblioteca en el salón de clases? ¿Cuántos libros?]

A majority of 125 out of 134 respondents (93.28%) expressed that they did not have a classroom library.

Table 29

Presence of Classroom Libraries and Number of Books

Answers	University A English Professor's Group	Foreign language professors Group	University B English Students' Group	University A Student Teacher's Group	FENAPIUPE Professor's Group
No	44	3	18	38	22
Yes	1	-	-	-	-
I don't know how many books it has	1	-	-	-	4
20 books	-	-	-	-	2

Do you read e-books?

[¿Lee usted libros electrónicos?]

A minority of participants (65 out of 135) said that they read e-books. 70 participants said that they did not read them.

Table 30
The E-book reading habit

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
No	22	3	8	27	10
Sometimes	15	-	4	3	3
Yes	9	-	6	8	17

Did your parents read to you when you were small?

[¿Le leían sus padres cuando era pequeño?]

A majority of 24 participants in the University A English Professor's Group, 1 in the Foreign Language Professors Group, and 13 in the University B English Students Group said that their parents read to them when they were small. A majority of negative answers was seen in the University A Student Teachers' Group and the FENAPIUPE Professors Group in which 19 and 15 participants respectively said that their parents did not read to them when they were small.

Table 31
Parental Read Alouds

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
No	16	-	5	19	15
Yes	24	1	13	13	13
I don't remember	5	1	-	6	-
Seldom	1	1	-	-	2

Did your parents have books in the house to read for pleasure?

[¿Tenían sus padres libros en la casa para leer por placer?]

A majority of 96 participants in all the groups said that their parents had books in the house to read for pleasure. The negative answer was mentioned by 33 participants in all the groups.

Table 32**Books at home to read for pleasure**

Answers	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Yes	35	3	13	22	23
A few	2	-	1	1	-
No	9	-	3	14	7

What books have you read?

[¿Qué libros ha leído?]

The books that were most mentioned were fiction novels and self-help books. In the University A English Professor's Group, fiction novels were mentioned by 42 participants; in the University B English Students' Group by 22; in the University A Student Teacher's Group by 28, and in the FENAPIUPE Professor's Group by 18 people. Self-help books were mentioned by 31 participants in the University A English Professors Group, 17 in the University B English Students Group, 21 in the University A Student Teachers Group, and 30 in the FENAPIUPE Professors Group.

Table 33**Categories of Favorite Books**

CATEGORIES	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE professors
Fiction novels	42	-	22	28	18
Literary realism	11	-	2	-	1
Mystery	3	-	-	6	2
Romantic	4	-	-	10	5
Self-help	31	-	17	21	30
Books on teaching and learning	9	-	-	-	20
Religious writing in English	-	-	-	-	3
Religious writing in Spanish	5	-	-	1	1
Books on natural sciences	6	-	-	1	4

What magazine do you read regularly?[¿*Qué revista lee regularmente?*]

In the University A English Professor's Group, the most mentioned magazines were *Vistazo* (10 participants), magazines for housewives (7 answers), and the response I don't read

magazines (9 answers). In the University B English Students' Group, fashion magazines got 12 answers, magazines on economy got 5 responses, and *La Revista de El Universo* got 3 answers. In the University A Student Teacher's Group, a majority of answers (23) were for fashion magazines, and 6 answers were for magazines for housewives, and the answer I don't read magazines. Eventually, in the FENAPIUPE Professor's Group, the majority of answers were for *Vistazo*, magazines for housewives, and fashion magazines (7 answers in each one).

Table 34

Magazines Read Regularly by Participants

MAGAZINES	University A English professors	Foreign language professors	University B English students	University A student teachers	FENAPIUPE Professor's Group
<i>Awake</i>	4	-	-	-	-
<i>Cosmopolitan</i>	3	-	-	1	1
<i>Estadio</i>	3	-	1	1	-
<i>Reader's Digest</i>	6	-	-	1	5
<i>Vistazo</i>	10	-	1	3	7
<i>La revista de El Universo</i>	2	-	3	2	1
<i>National Geographic</i>	3	-	1	-	1
<i>Time</i>	2	-	-	-	3
Magazines for housewives	7	-	-	6	7
Magazines on economy	6	-	5	1	3
Fashion magazines	2	-	12	23	7
I don't read magazines	9	-	1	6	3

What newspaper do you read regularly?

[¿Qué periódico lee regularmente?]

The most mentioned newspapers were: *El Diario Manabita* and *El Universo*. *El Diario Manabita* was mentioned by 93 participants while *El Universo* was mentioned by 47 participants from all the groups.

Table 35
Newspapers Read Regularly by Participants

NEWSPAPERS	University A English Professors	Foreign Language Professors	University B English Students	University A Student Teachers	FENAPIUPE Professors
<i>El Diario Manabita</i>	42	1	15	32	3
<i>El Comercio</i>	6	-	1	-	2
<i>El Universo</i>	12	-	7	11	17
I don't read newspapers	1	1	-	-	3

If you have children ¿do you read to them in English or in Spanish?

[Si tiene niños ¿les lee en inglés o en español?]

In this question, a majority of 36 participants mentioned that they read to their children in both languages.

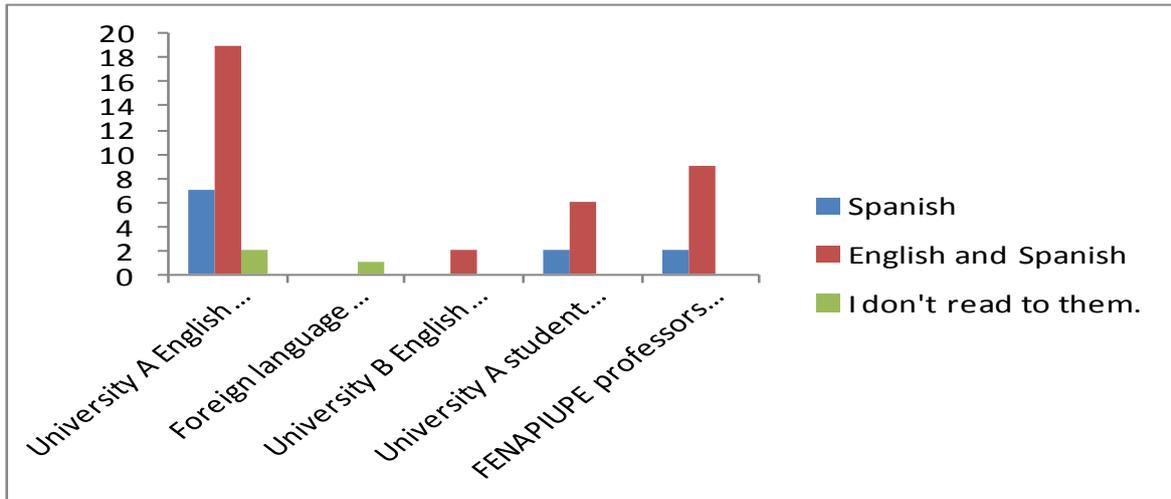


Figure 1 Languages used for reading aloud to children

Results of the 12 Sustained Silent Reading and Reflective Journal Writing (SSR-RJW)

sessions

The students who participated in the SSR-RJW sessions and the subsequent interviews on the process of reading for pleasure were studying at the School of Languages of University A, and they were in their fourth level of English (Students have to complete four out of five levels of English during their studies). One of the students dropped out at the beginning of the study. The selection of this group of students was based on getting 3 groups of learners who were not beginners, and who were studying at a same level. After analyzing the possibilities within the school, the researcher and his thesis advisor agreed that the three courses of the fourth level of English were ideal to start the field study sessions. Group 1 had 18 participants; Group 2 had 14 participants, and Group 3 had 27 participants.

Reading rate (Words per minute)

During the first 3 sessions in each Group, the reading rate was gauged. During the rest of the sessions, the researcher eliminated this part since it was taking a lot of time. Among the three courses, the mean was 116.91 words per minute.

Table 36**Group Reading Rates**

	Group 1 (César)	Group 2 (Rigoberto)	Group 3 (Lisette)
1 st session	66.33 wpm	84.63 wpm	58.72 wpm
2 nd session	139.56 wpm	147.36 wpm	133 wpm
3 rd session	131.56 wpm	153.27 wpm	137.84 wpm
MEAN	112.48 wpm	128.42 wpm	109.85 wpm

What did I read for this session?

In this part, the students wrote a brief summary (3 to 5 lines) of what they read during the 15-minute SSR sessions. Here are samples from the reflective journal charts of some of the participants:

Roberto: “Hester feel very sad cause discovered many things of one man, and she disappear with her daughter and nobody knows where shes [sic] gone. So the letters in the box are letters of Hester that is sad history.”

María: “About Egipt museum that have [sic] valuable and important objects are kept for people to see.”

Vanessa: “About the that [sic] his mom come back he showed and began to laugh. We all astonished Agra was lost for ever [sic]. They decided non [sic] to say anything about that.”

What was the most interesting thing I read during this session? Why?

According to the results, the most interesting things that the participants read in order of preferences were (1) a happening in the life of the characters (182 Choices), (2) a horrific

or mysterious situation (136 Choices), (3) an act of injustice or sad situation (86 Choices), (4) noble qualities of the characters (68 Choices), (5) the story because it is interesting (40 Choices), (6) new vocabulary (27 Choices), (7) real facts of the reading (26 Choices), (8) get a moral or message (13 Choices), and (9) nothing (5 Choices). An important thing that must be pointed out is the fact that one of the students in Group 3 said, “the teachers was read with we why that is unusual [sic].”

What were the main things I learnt from this session?

The results revealed that the main things that students learnt from the SSR sessions were (1) new vocabulary (213 choices), (2) a moral (148 Choices), (3) to read better (129 Choices), (4) details of the story (75 Choices), (5) the reading was fun (41 Choices), (6) nothing (15 Choices), and (7) grammar (6 Choices).

Table 38
Main things students learnt from the sessions

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
That reading is fun.	G1	1	-	-	-	-	-	2	-	-	1	-	2	6	2.77
	G2	2	-	-	1	-	-	-	-	1	2	2	3	11	6.54
	G3	2	3	2	2	3	2	4	-	-	3	2	1	24	7.4
														41	
New vocabulary	G1	2	3	6	4	4	7	4	2	4	5	7	7	55	25.46
	G2	1	9	3	4	3	5	7	5	4	4	5	4	54	32.14
	G3	5	3	10	9	6	14	7	11	8	9	12	10	104	32.09
														213	
A moral	G1	4	10	5	5	7	1	4	4	5	5	9	-	59	27.31
	G2	3	1	3	2	-	2	1	-	2	1	2	3	20	11.9
	G3	6	8	8	4	6	3	5	4	9	6	6	4	69	21.29
														148	
Details of the story	G1	2	2	1	4	2	6	2	3	6	3	2	2	35	16.2
	G2	3	1	-	1	3	-	-	-	-	2	-	-	10	5.95
	G3	1	2	3	3	4	4	2	-	2	4	3	2	30	9.25
														75	
To read better	G1	1	1	2	5	4	4	6	4	1	5	2	5	40	18.51
	G2	-	4	3	4	1	2	3	3	4	-	1	1	26	15.47
	G3	8	8	6	3	6	3	6	9	2	1	3	8	63	19.44
														129	
Grammar	G1	-	-	3	-	-	-	-	-	-	-	-	-	3	1.38
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	-	-	-	-	-	-	1	1	-	1	-	-	3	0.92
														6	
Nothing	G1	-	-	-	-	-	-	-	2	1	-	-	-	3	1.38
	G2	-	-	1	-	3	1	-	-	-	-	-	-	5	2.97
	G3	-	-	-	-	-	1	-	1	1	2	1	1	7	2.16
														15	

What was new or surprising to me?

The results indicated that the new or surprising things to the students were (1) other details of the story (140 Choices), (2) new vocabulary (113 Choices), (3) that I can read better (69 Choices), (4) reading can be fun and interesting (68 Choices), (5) nothing (65 Choices), (6) a horrible or scary situation (42 Choices), (7) an injustice or sad situation (41 Choices), and (8) a noble situation in the story (31 Choices).

What have I changed my mind about, as a result of this session?

The answers to this question in order of preferences were (1) I have to better my reading (119 Choices), (2) reflect more due to the moral of the story (104 Choices), (3) reading for pleasure is de-stressing and nice (95 Choices), (4) this session is good to improve my English (73 Choices), (5) reading helps vocabulary growth (70 Choices), (6) nothing (62 Choices), (7) a specific detail, event or character of the story (18 Choices). There were some interesting responses in Group 3. Here are some samples:

Alejandro: “Ok, Reading is so boring, but 4 or 5 months ago I read my first ‘‘Reader’’ and nowadays I have read four books. So, now I think that reading is a good way to learn.”

Gema: “I am more interested about reading”

Claudia: “My mind was very relaxed, as a result of to enjoy the lecture.”

Nancy: “I think that I need read more and not only in class. Also at home.”

Rosa: “I want to read more reader teacher.”

Table 40
Change of perceptions as a result of the sessions

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
Reflect more due to the moral of the story.	G1	4	9	8	4	5	5	2	4	4	4	3	4	56	25.92
	G2	1	1	2	-	2	1	-	-	1	-	-	1	9	5.35
	G3	3	3	5	1	3	6	1	2	5	3	4	3	39	12.03
														104	
This session is good to improve my English	G1	1	-	-	-	-	-	-	-	-	-	-	-	1	0.46
	G2	1	2	1	3	1	2	4	-	1	-	-	2	17	10.11
	G3	2	7	5	5	6	4	5	5	4	3	5	4	55	16.97
														73	
I have to better my reading.	G1	3	2	2	3	3	9	8	5	7	3	7	5	57	26.38
	G2	-	-	-	-	-	2	-	-	1	-	2	-	5	2.97
	G3	9	3	4	7	4	4	5	4	5	5	5	2	57	17.59
														119	
A specific detail, event or character of the story	G1	-	2	-	-	-	2	-	1	1	2	2	1	11	5.09
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	-	1	1	1	-	-	1	2	-	-	1	-	7	2.16
														18	
Reading for pleasure is de-stressing and nice.	G1	-	-	2	4	2	2	6	1	2	3	2	3	27	12.5
	G2	1	5	2	3	-	1	-	1	-	3	1	2	19	11.3
	G3	6	8	5	2	4	2	4	5	3	3	3	4	49	15.12
														95	
Reading helps vocabulary growth	G1	-	-	2	-	3	1	2	2	2	4	3	-	19	8.79
	G2	-	1	-	1	1	2	-	-	3	1	-	-	9	5.35
	G3	4	2	4	3	3	8	4	1	1	4	3	5	42	12.96
														70	
Nothing	G1	1	3	-	1	1	-	-	1	1	2	2	3	15	6.94
	G2	-	2	2	2	2	1	1	3	3	2	2	2	22	13.09
	G3	1	-	1	2	-	2	3	4	3	3	-	6	25	7.71
														62	

One thing I learned in this session that I may be able to use in future is...

The answers to this question were (1) new vocabulary (253 Choices), (2) improve my way of reading (106 Choices), (3) a moral from the story (93 Choices), (4) read more (54 Choices), (5) reading for pleasure is terrific (36 Choices), (6) nothing (13 Choices), and (7)

motivate other people to read (11 Choices). A student mentioned, “I’m reading for enjoyment and not for obligation.”

Table 41

Learnt things that can be used in the future

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
New vocabulary	G1	5	3	11	5	5	6	6	6	7	7	8	8	77	35.64
	G2	1	1	1	4	2	3	6	2	2	4	5	4	35	20.83
	G3	11	7	14	13	11	17	17	10	10	11	10	10	141	43.51
														253	
Motivate other people to read	G1	-	2	-	1	-	-	-	-	-	1	-	-	4	1.85
	G2	2	2	-	2	1	-	-	-	-	-	-	-	7	4.16
	G3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
														11	
Read more	G1	-	-	-	3	1	3	1	2	1	2	3	2	18	8.33
	G2	1	-	2	3	1	1	2	-	2	-	-	-	12	7.14
	G3	2	3	2	4	1	1	1	4	1	1	3	1	24	7.4
														54	
Improve my way of reading	G1	-	2	2	4	3	3	4	3	3	5	2	5	36	16.66
	G2	-	3	1	1	1	-	1	-	2	2	1	3	15	8.92
	G3	4	7	7	3	5	3	3	5	3	4	4	7	55	16.97
														106	
Reading for pleasure is terrific	G1	1	1	3	2	-	3	3	1	2	2	1	1	20	9.25
	G2	1	2	-	2	-	1	2	2	-	1	-	1	12	7.14
	G3	-	-	-	-	-	3	-	-	-	-	-	1	4	1.23
														36	
A moral from the story	G1	3	8	2	2	4	2	2	4	4	-	3	1	35	16.2
	G2	2	2	2	-	2	1	1	-	-	1	-	2	13	7.73
	G3	4	7	4	1	2	3	3	5	7	2	3	4	45	13.88
														93	
Nothing	G1	1	1	-	-	-	-	1	-	-	1	-	-	4	1.85
	G2	-	2	-	-	1	-	-	-	-	-	-	-	3	1.78
	G3	-	-	-	-	-	-	-	-	1	1	3	1	6	1.85
														13	

I am still unsure about...

The answers were (1) nothing for the moment (183 Choices), (2) meaning of unknown words (94 Choices), (3) the end of the story (81 Choices), (4) a character (34 Choices), (5) how to be better at reading (22 Choices), (6) why something happened in the story (20 Choices), and (7) whether something in the reader is fiction or reality (11 Choices).

Table 42

Students' doubts about the SSR sessions

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
Nothing for the moment	G1	3	3	5	3	4	4	6	4	6	4	4	4	50	23.14
	G2	1	3	1	4	1	-	4	2	2	2	2	-	22	13.09
	G3	-	7	5	6	7	9	7	13	14	13	16	14	111	34.25
														183	
Whether something in the reader is fiction or reality	G1	3	1	-	1	1	-	-	1	-	-	-	1	8	3.7
	G2	-	-	-	-	-	-	-	-	1	-	-	-	1	0.59
	G3	-	1	-	-	-	1	-	-	-	-	-	-	2	0.61
														11	
The end of the story	G1	6	6	5	5	2	6	4	4	3	6	5	6	58	26.85
	G2	2	2	1	1	1	-	1	-	1	1	1	1	12	7.14
	G3	3	1	3	-	-	-	1	1	1	1	-	-	11	3.39
														81	
Why something happened in the story	G1	-	2	2	-	-	3	1	2	1	2	3	1	17	7.87
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	-	-	-	-	1	1	-	-	-	-	-	1	3	0.92
														20	
Meaning of unknown words	G1	-	-	3	2	2	2	1	2	-	1	2	2	17	7.87
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	3	6	7	7	8	8	10	7	5	5	4	7	77	23.76
														94	
A character	G1	-	-	-	2	2	2	3	2	4	4	3	-	22	10.18
	G2	-	-	1	-	-	-	-	-	-	-	-	-	1	0.59
	G3	-	2	-	1	2	-	1	2	-	-	1	2	11	3.39
														34	
How to be better at reading	G1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	6	3	6	1	2	2	1	-	-	-	1	-	22	6.79
														22	

Issues that interested me a lot, and that I would like to study in more detail

Regarding the issues that interested the students a lot, and that they would have liked to study in more detail, the answers were (1) know more about what happened in the story (155 Choices), (2) unknown vocabulary (113 Choices), (3) how to read better (86 Choices), (4) facts of real life (58 Choices), (5) read more interesting books (50 Choices), (6) read about mystery and paranormal stories (34 Choices), (7) nothing (23 Choices), and (8) read about love stories (12 Choices).

Table 43
Issues that students would have liked to study in more detail

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
Unknown vocabulary	G1	4	1	4	3	3	5	1	2	1	-	3	2	29	13.42
	G2	1	-	-	-	-	-	-	-	-	1	-	-	2	1.19
	G3	1	5	9	9	4	9	8	7	8	6	8	8	82	25.3
														113	
Facts of real life	G1	5	2	3	6	3	4	2	4	3	2	3	3	40	18.51
	G2	-	3	-	-	-	1	-	-	-	-	-	-	4	2.38
	G3	3	-	2	-	-	-	3	1	1	-	1	3	14	4.32
														58	
How to read better	G1	-	-	-	-	2	-	2	1	2	2	3	3	15	6.94
	G2	-	2	1	-	-	-	-	2	-	3	2	2	12	7.14
	G3	2	6	5	3	6	7	4	5	4	4	7	6	59	18.2
														86	
Read about mystery and paranormal stories	G1	1	3	-	1	-	1	5	2	2	2	-	1	18	8.33
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	3	1	1	1	2	1	2	-	-	1	1	3	16	4.93
														34	
Read about love stories	G1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	5	-	2	1	-	1	1	1	-	-	1	-	12	3.7
														12	
Read more interesting books	G1	1	-	-	-	-	2	-	2	1	2	3	3	14	6.48
	G2	1	2	-	2	3	-	1	-	3	-	1	-	13	7.73
	G3	3	4	-	2	-	1	-	1	2	5	3	2	23	7.09
														50	
Know more about what happened in the story	G1	3	4	8	4	5	6	5	3	4	7	7	4	60	27.77
	G2	4	1	1	2	1	1	5	-	2	1	3	3	24	14.28
	G3	-	3	7	6	5	6	8	9	8	7	6	6	71	21.91
														155	
Nothing	G1	2	3	-	-	-	-	1	1	-	1	-	-	8	3.7
	G2	-	-	-	-	-	-	-	-	-	-	-	1	1	0.59
	G3	5	2	1	-	-	1	1	1	2	-	1	-	14	4.32
														23	

Ideas for action, based on this session...

The ideas for action, based on the sessions were (1) spend more time reading (204 Choices), (2) improve my reading level (135 Choices), (3) nothing (87 Choices), (4) get a

dictionary (30 Choices), and (5) be a better person (24 Choices). There were some interesting replies in the three Groups. Here are some samples:

María Cristina: "I don't know. Maybe speak more about the reading, not only write."

Victor Hugo: "Teaching this values of the read-lecture-to my students."

Karina: "Pedirle el libro prestado."

Jairo: "To begin at start of class."

Nothing	G1	3	2	1	-	-	1	1	-	1	-	-	1	10	4.62
	G2	-	-	-	-	-	-	-	1	-	-	-	-	1	0.59
	G3	3	-	2	1	-	-	-	-	1	-	1	2	10	3.08
														21	

What I most disliked about this session was...

What the participants most disliked about the sessions was (1) few minutes to read (206 Choices), (2) an act of injustice or sad situation in the story (48 Choices), (3) the difficult words of the reader (37 Choices), (4) a specific detail of the reader (17 Choices), and (5) we change books everyday (6 Choices). There were 175 Choices for the response *I liked everything*.

There were some interesting replies. The interest of the students for the content of the graded readers in some cases was evident, as it is seen in the following samples:

Maria Gertrudis: “The never finished the read the story and many cases are very interesting [sic].”

Iter: “When a partner took my book. So I want to finish reading that book.”

The students were so interested in reading that they disliked when the researcher took away the readers. Here are samples of this:

Nancy: “I most disliked in this session. was that I had give the Reader.”

Vilkiana: “Qué el profesor me quitara el libro.”

Some students mentioned the fact that they had finished the reader and because of that they were unhappy. A sample is provided here:

Claudia: “That the novels is [sic] finished.”

Regarding the reflective journal writing part, two students in Group 3 mentioned that they did not like writing after reading. Here are the samples:

Valeria: “I dislike write after to read.”

Mayra: "I dislike write every day."

Table 46
Things that students most disliked during the SSR sessions

	Groups	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
I liked everything	G1	7	10	6	5	7	7	7	5	6	8	4	7	79	36.57
	G2	-	2	1	3	3	3	3	3	4	3	2	2	29	17.26
	G3	1	3	4	6	5	4	6	5	6	7	12	8	67	20.67
														175	
The difficult words of the reader	G1	1	-	2	1	1	2	-	4	1	2	1	-	15	6.94
	G2	-	-	1	-	-	-	-	-	-	-	-	-	1	0.59
	G3	2	-	2	3	2	3	3	2	1	1	-	2	21	6.48
														37	
Few minutes to read	G1	2	1	4	4	2	3	4	2	4	4	5	2	37	17.12
	G2	3	7	4	6	5	5	6	4	3	5	5	4	57	33.92
	G3	13	13	13	8	7	9	8	10	10	7	9	5	112	34.56
														206	
An act of injustice or sad situation in the story	G1	3	2	2	2	1	3	2	2	1	3	1	2	24	11.11
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	2	5	4	-	2	3	-	2	2	2	1	1	24	7.4
														48	
We change books everyday	G1	-	-	-	-	-	-	-	1	-	-	-	-	1	0.46
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	-	-	1	-	1	-	1	-	1	-	-	1	5	1.54
														6	
A specific detail of the reader	G1	-	-	-	-	-	-	-	1	-	-	2	-	3	1.38
	G2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G3	-	1	-	-	1	2	1	1	1	3	1	3	14	4.32

Do you want to continue the reading that you did a few minutes ago once you get home? If so, Why?

The answers to this question were (1) yes, because it is interesting and fun (294 Choices), (2) yes, I can get more knowledge on English (208 Choices), (3) yes, because I want to read it to the end (22 Choices), (4) yes, because it is scary and mysterious (14 Choices), (5) yes, if I had time (7 Choices), (6) yes, because at home I have more time (7 Choices), and (7) no, because of the difficulty (3 Choices).

There were important responses in Group 1 and 3. Two samples are provided here to demonstrate the interest that students had in reading:

Karina: "Lent me your books for to read in my house."

Andrea: "I felt that the S.S.R is increasing my reading habit."

Ramon: "Yes, you must to give me the book."

Claudia: "I finish the book that I choose. But I want to read others stories."

How do you feel about the process of reading for pleasure in English?

The responses to this question were (1) excellent, because it is fun and interesting (235 Choices), (2) it is important to improve my English level (137 Choices), (3) I am learning more about vocabulary (30 Choices), and (4) I feel stressed and rare (9 Choices).

There were interesting responses in the 3 Groups. The samples are provided here to see the feelings that the learners had on the process of reading for pleasure in English:

Alejandro: “Very well because before I didn’t read for pleasure but, now I do.”

Vilkiana: “Lo disfruto, es una pena que éste sea el último.”

Sandy: “At the beginning so bored but now I’m enjoying these sessions.”

Jorge: “I feel sad because was other book, but it wasn’t ugly.”

Do you enjoy the Sustained Silent Reading (SSR) program that is being implemented in your schoolroom? Why or why not?

The responses to this question were (1) yes, because I learn more about reading in English (148 Choices), (2) yes, because it is fun and relaxing (141 Choices), (3) yes, because we are reading in silence and we concentrate more (59 Choices), (4) yes, because I learn vocabulary (25 Choices), (5) yes, because I can understand the reading (17 Choices), (6) no, because I need more time (9 Choices), and (7) no, because I don't understand some things (2 Choices). In this question, one student commented, "Yes I enjoy every afternoon the teachers must do it. all the semester."

Other comments, observations or suggestions

The comments, observations or suggestions were (1) the teacher should bring other readers (69 Choices), (2) the teacher should give us more time (68 Choices), (3) we should continue doing SSR since it is interesting (39 Choices), (4) it is a good activity to improve the reading level (8 Choices), (5) I need a dictionary (3 Choices), (6) it is a good activity to improve vocabulary (2 Choices). The answer *no comments* got 186 Choices.

Table 49
Comments, observations and suggestions

	Groups	S	S5	S6	S7	S8	S9	S10	S11	S12	Σ	%
		4										
The teacher should give us more time	G1	8	3	6	3	3	1	3	2	3	32	19.75
	G2	3	-	1	-	1	-	-	-	3	8	6.34
	G3	7	6	6	3	3	2	-	-	1	28	11.52
											68	
The teacher should bring other readers	G1	-	-	7	3	-	2	1	-	1	14	8.64
	G2	-	-	1	-	-	3	1	-	-	5	3.96
	G3	-	-	9	8	10	7	5	6	5	50	20.57
											69	
We should continue doing SSR since it is interesting	G1	-	1	1	3	2	1	3	2	1	14	8.64
	G2	-	-	-	1	2	2	1	1	1	8	6.34
	G3	1	3	1	1	1	5	2	1	2	17	6.99
											39	
I need a dictionary	G1	1	-	-	-	-	-	1	1	-	3	1.85
	G2	-	-	-	-	-	-	-	-	-	-	-
	G3	-	-	-	-	-	-	-	-	-	-	-
											3	
It is a good activity to improve the reading level	G1	1	-	-	-	-	-	-	-	-	1	0.61
	G2	1	-	-	-	-	-	-	-	-	1	0.79
	G3	3	1	-	-	-	2	-	-	-	6	2.46
											8	
It is a good activity to improve vocabulary	G1	1	-	-	-	-	-	-	-	-	1	0.61
	G2	-	-	-	-	-	-	-	-	-	-	-
	G3	1	-	-	-	-	-	-	-	-	1	0.41
											2	
No comments	G1	3	3	4	7	9	11	11	7	12	67	41.35
	G2	4	5	1	4	4	2	3	1	1	25	19.84
	G3	4	9	5	11	12	11	14	12	16	94	38.68
											186	

Results of TEFL program administrator interviews on reading for pleasure issues

In this section, the reader will find the perceptions of Ricardo, Mercedes and Victor who were the three TEFL program administrators that were interviewed. In the three cases,

their names were pseudonyms. Ricardo was the head of the English Department at University A, Mercedes was the director of the School of Languages at University A, and Victor was the coordinator of the Language Department at University B. The three administrators were university English teachers.

Both, Ricardo and Mercedes (first and second interviewees, respectively) agreed with the presence of reading for pleasure programs across the curriculum. The first interviewee mentioned that it is a good tool to make students learn. He stated:

Well, first of all I would say that it is a pretty good eh pretty good stuff the fact is we want to apply that kind of program to the curriculum because every single thing that we do in order to make our student learn a little bit more is a tool and I would say that one is a pretty good tool really I like that one what I can tell you is a pretty good tool to start adding that kind of program to the curriculum. (Ricardo, line 1)

The second interviewee mentioned that even though the department that she administers did not have a reading for pleasure programs within the curriculum, they are very interesting and she showed appreciation for the reading program that the researcher carried out in her school of languages. Among other things she mentioned that SSR programs should be included not only in the university but also as a national policy sponsored by the Ministry of Education of Ecuador. As for Victor, the third interviewee, he mentioned that reading is a good way to learn English, improve vocabulary and learn about culture.

Ricardo mentioned that he encouraged coworkers to read more themselves. As for his students, he said that the reading that the students do are assigned. In his words, the reading that students do “is not for pleasure, it is for pressure.” He mentioned that students sometimes like reading to learn more vocabulary. Mercedes reported that she taught by example sharing book choices with her students, recommending good reading materials. She stated that the school library does not have many English books and that she has not encouraged students to

go to the library. Also, she commented that she has not brought a selection of books to class. Regarding lending books, Mercedes mentioned that she does not do it, since not all the people take care of the books in the same way that she takes care of them. Mercedes said that she mentioned ideas about famous English language authors and pedagogical books. Victor mentioned that everyone should set an example. He stated that there are poor book selections in the English library, but the administration has intentions to improve this situation. When he was asked about promoting self-selection of reading materials, he pointed out that it is a good idea to try to let the students select the books they want to read. Victor commented that there are teacher recommendations for reading, and that he lends books to colleagues but not to students because of book care. Eventually, Victor said that they are promoting reading in the classroom. Regarding offering newspapers to the learners, he stated, “Ok, we began with an experience like uh the newspapers, then we forgot them, and the students don’t come to the department, to the office and take the newspapers.”

Ricardo declared that he permits students to change books to get to the goal of practicing some grammar and learn new vocabulary. Mercedes mentioned that she has not given the opportunity to her students to read for pleasure during the class period, but she would let them change the books if they were reading for pleasure since for her reading is like watching movies: you can change them if you do not like them. Finally, Victor pointed out that it should be allowed to change a book if they are not enjoying it. Ricardo recognized that his department does not have any SSR program. He even said that he had just learned about sustained silent reading during the interview. An excerpt of the interview transcript is provided here:

R: Well, unfortunately I gotta tell you that so far we haven’t done anything about that one not in that way. What we have done is just to make students learn a little bit more

about the reading that we have in the books. But starting that, we haven't done anything.

I: You haven't done SSR?

R: No.

I: This is the first time that you know about SSR.

R: Yeah.

I: Today you know, you knew the meaning of it.

R: Yeah, right now...

What he has just done is try to "make" students know more about assigned readings.

Mercedes also mentioned that she did not have SSR sessions, but she had heard about SSR as a teaching technique in a workshop given by the researcher. Eventually, Victor said that he did not have an SSR program and there is no infrastructure for delivering SSR, but he had plans of giving pleasure reading for the future.

Ricardo stated that so far he had not received staff development training in how to implement a successful SSR program, but he thought SSR and pleasure reading seem like a good tool for learning. Mercedes revealed that there had been no efforts to teach teachers about SSR and pleasure reading. However, she thinks that it would be a good thing to teach the teachers, and it would be a good idea to include sustained silent reading in professional development in the future. Finally, Victor stated that some effort has been made to do SSR and pleasure reading, and he showed potential for future training.

Ricardo said that he did not encourage self-selection of reading materials among the students and teaching staff. However, if he had the opportunity he would give his students the opportunity to choose topics that they like and ask them to explain them to the class in order to analyze them since in that way they can learn a little bit more reading and vocabulary.

Mercedes said that she has not encouraged self-selection of reading materials among students

and teachers. Victor mentioned that he encourages self-choosing of reading materials only with the teaching staff, but with his students he did not since he does not have a lot of books.

The three interviewees mentioned that there were not any classroom libraries in their institutions. However, Mercedes mentioned that while she was working at a high school in the city of Portoviejo, she had the experience of a program named *El Rincón de Lectura* something like a book corner project in which the students had the opportunity to self-select their reading materials inside the schoolroom. An excerpt of the interview transcript is provided in the subsequent lines:

M: When I was working at [REDACTED], I remember that we, ok no, not we, that the, the experience I did a project of doing ah *El Rincón de Lectura* and they had in each classroom...

I: In the United States is the Book Corner.

M: The Book Corner? And they had in each classroom ah like a small...

I: Bookshelf?

M: Bookshelf, or may be not a bookshelf, may be a table with whatever they wanted they had different kind of books and it's supposed that, well, I don't remember how many times the boys and girls, the kids had to take a book, and... But they used to have it.

I: But that is SSR. That is kind of SSR. Yes, because they chose their materials and they read for pleasure.

M: But I don't remember how many times...

Another finding was the lack of classroom libraries of English materials available for students for extensive reading in any of the institutions.

Ricardo said that he does not lend his home library books to his students and colleagues since the borrower might not give it back to him. Mercedes replied that she did

not lend her home library books because people do not take care of them, and she is teaching her daughter to take care of her books and love them, even though she still cannot read. In this question, she evidenced possessiveness about books. Lastly, Victor said that he only lent the textbooks, and he said that the special reason for not lending his books is that people take the books, but they do not read them. A lack of confidence and trust between the teachers and the students is a pattern that is evidenced in the data.

Ricardo said that the students do not have the opportunity to check out the materials for home use since the materials mentioned are not available for the pupils. They just work with the textbooks. Mercedes said that even if the students want to check out books the university library does not lend books. She said that the university library is only used for research, and that the school of languages does not have a self-access center. Victor said that students could check out newspapers in the past, but not at the moment when the interview took place. He mentioned that his university has an e-library with more than 35,000 books for their students, and that the Internet was available in a special room but without printing facilities. Practice tests are not available to students. They do not have course packets; they only use textbooks that include workbook, videos, and interactive CDs. The library is used for research and they have access to the Lincoln library. They have a self-access center in the library. The library has limited access hours, and it is open from 9 AM to 5 PM and there are a couple of newspapers, something that evidences few resources, few newspapers.

Ricardo mentioned that there were promises to better the available libraries by University administrators. Mercedes pointed out that there are very few books in the English library and that materials were not up to date. Victor said that they have textbooks, different collections of English books, and dictionaries, and some kinds of special books of literature. He said that there are a few English readers.

Ricardo revealed unfamiliarity with self-access centers. He said that there was limited Internet and the laboratory had one computer with access to the Internet service and only for teachers. His answer suggested that the low English level of the students limited their ability to do research. Mercedes mentioned the need of a self-access center and the need for better Internet infrastructure and accessibility. She mentioned that the university authorities are putting pressure to have updated research databases on students' investigations that have been done since 2009. Victor stated that the self-access center is open from 9 AM to 5 PM, and the accessibility to the computer lab for English students starts at 7 o'clock in the morning. He said that they have research databases of the students' theses. Ricardo stated that he has plans for increasing fun reading in the classrooms giving the students the chance to have the opportunity to choose the materials that they like to read or are interested in. Mercedes expressed her interest in implementing SSR in the future by including this element in the course syllabus since it is going to be useful so the students can learn more, express themselves better, and become better professionals. Victor commented that his teachers are planning to research the topic of reading for pleasure and he has plans for future reading for pleasure.

Ricardo mentioned that one thing that can be done is to assist students and motivate them to read more, and give them the opportunity to read what they really like, and after that socialize the words that are found. Mercedes mentioned that she had a high school class of 19 students and only one of them liked reading. At a certain point, she was at a loss for solving the problem of helping students to read more in Spanish and English. She expressed that she prefers reading real books rather than e-books. She also mentioned that students need more time to read self-selected reading materials for fun during the school period as well as materials she suggests that they read. However, she sees a problem with teacher reading

suggestions since the tastes are different from one person to another. Eventually, Victor said that teachers need more techniques for promoting pleasure reading.

Victor said that SSR is a good thing. Ricardo expressed that reading for pleasure should be done since it improves lexicon, grammar, fluency, speaking, reading and communication. Mercedes pointed out that there is a need to increase and promote reading for pleasure. She acknowledged that the lack of reading in Ecuadorian culture is a problem, and she said that Ecuadorian people do not spend their money on books. She commented that teachers do not let students read new books; they only have a list of books that are the same. Her words are provided here:

Other comments, what can I tell you? I can tell you that with this interview I have discovered that we have lots of work to do in our career in order to encourage students to read for pleasure. I have discovered that. Apart of the work for the accreditation, we have to work also on this... and I know that it is like, uh it`s very difficult, very hard because of our culture, because of the time, because of the money, but people are not used to read, and they spend lots of money on clothes, underwear, make-up, Blackberries, but they do not want to spend money on books

Results of the Student`s Interview on Sustained Silent Reading Practices

These interviews were carried out with 15 students who were chosen at random from all the participants of the SSR-RJW sessions. Before participating in this program, 14 students answered that *no* sustained silent reading (SSR) program had been used at any point during their education. Only one of the students who I interviewed said that she had participated in an SSR program (She was a U.S. citizen). She said that she had had SSR every day in school. She said that it depended on the day, but it was around 45 minutes each time. The student from the United States said that her classroom had a library, and that she could borrow the books to take home. She added that the teacher usually read along with the

students. The students who participated in the interview thought that SSR reading sessions should last 30 minutes (n=9); 15 minutes (n=3); 45 minutes (n=2) and just one student said 20 minutes.

The students thought that the reflective journals or logs were very popular (9 students mentioned them). There were 2 students who mentioned book reports (oral or written); One student said that it should be optional for the student; one student said that the reading should be acted out; One student suggested that there should be forums, and one student said that there should be a little bit of everything. It was also revealed that 9 students said that they had spent more time reading at home, than they did reading in the SSR sessions; 4 students reported reading the same amount of time, and 2 students said less.

Twelve students said that their reading enjoyment augmented during and after the SSR program while 3 said that their reading enjoyment remained the same. Eight pupils rated reading as an activity that brings them pleasure as sometimes enjoyable; five said always enjoyable; one student said reading was often enjoyable, and one said usually enjoyable. According to the student interviewees, writing the reflective journal after each SSR session was terrible (n=2) since it was a short time for the reflective journal writing. One of the students mentioned that there should be 30 minutes for the writing section, while the other said 45 minutes. The option less fun than reading was chosen by six students, and they gave different explanations like little time, the same information had to be filled out in each session something that was boring and mechanical, writing after reading was not pleasant, and changing books was not fun. Eventually, 7 students said that writing the reflective journal after the SSR sessions was fun.

Eleven student interviewees reported that they were moderately satisfied while four students were somewhat satisfied. The student interviewees made some varied suggestions and comments. Two students wanted the program to continue; two who wanted the

implementation of SSR for the other languages of the major. There were 5 students who mentioned that SSR is very helpful because it develops language skills and reading. There was one student who said that it is a good idea because it motivates students to read more, and one student suggested changing books. There were comments of students who suggested that SSR was not only for university students. One student suggested using SSR in elementary and high school level while another student suggested doing SSR throughout childhood. There were some suggestions for improvement. For example, one student said not to change books, two students asked for more time for reading, and one student did not like writing the reflective journal after SSR since she had to answer the same questions every day and it was boring, and sometimes she answered the questions in a mechanical way.

Chapter 5

Discussion and Conclusions

The purpose of this action research study was to describe the impact of EFL university learners' attitude toward reading in English during and after working within a sustained silent reading program. Based on the literature presented in this investigation, the specific research questions in this study were:

- 1) What are the pleasure reading habits of Ecuadorian university English teachers?
- 2) What are the pleasure reading habits of Ecuadorian university English students?
- 3) What are the reading support resources for English students in Ecuadorian Universities?
- 4) How can a pleasure reading program be implemented by English teachers in an Ecuadorian Coastal University?

Research question 1, sought to determine what the pleasure reading habits of Ecuadorian university English teachers were. The results showed that the majority of English teachers in this investigation enjoyed reading in their L1 and L2. The materials that they mainly read in their L1 and L2 are books, magazines and newspapers. E-books are read, but not by the majority of the participants. The results in Chapter 4 also showed that a small minority of the teachers said that they did not like to read in their L1 and L2, a result that was even mentioned in the Foreign Language Professors Group. Regarding favorite books, self-help books and books based on movies were the most mentioned by the participants. Also, the majority of participants like to read about their favorite hobbies and things that grab their attention.

In general, the majority of responses across groups revealed the presence of home libraries with more or fewer books depending on particular groups. However, there were

cases of participants in all the groups (excepting the Foreign Language Professors Group) who mentioned that they did not have home libraries.

A special finding in the reading for pleasure survey was that a majority of 103 out of 136 participants (76% of all the teachers and students) mentioned that none of the classrooms where they had studied had classroom libraries. Parallel to this finding, a majority of 125 out of 134 respondents (93.28%) expressed that they did not have a classroom library at the time the survey was given. These results compare to Oliver's (1970) in the fact that this author mentioned that the importance of promoting reading for fun is a right that is frequently denied to learners something that appears to be happening in many educational institutions around Ecuador. This special finding must be taken into consideration by the Ministerio de Educación del Ecuador, and the SENESCYT in order to augment the number of classroom libraries around the country.

Regarding parental read alouds, there were divided answers. Some of the teachers mentioned that they were exposed to them while others said that their parents did not read to them when they were children.

Research Question 2, which sought to determine what the pleasure reading habits of Ecuadorian university English students were, revealed that the EFL students in this investigation liked to read in their L1 and their L2. However, unlike their first language, more students mentioned that they did not like reading for pleasure in their second language, a reason that was due to the difficulty of the L2, something that is understandable because some of the learners still were developing their skills and knowledge of the new language. The materials that they mainly read in their L1 and L2 were books, magazines and newspapers. E-books were read but not by a majority of the students. From these results it is important to consider the presence of books, magazines and newspapers in programs to foster

reading for pleasure inside schoolrooms not only at the university level, but also at the elementary and secondary levels of education all around Ecuador.

As in the teachers' groups, students' favorite books were self-help books and books based on movies. Also, they enjoyed reading about their favorite hobbies and personal interests. The majority of responses in the two students' groups showed the presence of home libraries with more or fewer books. However, there were cases of participants in these groups who mentioned that they did not have home libraries. Regarding parental read alouds, there were divided answers. Some of the learners mentioned that they were exposed to them while others said that their parents did not read to them when they were children.

A majority of 96 participants in all the students and teachers' groups said that their parents had books in the house to read for pleasure. The negative answer was mentioned by 33 participants in all the groups. Also, 36 participants from all the groups mentioned that they read to their children in both languages.

In the teachers' and students' group reading more was equated with vocabulary learning, a pattern that could be found not only in the pleasure reading survey, but also in some answers of the reflective journal writing sessions. These findings go hand in hand with the results obtained by Birmingham (2006) who suggested that "there is a positive connection between SSR and a student's lexile score." (p. 29)

Research Question 3, which sought to determine what the reading support resources for English students in Ecuadorian universities were, revealed that there were poor book selections in the English libraries, and there was a lack of classroom libraries and SSR programs.

The three TEFL administrators mentioned that there were not any classroom libraries in their institutions (a finding that was also found in a majority of answers of the students' and teachers' reading for pleasure survey). Neither were there classroom libraries of English

materials available for students for extensive reading in any of the institutions. However, Mercedes mentioned that while she was working at a high school in the city of Portoviejo, she had the experience of a program named *El Rincón de Lectura* something like a book corner project in which the students had the opportunity to self-select their reading materials inside the schoolroom.

The issue of lending books to students revealed that a lack of confidence and trust between the teachers and the students is a pattern that is demonstrated in the data of the interviews. Also, one of the administrators mentioned that the students do not have the opportunity to check out the materials for home use since the materials mentioned are not available for the pupils. They just work with the textbooks. Another TEFL program administrator said that even if the students want to check out books the university library does not lend books, and the university library is only used for research, and that the school of languages does not have a self-access center. The other program administrator said that students could check out newspapers in the past, but not at the moment when the interview took place. He mentioned that his university has an e-library with more than 35,000 books for their students, and that the Internet was available in a special room but without printing facilities.

In the three cases, there is lack of use of practice tests and course packets, and textbooks that include workbook, videos, and interactive CDs are used. Also, libraries are used for research and assigned reading rather than for fun reading. Regarding self-access centers, the data revealed that this is a point to work on since these facilities were neglected, and in other cases they did not exist. One of the administrators even revealed unfamiliarity with self-access centers.

Research Question 4, which sought to determine how a pleasure reading program could be implemented by English teachers in an Ecuadorian coastal university, revealed that

replications of the SSR-RJW sessions of the current study can be part of EFL classes in Ecuador since the majority of students liked the program. Interest on the graded readers content was seen within the three courses, since a majority of the students in the three groups expressed that the readings were interesting.

The lack of time to read for pleasure inside the classroom should be taken into consideration since a majority of students expressed that the 15-minute SSR-RJW sessions were not enough to read for fun. Based on the results of the subsequent interviews on the SSR-RJW sessions, the amount of time that the majority of learners considered necessary was 30 minutes (as stated by 60% of the interviewees) However, this should not be deemed a straightjacket since other English language learners might need more or less minutes depending on their English level. In this respect, too much time for beginners might become boring, while too little time for advanced readers might be insufficient.

Regarding follow-up activities, 60% of the students considered that writing reflective journals were very popular. However, writing after each session should be analyzed since some students mentioned that they did not like to write every single day.

Another consideration that was mentioned in the suggestions section of the reflective journals was that teachers must provide more readers in the classroom. In this respect, an assortment of reading materials should be present in the schoolrooms so the readers can choose more easily the topics that fit their preferences.

During the interviews to TEFL program administrators in the two universities, it was determined that there were not SSR programs or any other programs that foster reading for pleasure, and the promotion of self-chosen readings is something that needs development among students and teachers. The responses revealed that there was lack of staff development training in how to implement a successful SSR program, and 14 out of 15 students mentioned that they had never had SSR at any point during their education. Mainly, the kinds of

readings that students encountered during their education were assigned rather than pleasure readings. Also, it is necessary to diffuse explanations of what an SSR program is among members of educational institutions since one of the administrators mentioned that the first time that he had heard about SSR was during the interview. All of the three administrators considered that SSR is important within the curriculum of an educational institution in spite of not having a pleasure reading program within their language departments. The implementation of SSR programs in Ecuadorian educational settings should consider school and classroom libraries with assortments of interesting texts, something that according to the responses in the interviews was neglected. Promoting visits to the school library should also be promoted to induce readers to self-select reading materials.

All in all, the SSR-RJW program of the current investigation was pleasant for the majority of students as their responses in the comments section of the students' interviews reveal it. Therefore, the same model (with some little changes that were mentioned by the participants in their feedback) can be implemented in Ecuadorian schools, high schools and universities. It is the hope of the researcher that the use of similar program will help to create a new culture of pleasure readers around Ecuador.

Final Reflections

This study revealed that self-selection of pleasure readings and SSR programs are not widely fostered by school administrators and teachers in many Ecuadorian schools. This research revealed that fun reading is neglected within school periods in Ecuador. It is commonly heard from teachers that students do not have the reading habit, and that they do not like reading. Contrary to this belief, this work proved that students do like reading texts that are appealing to them as it was demonstrated during the SSR-RJW sessions. The pleasure that reading the graded readers produced on the students and its effects on them are shown in some of their expressions during the 12 SSR-RJW sessions. A collection of the most

interesting samples will be provided in subsequent lines in order to remind the reader that our students are waiting for the opportunity to read for pleasure inside the schoolroom. Here are some samples in order to reconsider the role of pleasure reading in our students' academic and personal lives:

Alejandro: "Ok, Reading is so boring, but 4 or 5 months ago I read my first ``Reader`` and nowadays I have read four books. So, now I think that reading is a good way to learn."

Gema: "I am more interested about reading"

Claudia: "My mind was very relaxed, as a result of to enjoy the lecture."

Nancy: "I think that I need read more and not only in class, also at home."

Rosa: "I want to read more reader teacher."

Miguel: "I'm reading for enjoyment and not for obligation."

Karina: "Pedirle el libro prestado."

Maria Gertrudis: "The never finished the read the story and many cases are very interesting [sic]."

Iter: "When a partner took my book. So I want to finish reading that book."

Nancy: "I most disliked in this session. was that I had give the Reader."

Vilkiana: "Qué el profesor me quitara el libro." [That the professor took the book from me.]

Claudia: "That the novels is [sic] finished."

Karina: "Lent me your books for to read in my house."

Andrea: "I felt that the S.S.R is increasing my reading habit."

Claudia: "I finish the book that I choose. But I want to read others stories."

Alejandro: "Very well because before I didn't read for pleasure but, now I do."

Vilkiana: "Lo disfruto, es una pena que éste sea el último."

Sandy: “At the beginning so bored but now I`m enjoying these sessions.”

Implications for further research

During the current research, self-access centers were mentioned during the TEFL administrator program interview. Data on some interview answers about these facilities showed that self-access centers are not being used to practice in-class fun reading. Regarding this, research on the use of SSR within self-access centers must be investigated in order to better understand how we can help our pupils to become pleasure readers by using this non-traditional method of practicing reading. Investigations that show the impact of combining technology and pleasure reading can help administrators and teachers to plan better strategies to promote reading habits within the curriculum of their institutions. Therefore, this work suggests further research on applying the SSR-RJW program that was used during this investigation inside self-access centers.

Future Refinement of the SSR program

In general, the SSR-RJW sessions of the current study were considered as a good thing by the majority of students. However, it is necessary to take into account future refinements as stated in the comments and suggestions of the learners. First, the time for this kind of student should be augmented to 30 minutes, as it was stated by a majority of interviewees. Nevertheless, in the case the students are beginners, giving this amount of time might be boring, so it is necessary to determine the English level of the group in order to fit the specific time needs of the pupils. Second, more graded readers should be displayed so the students can choose in a better way. Third, the use of reflective journals as SSR follow-up activities should be part of the SSR sessions. However, the daily use of these journals should be considered since some of the students mentioned that they did not like to write after reading every day. Finally, the use of SSR in self-access centers must be researched within Ecuadorian educational institutions. Combining pleasure reading and technology might help

us as teachers to better understand how we can help our students to become lifelong readers and autodidactic human beings.

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Dhaka University Journal of Linguistics, Vol. 2 No. 4:139-146

Appendix A

SURVEY ON READING FOR PLEASURE (ENCUESTA ACERCA DE LA LECTURA POR PLACER)

Demographic information

Name:

Date:

Institution:

Years of English Teaching Experience:

What levels do you teach?

Years of Education:

Career:

FIRST PART

1. Define reading in a second language.
(Defina a la lectura en una segunda lengua)

2. Do you enjoy reading in your native language? yes no
(¿Disfruta leer en su lengua nativa? si no)

3. How long do you read daily (on average) in your native language?
(¿Cuánto tiempo lee diariamente -en promedio- en su lengua nativa?)

4. What types of materials do you read in your native language?
(¿Qué tipos de materiales lee en su lengua nativa?)

5. Do you enjoy reading in your second language? Why? Why not?
(¿Disfruta leer en su segunda lengua? ¿Por qué? ¿Por qué no?)

6. How long do you read daily (on average) in your second language?
(¿Cuánto tiempo lee diariamente -en promedio- en su segunda lengua?)

7. What types of materials do you read in your second language?
(¿Qué tipos de materiales lee en su segunda lengua?)

8. List five things you consider strengths about your reading in your first language.
(Enumere cinco cosas que usted considera fortalezas acerca de su lectura en su primera lengua)

9. List five things you consider strengths about your reading in your second language.
(Enumere cinco cosas que usted considera fortalezas acerca de su lectura en su segunda lengua)
10. What overlap do you see in your responses to questions 8 and 9?
(¿Qué coincidencias ve en sus respuestas a las preguntas 8 y 9?)
11. List five things you would like to improve in your first language reading.
(Enumere cinco cosas que le gustaría mejorar de la lectura en su primera lengua)
12. List five things you would like to improve in your second language reading.
(Enumere cinco cosas que le gustaría mejorar de la lectura en su segunda lengua)
13. What overlap do you see in your responses to questions 11 and 12?
(¿Qué coincidencias ve en sus respuestas a las preguntas 11 y 12?)
14. What is the title of your favorite book?
(¿Cuál es el título de su libro favorito?)
15. What is your favorite movie?
(¿Cuál es su película favorita?)
16. What is your favorite type of music?
(¿Cuál es su clase de música favorita?)
17. What are some of your hobbies?
(¿Cuáles son algunos de sus pasatiempos?)

18. For questions 14-17 above, do you find yourself reading material that deals with any of these topics? Why? Why not?

(Para las preguntas 14-17 de la parte superior, se ve usted leyendo materiales que tienen que ver con cualquiera de estos tópicos? ¿Por qué? ¿Por qué no?)

19. Do you know someone you would say is a good reader?

(¿Conoce a alguien que usted diría es un buen lector?)

20. What makes this person a good reader?

(¿Qué hace a esta persona un buen lector(a)?)

21. Do you know someone you would say is a poor reader?

(¿Conoce a alguien que usted diría es un lector pobre?)

22. What makes this person a poor reader?

(¿Qué hace a esta persona un lector(a) pobre?)

(Adapted from Anderson, N. 1999. Exploring Second Language Reading: Issues and Strategies. Brigham Young University. Heinle & Heinle Publishers. pp. 6-7)

SECOND PART

1. What country are you from?

(¿De qué país es usted?)

2. Do you read for pleasure?

(¿Lee usted por placer?)

3. Do you have a home library? How many books?

(¿Tiene usted una biblioteca casera? ¿Cuántos libros?)

4. During your years of education, how many of the classrooms where you studied had classroom libraries?

(Durante sus años de educación, ¿cuántos de los salones de clases donde usted estudió tenían bibliotecas en el salón de clases?)

5. Do you have a classroom library? How many books?
(¿Tiene usted una biblioteca en el salón de clases? ¿Cuántos libros?)

6. Do you read e-books?
(¿Lee usted libros electrónicos?)

7. Did your parents read to you when you were small?
(¿Le leían sus padres cuando era pequeño?)

8. Did your parents have books in the house to read for pleasure?
(¿Tenían sus padres libros en la casa para leer por placer?)

9. What books have you read?
(¿Qué libros ha leído?)

10. What magazine do you read regularly?
(¿Qué revista lee regularmente?)

11. What newspaper do you read regularly?
(¿Qué periódico lee regularmente?)

12. If you have children ¿do you read to them in English or in Spanish?
(Si tiene niños ¿les lee en inglés o en español?)

(The second part of this survey was prepared by Dara Shaw, Ed. D., and Julio Rivadeneira Barreiro)

Appendix B

Participants Reading Progress and Reflective Journal Chart

(Please, feel free to use English or Spanish in your journal)

Participant`s name	
Course	
Reflective journal number	
Date	
Reading level	
Text source	
Reading time in minutes	
Reading rate (Words per minute)	
Topic	
What did I read for this session?	
What was the most interesting thing I read during this session? Why?	
What were the main things I learnt from this session?	
What was new or surprising to me?	
What have I changed my mind about, as a result of this session?	
One thing I learned in this session that I may be able to use in future is...	
I am still unsure about...	
Issues that interested me a lot, and that I would like to study in more detail	
Ideas for action, based on this session...	
What I most liked about this session was...	

What I most disliked about this session was...	
Do you want to continue the reading that you did a few minutes ago once you get home? If so, Why?	
How do you feel about the process of reading for pleasure in English?	
Do you enjoy the Sustained Silent Reading (SSR) program that is being implemented in your schoolroom? Why or why not?	
Other comments, observations or suggestions.	

Appendix C

TEFL PROGRAM ADMINISTRATOR INTERVIEW ON READING FOR PLEASURE ISSUES

Name of the TEFL program administrator: _____

Name of the institution: _____ Date: _____

1. What do you think about reading-for-pleasure programs across the curriculum of an educational institution?

2. How have you promoted reading among your students and colleagues?
 - By setting the example (You model the act of reading)
 - Encouraging visits to the school library
 - Promoting self-selection of books and reading materials
 - Suggesting good reading materials
 - Lending your books to your colleagues and students
 - Talking with students and teachers about the books that you have read
 - Others (Please explain)

3. When having students read for fun, do you allow them to discontinue a book if they want to?

4. How often does your institution organize sustained silent reading (SSR) programs or any other programs that foster pleasure reading across the curriculum?

5. Have you ever received staff development training in how to implement a successful SSR program in your schoolroom?

6. If it applies to you, what kinds of follow-up activities do your students engage in after SSR periods (such as book discussions, reflective journal writing, reading logs, art, music or theatrical expressions or other activities)?

7. How frequently do you organize SSR follow-up activities?

8. Do you encourage self-selection of reading materials among your students and teaching staff?

9. How many classrooms in your school have libraries? How many teachers use these libraries?

10. In case your institution has classroom libraries of English materials available for the students for extensive reading, which of the following materials do you have?

- Novels
 - Graded readers
 - Magazines
 - Internet resources
 - English content based textbooks for the students' majors.
 - Other materials
-
-

11. Do you lend your home library books to your students and colleagues?

12. Please, provide information on the following chart.

English Reading Materials

English reading materials	Students may check out the materials for home use	Hours of availability for use per day	
		Self-Access	Library
Newspapers			
Books			
Internet and printing Facilities			
Practice Tests			
Course Packets			
Textbooks			
Electronic Data Bases for research			

13. Do you have a university library? If so, could you please lead me to it and let me see what English language learning resources are there?

14. What is the availability of these resources to the students? (Check all that apply.)

- Self-access center schedule and hours
- Computer lab with Internet schedule and hours
- Research databases

15. What are your plans and ideas for giving students access to materials for reading enjoyment?

16. How can we help our students to read more in Spanish and English?

17. Other comments?

(Adapted from Pilgreen, J. (2000). *The SSR handbook: How to organize and manage a sustained silent reading program*. Portsmouth, NH: Boynton/Cook Publishers, and Sullivan, M. (2010). *Achievement effects of Sustained Silent Reading in a middle school*. Retrieved from <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1333&context=doctoral&sei-redir=1&referer=http%3A%2F%2Fwww.google.ca%2Furl%3Fsa%3Dt%26ret%3Dj%26q%3Dpublic%2520school%2520administrators%2520and%2520sustained%2520silent%2520reading%26source%3Dweb%26cd%3D9%26ved%3D0CF0QFjAI%26url%3Dhttp%253A%252F%252Fdigitalcommons.liberty.edu%252Fcgi%252Fviewcontent.cgi%253Farticle%253D1333%2526context%253Ddoctoral%26ei%3DAMMFT66lCOPb0QGivcTMAg%26usg%3DAFQjCNFI8f1keoNHikAovzUIIHagPnw4Ag#search=%22public%20school%20administrators%20sustained%20silent%20reading%22>)

Appendix D

STUDENT'S INTERVIEW ON SUSTAINED SILENT READING PRACTICES

Student's name: _____ **Date:** _____

1. Before participating in this program, had sustained silent reading (SSR) been used at any point during your education?

Yes No

(In case your answer to this question was YES, please answer questions 2, 3, 4, and 5)

2. How many days per week was SSR normally a part of your instruction?

3. How many minutes per session were given for SSR in your classroom?

4. Was there a classroom library from which students could borrow books for SSR?

Yes No

5. Did the teacher read during SSR?

Always Usually
 Sometimes Never

6. From your personal experience, how many minutes should be given per session for SSR?

15 minutes 30 minutes
 45 minutes More minutes (Please specify) _____

7. From your personal experience, indicate the types of follow-up activities you would like to engage in after an SSR session. (Check all that apply.)

Reflective journals or logs Book reports (oral or written)
 Tests I do not want to do follow-up activities
 Other (please explain)

8. Compared to the time spent reading in your classroom during your SSR experiences, how much time did you spend reading at home?

Less The same More

9. Did your reading enjoyment change after being part of the SSR program?

Less The same More

10. How would you rate reading as an activity that brings you pleasure?

Not enjoyable Sometimes enjoyable Usually enjoyable
 Often enjoyable Always enjoyable

11. Writing the reflective journal after each SSR session was...

Fun Less fun Terrible

12. How satisfied were you with the SSR program in which you participated? Please, circle a number (1 = extremely dissatisfied; 2 =somewhat dissatisfied; 3=somewhat satisfied; 4 = moderately satisfied; 5 = extremely satisfied)

1 2 3 4 5

13. Any suggestions or comments?

(Adapted from Nagy, N., Campenni, C. & Shaw, J. (2000). A survey of sustained silent reading practices in seventh-grade classrooms. Retrieved from http://www.readingonline.org/articles/art_index.asp?HREF=/articles/nagy/ and Marson, W. (2005). Free Voluntary Reading (FVR) pays big dividends! Retrieved from http://www.educationworld.com/a_curr/curr007.shtml)

Appendix E

Participant Consent Form

Action research plan for developing a Group of EFL learners` reading-for-pleasure habits at an Ecuadorian university

Please indicate your position: check all that apply.

- Program Administrator
- Student Participant
- Teacher / Professor
- Other (explain) _____

I _____, have been invited to participate in this research study, which has been explained to me by **Julio César Rivadeneira Barreiro**.

This research is being conducted in partial fulfilment of the requirements for a Master’s degree in the **Master’s Program in Teaching English as a Foreign Language (MTEFL)** at ESPOL in Guayaquil, Ecuador.

The purpose of this action research study is to describe the impact of EFL university learners' attitude toward reading in English during and after working within a sustained silent reading program.

Description of the research study methods

This study will include Sustained Silent Reading (SSR). In addition, data will be collected from interviews, surveys, and journals on the reading-for-pleasure sessions that will provide information of facilitators and students’ perceptions, attitudes, pleasure reading habits and also the background as readers.

Requirements of the participants

All the participants will be provided with reading-for-pleasure materials (graded readers) in the schoolroom during 12 sessions that are going to be carried out in different days. In each session, students will self-select a graded reader and read it during 15 minutes, and after that they will have 15 minutes to fill in reflective journals to check their perceptions and attitudes during the fun reading sessions.

Benefits to the participants

The Group of volunteers who would be interested in collaborating on this research will receive in-class training on how to implement an SSR program in order to improve the skill of reading.

Risks and Discomforts

The only possible discomfort will be the time and effort required of the participants to attend the meetings and carry out the fun reading activities.

Contact person

beeclectic@yahoo.com

Confidentiality

This study will keep any information about me under confidentiality.

Voluntary participation

By signing this form, I demonstrate my will of voluntary participation, understanding that my withdrawal of the study will affect it. Therefore, I accept and understand all the terms related to this research. The information that you provide in this study will be anonymous.

Signature of the Participant

Date

Signature of the Researcher

Date

Appendix F

E-mail sent to Mr. Neil Anderson

On Sunday, January 23, 2011 8:25 AM, "Julio César Rivadeneira Barreiro"

<jrivadeneirabarreiro@yahoo.com> wrote:

Greetings Mr. Anderson. I am Julio Rivadeneira Barreiro, and I am Dara Shaw`s pupil at the MTEFL program at ESPOL in Guayaquil. My last name may be familiar to you since my sister Piedad e-mailed you a few months ago because she was wording her thesis. Currently, I am in the same process. I would like to ask you permission to use the questions below that I found on page 6 and 7 of your book `Exploring Second Language. Reading: Issues and Strategies. `

Thanks for your attention.

Sincerely,

Julio Rivadeneira Barreiro

QUESTIONS.

1. Define reading in a second language.
2. Do you enjoy reading in your native language? yes no
3. How long do you read daily (on average) in your native language?
4. What types of materials do you read in your native language?
5. Do you enjoy reading in your second language? Why? Why not?
6. How long do you read daily (on average) in your second language?
7. What types of materials do you read in your second language?
8. List five things you consider strengths about your reading in your first language.
9. List five things you consider strengths about your reading in your second language.
10. What overlap do you see in your responses to questions 8 and 9?
11. List five things you would like to improve in your first language reading.

12. List five things you would like to improve in your second language reading.
13. What overlap do you see in your responses to questions 11 and 12?
14. What is the title of your favorite book?
15. What is your favorite movie?
16. What is your favorite type of music?
17. What are some of your hobbies?
18. For questions 14-17 above, do you find yourself reading material that deals with any of these topics? Why? Why not?
19. Do you know someone you would say is a good reader?
20. What makes this person a good reader?
21. Do you know someone you would say is a poor reader?
22. What makes this person a poor reader?
23. What do you hope to learn by reading this text on teaching strategies for the second language reading class?

From: Neil Anderson <neil_anderson@byu.edu>

To: Julio César Rivadeneira Barreiro <jrivadeneirabarreiro@yahoo.com>

Sent: Monday, January 24, 2011 9:35 AM

Subject: Re: Permission request for using some questions. (MTEFL at ESPOL, Guayaquil)

Julio,

Thank you for your email. How is Piedad coming along with her research? Please give her my best.

You may certainly use the questions. Please provide an appropriate citation to the book.

Warm regards, Neil

Re: Permission request for using some questions. (MTEFL at ESPOL, Guayaquil)

From: Julio César Rivadeneira Barreiro

<jrivadeneirabarreiro@yahoo.com>

To: Neil Anderson <neil_anderson@byu.edu>

Greetings Mr. Anderson. First of all, many thanks for giving me the opportunity to use the questions of your book. I will make sure to provide the correct citation to the book. My sister told me that she is analyzing the results of her research. I will give her your regards, since she is no longer living at home because she got married.

I look forward to hearing from you.

Best regards,

Julio Rivadeneira

Appendix G

Overall Reading Comprehension Level Descriptors of the Common European Framework of Reference for Languages

OVERALL READING COMPREHENSION	
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Appendix H

List of the graded readers that were used during the SSR-RJW sessions

- Amos, E., Pasqualin, E., & Prescher, E. (2006). *Seeds of love* (2nd ed.). Ecuador: Grupo Santillana.
- Amos, E., & Prescher, E. (2006). *The true story of Romeo and Juliet* (2nd ed.). Ecuador: Grupo Santillana, S.A.
- Brontë, C. (1998). *Jane Eyre* (3rd ed.). Thailand: Macmillan Heinemann ELT.
- Cooper, J. F. (2002). *The last of the Mohicans* (2nd ed.). Thailand: Macmillan Heinemann ELT.
- Dickens, C. (1993). *Great expectations* (3rd ed.). Thailand: Macmillan Heinemann ELT.
- Dickens, C. (1993). *Oliver Twist* (3rd ed.). Thailand: Macmillan Heinemann ELT.
- Doyle, A. C. (1986). *The speckled band and other stories* (5th ed.). Thailand: Macmillan Heinemann ELT.
- Dumas, A. (2000). *The man in the iron mask* (3rd ed.). Thailand: Macmillan Heinemann ELT.
- Eliot, G. (1997). *The mill on the floss* (2nd ed.). Thailand: Macmillan Heinemann ELT.
- Fleming, I. (1958). *Dr No*. Thailand: Macmillan Heinemann ELT.
- Fleming, I. (1958). *Goldfinger*. Thailand: Macmillan Heinemann ELT.
- Hardy, T. (2005). *Tess of the d'Urbervilles*. Thailand: Macmillan Heinemann ELT.
- Hawthorne, N. (2002). *The scarlet letter*. Hong Kong: Oxford University Press.
- Hill, S. (1983). *The woman in black* (4th ed.). Thailand: Macmillan Heinemann ELT.
- Irving, W. (2000). *The legends of Sleepy Hollow and Rip Van Winkle* (3rd ed.). Thailand: Macmillan Heinemann ELT.
- James, M. R. (1996). *The unquiet grave* (3rd ed.). Spain: Oxford University Press.
- Milne, J. (1975). *The black cat* (5th ed.). Thailand: Macmillan Heinemann ELT.

- Poe, E. A. (2005). Seven stories of mystery and horror. Thailand: Macmillan Heinemann ELT.
- Prowse, P. (1973). Bristol murder (5th ed.). Thailand: Macmillan Heinemann ELT.
- Shelley, M. (1986). Frankenstein (4th ed.). Thailand: Macmillan Heinemann ELT.
- Stevenson, R. L. (1991). The strange case of Dr Jekyll and Mr Hyde (2nd ed.). Hong Kong: Oxford University Press.
- Stevenson, R. L. (1993). Treasure Island (4th ed.). Thailand: Macmillan Heinemann ELT.
- Stoker, B. (1982). Dracula (4th ed.). Thailand: Macmillan Heinemann ELT.
- Stoker, B. (1983). Tales of horror (4th ed.). Thailand: Macmillan Heinemann ELT.
- Twain, M. (1997). The adventures of Tom Sawyer (3rd ed.). Thailand: Macmillan Heinemann ELT.
- Walker, C. (1999). Deadly harvest (10th ed.). United Kingdom: Cambridge University Press.
- Wilde, O. (1989). The Canterville ghost and other stories (4th ed.). Thailand: Macmillan Heinemann ELT.
- Wilde, O. (1993). The picture of Dorian Gray (4th ed.). Thailand: Macmillan Heinemann ELT.
- Wright, R. (1991). Ear-rings from Frankfurt (2nd ed.). Spain: Oxford University Press.

Appendix I

Letter of permission.

Portoviejo, Lunes 28 de Febrero de 2011

Licenciado

[REDACTED]

Director del Departamento de Idiomas [REDACTED]

Ciudad

De mis consideraciones:

Solicito cordialmente a usted el permiso necesario para ingresar a los salones de clases de inglés el día miércoles 2 de marzo del presente año a fin de que profesores y estudiantes del programa de inglés que usted acertadamente dirige respondan las preguntas de una encuesta acerca de la lectura por placer cuyos datos servirán para ser incluidos en mi tesis de maestría en TEFL (Enseñanza de Inglés como Idioma Extranjero). Quiero indicar que la encuesta mencionada ha sido adjuntada al presente comunicado.

Sin otra novedad por el momento y agradeciéndole de antemano, me despido.

Atentamente,

Julio Rivadeneira Barreiro

Appendix J

Transcripts of the TEFL Program Administrator Interview on Reading for Pleasure

Issues

1. What do you think about reading-for-pleasure programs across the curriculum of an educational institution?

First interviewee (Ricardo)

R: Well, first of all I would say that it is a pretty good eh pretty good stuff the fact is we want to apply that kind of program to the curriculum because every single thing that we do in order to make our student learn a little bit more is a tool and I would say that one is a pretty good tool really I like that one what I can tell you is a pretty good tool to start adding that kind of program to the curriculum.

Second interviewee (Mercedes)

M: Ok. I think they should be, it should be very interesting to have this kind of programs but really in our curriculum we don't have it doesn't exist any program in Ecuador even in our university where we have the opportunity to let the students read and not for pleasure, but for researchers, for study, but for pleasure really we don't have any programs.

I: Any programs as you know in this, in your school, in the school that you...

M: Not in our university, but that's, I don't think it's a program, but the work that you were doing with the students is like starting something but it is not included in our curriculum like...

I: Yes, it was only something for my thesis.

M: Yes, it was something extra that's it but it's not into our curriculum so into the curriculum that there is established...

I: So, you think it should be included...

M: It should be, yes. I totally agree. I think it should be included. And not just in our university but also like...

I: The Ministry of Education

M: The Ministry of Education or like a state rule or law should guide this type or work.

Third Interviewee (Victor)

V: Well, uh, I think that reading is a, could be of our students because uh maybe he can develop uh his vocabulary, his cultural forms, and maybe it's a good form to learn English.

2. How have you promoted reading among your students and colleagues?

By setting the example (You model the act of reading)

Encouraging visits to the school library

Promoting self-selection of books and reading materials

Suggesting good reading materials

Lending your books to your colleagues and students

Talking with students and teachers about the books that you have read

Others (Please explain)

First interviewee

R: Well, unfortunately I got to tell you that you can hardly notice that one in the department where I work, but I have done a few things but not so often. The first thing is to talk to some of my coworkers in order to learn a little bit more about new words by reading and that's on one side. On the other side, what I have done is to make the students read a little bit about the several short readings that we have in the book. However, it is not for pleasure, it is for pressure. Yeah, you know. But I can tell you that some of them really like it because they notice a good tool in order to learn new vocabulary. So, but to be honest not so often.

Second interviewee

I: By setting the example?

M: Well, I think I set the example but they are not looking at me reading but I always talk to them which books I like to read and which books I am reading now. Something like that.

I: So, that means that you, we can go to the second to the last option: Talking the students and teachers about the books that you have read.

M: Yes.

I: What about encouraging visits to the school library?

M: Ah, well. Really, I haven't done it but maybe because I don't think the school library or really I do not watch books over there in our school library.

I: We don't have a lot of English books.

M: And I don't think that there are many English books.

I: Once I went to check those, the materials and they were old materials, Robert Lado and things like that. Ok, what about promoting self-selection of books and reading materials? Do you tell your students, "Ok, you can bring a book that you like"?

M: Ah, well, I haven't done it really.

I: You haven't done it. I think that we should do it as a school in French, in Italian, English, yeah.

M: Because sometimes they have great time each time and it's the opportunity to read.

I: What I'm doing in this moment, nowadays I am working with my students in the reader and I give them 30 minutes of my class. We work one hour and a half in the book, in the textbook, and then we have 30 minutes to read for pleasure the readers that they chose. That is what I can tell you to do ok maybe we can give them an opportunity to get 30 minutes of reading of their selection.

M: That's a good idea.

I: What about suggesting good reading materials? You do this?

M: Yes, I suggest good reading materials. I talk to them about my favorite authors and I say which books.

I: Ok, excellent. And what about lending your books to your colleagues and students? This is something difficult because of the culture of people, their mentality.

M: Yes, that's it. For me books are very important, I could lend maybe my cellphone or my earrings but, ah, ok, the problem is that not all the people take care the books in the same way that I take care. Really I like my books.

I: And you know there is a saying that goes like this, "You are stupid if you lend a book, but you are more stupid if you give it back"

M: Yeah!

I: Unfortunately we have that kind of mentality. Ok, what about another comment, another way of promoting reading among your students?

M: Ah, well sometimes when I was in my class I include some ideas in the class of my favorite authors ok maybe some of these ideas could help students and not just about English authors and not just about pedagogical books but also about other kinds of authors ok some other times when we were doing a practice I mentioned different types...

I: Ok, so you mention authors during your classes.

M: Yeah.

Third Interviewee

I: Let's see the options, we have option number one, by setting the example. What do you think about that?

V: I think that every one of us maybe have to give an example about students. How you can say to the students uh,...

I: Read if you don't read.

V: "You have to read and you don't do it." Well, one of this maybe by setting the example.

I: And what about encouraging visits to the school library?

V: That's a difficult point, because I don't think that every school library has or got some kinds of special books in order to the students uh learn reading I think but in our university we are going to do some kind of uh intentions in order to give them the possibility.

I: And what about promoting self-selection of books and reading materials? Do you promote the self-selection?

V: Yeah, always we have our different levels of books and we have different books and different topics of books and try that they choose by self the books that they want to read.

I: What about suggesting good reading materials?

V: Ok, always our courses and teachers suggest at the students about some kinds of books that they have to read or they need that they read or something like this.

I: And what about lending your books to your colleagues and students? Do you lend your books?

V: Ok. Our colleagues yes, but our students no. It is very difficult because no one like you loves your books.

I: Ok, yes. And what about talking with students and teachers about the books that you have read? Do you share information?

V: We are trying, we are trying to do that because like you know we don't have that kind of chemic inside the university, the [REDACTED] University in Manabí but we are trying to do it, we are trying to promote reading in our classrooms and talk about the different topics that...

I: They have read, to share their experience in reading. And what about others?

V: Ok, we began with an experience like uh the newspapers, then we forgot them, and the students don't come to the department, to the office and take the newspapers.

3. When having students read for fun, do you allow them to discontinue a book if they want to?

First interviewee

R: Yeah, for sure I like it. Well I consider that we got to try to accomplish the goal that we have and the goal gotta be to make them try to read for pleasure so if they are really comfortable with this book about sports and suddenly they really feel that sports is not so fun for them or so interesting they can change the topic they can choose something different like I don't know maybe something about cooking or maybe something about music so they can change it and with this material they will

get to the goal which is also to practice some grammar and on the other side to learn new vocabulary.

Second interviewee

I: When having students read for fun, do you allow them to discontinue a book if they want to? For example, they are reading about mystery, but they say, “No, listen I don’t like this, I want to change my book, and I want to read sports, a reader about sports.” So, do you allow them to stop if they don’t like it, and to continue with another book?

M: Really, I haven’t given the students time for reading for pleasure in my class like that. I think that if it is for pleasure I would let them to change. The idea is that ah, ok I don’t think reading is a job or a task I think reading is when is like when you watch a movie if you watch a movie is because you like the movie if you do not like it...

I: You switch the channel.

M: Yes, that’s it. That’s the same. If they are reading a book, if they are reading a book and they discover that they do not like that book they could change it. I think so.

I: That means ok you haven’t done it but you would do it, you would allow the students ok.

Third Interviewee

I: Ok, for example, they are reading about Michael Jordan but they say, “Ok, I don’t want to read about basketball anymore, I want to read about soccer.”, and then they tell you, “Teacher, I want to change my book.” Do you allow them to change their book or really stop them?

V: I think that if we are talking about reading for pleasure, then if they don’t want to read about some topics and they want to change it, ok we have to allow them.

I: So, you don’t have any problems with this.

4. How often does your institution organize sustained silent reading (SSR) programs or any other programs that foster pleasure reading across the curriculum?

First interviewee

R: Well, unfortunately I gotta tell you that so far we haven’t done anything about that one not in that way. What we have done is just to make students learn a little bit more about the reading that we have in the books. But starting that, we haven’t done anything.

I: You haven’t done SSR?

R: No.

I: This is the first time that you know about SSR.

R: Yeah.

I: Today you know, you knew the meaning of it.

R: Yeah, right now...

Second interviewee

M: Never.

I: I think it is the first time for you that you know SSR. ██████████ told me so.

M: Yeah. It’s the first time. It’s the first time. We never have done this. I heard about this when you talked this in a meeting last semester, you remember? When we were in a meeting here with ██████████, then you were talking to us about giving the students some books some time you were talking about a bell, they have a bell and when they heard the bell they had to start reading for pleasure.

I: To start reading for pleasure.

M: That was the first time I heard about that.

I: Eh, but it is a reality of Ecuador. You know that in Colegio ██████████ they had the system. When I was working in 2007 they read but in Spanish. They had a time in

which the bell rang and after the bell rang, they had to drop everything and start reading for pleasure...

M: Really?

I: Yes, they had that program. But it is not, it is not a common denominator in all the country. If you tell people, "Ok, do you read for pleasure, do you have the chance to choose your material? No, the teacher tells me this is what you have to read and that's it. You don't have election."

Third Interviewee

V: We are going to plan about that, ok because we don't have an organization about silent reading or reading for pleasure. We are going to organize; we are going to begin at the next level, ok in July.

I: So, currently you don't have the program, you don't have...

V: We don't have the program.

5. Have you ever received staff development training in how to implement a successful SSR program in your schoolroom?

First interviewee

R: No, not so far.

I: Never

R: No.

I: As you told me, this is the first time that you...

R: Yeah, but it would be a good tool and a good stuff because we can assist work of our students and our students are going to learn.

I: You are telling me that we can train our staff or our member so they can put into practice reading for pleasure in the form of SSR.

R: Yeah.

Second interviewee

M: I never.

I: No. But if you want I could give the teachers that would be...

M: Yeah, I would like. I would like. I think it should be one of the programs you could do.

I: I can prepare slides on PowerPoint yes and then...

M: Ok, maybe we have no time now because the POA is already done but I think we can include this kind of program in the next POA for all the teachers and the students. Really, I would like.

Third Interviewee

V: No, because it's only uh, how do you say, ok, it was only an idea of our teachers, but not like a program. We don't have any training about that

I: But would you like to get some training. Ok, so in the future maybe I will come over here ha ha ha.

V: Of course, I think I am going to do some kind of investigation about that.

I: Yes.

6. If it applies to you, what kinds of follow-up activities do your students engage in after SSR periods (such as book discussions, reflective journal writing, reading logs, art, music or theatrical expressions or other activities)?

First interviewee

R: Well, I think that if we start applying that tool to our students it would be so good to work with the movie subtitles and if somebody else thinks that there are something else that we can do in order to improve our reading or reading process that would be excellent.

I: Yeah, but in this case it doesn't apply to you because currently you are not doing SSR.

R: No.

Second interviewee

I: This doesn't apply. Yes.

M: It doesn't apply.

I: So N/A.

Third Interviewee

I: It doesn't apply to you...

V: No, no, we are going.

I: ...because you don't have SSR.

V: No, uhuh.

7. How frequently do you organize SSR follow-up activities?

First interviewee

I: This question doesn't apply to you.

R: No, so sorry.

Second interviewee

I: N/A. Ok.

Third Interviewee

I: It doesn't apply.

8. Do you encourage self-selection of reading materials among your students and teaching staff?

First interviewee

R: Well, eh, I haven't done that one and my partners we don't do it but if I had it I would give my students, I would give them the opportunity to choose some topics that they really like and also ask them to explain them to the classroom in order to analyze them, and I am sure that in that way they can learn a little bit more reading and more new words.

Second interviewee

M: Yes, I do it. Not with my teachers, but with my students I do it. I encourage them to...

I: But self-selection...

M: That is a very good...

I: You tell them, you give them the opportunity ok...

M: You have to read those books...

I: No, you tell them ok bring whatever you want excepting pornography and violence.

M: ha ha ha ha

I: Yes, that is one of the politics of SSR. You can bring everything excepting pornography and violence. So you can't bring [REDACTED] you can't bring [REDACTED]. You have to read for pleasure but everything excepting those...

M: Excepting those... Ok, so I think I haven't done it.

I: Yes.

Third Interviewee

V: With our teacher staff yes, but with our students no because we don't have a lot of books.

I: Ok.

9. How many classrooms in your school have libraries? How many teachers use these libraries?

First interviewee

R: Well, we don't have it so we don't even use them. That's a pity.

Second interviewee

M: We don't have libraries.

I: Ok you have a library but it is a central library. But...

M: But, central library you are talking about the university...

I: No, we have a library, but I mean the classroom libraries. We don't have classroom libraries.

M: No, we don't have classroom libraries.

I: How many classrooms...

M: And even, we have some books in that what's supposed to be a library but we are not using them because there is nobody to be here we don't have people, we don't have no people...

I: You know that in the United States every classroom has a library, a classroom library.

M: When I was working at [redacted] School, I remember that we, ok no, not we, that the, the experience I did a project of doing ah el Rincón de Lectura and they had in each classroom...

I: In the United States is the Book Corner.

M: The Book Corner? And they had in each classroom ah like a small...

I: Bookshelf?

M: Bookshelf, or may be not a bookshelf, may be a table with whatever they wanted they had different kind of books and it's supposed that, well, I don't remember how many times the boys and girls, the kids had to take a book, and... But they used to have it.

I: But that is SSR. That is kind of SSR. Yes, because they chose their materials and they read for pleasure.

M: But I don't remember how many times...

Third Interviewee

I: I mean that in a classroom you have a classroom library.

V: We don't have a special classroom for English. Ok, all the students of our university use the same classrooms. It's because to have a library inside the classroom then all the students carry on its own books when we use the the, when they have to read something.

I: So, in general the institution doesn't have classroom libraries.

V: Classroom libraries.

10. In case your institution has classroom libraries of English materials available for the students for extensive reading, which of the following materials do you have?

___ Novels

___ Graded readers

___ Magazines

___ Internet resources

___ English content based textbooks for the students' majors.

___ Other materials

First interviewee

I: Ok, this doesn't apply to you, you don't have classroom libraries.

R: No

Second interviewee

I: We don't have.

M: We don't have any of that. But I would like to have novels, graded readers, English content textbooks for the students' majors, magazines. I would like...

I: I would like to have these materials...

M: Yeah.

I: These materials in every classroom.

M: Yes.

Third Interviewee

I: Ya, this doesn't apply to you.

V: Uhuh.

I: Yeah, you don't have...

11. Do you lend your home library books to your students and colleagues?

First interviewee

R: Well, so far I do not do it.

I: And why don't you do it?

R: Well to be honest I don't really...

I: A treasure?

R: Yeah that's in one side. In the other side I also think if I give a book to somebody, maybe that person is not going to give it back.

Second interviewee

M: No, I don't.

I: No, I don't. Because they don't take care.

M: No. And I take, and I do take care of my books. And I am teaching my daughter because when she is working maybe sometimes she folds the corners and I tell no you have to take care of your books, be careful, wash your hands, they are very important, I am trying to ah...

I: You should do SSR...

M: I am trying to grow in her my love for books.

I: You know what you should do: what my father did. He did something like SSR. When we were in Crucita we had a moment during the day in which, ok, we didn't have television at home but instead we had Selecciones. And ok you have to read any Selecciones that you find over there, and you have, you have to read during this time, and then we had to read. And I have to confess, I didn't like reading, but...

M: Ha ha ha, but you learned.

I: Yes, I learned. Yes, I learned. At the beginning it was pressure but then I learned the pleasure of reading. Yes. And you should do that. It is kind of SSR. You give them the opportunity to choose the reading.

M: Yes, and I have books for her many books. She has lot of books...

I: But don't buy her because you think that they are interesting. Tell her, "What do you want to buy, let's go to the supermarket, let's go to the library, what do you like to read, you like to read..."

M: Yes, I do that. But really, really she cannot read yet. I read for her but if she has books we had read for her I think she is going to like.

I: Yes, but maybe if she doesn't read you can see what she likes for example she likes eh animals...

M: Text screens.

I: So then you can go and then buy those kinds of... But the important thing is that you give them the opportunity to choose what they like. If it is a comic strip no matter

ok let them read let them choose because that is a way in which the brain will be trained for the future to read...

Third Interviewee

V: Only the textbooks.

I: Only the textbooks.

V: Only the textbooks.

I: And yeah... I would like to elaborate on this. Why don't you give your books, why don't you lend them? What is the special reason?

V: Ok, because uh always they go home and put your books on the shelves of their libraries but don't read.

I: Yes, they don't read it.

V: They don't read it.

I: And what about the saying in Ecuador that say, "Tonto es el que da un libro, pero más tonto el que lo devuelve."

V: That's a good point, too.

I: So, there is a culture in which you get a book, and then you don't give it back because you are *el sabido el más sabido* if you don't give it back, so we have to fight against that, because in other countries people give away books and they expect them back, yes, they know that it is respect.

V: It's a cultural point.

I: Yes.

V: It's a cultural point.

12. Please, provide information on the following chart.

First interviewee

I: We have English reading materials. Eh, what about newspapers? Can students check out the materials for home use. You know check out, they only write their signatures and then they take the books to their house.

R: I think that we don't have the same culture that other people have in their countries. That's why we don't do that. At least in the department where I work we don't usually do that well we don't do that.

I: So you don't give away, so you don't lend English materials for example newspapers, books...

R: No, we just work with the books.

I: Internet and printing facilities, practice tests, course packets, textbooks, electronic data.

R: We don't work with any...

I: So, this is something we have to change.

English Reading Materials

English reading materials	Students may check out the materials for home use	Hours of availability for use per day	
		Self-Access	Library
Newspapers	No	No	No
Books	No	No	No
Internet and printing Facilities	No	No	No
Practice Tests	No	No	No
Course Packets	No	No	No
Textbooks	No	No	No
Electronic Data Bases for research	No	No	No

Second interviewee

I: Ok, newspapers. Students may check out the materials for home use. You know check out, this means that they can, they give their name, their ID card and then they Ok I can take them to my house...

M: I don't think they do it because ah...

I: We don't have this.

M: We don't have this. For example, in this library even if the students want to do it they don't lend the books.

I: Yes, over there they have.

M: Yes. When I was a student you could not take the books home.

I: But we are talking I think in this case of the school, we don't have the...

M: No, in the school we don't have of course, you know the career...

I: So, we have the university library in that case I think we have newspapers.

M: But I do not think the students take newspapers home. Really I don't think and I never have...

I: Even me, I didn't go to the library. I went to the library...

M: Just for the research.

I: No, I went to the library as an agronomical engineering student. Yes.

M: I went to the library when I was a student but I didn't like it because, ok, the idea is that the student when I am looking for something I would like to look myself for something ok different kinds of books but the problem is the library when I was a student when I was there was that you say, "Ok, I would like that book.", and they give that book, and if you didn't find the information you got in that book, you had to give it back and give another book and so, but the idea is that you had the opportunity to take that book that you need. Maybe that's because I never...

I: So, what do you think about this chart? Self-access, you know what is self-access. Self-access is a room in which you have reading for pleasure, you have computers with access to the Internet, you have...

M: But we don't have it.

I: Yes, so we don't have self-access.

M: And we don't have a library.

I: Yes, we don't have a library. So this is, we have to work on this. Very hard.

Third Interviewee

V: Ok.

I: What about this? Ok, you can tell me if students may check out the materials for home use. You know check out is take, they give the, what they do right here, they give their ID number, their signature, and they can take the books to their house. Can they check newspapers?

V: Before.

I: Uh, before, not now.

V: Not now.

I: What about books?

V: Well, we have uh...

I: They can take them home.

V: Now, now, we have an e-library and we have about 35,000 books in English in this university, ok but e-books, and now we chose the American embassy and we got a code about the library that they have, and then we have about 70,000 books, e-books, and our students can get them.

I: Yeah. What about the Internet and printing facilities.

V: Ok, our university, our students can use the Internet in a special room, but they don't have printing facilities here.

I: And what about practice tests?

V: Practice tests no.

I: No, you don't have, ok. What about course packets?

V: What does course packets mean?

I: Oh, it is a good question. A course packet, eh what I understand by this, this was part of my, it was an idea of my director, my thesis advisor, what I understand by this is the elements that a textbook brings, for example, resources.

V: Oh, yeah, ok I understand. Ok, no. Only we use the textbooks, it's the only course packet that we have, only the textbooks, the textbooks with the workbook, and the videos, and the CDs, interactive CDs that the books have, but no more.

I: Yeah, and what about textbooks? They can, the students can check out the materials.

V: Uhuh.

I: And electronic databases for research? Do they have access to electronic databases, if they want, for example, if they want...

V: What kind of research?

I: Research about English, about...

V: Oh, yeah.

I: About what they like, reading for pleasure.

V: Only the Lincoln Library.

I: Yeah, only the Lincoln Library, yeah. Ok, let's go to hours of availability for use per days. Self-access, you know what is self-access?

V: Self-access about?

I: Yeah, self-access in The United States and in other parts of the world is a, is a room where you have computers, and they have access to the Internet, and in the same room you have books for reading for pleasure, that is a self-access center. So, do you have that facility over here, do you have...

V: Yeah

I: Self-access

V: In the library.

I: Yeah, in the library, yeah, correct. Ok, what about the hours of availability for use per day?

V: About newspapers?

I: Yes, newspapers.

V: In English?

I: Um, newspapers, yes, in English in Spanish.

V: In Spanish, ok, yes.

I: Yeah, and the hours of availability are, for newspapers from 8 to 5 or...

V: From 8 to 5. Always there are a couple of newspapers, maybe a pair.

I: Yeah, and what is the schedule over here in this, in the library, or for the self-access?

V: 9 o'clock, 9 to 5.

I: 9 to 5, ok.

V: 9 to 5.

I: The library is at the same time a self-access center?

V: Yeah.

I: Ah, yeah, ok, so we can continue with the next question, ok. Do you have to tell me something else about this part?

V: No.

13. Do you have a university library? If so, could you please lead me to it and let me see what English language learning resources are there?

First interviewee

R: Yes, we could. But if you want we could go over there right now.

I: Yes, that is something that I can check it on my own. I can go over there

R: But here we only have one library. The principal said that we are going to have a big one.

I: In every faculty?

R: No, well. The fact is that I have heard that we are going to have a big library that is going to be available for all the faculties. Just one for all the faculties. So...

I: You know that we have one over there?

R: Yes, but the thing is that right now we are trying to make a library for every single faculty. But the problem is trying that they have is to make just one, one big one in order to have... and also that one is going to be working let's suppose like, well, more than 8 hours per day it could be working the morning, the afternoon and also in the evening. That's one of the projects.

I: It's an excellent project.

Second interviewee

I: Ok, I can do this on my own.

M: Ok, and there is a university library but...

I: I can do it on my own.

M: Ok, and there is not, I don't think there are English books.

I: Yes, as I told you the last time I went it was more or less a year ago

M: Yes, Robert Lado.

I: Yes, Robert Lado.

Third Interviewee

V: Ok, uh, do you know the...

I: Yes, I know it.

V: the library, right? And, what about the English resources?

I: It is unnecessary to go over there.

V: Our textbooks, different collections of English books, and dictionaries, and some kinds of special books of literature.

I: And what about readers? Materials...

V: What about readers? Uh, a few books.

I: Yeah, a few books.

14. What is the availability of these resources to the students? (Check all that apply.)

Self-access center schedule and hours

Computer lab with Internet schedule and hours

Research databases

First interviewee

I: Self-access center schedule and hours. You know what is a self-access center?

R: No, I don't know.

I: A self-access center is a room in which you have books, you have magazines, newspapers, you have computers...

R: No, but we don't have it

I: Computers with access to the Internet... you don't have... What about a computer lab with Internet schedule and hours?

R: Well, we have just one laboratory that has one computer with the Internet service but that is used only for the professor. The students don't use it.

I: And what about research databases?

R: Well, sometimes I give them some topics to research but not something really complicated just something extremely easy because the level of my students is pretty low.

Second interviewee

I: Self-access center, we don't have that. But we should do it.

M: We should do it.

I: We should have at least 10 or 15 computers with access to the Internet and in the same room we should have a classroom, a library. So we don't have self-access. What about computer lab with Internet.

M: In our career we do not have a computer lab. There is Internet in some computers but we don't have a lab. We have a lab in the, talking about the university, maybe the faculty where the students are going to class, but not a lab, a free lab where the students can go whenever they want to read for pleasure to make, to do research or something I don't think, because this lab is always busy, with a, is always full of students with the classes, not free...

I: And what about research databases? Do you have a database about a research, for example, if we want to know about a research that a student did?

M: We are working on that. Ah, about three weeks ago, we received a letter from the vice-dean with the names of all the researchers the students have done from 2009, ok, and we have to divide, classify, so this happen something in this way, we classify all this researchers in the name, the year, the objectives, and so on. We are working on that.

I: Ok.

Third Interviewee

I: Self- access center schedule and hours. You have this; you told me yes, you told me that the self- access center is from 9 to...

V: 9 to 5.

I: To 5, ok. It is open from 9 to 5. Eh, the computer lab with Internet.

V: With time for lunch.

I: Uh, yeah, with time for lunch, ok. What about the computer lab with Internet schedule and hours?

V: Ok, normally we have the access to the computer lab between 7 o'clock in the, ok, for English students right, about 7 o'clock to 8.30 in the morning.

I: 7 o'clock to 8.30 yes. And for all the students?

V: For all the students, all the day, but you have to check out the disponibility,

I: All the day means? The day finishes at 5?

V: Uuh. 9 to 5. But you have to check if it's available with uh...

I: The person in charge.

V: Ok, with the person in charge.

I: Yeah, ok. What about research databases?

V: Research databases. Well, uh our university has different databases about...

I: The investigations, thesis.

V: All the investigations, thesis of our students.

I: Yeah, so you have this.

V: So, you can use that.

I: And, the, ok... Yeah, ok.

15. What are your plans and ideas for giving students access to materials for reading enjoyment?

First interviewee

R: I think that I could ask them about what they really like doing, about their habits, after that I would ask them to bring to the class a topic or a short reading about their taste, for example if they like sports they could bring something about sports, if they like music they could bring something about music, if they like I don't know about vacation, they could bring some material about vacations and with that material I can ask them probably to learn new vocabulary because of course if they download that information from the Internet or something there is going to find new words for them and it can help them with the new words.

Second interviewee

M: Well, I think we can start programs of reading for pleasure, maybe in each class ah, I don't think we can give the students the books, but maybe we can let them the opportunity to bring to the university the books they prefer to read and to give them certain time where they have the opportunity to read what they chose... and they would like to have a program like this, maybe it should be useful to do it before, now, ah, we have the POA or it's done, but maybe...

I: But we can do it.

M: We can do it as a program maybe with a syllabus.

I: Yes.

M: We have to start. Really I would like. Because I think it's going to be useful for students because they are going to learn more, they are going to express better, they are going to be better professionals if they read.

I: Yes, and they will learn something that they didn't learn in Spanish: the value of reading. They will say, "Ok, I passed more than 20 years of my life without liking reading and now I enjoy reading."

M: Yes.

Third Interviewee

V: Ok, uh, the teacher's staff are preparing a new investigation about reading for pleasure, then we are going to plan different strategies in order to implement the materials and access to that materials for our students.

I: Yeah.

16. How can we help our students to read more in Spanish and English?

First interviewee

R: Well, as I said before I think it is a pretty good question but eh I think that one of the stuff that we can do is to try to make them consider or think that getting new words or getting or improving our lexicon is important and I can also ask them to for

something that they really like the other question that you asked, I can ask them for something that they really like and we can also socialize the new words that they have found.

Second interviewee

I: Because you know that Ecuadorians do not have, do not like, there are exceptions, but most of the Ecuadorians do not like.

M: For example, in one of my classes at school I have 19 students and just 1 of them like reading. He is always reading.

I: And how can we help our students to read more?

M: How can we help our students to read more in Spanish and English?... Ah, I don't know, maybe...

I: The Facebook ha ha ha ha.

M: But we cannot put a book on the Facebook. They just read messages. That's the problem. They like to read messages, comments...

I: But you know that Facebook is reading for pleasure, but maybe we can force them to write in English...

M: Ah, to write, or also read, but... Ok, you know what, for me reading is with a book, I cannot find pleasure reading on the computer, it's not the same, haven't, for example, I was reading ah, I don't remember what book, and I didn't find the third part, I, no I read the one, the first and the second one and the third and I found it on the Internet and I started to read it but it wasn't the same, it wasn't the same. It's better to have the book, to sit comfortable, to lie, something to do and to get by... But maybe the students who like more the technology than me prefer to read on Internet.

I: Internet, yes. And, so, how can we help our students to read more in both languages?

M: Maybe giving them time, available time, because, you know, if we do a program where they have, I don't know, an hour to read or half hour to read, ah maybe they get used to, and they learn to like it.

I: So, you say, giving time during the school period.

M: Giving time, maybe, I think so. Giving time during the school period, or maybe suggesting them, ok, but the problem of suggesting is that the authors of the kinds of books I like maybe are not the kind of books all the students like. So, maybe we can talk about a favorite author and books but I don't think it always works, because maybe my favorite books are...

I: Are not the same... So, you say that giving them time during the school period to read...

M: I think so...

I: For pleasure.

M: For pleasure.

I: That means to read self-selected books. Yes

M: Yes.

Third Interviewee

V: Well, I think that maybe our teachers have to learn more techniques and more, more techniques in order to check with their students, in order to show the pleasure that reading has.

I: So, you mean that teachers should learn more techniques about how to promote reading for pleasure.

V: About how to promote reading for pleasure.

I: Yeah, ok, excellent.

17. Other comments?

First interviewee

R: Well, first of all I think that reading for pleasure is something that we gotta do because is something that`s going to help us improve our lexicon and also we are going to practice grammar, we are not going to analyze grammar but we are going to practice it and that is going to help our fluency at the moment to speak and also at the moment to read and to communicate with somebody else.

Second interviewee

M: Other comments. What can I tell you? I can tell you that with this interview I have discovered that we have lots of work to do in our career in order to encourage students to read for pleasure. I have discovered that. Apart of the work for the accreditation, we have to work also on this... and I know that it is like, uh it`s very difficult, very hard because of our culture, because of the time, because of the money, but people are not used to read, and they spend lots of money on clothes, underwear, make-up, Blackberries, but they do not want to spend money on books, they think that`s a...

I: But you know what is the problem, I tell people, a year ago I have reflected on this, and I say, "When do we give our students the opportunity to choose their material, that is the problem, we don`t give them the opportunity, we always are telling them what to read, and we have to give them time to be independent to choose, ok, I like reading about eh love stories, so, ok, bring your love stories, be an independent reader, and do what you like, but Ecuadorians do, we don`t do that, we don`t promote self-selection.

M: When we are at school the professors always say, "Ok, you have to read this and there are the same books that you always read but not the new ones.

I: Yes, yes, and I think we have to change that, because it is something that is positive.

Third Interviewee

V: I think that SSR or reading for pleasure is a good point that I hope that you have a really reading success about that.

I: Ok, thanks a lot my friend. Ok, it was a pleasure to interview you. This is the end of the session.