DIPLOMARBEIT

Titel der Diplomarbeit

”Motivation and Engagement in an Extensive Reading Project“

A Practical Approach for Lower Secondary Level

verfasst von

Maria Minkowitsch

angestrebter akademischer Grad

Magistra der Philosophie (Mag. phil.)

DECLARATION OF AUTHENTICITY

I confirm to have conceived and written this thesis all by myself. Quotations from other authors are all clearly marked and acknowledged in the bibliographical references, either in the footnotes or within the text. Any ideas borrowed and/or passages paraphrased from the works of other authors have been truthfully acknowledged and identified.

Maria Minkowitsch

HINWEIS

Diese Diplomarbeit hat nachgewiesen, dass die betreffende Kandidatin oder der betreffende Kandidat befähigt ist, wissenschaftliche Themen selbstständig sowie inhaltlich und methodisch vertretbar zu bearbeiten. Da die Korrekturen der/des Beurteilenden nicht eingetragen sind und das Gutachten nicht beiliegt, ist daher nicht erkenntlich mit welcher Note diese Arbeit abgeschlossen wurde. Das Spektrum reicht von sehr gut bis genügend. Die Habilitierten des Instituts für Anglistik und Amerikanistik bitten diesen Hinweis bei der Lektüre zu beachten.

"Three rules of extensive reading:

1. Enjoy
2. Enjoy

and by number 3 you know exactly where we are going

3. Enjoy"

(Richard Day)[1]

"It is likely that motivational processes are the foundation for coordinating cognitive goals and strategies in reading."

(John T. Guthrie and Allan Wigfield)[2]

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[1] This is a statement made by Richard Day in his lecture on "Bringing Extensive Reading into the Classroom", which he presented at the ERF World Congress, Kyoto, in September 2011.

[2] This is a statement to be found in Guthrie and Wigfield's article "Engagement and motivation in reading", published in the *Handbook of reading reserach* Vol. III in 2000. (408)

List of Abbreviations

BMUKK   Bildungsministerium für Unterricht, Kunst und Kultur

CEFR   Common European Framework of Reference for Languages

EFL   English as a Foreign Language

ER   Extensive Reading

ERF   Extensive Reading Foundation

Table of Contents

1. Introduction: Why Focus on Motivation in ER?

From the perspective of a novice teacher I can retrospectively divide my time as a student at the University of Vienna into two parts. And no, I am not referring to the official first and second part of the studies at the Anglistik and Germanistik Department. The decision to become a teacher for secondary education was a very conscious one and provided me with a goal to work towards. This goal-orientation was enough to get me through the first couple of terms just fine, albeit the combination of high and low moments; the low moments referring to times I had to spend studying subject matters - at least in my view- not providing me with content that could increase my competence as a German or English teacher. After several terms I got the offer to start working at a school teaching a few German lessons and the year after even more and English classes as well. The fact that being able to teach and the job itself confirmed my belief that it was an activity, a profession I would enjoy a lot. During that time I experienced a steep increase in motivation, which is even manifested in the list of seminar certificates. I felt deeply energized and directed by this job. This somewhat drastic change in my achievements triggered by motivation led me to look into this area of research more closely, in the hope to find something I could offer my students to experience similar effects.

Providing an overview of how expectancy-value theorists define the value of an activity, Jens Möller, German psychologist, refers to four constituents. Firstly, emotion, as in the enjoyment someone experiences, which mostly is at its highest, when that someone is interested in the issue at hand. Secondly, the relevance an activity has according to the individual self-concept of a person. Thirdly, the usefulness certain fulfilled tasks entail, and in that sense especially their positive outcome. And as the fourth constituent theorists name the cost, as in the effort and investment of time an activity postulates. (284-285) Even though this itemization of constituents is embedded in the field of motivation in learning and the according classifications are presented in a slightly different manner by various theorists, it is a theoretical framework which I thought clearly applied in my situation. Experiencing the magnitude of motivation encouraged

me to make the fostering of its facets a focal point of my lessons and led me to thoroughly expand my knowledge of this field.

Motivation has numerous facets and can therefore be initiated by fairly different factors. This fact makes the issue a complicated one and also raises critical voices. William Grabe summarizes the obstacle as follows:

> Research on teaching motivation and the impact on learning and achievement is a wide-ranging topic. Among educational psychologists, there are some criticisms of motivation research because much of it involves self-reported surveys and questionnaires as well as interviews with researchers. (2009: 181)

A lot of data in that field of research is situational and individual and thus at points can lead to diverging results and different conceptualizations. Nevertheless, the common denominator among researchers -no matter which aspect of motivation they emphasize in their studies- is that supporting the development of interest and subsequently motivation is essential for the teaching of reading in particular. (Bamford and Day 1998; Guthrie and Wigfield 1997; Schallert and Reed; Baker, Dreher and Guthrie; Möller; Grabe 2009; Hidi and Renninger)

The way I see it, there are two basic factors which can facilitate motivation in a learning context. First of all, it definitely depends on the nature of the tasks and assignments given and their connection to individual fields of interests. Secondly, a great deal of encouragement can come from the teacher or professor and the manner they are promoting a topic and presenting the necessary instructions. Of course I am well aware that in only enumerating those two factors, I am actually referring to so much more, since it is a somewhat simple distinction containing a great deal of information based on theoretical and practical research. Nevertheless, it is what led me to believe that when it comes to teaching, motivation and encouragement are crucial in order to effectively put into practice all the sophisticated didactic suggestions and teaching methods out there. Especially since reading as an activity is negatively connotated for many young learners. This, in a nutshell, is what made me choose to focus on motivation and engagement in the context of reading and the teaching of reading in a foreign language.

The research focus on motivation is also validated due to the statement that as a teacher one should "never give a reading assignment without thinking about how to motivate students" (Irwin and Baker 58) and, may I add, to engage the learner as deeply as possible. Although the importance of reading in the context of teaching a foreign language is a general acknowledgment, a statement mentioned in one of the classes at university, namely: "The best way to improve your knowledge of a language is to go and live among its speakers. The next best way is to read extensively in it" (Nuttall 128), made me want to scrutinize extensive reading as a skill and research in how far young students actually could benefit from the approach. As a teacher who is supposed to find and analyze ways of how to advocate the language skills of learners, I concur with Christine Nuttall's following conclusion: "We want students to read *better*: fast and with full understanding. To do this they need to read *more*, and there seem to be two ways to achieve this: requiring them to do so and tempting them to do so." (128)

As a starting point I chose to mainly refer to the ER approach as it is portrayed by Bamford and Day. (1998; 2004) It is a very practical approach and their "ten principles[3] provide a theoretical framework for putting extensive reading into action in the language classroom." (2004: 3) Several teachers had followed those guidelines before and recorded how they had implemented them in practice. Given the circumstances at the beginning of my research, I had the opportunity to do the same for a group of students at academic secondary lower level. Regarding my research interests and observations I had made when teaching reading, a specific question soon materialized. With my research I wanted to investigate how learner motivation and engagement in extensive reading could be fostered when students are presented with a project that is implemented as "a noncredit addition to an existing reading course" (1998: 42), or in my case, in addition to regular English class.

Studying this ER approach as well as the study of motivation in learning it became my goal to establish and implement an ER project based on both. Whilst conducting my research in order to improve my own way of teaching reading, I established a set of activities in line with the study of motivation in reading. These activities served as the

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[3] More details on Bamford and Day's approach is provided in Chapter 2.

implementation of my ER project. I was teaching at the Adventistische Privatschule Wien in the 22nd district of Vienna at the time and there, amongst others, a group of 21 13- and 14-year students in English. Since I was not sure if I would be teaching at this school the following year, I wanted to make the most of the time that was left of the current school year and thus set a 5-month long time frame for my noncredit ER project. All in all, my research interests turned into action research to deepen my understanding of how motivation in extensive reading can be carried out in the EFL classroom.

Basically, the project was designed to encourage this group to read English books outside the language classroom throughout the duration of these five months in the second term of the school year 2009/2010. The concept of the project was introduced ahead of time, at the end of the previous term. Before elaborating on the practical application regarding the whole endeavor, the next two chapters of my thesis aim at establishing an overview of the characteristics of an ER approach and the components of motivation which support its didactic implementation. The latter is demonstrated via a 3-Step concept which I established to illustrate my course of action. With this course of action I attempted to effectively trigger motivation, to strengthen individual learner autonomy and ultimately for the learners to experience gains in positive affect, hence "discovering the pleasure that reading can bring" (Bamford and Day 1998: 36).

2. The Theory of ER: What Has Been Established?

2.1. Extensive Reading the Approach

It was my decision to make the extensive reading approach the focus of a language project of the EFL classroom. In order to present the theoretical grounds upon which it is established, this next section will provide a brief overview of the extensive reading approach. Within the realm of language teaching, extensive reading seems to have become a common approach in the EFL area. For instance, the term is used in Tricia Hedge's handbook for language teachers *Teaching and Learning in the Language Classroom* on page 194 without any further explanation. It is even "recognized as one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading" (Bamford and Day 1998: 6).

In Hedge's chapter on reading as a language skill, she mentions that a generally accepted definition is actually hard to establish, especially due to the "lack of consensus among writers on the subject" (202). This is an observation I can concur with after scrutinizing research articles referring to extensive reading and similar models. Interestingly, in regards to my research question, Hedge continues explaining her view by emphasizing how "the precise nature of extensive reading will vary with student motivation and institutional resources" (202). She enumerates a few characteristics which, after comparing and contrasting various definitions, she feels should ideally be part of the practical application of extensive reading. Noteworthy for my project is the fact that most of these characteristics coincide with the characteristics of the extensive reading approach enumerated by Bamford and Day.

At the outset of my research, it proved difficult to comprehend the term extensive reading. This was caused by the linguists' and educational researchers' use of different terms for similar concepts. Analyzing the list of characteristics for extensive reading by Bamford and Day and the set of generalizations about free voluntary reading (also known as Sustained Silent Reading) by Stephen Krashen (2009: 1) shows various aspects that are in fact congruent with each other. Nevertheless, experts do not

necessarily use the terms interchangeably. For the sake of clarity, Krashen summarizes the issue best in stating:

> There are slightly different models of in- school free reading (sustained silent reading, self-selected reading, extensive reading) but they all have this in common: Students can read whatever they want to read (within reason) and there is little or no accountability in the form of book reports or grades. (2004)

Furthermore, when listening to Krashen's plenary talk at the KOTESOL International Conference 2011,[4] as well as the linguist's CEO lecture on "The Power of Reading", his explanations do not seem to differentiate too much between the terms sustained silent reading and free voluntary reading. Presenting "81 Generalizations about Free Voluntary Reading", Krashen only states that "the set of generalizations begins with research on free voluntary reading done in school, known as Sustained Silent Reading (SSR). In SSR, time is set aside for recreational reading; students read whatever they like" (2009: 1). An introduction which provides a rudimentary distinction, relating SSR to an activity done in the classroom; even though I do not find the definition very straightforward, it is what connects Krashen's view to the 'extensive reading approach' specifically elaborated on by Bamford and Day.

In consideration of all the approaches referenced above, due to the focus of my research, I came to the conclusion that Bamford and Day's extensive reading approach offered a greater measure for student interaction, which turned out to be a crucial factor for increasing students' motivation in participation. Also, emphasizing this approach still allows the incorporation of sustained silent reading activities and tasks taken from alternate models offering a variety of assignments. This supports the students in discovering and understanding what works best for them, and consequently creates a positive connotation of reading in the minds of the students.

Therefore, unless stated otherwise, Bamford and Day's approach to extensive reading is what I will utilize as the working definition in this thesis. The reason for this is threefold. Firstly, it was never my intention to redefine the concept of extensive reading. Nor did I set out to provide a thorough juxtaposition of the concepts from various

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[4] Its documentation was uploaded on YouTube in 2012.

educational researchers. Secondly, it is the team at the Extensive Reading Foundation who have been working on ways to implement extensive reading in the second language classroom. I could therefore adapt some of their material and practical approaches for the foreign language classroom. Most notably however, it is the undergirding focus of Bamford and Day's approach which resonates with the focus of my research. By way of illustration, Krashen (1982) as well as Bright and McGregor (1977) refer to the amount of time or books read in order to attempt a definition. Conversely, Bamford and Days's definition of an extensive reading approach is "to get students reading in the second language and liking it" (1998: 6). This encapsulates my focus on motivational concepts and students' having a positive attitude towards reading.

One further point, language experts like Aebersold and Field (1997) also relate an extensive approach to "large quantities" and to taking these on "without peer support or teacher aid" (43). The reading is mainly done outside of the classroom. Regarding this aspect however, I wanted my research to focus on what happens in the classroom because it is the place for teacher-oriented tasks. Most importantly, the teacher's role was to be a motivator in my reading project. From my observation in classrooms, young learners rarely experience motivation without individualized support or inspiration. Again, the guidelines presented by Day and Bamford (1998 and 2004), even though they might be less precise in regards to quantity -or maybe of that- leave more room for variety. Chapter 3 on the theory of motivation and engagement in reading will show how essential this component is.

The guidelines or principles which Bamford and Day present can be refined into a theoretical framework that I needed as the basis for my project. These guidelines could only be assembled after I had gained an understanding of which motivational and engagement concepts in reading were already established. My research should show which of these integrate best with the extensive reading approach. The number of principles proposed by Bamford and Day is presented in the following section and commented on according to their value and relevance to the project.

2.1.1. The Characteristics of an ER Project

The set of characteristics was determined according to what had already made extensive reading a success in previous programs and thus could be referred to as a guideline for teachers. In the preceding section it has been established that even experts admit that a definition of the term "extensive reading" is hard to define. (Bamford and Day 1998) However, they still sought to provide teachers with features for basic orientation. In order to offer basic orientation according to their application, these needed to be adapted to suit the supposition of my specific research. Bamford and Day's description of the principles[5] are listed as follows, and commented on accordingly. This particular list was published recently and the order in which the characteristics are enumerated was revised by the experts in a way which better fits the context of the initial position of learners participating in my project. Due to various reasons, not all steps were easily implemented and equally relevant to the target audience who were my students. A few of these obstacles are commented on in the following section. The parts listing the individual steps are indicated with quotation marks and are taken verbatim from examinations in the handbook *Extensive Reading Activities for Teaching Language,* published in 2004 and can be found on pages 2-3.

1. "The reading material is easy." (2) Bamford and Day stress the significance of this step and it seems as if practical application was the reason for this emphasis. In their list of 1998, they stated that "reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar." (8) As a benchmark to insure accordance with the average linguistic competence of a learner at the lower secondary level (beginner, or according to the CEFR an English language level ranging from A1+ to A2), the experts added that "there should be no more than one or two vocabulary items per page" (2004: 2). On the one hand, this specification appears to be a likely response to the insistent demand of critical voices questioning the approach due to lack of empirical evidence. (2004: 8-9) On

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[5] Bamford and Day mainly used the term "characteristics" in *Extensive Reading in the Second Language Classroom* (1998) and replaced it with the label "principles" for the revised list in *Extensive Reading Activities for Teaching Language* (2004). Since I did not come across a direct declaration as to why they made this change, and since in establishing the theoretical background of my research I am referring to both sources, the terms are used interchangeably throughout this thesis.

the other hand, even though it could be used as a criteria in selecting reading material -as it will be illustrated in section 2.1.3- the level of language is only one of many aspects to trigger motivation, it is not necessarily a pivotal factor. In the end, the success depends on the combination of criteria, which is different for each individual learner. That is what makes this approach complex.

2. "A variety of reading material on a wide range of topics is available." (2) The planning of this step is labor-consuming and may constitute various obstacles for the teacher, such as the necessity of considering a budget and suitable selection of books. Nevertheless, its purpose correlates with the concept of intrinsic motivation and when carefully implemented, advocates individuality in the classroom. More details in this regard are provided in the subsequent chapter, which provides theoretical background knowledge on the study of motivation in reading.

3. "Learners choose what they want to read." (2) Overall, the intention behind this step is self-explanatory. In the course of my project, however, it became apparent that this level of autonomy can actually prevent young learners from realizing the next step. This is primarily due to the fact that majority of students is not familiar with the field of literature. Consequently, at the beginning of the project, several tasks were geared towards the objective of introducing as much reading material as possible. In outlining the goals of such an extensive reading program, Bamford and Day suggest that selecting material that is too easy can be another obstacle for young readers. At this point, the experts suggest to make the readers aware of simple strategies to realize whether "a books is within their comfort zone" (1998: 121). One option could be to have students scan a page for the amount of words they are unfamiliar with and thus realize the advice referred to in the comments on step 1. (1998: 121-122) Furthermore, the expert's additional exemplification on step 3 includes that "learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult" (2004: 2). Although the students were not accustomed to being offered this option in the classroom, it was this aspect in the end that turned step 3 into a principle of extensive reading with motivational qualities and made the achievement of step 4 possible.

4. "Learners read as much as possible." (2) My research portrays that this step seems to be the most controversial principle in regard to extensive reading and may be

partially the reason why a generally accepted definition does not exist.[6] Looking for a relationship between the quantity of reading and the goal of motivating students, I came to the conclusion -based on learner behavior- that its intensity can be more easily increased when raising extrinsic motivation at the same time. Given the fact that the participation in the extensive reading project was not part of assessment and grading, I had to find other "incentives and rewards as means to create enthusiasm about working toward" (Reeve 19) the goal of reading as much as possible. Obviously the term goal is used loosely in this context, since step 4 is rather imprecise. Especially for young learners, who generally work best when provided with concise instructions.

5. "Reading speed is usually faster than slower." (2) From my point of view, this step seems redundant in light of the first one. The editors also do not differentiate between these two characteristics in their subsequent brief explanation. With regard to the advice of the Extensive Reading Foundation, students should choose material "they can read at about 150-200 words per minute" (5). This can be used as a reference point when supporting readers in their individual selection. During the course of the reading project, in order to engage the learners in a specific reading task, this guideline was my inspiration for a reading test which was conducted at the beginning of the project. Initially, this test was designed to help the readers, as well as the teacher, analyze their reading level.

6. "The purpose of reading is usually related to pleasure, information, and general understanding." (2) When scrutinizing these characteristics with the view of emphasizing their motivational value, this step is definitely the most crucial, due to its close connection with the concept of intrinsic motivation. This connection is evident when comparing students who find pleasure in reading with what creates their interest in that activity. Obviously, the importance of reading pleasure will be elaborated on in future chapters. In saying this I chose my words very carefully. I perceive this step as a process. The purpose of reading in relation to pleasure is the ideal and one of the main aims of my reading project. Therefore, the students need to be provided with activities that give them the opportunity to realize at what point and in what context they experience reading as enjoyable. For that reason, I would

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[6] For more details see preceding sections.

actually rephrase step 6 to support my conviction as follows: The purpose of reading can be related to pleasure, but only when the readers have individually been able to identify what makes them experience reading as an enjoyable activity. A statement which consciously implies that in order to reach this state, students should not take on tasks or reading material which are displeasurable for them. In this case, students should be able to utilize the principle outlined in step 3.

7. "Reading is individual and silent." (3) As discussed in the introductory sections of this chapter, this step relates to the extensive reading approach, defined by Stephen Krashen (2009), as sustained silent reading. However, being in line with the rather autonomous approach that is extensive reading, and in contrast to Krashen's idea, Bamford and Day declare extensive reading to be an activity that is mostly done at home. This enables the reader to self-select the material and determine time, pace and circumstances. (2004: 3) In order to evaluate what learners need to experience in motivation and pleasure, much promotion and interaction is required and is the aim of several lesson plans designed for my research purposes and applied in the classroom. This focus makes it possible to promote social motivation, the concept of which will also be elaborated upon in Chapter 3. Suffice it to say, that some of the participating students apparently experienced a peak in their reading motivation when reading in the presence of others, or even when taking turns in reading the same book out loud. They might not have been engaged in *extensive* reading per se, however the atmosphere of the group setting sparked their interest. This was not observable in any of the regular lessons, but as an extracurricular meeting in the form of a reading night. More information on that activity is given in section 4.2.5. of this thesis.

8. "Reading is its own reward." (3) If young learners were familiar with the meaning of the term "oxymoron", some of them would probably choose this word to describe this step. This assumption is based on the fact that several of the learners who were participating in the extensive reading project, were actually rather reluctant readers and therefore perceived the words 'reading' and 'reward' as "contradictory or incongruous words" (Merriam Webster, Inc.). Even though the ideal would be to have young students experience reading as a reward in itself, the obstacle of the young reader's perception would have to be overcome first. The wording of this step

does not seem particularly helpful in putting the approach into effect. Furthermore, Bamford and Day elaborate on this step stating that "a learner's own experience is the goal" (2004: 3). The Extensive Reading Foundation's differentiation between intensive and extensive reading provides a comparison. This illustrates the purpose of the latter in a more practical and comprehensible manner. In their guide, the board of the foundation refers to extensive reading as "learning to read" versus "reading to learn" (2). Later, they even characterize the two forms of reading as complimentary. Intensive Reading introduces new language items to the students, while Extensive Reading helps the students practice and get a deeper knowledge of them. The former can be compared with driving lessons at a school, the latter with actually driving on the road. (2) Since learners, ages 13 to 14, are at the beginning of establishing a set of reading skills, straightforward explanations, as mentioned above, can help them in their understanding of how language learning works, strengthen their efficacy beliefs (as clarified in section 3.1.1.), and raise their level of motivation.

9. "The teacher orients and guides the students." (3) Compared to the last two steps and considering the target audience of students in a lower secondary level, this aspect is one of the more essential ones. Especially due to the focus on the affective and motivational dimensions, the role of the teacher is influential in designing the project, providing reading material, developing lesson plans and activities, and providing individual coaching.

10. "The teacher is a role model of a reader." (3) If the teacher is also seen reading and enjoying books -possibly even "the same material that the students are reading" (3)- the students definitely notice it and may be encourage to imitate the teacher's reading behavior. Students are extremely observant, even with regard to the trivial things such as a teacher's fashion sense or attitude, etc. These keen powers of observation can be of great advantage in the realm of motivation in reading. In the *Closing the achievement gap: A vision for changing beliefs and practices* Belinda Williams points out that "from the students point of view, teacher engagement is a prerequisite for student engagement" (125).

As it is going to be elaborated on to some extent, the fostering of student engagement in extensive reading is based on a complete practice of all 10 principles.

2.1.2. ER as a Starting Point for Action Research

> „Extensive reading is an approach to the teaching of language which involves the students reading a lot of books that are easy and interesting and that they choose. Even though we say that extensive reading is an approach to the teaching of reading, we have discovered through a bunch of research studies that it also helps the other areas of language development: reading, writing, listening and speaking. And also the affect of dimensions on attitude and motivation." (Day 2012)

Having quoted the answer Richard Day gave to the question: "What is extensive reading?",[7] I am well aware that some of its contents could reinforce critical voices. The statement "a bunch of research studies" does not provide a solid scientific background. This, however, does not seem to be the purpose of the interview and what he does manage to do with his reply is to summarize the core of the approach and at the same time highlight the benefits it entails. Besides, an overview regarding the results of these studies is presented in the form of tables in *Extensive Reading in the Second Language Classroom* (Bamford and Day 1998: 34) and this list is continued with data collected up to 2008 in *Bringing extensive reading into the classroom.* (Day 2011: 15)

This was not the part of the research that increased my interest in the approach, rather it was the "affect of dimensions on attitude and motivation" (Day 2012). These are the aspects which are not easy to formally observe, or to thoroughly analyze and present in the form of statistics. The extensive reading approach automatically brings several tasks to the classroom that advocate individuality. As much as I personally value and try to highlight individuality in that context, I often find it challenging to promote, especially considering the developments towards standardization. Therefore, presenting the world of books to a heterogeneous group of young people, allows them to make decisions according to their personal preferences. In itself, it is a vital precondition in order to experience motivation and thus makes Day's statement plausible and consequently, a relevant tool for the classroom in general. For these reasons, I chose this tool to put motivational extensive reading activities in practice whilst reflecting on my own concept, thus initiating my action research.

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[7] The recording and video were posted on the Oxford University Press website "Read your way to better English" at http://www.oup-bookworms.com/successful-reading.cfm?qid=3.

Christine Nuttall presents her view of how to promote extensive reading and how to select appropriate reading material according to the following acronym: SAVE. (131) To some extent, the meaning of the individual components behind this word formation, summarizes the characteristics established by Bamford and Day. Nuttall, however, does not specifically refer to their approach in that context. However, it is due to this correlation that I decided to comment on these criteria in this chapter. Moreover, as previously mentioned, it was not my goal to reinvent the wheel, but rather outline what has already been established and constructively link it to my own endeavor and observations. Therefore, I am going to contrast the criteria with what worked best with the group of students participating in my project in the form of the grid below. The purpose is to present parts of the reflection on the project and comment on applications that were more effective, as well as the ones that did not seem to be as successful. Nevertheless, revealing parts of the outcome at this point will establish ties between the individual sections.

Nuttall's main criteria for promoting extensive reading	Commenting on Nutall's criteria regarding their relevance to the project
"**S** *Short* The length of the book must not be intimidating. Elementary students, and anyone undertaking extensive reading for the first time, need short books that they can finish quickly, to avoid becoming bored or discouraged." (131)	Keeping this piece of advice in mind, several of the graded readers that were offered to the students in form of a class library were only about 40 pages long. However, this particular criterion was not very important when analyzing the kind of books the young people were drawn to. For them, what made the project interesting and successful was the freedom that they had to choose and exchange the material themselves (see the third principle by Bamford and Day). In our case, it turned out that **S** represented the term *self-selected*.

Nuttall's main criteria for promoting extensive reading	Commenting on Nutall's criteria regarding their relevance to the project
"**A** *Appealing* The books must genuinely appeal to the intended readers. [...]" (131)	The first part of this criterion also applied in the case of our classroom. In contrast to Nuttall's subsequent list of criteria, which supposedly make books appealing in the eyes of students, she mainly focusses on format and design. Although cover and dust jacket illustrations sometimes sparked their initial motivation to take a closer look, the students at lower secondary level only stuck to a book when they found the content appealing.
"**V** *Varied* There must be a wide choice suiting the various needs to the readers in terms of content, language and intellectual maturity." (131)	This criterion is obviously congruent with Bamford and Day's second principle and crucial since it is what appeals and makes self-selection possible, even for a very heterogeneous group.
"**E** *Easy* The level must be easier than that of the current target language coursebook. We cannot expect people to read from choice, or to read fluently, if the language is a struggle. Improvement comes from reading a lot of easy material." (131)	Again this aspect is also stressed by Bamford and Day in form of their first principle and according guidelines, which I elaborated on in section 2.1.3..

Table 2.1: Juxtaposition of Nuttall's criteria to promote extensive reading (131) and Bamford and Day's principles to implement extensive reading (2004: 2-3)

2.1.3. The Implementation of ER as an Addition to Regular English Lessons

Day's statement quoted at the beginning of this section, coupled with Nuttall's statement: "The best way to improve your knowledge of a language is to go and live among its speakers. The next best way is to read extensively in it" (128), inspired me to look into the issue in the first place. It makes the extensive reading approach seem ideal. On top of that, listening to scholars, like Day, Bamford, Grabe and Krashen, whose

study focus on extensive reading or similar concepts portrays a similar view at times. However, even though the results of studies of the benefits of extensive reading are displayed as multifaceted,[8] the approach does not cover all aspects of foreign language learning. This represents my view of extensive reading and thus I concur with Alex Tilbury who closes his critical review of *Bringing extensive reading into the classroom* as follows:

> The book left me with a much better understanding of the practical issues involved in running ER programmes, and firmly persuaded of the very great benefits which they can bring to learners. But surely a belief in the value of ER does not necessitate the rejection of other approaches to reading, which have quite different objectives. (94)

Like Tilbury, I believe that ER programs/projects are a constructive addition, and their practical implementation provide students with a balanced lesson plan. The stress being on the word addition, since it should not be used as a replacement of other approaches. In that context Tricia Hedge evaluates current trends and suggests "a research agenda for the future could usefully include [...] further comparative studies of the effects of intensive and extensive reading" (201). To some extent Richard Day does just that in *Bringing extensive reading into the classroom.* (12-13) This is not just to demonstrate how both approaches complement one another, but rather to point out the disadvantages when students are faced with intensive reading. It is definitely not a holistic presentation of this approach; I can again agree with Tilbury when he says "all this seems to me not only poorly judged but unnecessary" (94). The Extensive Reading Foundation did publish a more balanced perspective in describing extensive and intensive reading as "complementary." Intensive reading introduces new language items to the students, while extensive reading helps students practice and get deeper knowledge of them. (2011: 2)

On top of that, one should consider the benefits that extensive reading engenders. A negative portrayal of other approaches is not the focus. Furthermore, the contributors to studies on extensive reading also have "divergent views or differences in emphasis" (Day et al. 2011: 7). They admit that "there is no single ideal approach to ER which fits with every class or every teacher" (7). To leave the evaluation to the teacher

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[8] The sources listing results of such studies are enumerated in the previous section.

as to what "will work best in their own classroom", and still be overly critical towards other approaches, is contradictory. This is not my attitude towards extensive reading.

During a lecture, theorist in second language acquisition, Stephen Krashen gave a presentation on the trends in SSR[9] at the KOTESOL International Conference in 2011. He referred to one of his papers, which due to new evidence on the subject, was "already very obsolete". His data was based on studies that had been conducted in various countries and focussed on the success of SSR in the EFL classroom. SSR and ER are based on a different reading process. The first, takes place mainly in the classroom while the latter primarily takes place outside the classroom. They are presented as effectively complementing each other. SSR would provide time for the teacher to participate in the ER program and thus implement step 10 of the characterizations outlined in section 2.1.1.[10] This makes it clear that the research on extensive reading and similar approaches are not finalized. On the contrary, they are very much in flux, which implies probable re-evaluations and modifications of the theory itself and the outcomes.

Many times Bamford and Day, in their lectures and publications, refer to the development of "sight vocabulary (words that are recognized automatically)" (Day 2011: 13) as a "contribution of extensive reading to language learning" (13). They attribute this component, "upon which fluent second language reading depends" (Bamford and Day 1998: 16), to the repeated exposure of "the same patterns of letters, words and combinations of words." (Day 2011: 13) The scholars claim that this happens naturally when reading extensively. On the one hand, exposure to several unfamiliar words should be avoided, given the fact that the experts themselves recommend choosing literature with no more than one or two unknown vocabulary items per page. (Bamford and Day 2004) On the other hand, recognizing and understanding a new word within the context is something that took place early on

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[9] A form of reading that Richard Day advises to incorporate into an ER program "to demonstrate the importance of reading in general by creating regular time for Sustained Silent Reading (SSR) in class" (2011: 20). An overview of the research on Sustained Silent Reading can be found in Krashen 2009.

[10] For details on this in-class activity see Bamford and Day 1998: 128-129.

during the extensive reading project my students participated in. At the time of the implementation, Jeff Kinney's *Diary of a Wimpy Kid* series was still a novelty, especially in German-speaking countries. None of the movies had been produced yet. With several of the young readers, the books were popular from the beginning and they soon began sharing their favorite passages with each other. During one of the 10-minute breaks, a group of boys came to me asking for the correct pronunciation of the the word "moron", which they had correctly identified as "sowas wie Depp oder Idiot, oder?". As an explanation for why they knew the meaning, one boy replied: "Das verwendet er ganz oft und man weiß ja was er meint." I did not organize tests to evaluate further development of sight vocabulary, as this was not the focus of the program. Granted, this was an isolated incident, but still noteworthy, especially since several students were involved. It is an example showing that the combination of context and repetition can facilitate vocabulary learning to some extent. Having mentioned that positive outcomes "happen when EFL students read extensively in English" while seemingly neglecting other approaches, I would like to refer to a study on "incidental word learning through reading" (Eckert and Tavakoli 227) to provide a more balanced representation.

Johannes Eckert initiated and guided the investigation and research on "the effects of word exposure, frequency and elaboration of word processing on incidental L2 vocabulary acquisition through reading" (227). His motivation to do so seemed to have been triggered by theories and hypotheses similar to the one elaborated on in the last section and the contrary belief of having to intentionally study new vocabulary in order to memorize words and their meaning. Before getting deeper into the subject, Eckert refers to the "widely acknowledged" fact that "classroom time is typically too restricted to provide sufficient opportunities for intentional word learning" (228). Even though the approach is effective -I, too, have observed the positive outcome of the explicit teaching of words in a comprehensible context in the classroom, especially when combined with the association of the familiar by way of the word part technique.[11] This can only be effective when practiced repeatedly. This is a time-consuming method when considering

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[11] This is a vocabulary teaching technique, which as the name implies focuses on the single parts, stems or syllables of a word or term that the learner probably has come across before. The teacher then points out similarities to common, familiar words in order to help the students learn new vocabulary. For further information see Wei Zheng and Paul Nation: "The word part technique" in *Modern English Teacher* 22.1 (2013): 12-16.

the limited number of language lessons, which again leads me to stress the importance of balance in the language classroom. In this case, balance could be achieved through extensive reading, since it "certainly has the benefit of greatly increasing a student's exposure to English and can be particularly important where class contact time is limited" (Hedge 204). As mentioned before, I did not purposely observe the incidental vocabulary learning that might have happened during the project. But since it is an aspect experts use to promote the extensive reading approach, it is worth considering when wanting to present it as a more holistic picture.

At this point, in order to answer the very legitimate question: "To what extent do participants in ER programs experience the vocabulary growth that is expected to go hand in hand with increased amounts of reading?" (Horst 357), Horst conducted a measurement study. Even though I believe this data could be valuable, it was not realistic to integrate this measurement into my research. The results of studies indicating the benefits of extensive reading are easily accessible and tend to be presented in a more general manner. This pilot study, consisting of pre- and post-tests from specific vocabulary lists and literature, lead Horst to conclude that

> the main value of ER may be the opportunities it offers to develop more rapid recognition of frequent words rather than the opportunities it affords for learning the meanings of infrequent words. (376)

Interestingly, regarding the motivational aspect of the issue, the fact remains that this study is summed claiming that an ER program can only expand the learner's mental lexicon if it "can motivate learners to read in large amounts" (378). While these "large amounts" are not defined, this process of analyzing the outcome of extensive reading highlights the role of motivation which must be present before the young readers apply themselves to extensive reading. Statements like that support the initiative of exploring the sort of encouragement that comes before the actual reading.

The mention of increase in motivation is ubiquitous wherever the benefits of extensive reading are enumerated and commented on. In their introduction to the handbook *Extensive Reading Activities for Teaching Language,* for instance, Bamford and Day propose that students "develop positive attitudes toward and increased motivation to study the new language" (2004: 1). However, this is only mentioned as an addition to

the young readers becoming "better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer." I note here that while I came across some information as to how the range of vocabulary could be broadened in some measure -and perhaps for that reason influence writing skills- I did not come across a source documenting an improvement of listening and speaking abilities.

2.2. The Integration of ER in the Lower Secondary Curriculum

Before taking on an endeavor like an extensive reading project, it should be investigated in how far a concept like extensive reading correlates with the foreign language curriculum designed for the academic secondary school lower level. This comes in a file composed and published by the Federal Ministry for Education, the Arts and Culture (BMUKK) and only contains very general information and thus basically leaves room for individual implementation. However, especially when introducing an approach that at the time is not widespread in the realm of language teaching in Austria and rather time-consuming, I see it as a requirement to build a sound rationale for its practical implementation. For that purpose, the relevant parts of the curriculum embedded into the subsequent paragraphs are quoted verbatim and commented on in order to give the approach a justified place in the third and fourth grade of lower secondary.

As it is going to be discussed in detail in the following chapter, one outstanding benefit of having students involved in an extensive reading project is the fact that they are responsible for several steps. Chapter 4 addresses this, showing that through the whole project the learners were gradually encouraged to develop and strengthen strategies to build autonomy. Hedge likewise elaborates on the role of extensive reading mentioning that it "offers the learner many ways of working independently" (204) and hence increases their autonomy. A demand which is made at the beginning of the BMUKK's curriculum when the acquisition of learning strategies are briefly defined as follows:

> Der Fremdsprachenunterricht hat darüber hinaus die Aufgabe, fachliche Grundlagen, Lernstrategien und Lerntechniken für den weiteren selbstständigen Spracherwerb, insbesondere im Hinblick auf lebensbegleitendes und autonomes Lernen, zu vermitteln und zu trainieren.

Especially when considering the age of the students, this aspect of extensive reading does not correlate with what is addressed in Aebersold and Field's aforementioned portrayal of the approach. They merely see it as an activity "done outside of class" and "without peer support or teacher aid" (43). Here I would differ, firstly, due to the need for encouragement in the process. During the course of this particular project, the opposite of these characteristics proved to be vital for students to experience motivation and participation. Secondly, as is also going to be elaborated on in Chapter 3, peer support plays a vital role in order to spark and sustain a certain level of motivation in reading. The way Aebersold and Field write about the extensive reading approach, learner autonomy seems like a necessary requirement. Theirs is a perfectly adequate perspective, but in the classroom of a lower secondary, this sort of autonomy must not be assumed but needs to be established. It is this point of view that makes the approach according to Bamford, Day and the board of The Extensive Reading Foundation in general, a good fit for language learners at the age of 13 and 14.

When starting to plan my project I had to ask myself the question: What is it that I need to know in order to do it right? The way I saw it, the theoretical background consisted of three main factors: the framework of extensive reading,[12] the study of motivation (in reading)[13] and the part of the Austrian curriculum for foreign language education that it is being discussed in this section. Even though the latter only provides a very basic outline, the comparison with the other two still revealed another correlation. It can be found in the section of the curriculum which is used to highlight the importance of differentiating working techniques considering the heterogeneity of the students:

> Unterschiedliche Voraussetzungen bei den Schülerinnen und Schülern (Lerntypen, Lerntempo, Neigungen und Interessen, soziale Fertigkeiten, Stärken und Schwächen) sowie unterschiedliche Stundendotationen müssen durch verschiedene methodische Zugänge, Umfang und Komplexität der Aufgabenstellung bzw. durch entsprechend individualisierte Formen der Arbeitsaufträge und der fachlichen Förderung Berücksichtigung finden.

In this project, when building the learners autonomy, their individuality is automatically considered, since they self-select the reading material they are interested in and are thus

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[12] For more details see previous sections.

[13] For more details see Chapter 3.

"more likely to read" (Day 2011: 11). Furthermore, the principle of student self-selection provides room to foster their abilities no matter which language level they are at, given that they are instructed in how to choose material that is "well within their comfort zone" (10). The advantage this particular principle brings became very apparent throughout the project, because in my group, were two Filipino girls, who had just come to Austria about two years prior and their receptive English skills were clearly above average. Their reading ability already was B1+ according to the Common European Framework of Reference for Languages (CEFR).[14] Unfortunately, their skills seemed to intimidate the weaker students; compared to their oral fluency however, the choice of books was a more subtle activity and often not even noticed by others. That again relates to the next section of the BMUKK's curriculum, namely:

> Hierbei sind vielfältige Arbeitsformen wie zB offenes Lernen, eigenverantwortliches Lernen, Portfolios, Lerntagebücher, Kurzpräsentationen einzusetzen. Durch Schaffung und Erhaltung eines positiven Lernklimas sollen Schülerinnen und Schüler entsprechend ihrer individuellen Leistungsfähigkeit und Leistungsbereitschaft unterstützt, gefordert und gefördert werden. Ein solches Lernklima soll durch Stärkung des Selbstwertgefühls und Fokussierung auf vorhandene Fähigkeiten der Schülerinnen und Schüler erreicht werden.

Some of these ideals and goals were selectively embedded in the extensive reading project. For instance, in the form of reading diaries and reading progress cards, in allowing the students, if they wished to do so, to keep track of their involvement. That again goes along with the role of self-efficacy in the study of motivation, which "refers to beliefs a person has about his or her capabilities to learn or perform behaviors at designated levels" (Schunk and Zimmerman 36). Those were options in which the learners were to observe their performance as they were participating in the program, since "self-evaluations of progress enhance efficacy and maintain motivation" (37). There is the possibility of elements like these backfiring and honest self-evaluation lowering a student's motivation in the end, if they reveal little or no success. In order to prevent and avoid such an outcome, motivational tasks and events were planned throughout the whole project -activities which at the same time should also advocate the positive learning atmosphere.[15]

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[14] More information on the CEFR is included in the next section.

[15] For on overview of these activities see Chapter 4.

Regarding the expectation for a learner at the end of the third and fourth year at the academic lower secondary, the Ministry of Education refers to the aforementioned Common European Framework of Reference for Languages. "Helping to define language proficiency levels [...] the CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered the language." (Cambridge English Language Assessment) The broad aims are summarized as follows:

> Die kommunikativen Teilkompetenzen, die Schülerinnen und Schüler von der 5. bis zur 8. Schulstufe erwerben sollen, folgen den international standardisierten Kompetenzniveaus A1, A2 und teilweise B1 des Gemeinsamen Europäischen Referenzrahmens für Sprachen entsprechend der Empfehlung des Ministerkomitees des Europarates an die Mitgliedsstaaten Nr. R (98) 6 vom 17. März 1998 zum Gemeinsamen Europäischen Referenzrahmen für Sprachen - GER und umfassen die Kann-Beschreibungen des Rasters zu den Fertigkeitsbereichen Hören, Lesen, An Gesprächen teilnehmen, Zusammenhängend Sprechen und Schreiben.

Honing in on the definition of the level of proficiency regarding the students' reading skills at that stage, the curriculum basically provides a similar description to what can be found in the CEFR. The latter includes "a draft for a self-assessment orientation" (Council of Europe 25), a feature that ties in nicely with the motivational component of self-efficacy [16] for "it is intended to help learners to profile their main language skills" (25) and evaluate their current level at any time. In this grid the box for reading A2 says: "I can read very short, simple texts. I can find specific, predictable information in simple everyday material, such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters." (26) The Council of Europe elaborates on necessary communicative language activities and strategies and in regards to what "visual reception (reading) activities" (68) includes, enumerates the following:

- reading for general orientation;
- reading for information, e.g. using reference works;
- reading and following instructions,
- reading for pleasure. (68)

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[16] An overview of the role self-efficacy plays in the realm of motivation in reading can be found in Chapter 3.

Ideally, extensive reading could help students experience bullet point four, depending on their motivation and the books they choose. Regarding the allocation of reading material on the "illustrative scale for overall reading comprehension" (68-69) for such a project, the proficiency level A2 is narrowed down to: "Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items." (69) The lexical range that is referred to here, lies within the scope of what is suggested by The Extensive Reading Foundation and details on this point are presented in the previous sections. Nevertheless, this definition supports the idea of implementing an extensive reading project as an addition or noncredit activity at this level, since a literal reference to dealing with literature is only part of the statement for B2, pointing out that at this level the learner "can understand contemporary literary prose" (27).

In summary, even though extensive reading is not explicitly recommended as an approach to teaching reading in the EFL context of the BMUKK's curriculum and the CEFR, in both frameworks some of the previously given educational objectives are congruent with characteristics of the approach. Especially several general guidelines in the curriculum for the lower level of an Austrian academic secondary school regarding acquisition of learning strategies. Individual achievement potential and the design of language lessons all allow for the implementation of an ER project.

3. Motivation in Reading: Which Key Components Correlate with ER?

From a discussion of the theoretical background of ER, I will now move on to an outline of the study of motivation and engagement in reading, the theoretical background of the other key aspect addressed with my research question. It is an aspect that for quite some time now has been established as an essential factor when it comes to learning in general, but also specifically as affecting second language learning. (Lightbown and Spada 2006) Studies conducted in schools suggest that learner motivation to read is in proportion to the time that a learner actually spends reading. (Guthrie et al. 1999)

Entering this subject area I am well aware that it would go beyond the scope of this diploma thesis and the realm of my tertiary education to analyze it from a psychological point of view. This is also why I chose to investigate its effect via action research, but more on that in Chapter 4. Albeit in our society the term motivation in itself is a very popular one -the similar conditions people describe with this term let us assume that their is a shared general understanding of its meaning- the fact that it cannot be "directly observed"[17] complicates an analysis of the matter. (Möller 263) Considering all that, Deci and Ryan's statement in which they point out that "even brief reflection suggests that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation" (2000: 54) does not come as a surprise. Therefore, it is neither the purpose of this chapter nor of this thesis to achieve orientation of motivation in reading through an analysis of the underlying attitudes of students, also due to the fact that this would go beyond my knowledge of psychology. I saw my responsibility in identifying which aspects of motivation were relevant to the subject matter of my research. That meant to screen established concepts according to the characteristics of extensive reading and highlight what seemed technically feasible in the language classroom of a lower secondary.

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[17] This is pointed out in both, Möller's article on motivation in learning, see p. 263, as well as Bamford and Day's *Extensive Reading in the Second Language Classroom*, see p. 27.

Researchers have already established which "aspects of motivation [...] are central to reading motivation" (Wigfield 2000: 141); but still, a brief analysis of components of learner motivation in general helped me to broaden my horizon and remain scrutinizing. It might be true that for some learners extensive reading can -as it is declared in *The Extensive Reading Foundation's Guide to Extensive Reading*- influence language development in building "confidence, motivation, enjoyment and a love of reading" (1). Nonetheless, any learner has to come to the point of finding the approach intriguing in one way or another first. The way I see it, they have to experience motivation to take on extensive reading and before learners can possibly experience the kind of motivation supposedly raised when they are already in the middle of it. This point of view demands of the teacher to step in and design lessons with the objective to motivate the student's decision to read in a foreign language. Doing so extensively would of course be the ultimate aim. Finding various ways of how to fulfill this requirement in a well-grounded manner generated my research question and led me to look into the study of motivation related to reading.

After elaborating on the role of reading in the English classroom at a lower secondary and before motivation in reading can be defined and conceptualized, the relation between these two concepts should be established first. Moreover, like Bamford and Day simply put it: "motivation is what makes people do (or *not* do) something" (1998: 27), to answer the question why people read is essential. There is the general reason of simply reading for pleasure, followed by the broad goal to gain new information. (Anderson 100) This sums up how the Council of Europe describes "visual reception (reading) activities" (68)[18] and according to his studies in this context Neil Anderson concludes:

> For both reasons, readers expect to be able to comprehend the material being read and to reach their purpose. Readers will be more motivated to read if the materials they are reading help to meet these broad purposes. When the readers have a goal to focus on and are motivated to reach that goal, they will make steady and consistent progress toward it. (100)

From a broader perspective, this "steady and consistent progress" -as it is illustrated later on in this chapter- actually is the ultimate goal materialized in the participants

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[18] See section 2.2. for further information.

engagement over time. However, it cannot be advocated as the goal Anderson suggests young readers should focus on, since for them it would not be a concrete enough objective. Moreover, in order for them to reach a stage of constructive engagement in reading, students need to acquire strategies and other skills first. Embracing the characteristics of extensive reading, this chapter aims at providing a framework of theoretical constructs of motivation the practical application of which should step by step guide the students to participate. The application of objectives constructed according to the study of motivation, in a way micromanage the process of engaging in extensive reading and also energize and direct the learners. This is based on the observation that "becoming an excellent, active reader involves attunement of motivational processes with cognitive and language processes in reading" (Guthrie and Wigfield 2000: 408).

The ultimate goal is what researchers refer to as an engaged reader, such a reader is defined as someone who seeks to understand, already believes in his or her competence and can utilize various strategies in order to comprehend and consequently is capable of purposefully incorporating new information given in texts into existing mental constructs. (403-404) As mentioned earlier, a great deal of skill training must have already happened at this point, since this conclusion portrays an already very autonomous, self-efficacious reader and the English classroom should provide the support to achieve just that. Choosing extensive reading as the approach with which to illustrate the effect of motivation does almost automatically advocate self-efficacy and autonomy, given that the student is motivated to participate. In order to consciously and constructively initiate a synergy of motivation and reading, however, this process will be illustrated in a detailed manner in the sections to come.

What makes the construction of a framework for the purpose of this thesis easier, is that experts like Wigfield and Guthrie published articles and handbooks providing an overview of the available research on motivation with the purpose of equipping literacy educators to advocate reading engagement in the classroom context. These studies support my hypothesis that motivation is a crucial factor in training the reading skill of young people and validated my research objective to select and analyze which features

in constructs and concepts portraying the dimensions of reading motivation would facilitate extensive reading. As is established in Chapter 2, most of this particular sort of reading is done outside the classroom and hence calls for autonomous behavior on the side of the students. This criterion alone sets the approach apart from other teaching reading scenarios and at the same time is the reason why even more promotion has to happen to activate the learner. Most motivational features used in the classroom are embedded to ensure participation for the next 2 to 30 minutes, and in that period of time the teacher is present and can offer another impulse or adapt the former, should the level of involvement decrease rapidly. The effect of motivational stimulation to initiate extensive reading, however, needs to last for hours and days even. Adjusting motivation constructs to go with the guidelines of the extensive reading approach needs to result in a concept that can trigger and sustain the participation of young learners whose attention span often is reduced to 30 seconds -depending on various circumstances.

The fact that there is not just one factor to increase this kind of motivation is pointed out by several researchers. (Wigfield 2000; Möller 2008; Deci and Ryan 2000; Eccles and Wigfield 2002; Turner 1995) On the contrary, "nearly all authors [...] argue that motivation cannot be reduced to a single factor that readers have or do not have" (Guthrie and Wigfield 1997: 7). Wigfield's table summarizing "the different motivational constructs" (Wigfield 1997: 19) -each of which is based on a somewhat different research question- is inserted below for transparency purposes. On the one hand, it illustrates what aspects of the study of motivation correlate with those of reading and on the other hand, it should facilitate comprehension of the concept that I established for this specific extensive reading project.

Defining Motivation Constructs and Dimensions of Reading Motivation

Can I Succeed?	Do I Want to Succeed and why?	What Do I Need to Do to Succeed?
Motivation Construct	**Motivation Construct**	**Motivation-Related Construct**
Ability beliefs	Subjective task values	Strategy use
Expectancies	Interest value	Self-Regulation
Efficacy beliefs	Attainment value	Volition
	Utility value	Help seeking
	Intrinsic and extrinsic motivation	
	Achievement goals	
	Mastery goals	
	Competitive goals	
	Other academic goals	
	Social goals	
Reading Motivation	**Reading Motivation**	
Reading efficacy	Reading curiosity	
Reading challenge	Involvement	
Reading work avoidance	Importance of reading	
	Reading for recognition	
	Reading for grades	
	Competition in reading	
	Social reasons for reading	
	Reading compliance	

Table 3.1: A summary of different motivational constructs (Wigfield 1997: 19)

To develop a more specific classification Wigfield and Guthrie generated a "questionnaire measure of children's motivations for reading" (1997: 22). According to the results and observation the scholars claim that a few components of motivation can be identified as "central to reading motivation" (Wigfield 2000: 141). Wigfield enumerates those components as follows: "(1) intrinsic and extrinsic motivation" (2), competence and efficacy beliefs, and (3) social motivation" (2000: 141).

Comparing and contrasting this classification, as well as Wigfield's summary of the different motivational constructs and the characteristics of extensive reading led me to establish a 3-Step concept as a foundation for my ER project. Its establishment is granted due to the fact that in regards to different conceptualizations of motivation, educational psychologists acknowledge that it is perfectly legitimate to have research

result in the building of an adequate concept considering one's own focus. (Hidi and Renninger) The research question I used as a reference point leads to constituting engagement in extensive reading as a goal in my concept, because experts emphasize that "motivation is inherent in the term. But engaged reading involves more than motivation" (Baker, Dreher, and Guthrie 2). Quoting how contributors to and the editors of *Engaged young readers* approach a differentiation of those terms, clearly makes for a rather vague guideline only. However, they continue with the explanation that "how much more depends on the definition of reading engagement under consideration" (2). In the end, after analyzing various theories the three motivational steps, which I visualized below, have materialized as the essential ones for my project, and hence also to reach the level of reading engagement under consideration.

ENGAGEMENT in Extensive Reading

Supporting AUTONOMY:

I know how.

Raising INTEREST:

I want to.

Stabilizing SELF-EFFICACY

I know what I am capable of.
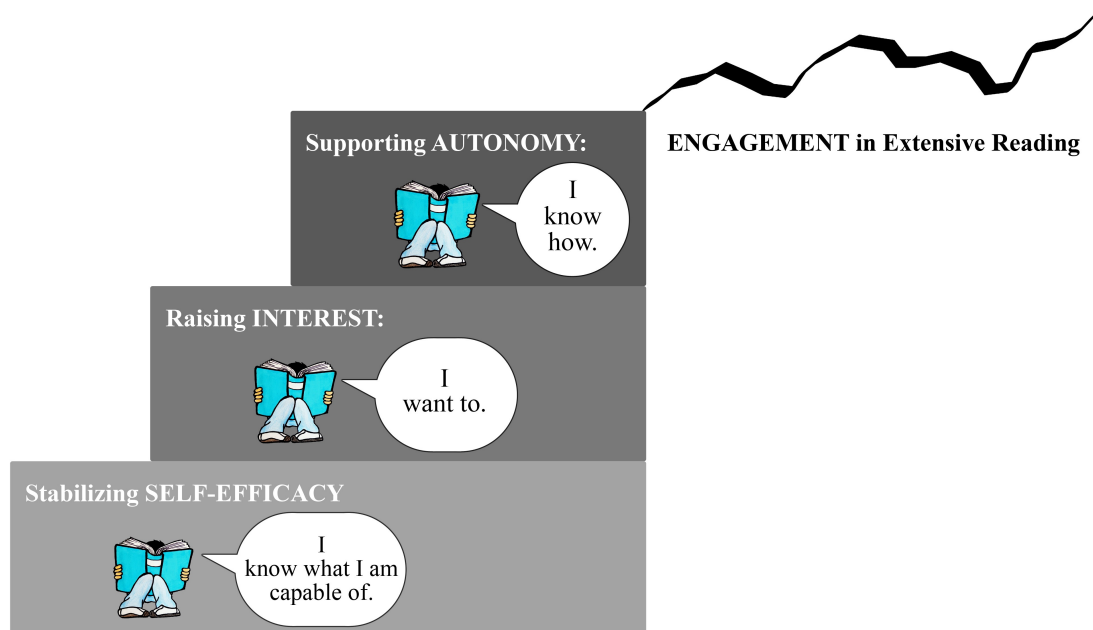
Figure 3.1: My concept for motivation and engagement in extensive reading

Before elaborating on each step individually, I intend to make the development of my concept as a whole more transparent and comprehensible. As mentioned earlier in this section, experts explicitly distinguish between intrinsic and extrinsic motivation and competence/efficacy beliefs followed by social motivation when it comes to the area of motivation in reading. Scrutinizing the last two elements of motivation, in theory as well as from a didactic point of view, made me question the correlation of these four

components as it was represented in specialist literature; especially in light of the fact that this classification, explicitly referred to by Guthrie and Wigfield (2000), is portrayed slightly differently by others. For instance, Turner, while enumerating almost identical components summarizes: "Theories of intrinsic motivation describe four characteristics of tasks that promote greater student engagement. These include a, a challenge and self-improvement b, student autonomy c, pursuing personal interest and d, social collaboration." (Guthrie and Wigfield 2000: 416) Luckily, the fact that "researchers have found motivation to be multifaceted" (Guthrie 2000: 2) provides the teacher with options to individualize reading exercises or projects as they see fit. Also, it needs to be pointed out that a lot of this theoretical background information is based on studies conducted in the context of first language reading. The explanations concerning my 3-Step concept will show that several components can easily be transferred to reading English as a foreign language nonetheless.

However, regarding the age of the students and the fact that they were only at the beginning of learning the English language, the aspect of self-efficacy had to be established along the way and was not naturally there to use as motivational force. Hence, even though it is presented as a component with a certain influence on the reading behavior of learners, self-efficacy along with learner autonomy, were embedded into the project as auxiliary competences for students to develop over the duration of the ER project.

As for the distinction of intrinsic and extrinsic motivation, it clearly is one that is associated with various educational as well as social issues and their meaning is embedded in well established theories not only referring to the context of reading. These studies mainly rely on Deci and Ryan's cognitive theory. (Deci and Ryan 1985) The effect of intrinsic motivation is the same no matter what field of research is emphasized. In the context of reading, intrinsic motivation is built on the reader's enjoyment in carrying out a reading assignment because of his or her interest in the activity itself. Due to curiosity and the willingness to challenge oneself, this kind of motivation will rather quickly result in engagement since its facets are also independent. (Guthrie and Wigfield 2000: 406-407 and Wigfield 2000: 141)

Möller, too, uses the term *willingness*[19] to participate in an activity to describe what a person's attitude when being intrinsically motivated. He continues to specify that this kind of motivation can be triggered by a certain topic or the activity itself. (2008) Despite the fact that this is a very basic outline of this motivational construct, it is one with a clear correlation to the classroom. Since topic and activity can separately influence a student, it would mean that even very reluctant readers (in this case they do not perceive the reading as a motivating activity) can be motivated to pick up a book because of certain characteristics.

Extrinsic motivation is not necessarily the exact opposite for it is established that "they are moderately and positively correlated. Both predict children's reading amount and frequency" (Guthrie and Wigfield: 407). However, as can already be derived from the prefix 'ex-', in order to be extrinsically motivated the reader needs an activator coming from the outside. The learner thus participates in an activity for instrumental reasons, in the prospect of receiving external recognition as in rewards or other incentives. (Guthrie and Wigfield: 406-407 and Wigfield: 141) In regard of what happens in schools every day, the motivation to read might, in most students, be triggered this way, especially when grades come into play. Compared to intrinsic motivation this way the learner is not as close to becoming an engaged reader since the individual is dependent on what is provided by somebody else in order to feel motivated, which hardly makes for an autonomous reader.

Furthermore, Deci and Ryan (1985), Guthrie and Wigfield (2000), and Möller define the extrinsic component as more result-oriented. Considering this distinction, even situations that in the eyes of the learner lack intriguing activities or topics, the consequences of a task can still motivate them to participate. Most researchers name the improvement of grades, approval of a parent or teacher or certain incentives as extrinsically motivating factors. (Möller 2008; Wigfield 2000) Still, Deci and Ryan - especially because intrinsic and extrinsic are not mutually exclusive (Möller 2008)- conclude the following:

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[19] This is a reference to a German article in which the author Jens Möller (2008) uses the German term "Bereitschaft", thus *willingness* is the translation I chose regarding the context.

> Students can perform extrinsically motivated actions with resentment, resistance, and disinterest, or alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case-- the classic case of extrinsic motivation--one feels externally propelled into action; in the later case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition. (2000: 55)

More recent developments in the realm of motivation psychology point out that a clear differentiation between intrinsically and extrinsically motivated actions is less oppositional than it used to be presented. This reevaluation is mainly based on studies and research done according to the Self-Determination Theory, which also was initially developed by Deci and Ryan. (2000) From the way I understand various parts of this theoretical background, I see a correlation between self-determination, self-efficacy and goal-setting and hence recognize this as an affirmation that different constructs and theories build on each other. Moreover, I concur with Deci and Ryan in highlighting that "knowing how to promote more active and volitional forms of extrinsic motivation becomes an essential strategy for successful teaching" (2000: 55). The researchers do not go into detail as to how a teacher should promote these forms subsequently, but I do see this as a teacher's responsibility anyways. The need for its practical implementation is what made me want to focus on motivational reading tasks to facilitate extensive reading in the first place.

This reexamination of motivation constructs was caused by the process which psychologists call *internalization*. (Deci and Ryan 2000; Möller) It shows a clear interaction of intrinsic and extrinsic effects, because the process is defined as "taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self" (Deci and Ryan 2000: 60). With that acknowledgment, this view is more along the lines of what is stressed by Reeve, when he states that

> an alternative approach is to support students' [...] motivation from within. This more humanistic approach assumes that motivation is something inherent in us all and the means of facilitating motivation is to nurture the inner motivational resources people already possess (e.g., competence, curiosity, interest). (19)

More explicitly, "in the light of contemporary research and theory" (54) Deci and Ryan reexamined and discussed especially the construct of extrinsic motivation in an article in 2000. They felt the need to go over the classification again because this construct was

now "argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation" (54). This ongoing discussion proves that this construct still is crucial in the study of motivation. Nevertheless, I found that specifically the components of my 3-Step concept provide a straightforward, constructive guideline to promote extensive reading.

3.1. A 3-Step Motivational Concept to Promote ER

Even though this concept is based on thorough theoretical background, I consulted it as a suggestion, constantly screening its feasibility. Moreover, it needs to be acknowledged that some students at the age of 13 and 14 are not in the need of projects, concepts and variety in approaches to trigger or increase their engagement in reading in general. For various reasons they have already reached that level, but not necessarily in reading in a foreign language and hence, they too benefit more from a slightly adapted approach. Möller, Wigfield, Eccles and others refer to readers like that as one with "a strong sense of his competence in reading" (Wigfield 2000: 142). Clearly, students like that start to participate in a reading project from a different level; which, however, does not mean that they never went through Step 1. On top of that, it should be noted that there are motivational differences regarding the activity or subject that is being emphasized. Compared to other competences, when acquiring or learning languages a lot of motivation happens outside the classroom and hence, students come to class with different developmental stages of reading motivation. (Möller 272-278, 293) For that reason, following the concept implies a variety of instructional practices that allow for fostering this kind of heterogeneity.

3.1.1. Step 1: Stabilizing Self-Efficacy Beliefs

Entering the realm of the motivational belief that is self-efficacy, it should be pointed out that the more general term self-concept is hardly ever ignored in that context. From how educational psychologists explain their perspective of both, especially the subject-specific self-concepts influence how each student takes on individual lessons. Young learners hardly differentiate between various skills, but rather talk about their ability by simply evaluating their overall talent in Math or English for instance. (Möller 2008)

Unfortunately, in consideration of the grading system, this kind of self-evaluation seems logical, but not unchangeable. Especially in the EFL classroom, a more differentiated view of student performance can be advocated. First and foremost, there is the direct comparison of productive versus receptive skills. Since I do not intend to get into detail here, I am only going to bring up that the classification of the four skills -writing, speaking, listening and reading- offers an opportunity to establish a more explicit evaluation.[20] A non-credit extensive reading project in the lower secondary, thus, can raise the learner's individual self-efficacy regarding a skill he or she was not aware of before. Ideally, this would be realized through continuous assessment.[21]

Most psychologists refer to Albert Bandura's definition of self-efficacy and -similarly to the study of motivation in general- characterize the theory around it "as a multi-dimensional construct that varies in strength, generality and level" (Eccles and Wigfield 110). Of course several aspects have an impact on that strength and level of self-efficacy, and some of them are pointed out in this section, along with their correlation to extensive reading. Generally speaking though, studies have shown that an affirmative and supportive atmosphere between teachers and students is crucial in the development of school-related self-efficacy. (Möller; Sweet)

Especially when self-efficacy is fostered to achieve engagement in extensive reading, this process shows a clear correlation to what Bandura identified as outcome expectations. Which in this case means that students expect to improve their reading via reading. (Bandura 1977) Of course, this belief can only evolve if the group is informed about the benefits of extensive reading by their teacher. Furthermore, in order to prevent frustration from happening, since some young readers might "not believe they can perform that behavior" (Eccles and Wigfield 111), there is more to this step than just creating awareness of self-efficacy. "Competence and efficacy beliefs refer to individuals' assessment of their ability at different activities" (Wigfield 2000: 142).

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[20] More information to this regard is presented in *The Common European Framework of Reference for Languages*.

[21] A type of assessment that is defined in section 9.3.4 of *The Common European Framework of Reference for Languages* as follows: "Assessment by the teacher and possibly by the learner of class performances, pieces of work and projects throughout the course." (185)

Since this reading project was supposed to be integrated as a noncredit reading training, it is essential to establish positive self-efficacy, for it "influences people's choice of activities" (213). This statement implicates that people will most likely avoid activities in regards of which they see their self-efficacy as low, in which case awareness alone would be counterproductive.

In order to analyze their own self-efficacy students need to be equipped for self-evaluation. Like Wigfield states: "Self-efficacy for learning involves assessing what will be required in the learning context." (2000: 213) The learning context being extensive reading, requires of the teacher to support the students in evaluating their individual reading competence. According to what psychologists observed, this can become a more automated process over time. Even though they point out the following in the context of first language reading that does not mean that it applies to second language learning as well: "Children's mastery of text comprehension shifts gradually from social to self-regulatory processes as motivated by their growing sense of self-efficacy." (Schunk and Zimmerman 34) On the contrary, I actually see a clear correlation to second language reading that is being taught in lower secondaries. This kind of reading, in most cases, is embedded in an educational context and happens more consciously. Thus, it can become a self-regulatory process rather quickly, if supported constructively by a reading instructor.

All that sounds logical in theory, for the EFL classroom, however, logical implications for teaching practices are what counts. At this stage it makes sense to gain influence over the learners' attitude through highlighting the benefits of extensive reading, since "perceived value affects behavior because learners show little interest in activities they do not value" (Schunk and Zimmerman 37). Generally, value can be emphasized by being transparent about how the issues and tasks fit into the curriculum or to what extent they broaden the readers' horizon, because Chapter 2 should have made it clear that there is a whole list of advantages validating extensive reading as a purposeful addition to the EFL classroom.

Once the value and purpose of the project is established, the teacher should start to strengthen the participants' self-efficacy in a more personal manner. Schunk and Zimmerman, in that context, state the actually obvious fact that "the influence of environment on student thoughts and beliefs is evident when teachers give students feedback that raises self-efficacy and sustains motivation for skill improvement" (36). It does not come as a surprise that "positive persuasive information increases efficacy", and yet, as effective as it is indeed, positive feedback is not the ultimate cure-all. The "increase will be temporary if students begin to perform poorly" (Schunk and Zimmerman 36) later on. Moreover, constructive feedback is hard to provide at the beginning of an activity or project. Hence, another implication for teaching practices to build self-efficacy, referred to by Schunk and Zimmerman and relevant at that stage of an extensive reading project, is to comment on students' plans in regards to feasibility. Providing constructive reassurance as to what is reasonable should be the main objective. (46) It is imperative that the teacher supports the students in their choice of reading material, which has to be appropriate for their reading competence; thus, help them assess their skills first. Subsequently, it can be done in the form of affirmation that it is reading material the individual student can manage. Once the students have access to books that are right for them, this sort of learner-teacher interaction can be taken to the next level -in case of the illustration in Figure 3.1 literally. Now that the young readers should be able to answer the question: "Can I manage to participate in this project?" positively, they have to figure out to what extent they want to participate. Knowing that you are competent is one thing, maintaining and broadening competence, as in putting it to use, calls for even more motivation.

With the focus on lower secondary, most learners will need guidance to establish self-efficacy throughout the following steps as well. It is a feature that works in two directions: self-efficacy can confirm the success of performances in the past -thus strengthen confidence- and it then can energize behavior in the future -therefore increase motivation. The teacher can set up the necessary guidelines to facilitate this aspect via providing "appropriate learning opportunities" (Turner 416). Which in case of an extensive reading project are defined by the level of difficulty, since "moderately difficult tasks help learners calibrate their progress toward a goal by providing

information about progress as wells as concrete evidence of accomplishments. Consequently, such tasks enhance confidence and increase interest" (Turner 416). Though this sounds perfectly plausible and establishes how self-efficacy relates to the study of motivation, the practical transfer definitely poses a challenge for the teacher. Once the learners are educated and mature enough to constructively reflect on their own competence levels, they will be able to define what "moderately difficult" embodies on their individual level. Students at the age of 13 and 14 are in need of more constructive feedback and clear orientation in regards of their skills; which is also groundwork for Step 3, where the focus is on learner autonomy.

However, even under pedagogically supportive circumstances, competence beliefs alone are not a guarantee to initiate profound extensive reading motivation. Allan Wigfield finishes a paragraph in his essay "Facilitating Children's Reading Motivation" by stating how "even very skilled readers may not read if they are not motivated to do so" (2000: 140.) Learner W. came in this whole project with a very specific view concerning what kind of reading material should be used at school. His answers to the three questions in the questionnaire[22] cut right to the chase of his attitude. W. stated that in order for him to choose literature it should be:

> "- wichtig fürs Leben - lesen nur dann, wenn es kein Blödsinn ist
> - keine blöden Romane
> - wahre Ereignisse
> - informative Geschichte ..."[23]

On the one hand, this student had a seemingly rather limited field of interest when it came to books. On the other hand, W. was one of the stronger performers in the language classroom with an obviously keen perception. Since he was aware of his strengths and weaknesses he could be categorized as a learner who already had some level of positive self-efficacy at the beginning of the ER project. Nevertheless, in course of the project it took us both quite some time to find material he was actually interested in and therefore motivated to at least start to read. Compared to another student, L., who had language deficiencies but developed eminent intrinsic, extrinsic *and* social

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[22] More information on this questionnaire, which was carried out with the purpose of analyzing the students' self-reflection on their level of motivation in reading, can be found in section 4.1.1..

[23] Examples of the questionnaire can be found in the Appendix and the according results are elaborated on in section 3.1.2.3..

motivation and managed to achieve a total of 935 pages, W.'s total amount of pages read was one of the lower results. Considering the definition of the extensive reading approach, the project was not about reading a certain amount of pages. Nevertheless, this example illustrates that Step 1 does not suffice to reach a level of engagement in reading.

Learners who take the next steps based on a positive perception of their own skills, though, have the chance to experience the advantages that condition entails. According to Schunk and Zimmerman's (1997) studies on self-efficacious readers there is evidence that those readers are more at ease when it comes to difficult reading tasks. They are better equipped to handle literature utilizing "their cognitive strategies productively" (Guthrie 2000: 2). This implies that self-efficacy can prevent motivation from decreasing when the learner is faced with challenging texts and thus, is a crucial component to gain along the way, since it will maintain motivation that was sparked due to any factor whatsoever. But only because a reader is self-efficacious -especially when lacking any kind of motivation- does not mean they will automatically appreciate the extensive reading approach. Even though they might believe in their own capabilities, without any intriguing, positive connotation, it is almost impossible to reach enjoyment in reading on their part. Since enjoyment in reading is a core factor for students to become engaged readers, this conclusion leads me to elaborate on the assistance measures that should be provided at Step 2.

To sum up, the development and stabilization of self-efficacy is established as the base for extensive reading, especially due to its self-directed characteristics. Supporting this argument is research showing "that self-efficacy predicts students' motivation for learning as well as their use of self-regulatory processes" (Schunk and Zimmerman 34). This statement is based on the observation that if readers "have positive efficacy beliefs, they are likely to set more challenging goals for themselves" (Wigfield 1997: 20). It is due to this correlation that I see a rise in awareness regarding one's own self-efficacy as originator to later on in the process develop an even more autonomous behavior.

3.1.2. Step 2: Raising Interest

As was previously pointed out -specifically in form of the sixth characterization of the approach in section 2.1.1.- one purpose of reading extensively should be pleasure. Similarly, and after analyzing classroom dynamics, in that context Turner concludes: "Classroom tasks that establish literacy as a higher-lever cognitive activity with communicative and pleasurable goals are more likely to succeed in melding literacy learning and engagements." (437) Obviously, due to its characteristics the extensive reading approach itself has potential to promote engagement in reading. The challenge here, though, is to exploit the maximum potential through the according design of classroom tasks. However, as was outlined in Chapter 2, and like Bamford and Day explicitly mention, "[...] there is no particular amount of reading that qualifies for the term *extensive*. How much students read is relative to their circumstances and abilities" (1998: 84). It is true that a certain number would provide the students with a concrete goal to work towards, which in itself is the subject matter of another motivation theory. Since this kind of goal-orientation, however, is not supposed to be covered with the extensive reading approach, the interest of the participants has to be raised and sustained otherwise.

Apparently, most of the components I chose for my concept are assigned to either intrinsic or extrinsic motivation by various researchers. Regarding the recent developments and the challenge to actually recognize their origin or observe their effect, however, I attempt to present them from a relatively neutral perspective. It has been acknowledged that "*interest* and *engagement* are two constructs that are sometimes used interchangeably with each other and with *involvement*" (Schallert and Reed 69). Studying the theoretical background of motivation in reading, the varying use of these terms could not be ignored and even seemed confusing at times. The following separate discussion of some of these terms should show that I follow the more differentiated illustrations.

One reason for that differentiation was that I perceived the aspect of interest as a tool to experience engagement and hence, as the next step to be established in order to get to that level. Unfortunately,

> [...] often students face reading tasks for which they have little individual interest. In such circumstances, how can interest come into play in triggering a state of involvement? One way could be through the use of a type of situational interest called *text-based interest*. (Schallert and Reed 73)

When I came across this quote I was looking for more details on what was defining the concept of text-based interest. In context of the section "Making Texts Interesting: Texts That Satisfy Curiosity and Fit a Reader's Interests" (Schallert and Reed 72-73) the authors do not provide an explicit explanation, but illustrate its meaning via different examples. Interestingly, the data that stood out when analyzing the results of a questionnaire I had conducted at the beginning of the project -and which will be elaborated on in a few sections to come- because Schallert and Reed's examples mirrored what my students labeled as "makes me want to read a book". Obviously, it is about the effects a text can have on the reader, triggered by certain characteristics or features the text provides him or her with. What complicates the practical application of this variable is that each reader more or less experiences it in different contexts. William Grabe emphasizes that "in reading-development contexts, learner motivations need to explore of [...] reading interest" as crucial "for research into L2 motivation on language learning" (2009: 189).

Basically it comes down to the teacher to discover what the students' interests are. Due to restriction of time, however, a majority of language lessons does not allow for meeting most of the individual learner's interest. In that regard the concept of extensive reading, compared to other teaching reading approaches, automatically brings an advantage to the classroom. The choice of reading material happens based on each reader's preferences. Some individual preferences are obvious, because especially younger learners frequently share personal information. In preparation for an extensive reading project, be that as it may, that is not enough to go on and in advance establish a classroom library. In order to detect specific details regarding the learners' interests and to involve more guarded students, an according questionnaire is a convenient tool. (Bamford and Day 1998; Hedge) Naturally, a selection of books based on the outcome

makes use of something the young readers bring to the classroom every day, their individual interests.

Besides highlighting personal interests the learners are already aware of, the concept of an extensive reading project can also introduce them to issues and genres which have not been on their radar before. Due to the fact that most of the learners at the age of 13-14 are not familiar with a lot of the literature suitable for such a project, the concept of curiosity can have an even greater impact than under other circumstances. Guthrie and Wigfield incorporated one section on effects curiosity can have in their Motivations for Reading Questionnaire (MRQ). Albeit they conducted it to do research on elementary school level, the features apply with learners of English as a second language at lower levels just as well. (1997) This emphasis seems to be in accordance with the effect Möller and Hidi grant to the value of novelty.

Studying these effects, I came across theoretical background information embedding curiosity into the concept of motivation and advertisement. Since I see both concepts as a great tool to raise curiosity -hence, at the same time interest- and subsequently the chances for student involvement, both forms of audience manipulation are outlined in the sections to come.

3.1.2.1. Raising Interest through Social Motivation

The basic understanding of reading is conceived as a personal activity due to the individual's interest in and interpretation of text. As was emphasized in the previous sections, the extensive reading approach takes these factors into account and offers teachers an opportunity to promote learner individuality and independence. At the same time, a project incorporated in the curriculum of a language class should highlight its communicative aspect as well. Analyzing the influence classroom contexts have on young children's motivation, Turner refers to social constructivist theories and psychological theories of intrinsic motivation. (410-413) As has already been established, the latter puts a greater focus on the individual separated from a community and hence on processes which energize behavior from within. Psychologist Lev

Vygotsky, however, highlighted the social-cultural context when scrutinizing practical psychology and behaviorism. (Kozulin) Since education is based on the concept of sharing knowledge, skills and beliefs in the setting of a school, his view is realized by the energy emerging in the social situation that is the classroom. (Reeve 6) The interactive approach to literacy development has interestingly been recognized by experts as "fundamental to motivation" (Turner 418) and therefore ties in perfectly with the issue at hand. Comparing and contrasting various conceptualizations of learning, according to Turner, demonstrates the importance of social interaction especially in the realm of teaching literacy. The individual reader can benefit from cooperative learning due to its mind-expanding motivational character. It is due to this aspect that being part of a well directed collaboration can facilitate engagement in reading, (Gambrell, Mazzoni, and Almasi 119) and thus should definitely be considered when designing an extensive reading project.

In order to present reading as a collaborative literacy experience experts refer to the concept of discussion, which is also based on Vygotsky's theory. (Gambrell, Mazzoni, and Almasi 122-123) From what theoretical studies demonstrate and from what can be observed in the language classroom, the effect of that kind of "environmental incentive" (Reeve 6) -as in social motivation- can have, seems to be at least twofold. To facilitate engagement in text, experts highlight the fact that

> collaborative literacy experiences provide students with cognitive and social benefits by placing them within an environment in which they must remain cognitively and socially engaged. Students enter these collaborative literacy experiences knowing that they must actively participate and contribute to the group's endeavor. (Gambrell, Mazzoni, and Almasi 134)

Even though this statement portrays a rather constructed and stiff learning environment, one could, based on this summary, argue that collaboration triggers the individual's participation, and since this element was allocated as being an intrinsic motivation trigger they whole concept could be seen as such. When put into the practice, the experts refer to moments in a discussion when comments and views of the discussion partners are new to their peers and therefore spark curiosity, an element which elevates the level of interest. (Guthrie and Wigfield 2000: 408; Möller 286-287) In this case, the learner's participation is the result of motivation that has been facilitated by an exterior force. For that reason, engagement with text happening in the context of social

interaction does show features of what some researchers characterize as extrinsic motivation. Since a great amount of impulse comes from the outside, from classmates and material referred to by them, participation is key to experience a successful and constructive exchange of ideas and opinions.

Independent of what they might get out of it, once interacting with their peers in a rather casual manner, the students automatically open new perspectives to each other and by doing so support the teacher's attempt to broaden their horizon. Basically, students "may become interested in that topic because their social peers are interested. They want to know what others around them know" (Aebersold and Field 39; also see Hidi and Renninger 178). The urge to interact with peers and sharing results and interests, one the other hand, is indeed strongly connected to the idea of intrinsic motivation. (Wigfield 2000: 142) However, even if the social factor might in course of an activity "stimulate intrinsic motivation to read" (Wigfield 142), the way I see it, the allocation of this component to one specific construct of motivation is not possible. In the realm of an extensive reading project the focus is not on placing social motivation in a theoretically sound manner anyways, but on promoting social interaction in order to increase interest.

Furthermore, well directed social situations in the classroom context can enable the teacher to detect motives and motivation behind the students' behavior. Thus, reactions of learners in those moments were partly used to reflect on the success of the whole project. Especially since through close observation of the students' behavior in social interaction the teacher sometimes can infer their level of motivation "from behavioral expressions" (Reeve 7). To create an environmental context advocating "overt behavior" (7) in form of the expression of opinion and emotion, the learners were involved in for their level appropriate teacher-guided, albeit peer-led discussions.

On top of that, social incentives transferred into the classroom context of teaching reading can facilitate gain in affect. Unfortunately, in a lot of cases reluctant readers associate reading with boredom and hard work. Both of which signal negative emotions and therefore "cause forthcoming avoidance and escape behaviors" (Reeve 6). To prevent the association of hard work at the beginning of an extensive reading project,

Day repeatedly emphasizes the importance of providing the students with easy material, as in the lowest level of graded readers for instance. (2012) Whether the attempt to change the connotation of reading this way is successful or not depends on how the individual student would answer questions like: How or with whom do they prefer to spend their free time? Can they find joy in spending time with their peers? Do they have a rather introverted character? Do they show a general lack of interest in any scenario whatsoever? Individuals who appreciate interaction with their peers at least to some extent can even find value and enjoyment in what social exchange directed by their teacher brings. This way, later on, they might relate reading also to community activities and not only perceive it as a monotonous task and thus experience a change to the positive regarding their attitude toward reading. Since interaction with their peers could for some reinforce their reluctance though, social interaction should not be the only considered option to raise their interest.

Wether the interaction facilitates or interferes with the development of engagement in reading depends on the design of a task as well as the quality of respect and relationships present in the classroom. (Möller 286-287) Obviously, it is important to avoid an atmosphere of competitiveness, which could -especially in weaker students- decrease their level of self-efficacy. Nevertheless, studies have also shown that "in peer-led discussions of literature, students were more likely to recognize and resolve their own misunderstandings about text because in a group setting `cognitive unrest` is more likely to be shared and exposed" (Gambrell, Mazzoni, and Almasi 122). This kind of active learning is what I had the pleasure to observe when creating a classroom atmosphere for such discussions with groups that were older. It also was an activity several of the students participating in the extensive reading project enjoyed to organize; however, they had only endeavored such a form of interaction in German class up to the start of the project. Regarding their English skills I knew I had to adapt the format of "peer-led discussion groups" (122) to avoid frustration. For that purpose, the basic concept of "reader reaction circles" (Gambrell, Mazzoni, and Almasi 129) was introduced to the group along with a suggested course of action and list of useful phrases. More details on that activity will follow in Chapter 4. In regards to social interaction it, for now, is suffice to mention that exchanging views on reading material

learners can read for pleasure creates a motivating climate and thus promotes extensive reading.

All in all, reading should along with other competences be depicted as a social activity, fostering interpersonal and social skills in the classroom -an awareness that can most certainly be applied via a motivational approach. Furthermore, the purpose of making room for such activities is actually twofold. Firstly, the exchange of views collaborates with the objective to raise interest. Secondly, even though based on their speaking and not their reading skills, the students are one step closer to becoming engaged readers once they are engaged in discussions about the reading material.

3.1.2.2. Raising Interest through Advertisement

To get people involved and primarily increase the motivation of a target audience are very universal issues and drawn upon by various specialists to ensure success. Their insights as to how to raise and maintain interest in a certain product, in turn, enriches the possibilities of didactics and pedagogy, especially due to examples and scenarios that have been successful in the past. For this reason two of those inspirational triggers will be introduced in the upcoming sections and at the same time are tied together with the issue of motivation.

Nowadays, advertising has become ubiquitous due to the incredible evolvement of the new media, which the marketing industry utilizes as a platform to present products of any sort. This omnipresence seems to have provoked the competitive aspect of it all even more. Various business magazines every now and then publish lists and examples of the most creative, shocking or innovative print ads. Perceiving advertisement this way makes it a form of entertainment, a point of view businessman and British advertising executive David Ogilvy openly disagreed with, when stating that

> "I do not regard advertising as entertainment or an art form, but as a medium of information. When I write an advertisement, I don't want you to tell me that you find it 'creative'. I want you to find it so interesting that you *buy the product.*" (7)

The goal of not simply presenting something pretty, but effective is why some of the rules in advertising can also be applied in the language classroom. In the case of extensive reading the two main features students should find interesting are the project itself and then the material, the books of course. When explaining "How to produce advertising that sells"[24] Ogilvy highlights the challenge to "make the product itself the hero of your advertising" (18). In order to do so it is crucial, as Paul Arden put it in a similar context, to "try treating the layout with the same intensity you bring to the main idea" and "invent a look that dramatizes the product or service" (75). As a result the consumer's interest in purchasing or making use of something should rise and they hopefully pursue their desire. Which is a process similar to the one happening when motivation is triggered; and knowing my students, for the majority the introduction of a reading project or a selection of children's and young adult literature was something new, so why not be persuasive in a constructive manner?

Obviously, the line between persuasion and manipulation seems rather thin at times and when confronted with a young audience which is only at the beginning of building strategies to reflect on and scrutinize information and procedures, it is of the utmost importance not to cross that line. Furthermore, the products and services that are promoted have to live up to what was promised. When executing such a reading project in the foreign language classroom at a lower secondary level, it is not necessarily guaranteed that there will be a beneficial outcome. You can find profound reasoning to support the approach and even attempts to illustrate results reporting on ER all over the world,[25] but no data showing a guaranteed surge in language performance, for instance. As mentioned in Chapter 1, when the objectives of this project were established, to achieve such an outcome was not the purpose of the project anyway. With that said, in the realm of education that by all odds does not sound like effective advertising, leading to the legitimate question: If there will not be any definitely assessable outcome regarding the language skills of the students, why waste a lot of effort in preparation and implementation and time? The answer lies in the goals for the project themselves,

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[24] Which is also the title of the second chapter of his book *Ogilvy on advertising*.

[25] One example with results of early studies (1981-1997) is presented in Richard Day and Julian Bamford's handbook *Extensive Reading in the Second Language Classroom*, first published in 1998, in the chapter on "The power of extensive reading: Insights from the research".

which show the connection of this problem, as it could be referred to by some people, and the basic rules of advertising.

On the one hand, there is the apparent teacher-centered goal of wanting to create an atmosphere for students to obtain positive experiences concerning their reading skills, which the project is based on. Learners at that age certainly need a structured framework to keep control of their learning processes, since they are not yet used to filtering out strategies to reach a goal on their own. On the other hand, to raise the effect of a reading course participants should have "some degree of control over what goes on" and applying that would be "considered to be student-centered" (Aebersold and Field 37). Even though in this thesis references are made to Aebersold and Field's methods and terminology published in *From Reader to Reading Teacher*, I could not apply a one to one implementation of their strategies because they are mainly based on a classroom environment with more advanced readers and also, the scholars do not really take the extensive reading approach into consideration. Nevertheless, when elaborating on what kind of activities should increase the students' level of interest, "excitement" (37) as they put it, one can draw parallels to the effect of motivation. According to the Aebersold and Field this should happen when activities are set on student-contribution, because that is when "teachers involve students in establishing purposes for reading so that they understand why they are in a reading class" (37). This strategy is well incorporated in the extensive reading project, has already established and will be illustrated in the presentation of the various activities this project was based on. What is relevant about their view, although their studies focus on reading in the language classroom in general - which also includes intensive reading of shorter texts or scanning and skimming - is the importance dedicated to determining students' needs. The way they emphasize individual configuration of a reading course, stems from a similar awareness that basic advertising is established on. This comparison is especially evident when comparing the two statements below:

”I never assign a product to a writer unless I know that he is personally interested in it. [...] Manufacturers have access to the same technology; marketing people use the same research procedures to determine consumer preferences for color, size, design, taste and so on.“ (Ogilvy 18-19)	”Although several groups may participate in determining the reading goals for a course, fundamentally, course goals must arise directly from students‘ needs, interest, abilities.” (Aebersold and Field 36)

Table 3.2: Juxtaposition of statements by Ogilvy and Aebersold and Field

In other words, whenever somebody‘s goal -from marketing executive-centered to teacher-centered- is to spark motivation in another person than themselves, it is essential to get to know the particular audience first. Authentic and thus effective involvement can only be accomplished when somebody‘s interest has been awakened and they believe in what is presented to them. Based on that research the product or service can be developed or adapted to be commensurate with the consumer‘s or learner‘s needs and desires. Designing activities accordingly and applying them at the beginning of the project, might not lead to engagement in reading right away, but can definitely raise interest and that is what Step 2 is all about.

3.1.2.3. Raising Interest through Suspense

”Through research and conversations with students we are learning much about the links among different motivations and their links to strategies, but more information about theses links still is needed.” (Wigfield 1997: 21) Of course, there have been new insights regarding these links since Wigfield made that implication when writing about the relations among motivational constructs. Several references to these correlations can be found in the previous sections. For the sake of identifying the students‘ needs and as a bridge between theoretical background and practical application, however, I conducted a basic questionnaire at the beginning of the project. Its purpose was to establish how the group of students about to be introduced to extensive reading would describe what motivated them to read. In the following paragraphs the results of that questionnaire are illustrated and elaborated on to present a holistic case study by detecting more about the young readers that were the target audience.

27 students, 21 of which participated in my ER project in the end, were asked to answer the following three basic questions:

1. Whether you like reading or hardly do any reading, what is it that makes you feel motivated to read? (What has to happen for you to start reading?)

2. What do you look out for when choosing a book or article to read?

3. The way you see it, how should the teaching of reading in the EFL classroom look like?

A comparative method of qualitative analysis resulted in 23 questionnaires that qualified to be the subject of comparison. The analysis, even though only a few students took part in this activity, did reveal a pattern. Out of the 46 answered questions, 32 could be categorized and allocated to three factors. All in all, the most frequent mentions could be summarized as characteristics of books, because the students repeatedly referred to (1) information in the blurb, (2) topic and first and foremost (3) suspense.
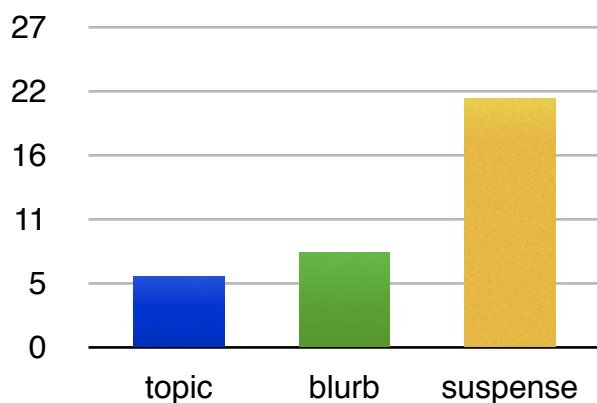

Table 3.3: Most common factors my students named as motivating them to read

In an approach to identify the most common factor, namely suspense, the language alone, the terminology used to define its concept, brings it closer to the whole reading aspect of the issue, for it becomes apparent that it can be either text- or *reader*-based. (Fuchs) According to literary critic David Lodge, "narrative, whatever its medium - words, film, strip-cartoon - holds the interest of an audience by raising questions in their minds, and delaying the answers" (14). Reading a book chosen based on personal interest and sticking to it due to the element of suspense, definitely is not a static condition and therefore correlates with one of the definitions of motivation by Reeve, in

which he qualifies it as a "dynamic process" (15). While elaborating on this observation he breaks down this process and entitles the first stage of this process as "anticipation" during which "the individual has some expectation of the emergence of the motive into consciousness and recognizes the situation as an opportunity for motive satisfaction" (Reeve 15). In the following paragraphs it will be made apparent what aspects of suspense can trigger this stage and hence the reader's engagement.

In defining the concept of suspense as either text- or *reader*-based, it partly is portrayed as a subjective element. Nevertheless, there are various suspense patterns (triggers) that can be generalized and thus help the teacher, the motivator, understand what factors can facilitate the transition from motivation to engagement. Analyzing and comparing these patterns reveals similarities and subgenres interconnecting them with each other. In this context, the definition given by Andreas Fuchs in his book *Dramatische Spannung: moderner Begriff – antikes Konzept* shows a structured and at the same time feasible concept of suspense. Based on observations and research he illustrates suspense reduced to its core via the three categories knowledge, emotion and time. (31-79)

According to Fuchs, these elements provide a basis for any kind of suspense that occurs in any kind of narrative. (31) However, the author does also explain the difficulty of this categorization when he states that:

> […] durch die enge Verkettung der drei Kategorien als konstituierende Bestandteile der Spannung sie kaum mehr voneinander losgelöst betrachtet werden können. Die dramatische Spannung wird als ein Zusammenspiel von Wissen, Zeit und Emotion verstanden. Es lässt sich nicht vermeiden, dass es […] denn die drei Kategorien präsentiert und erläutert werden, zu Überlappungen kommt. (32)

This explanation might make the whole idea of categorizing suspense seem kind of paradox. Since on the one hand, the author establishes a categorization to conceptualize the feeling of suspense. On the other hand, however, he illustrates how strongly interconnected the individual elements actually are. Even so, realizing and in the meantime scrutinizing the practical application in or transportation of these definitions to the reading classroom, I have come to the conclusion that these subdivisions are a useful assistance in order to consciously utilize suspense as a interest- and motivation-trigger. This concept does not only make for a striking foundation for language lessons

advocating media competence in general, but actually exemplifies the meaning of several theoretical definitions of motivation in the context of reading that were mentioned earlier. Taking a closer look at the three categories provided me with information as to what course of events automatically make reading an engaging process.

For instance, cognitive suspense or cognitive perspective are merely academic terms for the expectations, assumptions, questions and hypothesis a reader/viewer establishes due do the events that are happening in a plot. This cognitive perspective is based on the information that is revealed, or deliberately not revealed to the recipient. (Ohler 129) This could be the announcement of the possible development of a storyline. Although the reader cannot be sure whether the plot will actually develop that way, they, nevertheless, have an idea that triggers expectations and assumptions. The readers consequently find themselves in a tense state until the author decides to widen their perspective -a feature that correlates the aspect of knowledge with the aspect of time. In cases like that, suspense is created due to uncertainty or ambiguity.

Whereas this might raise the reader's curiosity -and therefore is closely linked to the effect of intrinsic motivation- and encourage them to stick with a certain plot to a very selective extent, the aspect of partial knowledge has a more general effect to it was well. In the course of introducing reading material via various "activities and techniques […], teachers can create or heighten student interest in a topic before they read. By exposing students to new topics or new ideas about old topics, teachers can expand the bases of students' knowledge" (Aebersold and Field 40). For that reason I carried out exercises with designs consistent with that awareness before the actual extensive reading could begin. Moreover, dealing with a story because certain turn of events, or their indication, awakened one's interest increases the chances of engaging with it on a deeper level later on, which also correlates to the second category facilitating suspense.

Andreas Fuchs elaborates on two of those categories into more detail. The category of emotion is only presented as an effective element of the other two, the knowledge and time aspect of the concept of suspense. (32) Although there is some distinction,

knowledge and emotion still initiate a similar mental activity in the audience. It was mentioned before that suspense patterns depend on both, the text and the reader. The latter is like a platform where the provided effects are developed on. Emotions also arise due to the cognitive perspective of this recipient.

> During the reception of [...] texts, the hope for a happy ending is always latently present within the framework of a coherent correlation of meaning within the narrative as well as within the conventions of their genres. This is true even when a negative emotion of expectation such as anxiety or fear predominates during reception. This is where the moment of pleasurable fear or the thrill is based. (Mikos 45)

Therefore, like elements of the knowledge category are based on each other, the level and depth of emotion is based on the whole first category. According to the information revealed to the reader, he or she will have a certain mental image of the plot in mind. When the recipient expects something positive to happen to a supposedly 'good' character, then the emotion he or she feels is most likely hope. Just as, when the recipient expects something negative, then they will probably experience the feeling of fear or anxiety. This is when in many readers the dynamic process is initiated, for according to Reeve "anticipation typically involves emotions such as hope or fear" (15).

On top of that, when an event occurs without any cues, out of the blue so to say, the effect of surprise often creates the feeling of shock, since the readers have been transcendent and their mental image has been manipulated. (Ohler 129) As long as these emotions last, the recipient will long to read or see more. It seems as if partial knowledge initiates the build up of mental images in the mind of the viewer, while emotions like hope and fear are mostly initiated due to the lack of information.

"The purpose of staging expectations is to create a space for the spectators within which they can activate previously experienced past feelings based on ideas that spring from their knowledge." (Mikos 46) In order to feel these emotions, in order to make them stronger and more intense, there has to be some kind of sympathy or even identification toward the characters. Studying these concepts the comparison between sympathy and identification theory becomes relevant. (Brewer 107-127) After reading a book by Katrin Schulze, however, I prefer to use the term empathy in this context. Since

according to her definition, this kind of involvement of the reader seems to be constricted to them feeling with the character. (65) Whereas, according to the meaning of identification, the viewer shares the same emotions, as if he or she was experiencing the same events. (61-62) This observation seems to support the notion that the level of interest can be maintained when certain issues and scenarios touch the reader's life in a very personal manner. (Aebersold and Field 39) All in all, this is psychological background knowledge a teacher should consider when choosing books for a classroom library, because however people want to label it, fact is, based on the portrayal of characters the reader is dealing with emotions, which once triggered, will raise the level of intrinsic motivation to read on.

In regards to the issue of suspense, usually the element of time gains in importance when there is not enough or too much of it - the latter referring to moments of delay in order to extend the thrill of it. On top of that, when the author shifts the scenes around, not sticking to the chronology of the narrative, certain hints and innuendoes can trigger cognitive suspense. The recipients again automatically come up with their own assumptions and hence are kept in suspense -granted they do not skip pages and read the ending first- over finding out whether their suspicions were correct and therefore keep on reading.

A very effective suspense-inducing element is the use of cliffhangers. This term refers to the procedure of ending a chapter at a very suspenseful moment. Most likely at a point in time, where the reader is aware that the solution to either a binary decision or any other kind of uncertain event, is about to be revealed. The terminology for such classic scenes of suspense are simultaneously a mnemonic device to the etymology of the word suspense itself, which "derives from the Latin word meaning 'to hang'" (Lodge 14). Lodge continues to elaborate on the subject by saying that "there could hardly be a situation more productive of suspense than that of a man clinging by his finger-tips to the face of a cliff, unable to climb to safety -hence the generic term, 'cliffhanger'." (14)

Studying these concepts made me skeptical at first, when thinking of the material that could actually be used in an English classroom filled with students at an average language level of A2(+). Since I asked myself whether the core aspects of suspense, as in the aforementioned delays, extensions or shifts of perspective (Lodge 14-16) would have the same effect when broken down to fit a graded reader. For that reason, I deliberately put the impact of a cliffhanger at that level to test and designed an intensive reading exercise which was constructed using parts of a graded reader, level A2 KET[26]. Advertising the book and simultaneously training reading and listening skills regarding the standardized descriptors, I prepared the activity similar to the ones in the language books. My starting point was the plot in Chapter 1 and 2 of the Cambridge English Reader *The New Zealand File*, which also contains a CD with an audio version of the text.[27] Chapter 2 closes with the following line: "It was too dangerous now to go back to his car or to the area around the cathedral. [...] 'I need a car,' he said to the woman behind the desk." (MacAndrew 14) The previous scene and this statement make the reader believe that the protagonist clearly has a plan in mind to get out of the predicament, but success is not yet guaranteed. A typical scenario, which due to the timing regarding the ending of the chapter leaves the recipient in suspense -especially when that is the moment the teacher decides to stop working with the material. In course of the reading project several students returned voluntarily to the storyline to find out how the protagonist would get out of the dilemma. Based on their reaction I know that given all the specific circumstances, suspense is a motivation trigger at an elementary reading level just as well.

Moreover, some learners, due to various reasons, will have already reached a higher level also at lower secondary. In this particular group three learners with Filipino backgrounds were, definitely in regards of their receptive skills, at B1(+). At the beginning of this project one of the girls came up to me and asked me about the kind of

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[26] KET stands for Key English Test and is the elementary, and easiest, level according to Cambridge English exams. For further information go to: http://www.examenglish.com/KET/index.php (July 25th, 2012).

[27] The activity is presented into detail in section 4.2.4..

books I would recommend, or I personally loved to read and that was when I told her[28] about a series by Malorie Blackman of which the first is called *Noughts and Crosses*. Being given the gist of the story, immediately sparked her interest and she started to look into it the next day. From the moment she had grasped the essential overview of the plot and characters she involved me in a dialog about the main events and she was obviously kept in suspense. From time to time she would ask me what was going to happen in certain situations or to certain characters, even though she did not really want me to reveal anything in advance. Another way of noticing how suspense, especially in form of cliffhangers, made her become an engaged reader was by analyzing her "Weekly Reading Progress Cards"[29]. According to her reports handed in at the end of the project, two out of three transitions from one book to its sequel - he series consists of four novels- happened in the course of one day.[30]

Now that this aspect creating a suspenseful moment has been taken into account for having an influence on boosting someone's motivation to read, it seems essential to consider factors which could interfere with such a positive development. Having assorted the moment of a cliffhanger to the element of timing in a narrative, there is the reasoned conclusion that its actual effect also depends on the timing of reading it. Young readers are facing an overwhelming stimulus satiation and various kinds of media provide them with information and excitement. Even if some students actually became motivated to read, other media would not automatically cease to provide an attraction, they still would easily distract and therefore reduce the effect of suspense. On top of that, the reader will lose the overview in general, which also has an impact on the element of knowledge and emotion. Even if I do not agree with all of the conclusions he brings up in *Reading Smart*, Nicolas Reid Schaffzin rightfully refers to that consequence when reasoning: "The more you set stuff aside, the less you remember about the earlier stuff. The book loses all its momentum. The characters, which once

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[28] At this point it should be mentioned that this girl was older than the other students in the group, because she had only come to Austria the year before that and had to repeat one or two years since she had never studied German before.

[29] Those were handed out prior to and during the project and are elaborated on further in section 4.3.1..

[30] For more information see the Appendix 7.13.. Her Weekly Reading Progress Cards were scanned and are attached there.

seemed real, now seem flat." (110-111) In order to prevent such a mechanism from happening, the students need to be provided with strategies for sticking to a story they are interested in and setting goals of how much time they can devote for the particular piece of literature. For some readers having a plan as to finishing a book in foreseeable time will keep the level of suspense high enough to motivate them and go through with it. (Schaffzin 110)

Considering all that, the reason why these insights are incorporated at this point of the thesis is twofold. First of all, the learners themselves determined this element to be the most important when any kind of reading takes place in their world. This alone shows that in order to support and advocate their reading behavior, some kind of understanding on the side of the teacher as to how suspense can be initiated and maintained needs to happen first. Moreover, especially the aspect of knowledge, as it is embedded in the concept of suspense, not only increases the engagement of readers, but it can also be applied as a factor to raise active participation in any kind of activity or assignment in the language classroom. And that in a nutshell was one aspect the effectiveness of which could be observed throughout the implementation of the activities presented in Chapter 4.

3.1.3. Step 3: Supporting Autonomy

Learner autonomy in itself is based on various key concepts and Hedge only names a few, when describing "a learner who can take responsibility for learning" as follows: Such a learner has "an ability to define one's own objectives; awareness of how to use language materials effectively; careful organization of time for learning, and active development of learning strategies" (76). Facilitating necessary reading strategies and supporting autonomy as the next step embedded in the project should also advocate a shift in the teacher's role from promoting material to coaching the reader. (Guthrie and McCann)

In view of the character of ER and the advantages of learner autonomy, implementing this step mainly revolves around two key aspects. First of all, after being introduced to a

selection of books at the beginning of the project, the students should now become equipped to do their own research. Guthrie and McCann exemplify such autonomous behavior with the selection of "subtopics within a conceptual theme and locate books relevant to the themes" (137). As a coach the teacher should repeatedly remind the group of options like online bookstores, public libraries, the download of e-books and the sections for young adult literature in local bookstores. Navigating through all of these together at first will raise awareness and might help students overcome their insecurity to explore. The goal is for them to become less dependent on the teacher in maintaining their interest, because "when learners seek and make use of resources in order to engage particular content, they are said to self-generate, or trigger, their own interest" (Hidi and Renninger 179).

In that context and considering a study on this subject matter, Reed, Schallert, and Deithloff point out that "one intriguing aspect of the antecedents to involvement was the frequency with which students reported using strategies to force themselves into becoming involved" (55). This can be done using a concept similar to the discussions organized to raise social motivation and engaging them in an open exchange of views. To encourage self-monitoring as such a strategy on a more regular basis though, most ER projects include some kind of record sheet or diary. (Bullard) At this stage of the project, autonomy can be fostered by the teacher through engaging the students in reflecting on their individual use of strategies in the form of "self-questioning and maintaining journal entries" (Guthrie and McCann 138). Based on the information and data the learners keep hold of the teacher can offer individual coaching.

Following the explanations of the last couple of sections, it becomes clear that for some readers a rise in interest can be enough to engage in ER. However, young readers react very differently to the approach and will thus face different challenges along the way. (Bamford and Day 1998) For instance, some learners are not happy with their reading skills unless they are able to translate each word of a sentence. This mind-set is not easily changed because for some it has already become a habit. Since it is a habit with the potential of making engagement in ER difficult, those students need guidance in replacing it with a more "casual attitude towards text." (Nelson 195) This way the

teacher supports their autonomy "in making choices among meaningful alternatives relevant to the knowledge and learning goals" (Guthrie et al. 2000: 218). Due to steps like that, "students gain more topic knowledge and increase their command of reading, [...] they can be encouraged to assume greater responsibility for their engagement in learning" (Guthrie and McCann 137). On top of all that, this kind of support is the practical application of the ninth principle Bamford and Day enumerate in their list.[31] Introducing a new approach means it is the teacher's responsibility to explain to the students "how to go about it [...] and guide them in getting the most out of their reading." (2004: 3) Hedge describes this guidance to learner autonomy as versatile due to the various interpretations. (101-102) The activities presented in section 4.3. reflect the interpretation of learner autonomy I followed to facilitate engagement in extensive reading.

3.2. Striving for Engagement in ER

The fact that it takes a while for involvement and engagement to come into play seems generally acknowledged. Before I want to define this process, however, it is useful to provide a brief description of what I mean by involvement and engagement in the context of my research.

The initial phase of perceiving a book, storyline or character as intriguing and interesting is imperative for young readers to start the process of involvement. From the moment they experience reading a certain book as satisfying, their involvement will begin when they "lose track of time [and] then emerge with positive affect and increased comprehension" (Schallert and Reed 75). Baker, Dreher and Guthrie would describe such a state as engaged reading. They describe the process in a very similar manner stating that "engaged readers can find books of personal significance and make time for reading them. The investment of time is rewarded by the experience of immersion in the text itself" (2000: 2). Schallert and Reed, on the other hand, explicitly differentiate between engagement and involvement to some extent. Since such a

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[31] See section 2.1.1..

detailed elaboration on psychological processes would go beyond the scope of my research focus, I, however, use these two terms interchangeably.

That being said, for a deeper understanding of engagement in reading it still is important to recognize its nature as a process. (Reed, Schallert, and Deithloff) Even though I did not assume it completely, it was Schallert and Reed's differentiated perspective of involvement that made me look into this motivation component more closely. Their view confirms the results of the reexamination of motivation constructs mentioned at the beginning of this chapter, which highlight the interaction of different components, in particular intrinsic and extrinsic motivation. According to Schallert and Reed, involvement depends on the level of concentration which can be facilitated by various effects, because "involvement can be analyzed from the perspective of readers' responses to tasks, both self-initiated and imposed" (1997: 69). Albeit the more autonomous behavior, the other components of motivation are still in effect and always worth promoting.

Baker, Dreher, and Gurthrie, too, mention a variety of components in defining that "students are engaged readers when they read frequently for interest, enjoyment, and learning" (2). Comparing and contrasting the research experts base such statements on - even though they try to distinguish between motivation and engagement- leads this analysis back to its beginning. For in the article "Why Teachers Should Promote Reading Engagement" (1-16) Baker, Dreher and Guthrie define the concept of reading engagement as follows: "Engaged readers draw on knowledge gained from previous experiences to construct new understandings, and they use cognitive strategies to regulate comprehension so that goals are met and interests are satisfied." (2) Hence, engaged reading entails all the motivational components mentioned so far. Engagement can already happen during the process of establishing the necessary tools. The experts go as far as to argue "that engaged reading may occur at all levels of development. [...] Reading engagement is as much a goal for the child struggling to decode words as it is for the proficient reader seeking information for a class project" (Baker, Dreher, and Guthrie 3). Defining engagement as a process should eliminate any expectation of it becoming a constant. In other words, even if students become engaged readers, their

level of engagement, especially in extensive reading, will not just level off but remain fluctuating.[32] However, due to their developed autonomy the learners are able to deal with regression constructively and are thus maintaing their engagement.

To lead a group of students to this stage of engagement, I have presented three essential steps, a concept which does suggest a certain order because it is not possible to facilitate all aspects of motivation in extensive reading at once. Nevertheless, the implementation of this order should not invalidate the simultaneous development of motivational aspects that are closely correlated.

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[32] For that reason, the line illustrating the level of engagement in extensive reading in Figure 3.1 is fluctuating as well.

4. From Theory to Practice: How to Facilitate Engagement?

Coming from a pedagogical perspective, it is my intention to answer my research question via action research considering the theory established and outlined in the previous chapters. This should be made clear at the point in this thesis at which the question "HOW can this question be answered?" is the focal point. The reason for the decision to get to the bottom of my research questions this way rather than quantitative research was twofold: Firstly, scrutinizing literature on motivation to find a base for the development of lesson plans and activities that implement extensive reading and foster motivation was one of my objective's; moreover, it is what I consider to be a vital part of being a teacher. The constructive implementation of such activities correlates with the structure of action research. Secondly, conducting studies and questionnaires researching which variables in the study of motivation are automatically triggered through an extensive reading project would definitely be interesting, but is, in my view, part of the field of psychology and therefore not my primary field of research. Nevertheless, the fact that several studies of motivation in reading have been done before and have been presented this way, have become a reference source for the issue at hand. The theory of motivation in learning and reading does disclose certain data collected in the course of quantitative research, particularly when analyzing effects in the realm of self-concepts.[33] It is studies like these that authors can draw upon to elaborate, and if necessary, adapt their concepts, which I in turn only had to narrow down and not construct from scratch before being able to apply their finding and respective measures.

As a teacher you are introduced to various teaching approaches which also are to some extent based on the result of such studies. You are then advised to contrast and compare approaches in order to be equipped for on appropriate implementation in the classroom. In that regard, action research is part of the job description and it only provides room for progress when it is initiated along the lines of critical reassessment. For those reasons, bringing the ER approach to the classroom and whilst involving in action research -to

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[33] A variable in the study of motivation which is elaborated on in Chapter 3.

do so based on the study of motivation in reading- had me practice a procedure that ideally, albeit in a less comprehensive manner, should be followed regularly in the field of teaching. That said, in spite of the additional value action research and a single case study bring to the scrutiny of pedagogical concepts, one has to acknowledge the fact that observations made and results recorded in its context have limited representative value. Therefore, this chapter is not geared towards a presentation of data portraying the effectiveness of lesson plans and particular activities -like one based on quantitative research might be. Nonetheless, since it is based on the comparison of theories, its results are presented in a form to improve instructions for implementation of ER in the classroom.

The First Extensive Reading World Congress took place in Kyoto, Japan from September 3rd to 6th in 2011. On one of the banners they used for various seminars held during that congress they printed the following catch phrase "Extensive Reading: The Magic Carpet To Language Learning".[34] The audience faced this slogan while listening to William Grabe's plenary talk exploring "the important benefits that emerge from an extensive reading component in an EAP reading curriculum" as well as "considering the reasons why extensive reading is not commonly used and what can be done to make it more attractive" (Grabe 2011). Now, the title of this specific plenary talk was "Extensive Reading: Why isn't everyone doing it?", which reminded me of the question that came up when I had first heard about this approach. Back then it initiated a drain of thought that I developed by doing more research on the topic and consequently planning this specific ER project.

As mentioned before, a teacher one should "never give a reading assignment without thinking about how to motivate students" (Irwin and Baker 58). Reaching this goal and working towards a level of engagement are the main objectives behind the lesson plans presented and elaborated on in the following chapter. Alignment with these objectives also means to provide learners with the opportunity to start their very own "virtuous circle of the good reader" (The Extensive Reading Foundation 4). Regarding this

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[34] As seen in one of the videos the ERF uploaded on their youtube channel: TheErfoundation: http:// www.youtube.com/user/TheErfoundation. This channel is mainly used to provide users access to videos of several of the seminars, lectures and discussions that were organized in course of this congress.

illustration, the practical application should support the belief that when learners start to enjoy reading, they can become good and engaged readers.
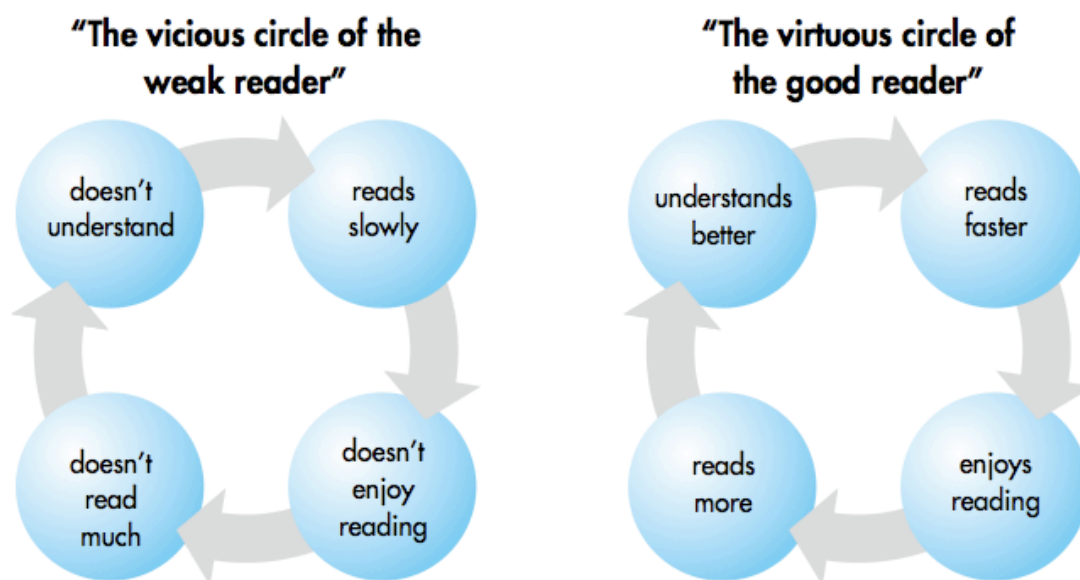

Figure 4.1: Circles of two types of readers according to the ERF[35]

The enthusiasm with which several of the experts on extensive reading present this didactic approach encouraged me to develop various exercises to fill the gap between theory and the engaged reader. Yet, not to reinvent the wheel and also to scrutinize published material regarding its effect, also activities based on the framework of "putting extensive reading into action in the language classroom" (Bamford and Day 2004: 3) were used to establish a collection of tasks that would encourage students to pick up a book. Or more.

Studying these publications I found material with objectives similar to what I had already designed at that point. It is my intention to refer to the sources I am aware of, not only for the sake of avoiding suspicion of plagiarism, but also to reference different ways of approaching practical application and hopefully incorporating suggestions for

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[35] This illustration is published in the ERF's *Guide to Extensive Reading*, which is available for download on their website www.erfoundation.org.

individualization of the concept. However, I also want to point out that the adaption and use of activities is explicitly encouraged. Bamford and Day state "when you use an activity, assume ownership of it. You should certainly adapt, change, modify and adjust all of the activities to fit your own classroom, your style of teaching, your students, and your school" (2004: 5).

The organization of the activities presented below is based on the 3-Step concept illustrated in Chapter 3. The overview offers a suggestion for setting up an extensive reading project accordingly. Depending on the focus of an EFL lesson, some of the activities could also be implemented regardless of an extensive reading project. However, each of them incorporates one or more specific motivation trigger(s), which in regards to the heterogeneity of a group increase the success of such a project when implemented as a versatile set of tasks. It seems logical that only when motivation is initiated from various angles, can there be the chance of appealing to the individual learner and in the end creating an atmosphere where learner autonomy can be advocated. More on the relevance and actual effectivity of the practical application will be summarized as an reflection on the project at the end of this thesis.

4.1. Activities[36] to Stabilize Self-Efficacy

4.1.1. Reading Habits Questionnaire +

motivation component	being involved in the planning process self-efficacy
activity objectives	- to encourage students to reflect on their reading habits - to allow students to see that their opinion is important
time	approx. 10 minutes

A more detailed analysis of the results and purpose of this questionnaire is presented in section 3.1.2.3. and examples filled out by two students can be found in the Appendix.

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[36] Some of the material and handouts designed for the activities presented in the following three sections are included in the Appendix. Actvities for which material can be found there are marked with a plus sign (+).

Since the activity was carried out in German, a brief elaboration should start with the English translation of the three questions:

Do you like reading? Yes O   No O

1. Whether you like reading or hardly do any reading, what is it that makes you feel motivated to read? (What has to happen for you to start reading?)

2. What do you look out for when choosing a book or article to read?

3. The way you see it, how should the teaching of reading in the EFL classroom look like?

As the discussion of the study of motivation in Chapter 3 has shown, the learner's level of motivation in reading varies as much as the characters of the learners themselves. Therefore, the analysis of a questionnaire like that should result in an overview of what kind of components a particular group of students allocate as motivating. The outcome should then influence the selection of reading material introduced in class, as well as the choice of characteristics of books that are highlighted in course of advertising new books. Furthermore, I see involvement of the students at this point in the project as strengthening their self-efficacy. Of course this is not the same kind of involvement that is synonymous to engagement in reading, which is triggered by the text itself. However, by asking specific questions the teacher can show the learners that their views and reflection is valuable and worthy of basing certain decisions on. An objective that can set the mode of the project to come.

4.1.2. Reading Countdown +

motivation component	self-efficacy
activity objectives	- to raise awareness regarding the difference in reading levels - to support students in finding an appropriate level according to their reading skills
time	approx. 25-30 minutes (it depends on whether the results are discussed in the group at the end)

As has been established, in order to avoid negative self-efficacy and frustration, the students need some strategies for constructive self-evaluation. These should help them in their choice of reading material. Interesting and suspenseful stories, as motivating as they might appear, first and foremost have to be easy, which is principle number one on the extensive characteristics list. (Bamford and Day 2004: 2) To find out what easy means based on their individual reading skills, this activity challenges the students to compare text passages of different levels. Here, levels 2-5 according to the Penguin Books descriptors provided on the cover of each of their graded readers. The objective of supporting the students in finding a level appropriate for them is given when they analyze the text passages according to various instructions.

The starting point are sections taken from reading material which the learners will have access to later on in the project. These sections are given to the students on separate handouts, along with an infobox that contains a reference to the book and the option to tick whether the text is level 2, 3, 4 or 5. [37] After distributing the first handout, the students are given 60 seconds on a countdown[38] to read the text passage and then are supposed to check the according level based on their first impression. Afterwards they are asked to highlight the phrases and sentences they understand, which reassures them of their already established reading skills.

For a last step they should also circle single words they are not familiar with. According to Bamford and Day, and as pointed out in Chapter 2, reading material is easy and ideal for extensive reading purposes when there are "no more than one or two unknown vocabulary items per page for beginners" (2004: 2). Hence, as a guideline, students who are level 2 readers are encouraged to pick books that fit this description. However, most learners in this group turned out to be pre-intermediate readers and could take on more challenging reading material. After marking the text following the instructions, the next handout is distributed and the process repeated until all 4 levels are covered. At the end,

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[37] For the according material see Appendix 7.2..

[38] Whenever I set a specific time frame for an activity, I use an online setup to be found under the following link: http://www.online-stopwatch.com/countdown-timer/. It is easy to activate, students can use it as orientation when made visible to them via a projector and a bell rings when the countdown is up, which simplfies the transition between tasks.

and now that they can compare the levels more closely, the students are asked to reassess their rating. After showing them the original and revealing the answer it would be advisable to have them reflect on their evaluations. Due to certain reasons, like their knowledge of the story or their familiarity with its topic, more difficult levels might have appeared easier to some. Discussing such circumstances also equips the learners with an additional reading strategy and deeper understanding of their competences.

4.1.3. Ranking and Rating First Pages +

motivation component	self-efficacy interest/suspense
activity objectives	- to provide students with an option to test their evaluation of a book's level - to introduce the element of reviewing the contents of reading material
time	50 minutes (1 lesson)

The following activity can be seen as a follow-up task for the one described in 4.1.2.. The main objective being to have students put to test what they learned by following the instructions for the last activity. At the same they are already introduced to reading material appropriate for the project and one they will have access to via the class library. Also, three of the books included in this activity contain storylines with obvious suspenseful elements, which can be detected from the start. The selection, thus, is based on the results of the questionnaire explained in detail in section 4.1.1..

Since for this activity it is necessary to again provide single pages out of particular books, I wanted to avoid distributing a lot of paper again. For that reason, the handouts prepared for this task were enlarged to an A3 format, copied twice and put up on the walls in the classroom for everybody to read. This way the exercises can also bring a little bit of variety to the design of lesson plans.

The students are given a sheet to evaluate the reading material two-ways. First, they should walk from poster to poster and read the beginning of books printed on them and then fill in what level they think it is. To show whether they find the content revealed on the first pages appealing, the students should also circle the symbol that illustrates their first impression best. The symbols are explained on this sheet as follows:

👍	= sounds interesting, maybe will read it	~	= don't know, need to know more	☹	= don't like what I saw and read

Materials Extract 4.1: Symbols to illustrate the student's first impression of books

They are then presented with a list of useful phrases to highlight the learners' opinion and slowly get them used to express their views in English. This part also introduces another kind of activity that later on in the project is developed and becomes the core of various lessons. The phrases are divided into three sections, each fulfilling a certain purpose. In a blue speech bubble sentence starters to express one's view in a neutral way are listed. The students can find a few suggestions to show agreement in a green speech bubble and phrases expressing the opposite in a red one. Once the group is sitting in a circle they are encouraged to share their view using one of these phrases and referring to one of the books they have just worked with. Only at the end of the lesson is the level of each book shown to them, to not influence their first reaction and to not make them insecure in sharing their honest impression.

4.1.4. Guess the Genre +

motivation component	self-efficacy being involved in the planning process
activity objectives	- to familiarize students with the English words for book genres - to provide the students with an opportunity to show what kind of genres they are interested in the most
time	approx. 40 minutes

In each publication provided for teachers by the Extensive Reading Foundation they stress the importance of exposing the students to a wide variety of reading material. Day explicitly emphasizes that "an ER library needs to include books (fiction and non-fiction), magazines, and newspapers." He continues to explain its purpose in saying "when students read a wide variety of reading material, they learn a flexible approach to reading. They begin to read for different reasons (entertainment, information)" (2011: 11).

In order "to enhance the students' self-efficacy to succeed at the activities" (Wigfield 2000: 152) to come, it is the objective of the following task to familiarize the learners with vocabulary regarding book genres to enable them to refer to the variety of reading material appropriately. The students are given a sheet showing a grid in which each of its boxes is written one English term for a different genre. The columns are labeled 1, 2, and 3 and the lines are labeled A, B, C, and D. The instructions are to look at the slides projected on the wall, which show a simple English definition of the terms. It is the students task to find the matching term and in the style of the American quiz show JEOPARDY are supposed to take the words in the grid as answers and thus ask the appropriate question. For instance, as a reaction to the definition "a story about two people who fall in love", the correct reaction would be to ask: "What does (the word) *romance* mean? In B3." or "What is the definition of the word *romance*? In B3." This way the learners also practice the structure of questions, which is an issue they tend to struggle with. Before showing the next definition the students have to copy the definition into the according box. Equipped with a short list of new vocabulary, they are then prepared for the second part of this activity.

Before the next part can begin, the teacher has to put down the numbers 1 to 10 printed on single pieces of paper on the floor down the whole classroom. This serves as a ranking line. The students need to know that they will be a given a series of statements and they are supposed to place themselves near a number that symbolizes in how far its content applies to them. 10 being a perfect description of themselves. The questions should evolve around the area of book genres of course, because this way the teacher

can find out what kind of books to introduce the most. Therefore, one could use statements like:

Fantasy is the most exciting book genre.

I have read a lot of biographies before.

This exercise trains the learners' self-efficacy in preparation for the questionnaire to come.

4.1.5. Interest Questionnaire +

motivation component	self-efficacy being involved in the planning process interest
activity objective	- to have students reflect on their reading interests
time	approx. 5 minutes

Considering the questionnaire to be found in section 7.3. of the Appendix, this activity is self-explanatory. Now that the students are familiar with the English terms for book genres, (due to activity 4.1.4.) they should be able to fill out a basic questionnaire to detect their interests in a very straightforward manner. This is allocated as an activity based on the motivation component self-efficacy because it gives them control over how the classroom library is going to be organized. Wigfield explains this phenomenon as follows: "To enhance reading self-efficacy is to facilitate children's sense that they have control over what they learn." (2000: 150) On top of that, the repeated use of new vocabulary should facilitate the students' confidence in using those terms later on in the project when being asked to share personal views on reading material.

4.1.6. Classroom Library

motivation component	self-efficacy being involved in the planning process intrinsic motivation

activity objective	- to allow students to be part of the decision making process - to provide easy access to some of the reading material

Judging from the learners' reactions and answers throughout the previous activities the teacher can determine what reading material to include in the classroom library. Hence, the students are automatically involved in the designing of the library which is another motivation factor also emphasized by Irwin in the context of teaching reading comprehension. (145) Engaging the learners in this process also is an intrinsic motivation factor. Chambliss and McKillop, for instance, strongly argue for the establishment of a well designed classroom library referring to analysis results that show the effect such involvement can have on learner autonomy. (94-118) Furthermore, such an opportunity "gives children free access to reading materials that will increase their sense of efficacy" (100). Maybe in this context the term "well designed" should be defined, and Chambliss and McKillop partly do so in their article. Of course, the materials should match the levels of the learners' reading skills for example. But when thinking about what kind of books fit the purpose of this project and the exercises mentioned in the previous sections, another focus is put on providing a variety of books and stories regarding topic and genre. My teaching experience is hardly extensive, but even in this very short time of teaching was I able to observe and scrutinize the effect the learners' individuality, different tastes and opinions have on the working environment. Since I see individuality as a great value, I try to support it on as many levels as possible. This also means the classroom library is expanded or altered throughout the whole process, especially when learners come up with their own suggestions.

That might seem like a rather easy to apply part of the whole endeavor, however "setting up such a library is a formidable undertaking. Major tasks include: deciding the size of the program and making a budget" (Bamford and Day 1998: 107). Due to the design of the previous activities and the organization of a library such a project requires -and even though self-efficacy and involvement is key here- selecting some reading material did happen weeks in advance. During that time and concerning the purchase of

the books emphasis was on as Day and Bamford put it "making a budget" (1998: 108) and doing research on what certain books stores in Vienna had to offer. While most of the material can also be ordered online, I saw another opportunity to motivate some of the students, if I was able to give them advice on where to go and search for literature that sparks their interest so they perhaps would even start their own library.

In case of this project, arrangements were made with the headmaster ahead of time -and him being an English teacher himself definitely was a bonus-, and also the administrator got involved to sign off on a list of books that was presented to them. Ideally, when going through the process of establishing a class library it would be great to be given the opportunity to repeat or continue with such a project, which would suggest that expenses are exponentially less in the following years. Keeping in mind the advice the experts give in the chapter on "The extensive reading library" and since it was a "first-time endeavor" (Bamford and Day 1998: 107-109), -albeit built on a solid theoretical background- the program and with it the library were kept small.

4.2. Activities to Raise Interest

4.2.1. Cover, Blurb and Title Match +

motivation component	interest suspense (curiosity) self-efficacy
activity objectives	- to get a first taste of some interesting books - to allow students to see whether they are capable of understanding the information given to them in blurbs
time	approx. 30 minutes

Bamford and Day edited the aforementioned collection of activities contributed by various teachers and others, which was published as one of the Cambridge Handbooks for Language Teachers, a series Penny Ur is responsible for. In this book called *Extensive Reading Activities for Teaching Language* one exercise handed in by Ken Schmidt (according to the table of contents) is explained as "Blurb and Title

Match" (Bamford and Day 2004: 23-25). The title in itself seems rather self-explanatory, for the teacher should prepare a list of book titles that ideally fit the language level of the group and cover various genres to arouse curiosity. One should prepare a list of titles and, as you might have guessed, a list of the according blurbs that most of the time can be found on the back cover or jacket flaps. If that should not be the case, a short introduction or summary of the plot can easily be found online. With that prepared, there are several ways of creating an interactive atmosphere and encouraging the learner's to start matching the titles and blurbs.

In doing so some questions might come up in the reader's mind, because parts of knowledge concerning the storyline are missing which could create suspense, arouse curiosity in the reader and thus intrinsically motivate them to want to read more. However, the audience is a group of young people who might already have had a lot of negative experiences when asked to some reading in the classroom. According to their answers given during a general discussion before the project began, many of the students mentioned how they had felt forced to read in the past and that most of the time it had been material they were not remotely interested in. This definitely is one of the harder obstacles to overcome when organizing an extensive reading project, or any reading exercise really. Moreover, the language level at that stage intensifies the challenge of selecting a variety of literature, which brings us back to the "Blurb and Title Match", since selecting suitable literature is key here.

Referring to the principles presented by Bamford and Day in the introduction to their handbook, it seems that the first three apply in this case:

> "1. The reading material is easy. [...]
> 2. A variety of reading material on a wide range of topics is available. [...]
> 3. Learners choose what they want to read." (2004: 2)

Even if this is only one of several exercises, it is in a way representative of what opportunities are provided to the learners in course of the following lessons and should therefore be thoroughly designed. Regarding principle 1, one should make sure the students are capable of picking up on the details and references the information in the blurbs are based on. For that purpose I did change a few phrases or words embedded in the blurbs. As was already established, it is vital that by choosing certain reading

material for this approach, the language should not overburden the learner. Of course they will deal with a lot of words they might have never come across before, which, when engaged in the reading process and enjoying the story, is not such a big obstacle anymore. Nevertheless, in the case of this introductory activity designed for readers at the average level A2 it is important to simplify the vocabulary. The intention behind this task is not to test their level but to raise interest. Hence, not to be able to follow one of the blurbs because of one sentence is a very discouraging experience at this stage, since they are only yet starting to establish reading strategies that later could help them master such difficulties. This way the teacher can already, depending on how many different books are chosen, present a varied selection of genres broadening the horizon of students who might not even know what kind of books they could actually choose from. A fact that in the end even connects this task with principle 3. Obviously this exercise does not leave room for the students to self-select what they want to read in that moment. When providing a variety of topics, however, learners later on might remember some facts that spiked their interest and are equipped to decide what kind of literature they are looking for, when given the opportunity to choose.

At this point it is the teacher's responsibility to provide a wide a variety as possible in order for learners to "find things they want to read, whatever their interests" (Bamford and Day 2004: 2). In the context of this task the term variety mainly refers to the literature that is presented to the group of learners, yet it seems equally important to embed the introduction of literature in a variety of teaching and learning interaction formats and procedures to increase the level of motivation regarding the heterogeneous audience.

For that reason this exercise can be amplified by a third set of input, namely a grid featuring the cover illustrations of the approximately six books that are the center of this activity. Adding the images -no matter how they are used in that content- should ensure that the interest of visual learners who learn "by seeing and visualizing" (Follmer 11) is awakened. The cover illustrations are enlarged to A3 format, printed out in color and in regards to the size of the groups put up on the walls of the classroom in three or fours sets. This way, when the students are reading the blurbs handed to them and they then

walk around in the room to find the matching cover, they are not as crowded and hopefully concentrate more on their individual first impression than what classmates write on their handouts. Since the students are to also match those pictures with the blurbs, the number of books presented is reduced -compared to the amount named in the handbook for teachers. This was a conscious decision based on the plan that in course of the following lesson the group will be given the opportunity to browse a wider collection of children's and young adult literature and therefore take another step into enabling them to practice principle 3.

As an adaptation of this kind of activity, the learners could be given two different handouts. One featuring the blurbs and the other the matching cover illustrations. Or, the cover illustrations are projected on the wall via power point slides. In these cases it is the students' task to fill in the according number next to the matching blurb. All three activities are based on the same motivational components. However, the first option gives them a chance to perceive reading as more active work and brings some variety to the structure of classroom activities.

4.2.2. Speed Dating the Actual Books +

motivation component	interest curiosity
activity objectives	- to broaden the students' horizon regarding extensive reading material they could potentially choose from - to allow students to voice their first impression
time	approx. 45 minutes

On the one hand, this whole project was established as an opportunity for teachers who are looking for a format to fit the approach of extensive reading into the curriculum that defines the aims and objectives for the English language classroom level A2(+). The framework of that was already elaborated on in Chapter 2 and in course of finding room for an ER project at that stage of language learning, it is crucial to find the right balance of actually providing "opportunities to practice reading strategies and develop different

types of knowledge" (Hedge 203). So, on the other hand, given the situation that the descriptors defining reading at A2 focus on simplified texts, it is a project that should also show whether it actually made sense and fulfilled a purpose to put extensive reading into action so early on. In order to provide the participants with "opportunities to develop different types of knowledge" (Hedge 203) and again to raise their curiosity, it seemed essential to widen the learners' horizon concerning genres, styles of writing and topics of the literature that seemed appropriate for that level. Moreover, taking their first steps towards self-selection was realized with the next exercise that clearly highlighted the self-directed character of extensive reading.

The process of this lesson can be explained easily, the preparation and organization beforehand, however, should be planned thoroughly. In order for this activity to work, the amount of books brought to class should be the same number or higher than the size of the group so that each student can work with one book at a time. To avoid as many confusing and unnecessarily stressful moments as possible an undertaking like this should be presented to students as structured as possible. In this specific teaching situation the focus should be put on equipping the learners to make decisions regarding the self-selection of reading material, because when entering the classroom they can notice an example of children and young adult literature on each desk. They are given a handout with a list of the books on them in form of a grid and with the use of almost self-explanatory symbols can they then judge these books on to what extent their level of interest in reading them is awakened.

N°	Title (Author)	👍	~	☹
1	*The New Zealand File* (Richard MacAndrew)			
2	*Charlie and the Chocolate Factory* (Roald Dahl)			
3	*Sideways Stories from Wayside School* (Louis Sachar)			

Materials Extract 4.2: Part of the grid on the handout for the exercise "Speed Dating Books"

The learners are asked to only bring a pencil and sit down in front of one of the books next to which a post-it with the according number is stuck on the desk. The following procedure is that each student has about 60 seconds to get a first impression of the book and then decide whether they thought this is one that they perhaps would want to read (👍), would need more time to make this decision about (~), or did not like at all (☹). In the first case scenario they should also leave a mark on the post-it, to in the end provide an overview and feedback regarding the learners' interest.

As is already pointed out in the previous section, many of the participants came to this project with almost no experience of reading English books, as in children's or young adult literature. More than that, several students did not have a lot of reading experience at all and for more than half of the group present for this exercise Jeff Kinney's series *Diary of a Wimpy Kid*[39] was an special encounter. Motivation to read and even engagement happened right then and there, when a group of boys did not leave the room after the lesson was over, but started to read passages they found hilarious to each other. Their reaction confirmed the fascination readers of all ages have experienced when looking into the subject of graphic novels. Besides being a phenomenon that showed a striking increase in publications especially in children's and young adult literature over the last couple of years, it has been labelled as a multimodal genre. (Hallet 3) Therefore it makes for a great tool to be used for didactic purposes in the skill-oriented language classroom.

On the one hand, in can be incorporated in lessons with the objective to train media competence, since there are obvious similarities, as Wolfgang Hallet explains it, with communication based on the combination of text and (comic-) images that young people are familiar with due to animated movies, advertising and the Internet. It seems to contain a mixture of many elements appealing to young readers which, on the other hand, contributes to the establishment of an interest in reading. In the course of classifying how and when to utilize these elements in the classroom, this genre was ultimately characterized as reading motivation in itself. (Hallet 4-8) Placing this

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[39] For more information on book one (and all the others) of this debut series go to http://www.wimpykid.com/books/book1-2/ (July 2012).

statement in the concept of this thesis, it can be concluded that two elements of the theory portrayed in the previous chapters triggered the intrinsic motivation those students experienced: At first curiosity was the factor that initiated their enthusiasm, which did not decrease over time due to the identification and/or empathy they developed towards characters portrayed in that series.

4.2.3. Judge the First Page Panel +

motivation component	interest self-efficacy social motivation
activity objective	- to encourage students to voice their opinion and share their views
time	one lesson

The following exercise is based on the discussion format presented by Gambrell, Mazzoni, and Almasi, which was briefly outlined in Chapter 3 as an example for social motivation. It basically is an extension of activity 4.1.3. at the end of which the learners are encouraged to sum up their first impressions considering the first pages of various books. Moreover, it is preparation for activity 4.3.5. which requires the students to be self-efficacious and more autonomous. For that reason, "Judge the First Page Panel" is presented to the group as an activity to practice stating their opinion in English.

Throughout the previous lessons the group of students is introduced to an already substantial selection of reading material. Some of it now serves as the starting point for the implementation of what some theories of motivation suggest, which is "that literacy learning is facilitated by social interactions with others" (Gambrell, Mazzoni, and Almasi 121). The social interaction is facilitated in small groups of four or five students. Once divided into such groups and seated around a desk, they are asked to come up with a name for a radio station they are about to represent. The teacher then writes all of the names on the board. For the actual activity the groups need clear instructions, enough time to prepare, index cards to take notes on and the handout distributed in activity

4.1.3., which features three speech bubbles containing a selection of simple phrases to express personal views.

In addition to that, each group is handed the copies of three first pages of books that they have come across in one of the previous activities. The are informed that they have 25 minutes to read these first pages and take notes of their first impressions on the index cards. The goal of the preparation time is that each group is equipped to make an appearance as an expert panel on a radio show -for the station they named- as experts on the beginning of the three books. Their appearance should evolve around their honest opinion and to present a coherent discussion they are encouraged to refer to the phrases on the handout. Furthermore, they are instructed to take turns when talking about the books, but also that their discussion does not need to be longer than 90 seconds.

When the preparation time is up, the teacher -who works as a coach in the meantime and should figure out what the students struggle with and offer support accordingly- has to introduce each panel and radio program and start each short discussion. One can use a sign for radio frequency and with a magnet put that next to the name of the radio station that is being focused on. After the first round, the students are informed that because the programs were so good the stations decided to broadcast them again. However, this time there are problems with the radio reception, the frequencies change at random and their show will be interrupted at times. For organizational purposes, the teacher moves the sign for radio frequency on the board and next to whatever name the sign is put, it is the according group's turn to discuss. It is imperative that each group is alert and ready to stop or continue their panel at any given moment. Doing two rounds offers them a chance to warm up first and make changes if something does not work out during the first go. From what I have observed, because the students are so concentrated on when it is their turn to talk that they become less anxious about the talking itself.

All in all, due to the design of this activity several aspects of teaching English can be facilitated and applied. First of all, learners practice their speaking skills and gain in self-efficacy in that regard. Secondly, this activity -when explained properly- could give the students an opportunity to practice the grammatical structure of comparison, since it

is an objective of their discussion to highlight positive and negative aspects of the first pages handed to them. Thirdly, the learners' interest to continue reading one of the books might be triggered. This can happen due to the content of the first chapters, but also because "children who like to share books with peers and participate responsibly in a community of learners are likely to be intrinsically motivated readers" (Guthrie 2000: 2). Most students might not "like to share books with peers" at the beginning, but activities like this one encourage this kind of social interaction and the students can get used to the concept.

4.2.4. Scanning and a Cliffhanger Ending +

motivation component	self-efficacy suspense
activity objectives	- to filter out important information in a text - to realize the purpose of scanning as a reading strategy
time	one lesson

The purpose of this particular activity is twofold. The actual reading done in class is based on the intensive reading approach. The goal of that part is to have students answer comprehension questions. However, the text chosen for this task ends with a cliffhanger and should due to the suspense trigger the students' interest to keep reading the book. The activity was referred to earlier in this thesis in Chapter 3 to illustrate this aspect of suspense, because it really was effective in the end.

At the beginning of the lesson the learners are provided with the first chapter of Richard MacAndrew's *The New Zealand File*, the graded version. They have about seven minutes to read the chapter before being divided into two groups. This process can be sped up by writing a 1 and a 2 on every other copy in advance. For the next assignment the setting arrangement in the classroom has to be rearranged and everybody needs to bring a pen. Desks have to be strung together and one group sits down on one side and the other group has to face them and thus sits down on the other side. Group 1 is given a series of questions evolving around the storyline of and characters in chapter one. Each

group member should have a partner sitting across from them, who they should now direct the questions to. Group 2 can use the reading material to provide the answers. However, at the sound of a reception bell -of course any other sound or signal would be fine as well- the members of group 2 are instructed to move up a seat. There, another classmates directs questions at them. This process is repeated until the members of group 1 could fill in all the answers to the questions on their sheet. After that, everybody is given the second chapter and the course of action is repeated, except that now the roles in second part are reversed. This activity guides the learners in using scanning as a reading strategy.

Even though I clearly find the extensive reading approach according to Bamford and Day beneficial, I was taken aback by Day's thoughts on intensive reading. In "Extensive Reading: the background" (2011) he opposes both approaches to each other. The way he does that portrays an apparently negative view of intensive reading, an aspect I perceive as completely unnecessary, especially because I see both as most effective when implemented in a complementary manner. This activity is designed to help me achieve just that.

4.2.5. Reading Night +

motivation component	social motivation
activity objectives	- to present students with opportunities to see reading as a social activity - to allow students to share books and reading experiences with peers - to maintain the students' interest in the project with an extracurricular event - to inform students about and advertise new publications and other options to engage in reading material
time	7.30 pm - approx. 1 am students stay overnight

Guthrie and other scholars especially relate the level of eminent intrinsic motivation and the presence of goal-orientation to how active a reader actually might be. (1999:

231-256) This refers to students when isolated from their peers and therefore is an observation that clearly should to be taken into consideration when applying the extensive reading approach. Even though the majority of motivational exercises are carried out in the classroom, the actual extensive reading happens whenever the learners feel like it, uses cognitive skills to choose a book and hopefully experience "fulfilling goals of involvement" (Guthrie and Wigfield 2000: 408) due to the effect of identification or empathy for instance. However, taking this definition of an active reader to the classroom as a metaphorical stencil, most students would fall through its cracks and the reason for that is at least twofold. First of all, studies show a general decrease in intrinsic motivation for learning in the years before the learners start to attend middle school (408), which is early on and for that reason a lot has to happen in order to reverse that development. Secondly, the individual learners are only at the beginning of making conscious decisions in regards to their learning strategies. Now, when teachers design reading tasks with a very specific objective in mind, they will have to select material considering one of two broader goals: Either choose a text to deepen what the students already know, or design an assignment with the emphasis on analyzing language features therein and thus training the students' skill to overcome potential difficulties on their own. (Hedge 194) In the context of extensive reading - especially when pursuing one's motivation to engage in it- the reader is not constantly provided with that kind of supervision. This is one of the reasons why facilitating social motivation seemed essential at this stage of the project, since the element of sharing information about books could easily happen outside the classroom atmosphere and hence sustain whatever level of motivation the learner has already reached.

The vital cognitive skills of selecting books and the process of establishing a motivational atmosphere for many learners that age happens via the interaction with their peers. However, some learners, in such a social setting, develop the achievement goal to "outperform the others" (Wigfield 1997: 18) -regarding the characteristics of extensive reading, this sort of goal-orientation seems counterproductive and should be avoided. To do so, the setup of motivational exercises facilitating the social element should highlight the voluntariness and pleasure aspect of the approach. (Bamford and Day 1998: 7-8)

Social interaction is a component that comes natural to some learners, who very early on channel the energy created by their peer group as a motivator to actually carry out specific tasks like homework for instance. Others, of course, simply prefer to work on their own. However, their are some students who, due to various circumstances, like temperament or location, do not often have -or wish for- the opportunity to partake in collaborative learning, especially outside the classroom. Realizing the amount of orientation these young learners need in that area and identifying social motivation as a state that would facilitate their autonomy, though, lead to the organization of a "Reading Night". In principle 9 of extensive reading presented by Julian Bamford and Richard Day the teacher's role of guiding the students in this whole process is emphasized once again, especially because "extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it" (2004: 3). What better way to demonstrate and apply that criterion than providing the learners with a social gathering outside the traditional classroom setting and specifications of a lesson plan?

When asked how to best start an extensive reading program Richard Day focused on transparency. The learners should know what they are about to embark on and be given the most important facts. (2012) In course of explaining the guidelines the students awere also informed about the reading night. The reading night was scheduled for March 16th, by then several motivational exercises introducing reading material, hopefully sparking some kind of interest, had already been part of the English lessons.

This activity being an overnight event, the parents or legal guardians had to sign a consent letter, the content of which also informed them about the project in general as well as the activities planned for that night. On top of that, the learners were given a save-the-date card, which most of them put into their calendars and it later on served as a ticket to enter the building that night.[40] Also the rules of advertising were applied here, since the according posters and signs were put up in the classroom for quite some time

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[40] The students took that rather seriously, because when asked where one of their colleagues was right before we wanted to start, they told me he had forgotten his ticket and had gone back home to get it.

and therefore functioned as a constant reminder and made a brand out of the image used on them. Several of the handouts, posters, cards and other materials designed for the project were labeled with that symbol in order for the learners to immediately associate the information with the product/service that is extensive reading. Furthermore, the image symbolizes the ultimate goal of such a program -an engaged reader.

The reading night itself was started off -after collecting the tickets, of course- with a conducted tour to offer orientation regarding the options the young readers had for the rest of the evening. One of the rooms available was the library/reading/socializing-area, where after the tour they were given a short presentation on "Ordering and Buying Books". This informative part of the night ended with the advertising of reading material that was new to them and furthermore, the students could watch the trailer for the movie adaption of *Diary of a Wimpy Kid*, which at this point was supposed to come to Austrian cinemas a couple of months later on. On that note they were also presented with the opportunity to "watchread" an English film adaption in one of the other rooms, for which they picked *Charlie and the Chocolate Factory* after comparing the trailers of the films they could choose from. It was advertised as a "watchreading" activity since they could follow the plot reading the English subtitles. Another room was available for learners who wanted to listen to examples of a small selection of audiobooks. To round off the event and again to sort of brand the evening the buffet consisted of alphabet soup, popcorn and letter cookies. I do not believe that this offer increased their interest in reading, however, it made for a great atmosphere and advocated social interaction, which indirectly did serve the purpose of that night.

The learners' behavior during and their feedback given after the event reflected an extremely positive attitude towards the project, most distinctively when they expressed their wish to have another night like it. The most constructive effect of social motivation observable in these hours were the first signs of an "interpretive community" (Fish). The setup of the activities was not designed to involve the students in well directed collaborative literacy experiences. However, the presence of their peers especially in the reading/socializing-area automatically lead to discussions and exchange of views to construct meaning. Some learners gathered and read text passages to each other, at some

point even to illustrate their opinion of the book. When "interpretive communities interact, students must reconsider and update their own interpretations of text" (Gambrell, Mazzoni, and Almasi 119) or they encourage other members to contrive meaning based on a new impulse (text) and their mindset. This process initiated during collaborative literacy experiences was brought to the next level with the design of the "Extensive Readers Panel" (see 4.3.5.). In case of the reading night the group setting provided the participants with opportunities to explore new topics and various forms of literacy almost entirely on their own terms. The amount of reading actually happening in course of the event thus varied based on what the individual learner perceived as enjoyment. Teacher-guided activities and impulse to facilitate motivation were indeed incorporated, but in a manner that left it up to the students to decide when and how to make use of the offer. Since those activities were also weaved into the more traditional classroom setting they are outlined separately in sections 4.2.6. and 4.2.7..

4.2.6. Advertising Literature

motivation component	intrinsic motivation curiosity interest
activity objectives	- to introduce students to new books - to keep students up to date regarding publications
time	throughout the whole project

In Chapter 3 some background knowledge is assembled to put a transparent portrayal of advertising before elaborating on the implementation in practice. As discussed earlier, due to fluctuations in demand, advertising above all has to be versatile in order to get the attention of the individual consumer. Therefore, subtle features of advertising can also be found in activities like "Speed Dating Books" (see 4.2.2.) or "Judge the First Page Panel" (see 4.2.3.) or basically whenever new reading material is brought to the language classroom and incorporated as part of a reading task. Given that the teacher angles for variety in genres and topics in that context and finds ways to "make the

product itself the hero" (Ogilvy 18), chances are some students will use this input as a guide for selecting books.

Copying basic advertising techniques lead to putting up posters illustrating the cover of selected publications in the classroom or hallway. Sometimes eye-catching adjectives or short comments found in reviews should reinforce the visual effect. Also, to make it a more interactive process and to introduce books nobody in the group had referred to before, an adaption of Yamanaka Junko's activity "Stimulating Ads" (Bamford and Day 2004: 74-75) served as a stimulator. The aim was shifted to interest students in books through recommendation in general -compared to through peer recommendation, which is the original aim. For that reason, the exercise requires a small selection of books, the cover illustrations of which should again be handed to the students. Moreover, a collection of short and precise comments found on dust jackets, on websites like amazon.com or in other reviews could be presented to the students in form of a power point presentation. Whenever a new phrase would appear on the screen the learners should have a certain amount of time to decide which book it could be a reference to. Again, activities like this one of course are more successful or more appealing to the learners if the content awakens their interest, especially if there is no obvious incentive involved that could possibly trigger extrinsic motivation. In the course of researching motivation interest itself has been conceptualized. To go into more detail here, however, would go beyond the scope of this thesis. Hence, as it was done before by several experts, in this context interest is mainly portrayed as a facilitator of intrinsic motivation. Nevertheless, Hidi mentions something in an article elaborating on conceptualizations of interest which accurately describes the effect interest can have in a learning environment necessary for activities like this one. Referring to the psychological state that is interest she concludes that "although focusing attention and continuing cognitive engagements" -two conditions ideally evoked by advertising exercises- "normally requires increased effort, when interest is high, these activities feel relatively effortless" (311). This way the teacher can introduce books that have not been purchased yet and after observing and scrutinizing the learners reaction, they can be provided with new material, which was received best.

4.2.7. Ballot Box for Books +

motivation component	intrinsic motivation interest autonomy
activity objective	- to allow students to express their opinion and again be part of the decision making process

In terms of preparing for this task the teacher -as the name suggests- has to supply some sort of ballot box. The design of the according ballot paper depends on various factors. If in a hurry plank pieces of paper and the according instructions could suffice. However, since the application of instructions actually never can be guided enough and since I wanted it to tie in with the rating system on the "Weekly Reading Progress Cards" (see 4.3.1.) I designed a master copy.

First of all, if one has the opportunity to use books from a public library for this rating process, then this would remind students of that option and could prevent the purchase of books that the readers are not interested in. Moreover, the core task -and now this information is part of the instruction- is to browse through the book(s) with the objective to fill out the ballot paper afterwards. In other words, the learners can pick passages they want to read and maybe go over the blurb and then give feedback regarding that sort of first impression. Which, on top of that, is also an opportunity for the reader to find and reflect on their reading level.

4.3. Activities to Support Autonomy

4.3.1. Weekly Reading Progress Cards +

motivation component	self-efficacy autonomy
activity objectives	- to support students in recording their reading progress - to create a guideline for individual coaching

Throughout Step 2 of the implementation of the 3-Step motivational concept, the students are introduced to a lot of reading material in the hope of spiking their interest. At the same time, most of the actual reading -according to the idea of extensive reading- has to be organized and undertaken by the students themselves in a predominantly autonomous manner. For that reason most ER projects "require students to keep track of what they have read" (Stewart 101). The project I planned is no exception in that regard and the reason for that is elaborated on in Chapter 3.

In order to outline the idea behind the "Weekly Reading Progress Cards" I designed for that purpose, it is suffice to say at this point that they can be consulted when offering individual coaching to the readers. How students should use them is self-explanatory due to the columns provided on the cards and a copy of which is included in the Appendix. In that context, Bamford and Day are quite right in pointing out that "no matter how thoroughly a teacher has explained an extensive reading program to students, there are always things that need to be emphasized or added from time to time in the following weeks based on observing what students read" (1998: 127). It was due to those cards that I could determine who had hardly done any reading for instance. In some of these cases, "individual counseling" (127) as Bamford and Day call it, helped to deal with obstacles some students were struggling with. It is not a guarantee for making all students read extensively, but several learners needed this personal conversation to proceed. One student, albeit the explanations at the beginning of the project, was stuck with one book for almost two weeks and had only read three pages. When I addressed his situation, it became clear that he was not really enjoying it and

thus I encouraged him to just look for another one and recommended specific books. As it turned out, the concept of being permitted -encouraged even- "to stop reading anything that is not interesting" (2004: 2) was simply too foreign to him and he needed more reassurance in that regard. The next book, he chose a graded reader version of *The Wave*, he enjoyed a lot. On top of that, he selected reading material without my help after that. It is incidents like this one that show why individual coaching based on reading records supports the learners' autonomy.

4.3.2. Reading Diary +

motivation component	autonomy
activity objective	- to provide students with a tool they could consult when preparing for activity 4.3.5.

The instructions for the second tool to encourage and support students in keeping track of their reading progress are very simple. Once the group is exposed to a solid selection of books, they are given a notebook to be labeled "Reading Diary".[41] As the term diary implies, the students can use it to write down their opinion and thoughts on the project and specific books. Unlike with the "Weekly Reading Progress Cards", I did not demand access to the entries on a regular basis. On the contrary, I only read those records when students wanted to show them to me. The teacher's challenge here is to encourage the readers to put down some of their thoughts in writing, which they can later use as reference when being asked to share their views in course of activity 4.3.5., the "Extensive Reading Panel".

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[41] The learners are also given a handout with the symbol of the ER project on it, which they could use as a dust jacket. This, of course, is optional, but I still included a model in the Appendix.

4.3.3. The Other Libraries

motivation component	autonomy extrinsic motivation
activity objectives	- to familiarize the students with public libraries - to help students find reading material
timing	approx. 30 minutes (BUT: 2-3 lessons in total, depending on where the nearest public library is located)

The goal of the following two activities is to familiarize students with options for access to books at almost any given time. A well established classroom library facilitates extensive reading for various reasons, however, access and range of reading material are limited. Since principle two and three of the approach highlight the necessity of a wide range of books and the option to self-select reading material as well as to exchange it, (Bamford and Day 2004) there is need for improved access to that kind of material. Public libraries do not only offer a wider range, but "students will be even more motivated if they have the autonomy that a library can provide. [...] Because reading, and particularly by choosing a book from a library, is fully under the student's control" (Bullard 57).

The actual activity might only last half an hour, but to promote making use of public libraries, appropriate assignments have to be prepared by the teacher. Also, a visit to such an institution obviously needs to be planned in advance. The trip has to be announced, because only in consultation with other teachers can the group leave school earlier that day. After an introduction and after showing the students around the facility, they are asked to complete certain tasks. It is up to the teacher to decide whether the learners should work in teams or on their own, but what they have to do evolves around the research of reading material and to prove that they were able to locate the books the students have to answer specific questions.

The participation in this activity can be energized and directed by an additional "external force" (Reeve 5). With the incentive that the more tasks the students manage to complete then and there, the better their active participation grade for that day will be, the enthusiasm to work can be raised. All in all, the effects of extrinsic motivation facilitate immediate engagement in an activity; an activity with the broader goal to facilitate reading engagement in return, because its design supports the learners' autonomy.

4.3.4. Options Online

motivation component	autonomy
activity objectives	- to practice the use of scanning as a reading strategy - to familiarize students with online, digital reading material
timing	approx. 30 minutes

Another option to support reader autonomy in regards to improving access to reading material is the use of online bookstores and digital libraries. Considering recent developments Bullard argues that "whether reading is done for the purpose of work, study, or pleasure, more and more of it already takes place on screen (and not just on computer screens), and this is likely to continue to increase over the coming years" (61). Thus, allowing and utilizing these means of technology, as in e-books for instance, still has novelty effect which in itself is motivational. More importantly however, it is the only alternative the students can have access to whenever they feel like it.

In order to benefit from such facilities, the students have to know what kind reading material to look for exactly. For that reason it helps them to do research on graded readers browsing websites like the one provided by Pearson Education Limited.[42] The design of the website supports the students in becoming self-directed extensive readers because to search for appropriate literature is based on the what is being promoted with the activities at the beginning of the project. First of all, the website is designed to

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[42] To be found under the following link: http://www.penguinreaders.com/index.html.

facilitate the search for books according to a certain level, and before that students could even take a level test. Secondly, another feature allows for a search by genre. An introductory intensive reading task at this point in the project can ensure that the learners are aware of all the details the website offers.

At first the group is divided into six groups and the website is projected onto the wall. Then each group is handed a small whiteboard and a dry erase marker. The course of action of the activity itself starts with the teacher asking a question the answer to which can help the students effectively navigate the website. Each group has about a minute to find the correct information and write it on the board. Once the time is up, the answers are compared and then pointed out on the website by the teacher. In addition to preparing "students to work with the systems and pathways of self-access facilities" (Hedge 102), this assignment is also designed to train their scanning skills and thus stabilize their self-efficacy.

4.3.5. Extensive Reading Panel

motivation component	social motivation autonomy
activity objectives	- to enable and allow students to express their honest opinion - to provide students with a platform where their peers recommend or advise against literature
time	5 minutes to 1 lesson (the time frame is adjustable once the students are used to the structure of the discussion)

Like activity 4.2.3. this one is based on the notion that social interaction and collaborative learning facilitate engagement. (Gambrell, Mazzoni, and Almasi) This notion has encouraged several researchers to design reading activities accordingly. Gambrell herself developed a discussion strategy called "reader reaction circles" (Gambrell, Mazzoni, and Almasi 129), a similar concept, namely "reading circles"(63), is elaborated on by Mark Furr, and Averil Coxhead's implemented it in practice as so-called "book clubs" (Bamford and Day 2004: 111-112). All three ideas

aim at encouraging students to discuss what they have been reading by sharing their personal views and referring to different characteristics of the books.

This is also the objective of the activity at hand. Considering that the learners are at lower secondary level it is imperative that the framework of the activity presents having a discussion in English as an achievable goal. It is the purpose of activity 4.1.3 and 4.2.3. to establish such a framework and the necessary positive self-efficacy. Equipped with the handout that provides the students with useful phrases they can practice discussion strategies. More preparation is encouraged by the purpose of the "Reading Diaries" (see 4.3.2.) and the selection of specific text passages in the books they want to share with their peers. All in all, it comes down to preparing the following tasks for successfully participating in the "Extensive Reading Panel":

1. Choose a book they would like to talk about.

2. Be ready to mention what they like best about it.

3. If they wish, they can feel free to point out characteristics of the book that they do not find appealing.

4. Select specific text passages to find out what the rest of the group thinks about the text.

5. Be ready to use phrases on the handout to react to what the group members read and share.

If the activity can be applied accordingly and the readers share views and information then "the likelihood that group members will be motivated to read those books increases" (Gambrell, Mazzoni, and Almasi 130). This implies that the success depends on the autonomous participation of each student. The more each of them has the chance to be part of such a discussion, the more apparent their autonomy will become.

4.3.6. The Bucket List[43]

motivation component	interest autonomy
activity objectives	- to provide students with suggestions for reading material once the project is officially over
time	1 lesson

The structure of the "Extensive Reading Panel" also served as introduction to the project round-off, which ended with the last activity, "The Bucket List". The subject of the last panels was not books but the reading project itself. Students were encouraged to express their views reflecting on the design and purpose of the whole ER project. After participating in the last panel I asked them to write down some of their thoughts, so I could use their feedback in the future.

At this point the group is autonomous enough to refer to self-access facilities when looking for more reading material. Based on my own experience, however, I know that it could still be hard to find new, generally well written publications. For that reason, and as a last motivating impulse, I generated a list of books as a suggestion for further reading. On this list the students have a cover illustration, the title and the author of the book. The according social interaction is to ask each students to name one book on the list which they would like to take a closer look at because of its cover or title. This rounds off the project with the attempt to one more time raise the individual reader's interest and thus facilitate engagement in reading.

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[43] In the last couple of years this term has, due to the contexts it is being used in, been established as a synonym for the term "to-do list", at least in American English.

5. Discussion and Outlook

In this thesis I have suggested that a variety of in-class activities in line with the study of motivation in reading should trigger and sustain the learners' motivation to engage in an extensive reading project. According to what the study of motivation in reading implies, the fact that this particular project was designed "as a noncredit addition" (Bamford and Day 1998: 42) puts an emphasis on the phenomenon of intrinsic motivation. Albeit contemporary research and theory does not portray it as "the only form of motivation" (Ryan and Deci 2000: 56), the concept of the project was most likely to be successful when students could experience impulses similar in effect.

In order to design a project reaching for this kind of aim, the first important endeavor of my research was to find a rationale for extensive reading to be applied in lower secondary education, and applied in the EFL classroom. For that purpose, the characteristics of the extensive reading approach presented by Bamford and Day (1998 and 2004) as well as the Extensive Reading Foundation were compared to the curriculum provided by the Austrian BMUKK. The decision to encourage ER based on that specific approach was twofold. Firstly, due to its principles it can be offered to the students as an addition to regular English lessons because the broad goal is to motivate them to engage in extensive reading autonomously. Secondly, this approach evolves around primarily easy reading material which is another criterion that makes engagement in reading at this level possible. On top of that, several rather general guidelines enumerated in the curriculum for English as a foreign language in the lower secondary were found to be congruent with the characteristics of the approach. This theoretical rationale along with the positive reactions of students participating in the project validated its practical application.

As a foundation for my action research the issue of motivation in learning has been explored in much detail as well. Scrutinizing this area of research led me to establish three main steps to facilitate engagement in extensive reading. The implementation of

the first one calls for development and stabilization of the learners' self-efficacy. An analysis of the study of motivation led to this point since extensive reading is based on self-directed behavior and only based on positive self-efficacy will young learners take on such an approach. Moreover, the higher their competence beliefs are the more likely learners are to engage in more challenging endeavors. (Wigfield 1997) The scrutiny of "processes that give behavior its energy and direction" (Reeve 5) leads most researchers to highlight "internal motives" (Reeves 5), referred to as intrinsic motivation by Möller, Wigfield 2000, and Deci and Ryan 2000, just to name a few. Intrinsic motivation is portrayed as one that can be triggered by various components. Comparing and contrasting these components with the characteristics of extensive reading results in recognition of the effects of interest as a common denominator. Thus, raising interest through a variety of topics and genres of reading material, as well as social motivation, suspense and advertisement crystallized as the second step. Pursuing the aim of facilitating engagement in extensive reading -and the term engagement is used according to the specific definition presented in section 3.2.- it seemed essential to support and strengthen the learners' autonomy as the last step. Based on this theoretical framework I designed a series of classroom activities, which should motivate students to participate in doing the various tasks as well as to start reading extensively.

While implementing these activities in practice, two main observations were made and in summary, the following findings can be presented: The design based on motivational concepts proved to be very effective in increasing and maintaing active participation throughout the duration of single activities. Nevertheless, it has to be recognized that the series of activities cannot be applied as a tool to guarantee that each member of a group will end up engaging in extensive reading to the same extent. Beyond all that, however, several students -and this could be determined due to their Weekly Reading Progress Cards and, a tool to track their reading progress and to offer individual coaching- did engage in extensive reading over the period of the project, which was five months. These observations portray my investigation of how learner motivation and engagement in extensive reading can be fostered when students are presented with a project that is implemented as an addition to their regular English class.

In consideration of all these observations I see interesting implications for future research and development. The fact that several researchers in the field of educational psychology explicitly stress the need for classroom activities that facilitate interest and motivation, rationalized the pursuit of my own research question. Due to the lack of suggestions for practical implementation -which are actually often advertised at the beginning of articles and portrayals of motivational constructs, but in the end remain rather theoretical and lack clear didactic references- I want to keep working on such conceptual designs.

In Austrian schools a prominent focus in the advanced training program has been on the implementation of standardized testing. Knowing that it is a generalization to some extent, I dare say that this development highlights mainly the results of secondary education. Thus, considerable effort has to be devoted by teachers in order to familiarize themselves with the inevitable adjustments in regards to curriculum, assessment and examination process. Even though I am aware of its advantages I am disappointed at the distraction from the value of single didactic approaches and the development, and more importantly the according practical application. Motivation is a vital element in the everyday classroom and when being fostered consciously can raise interest in more than just the end results.

There are established platforms for teachers to exchange material and gather ideas. What I have in mind, though, are digital features offering access to reading activities the design of which is explicitly embedded in the motivational construct they are based on. It would be up to the individual teacher in how far they deal with that subject matter, but it could definitely be a form of further training for teachers. They would be provided with a deeper understanding of why certain activities work in specific contexts, and at the same time would have easy access to according lesson plans and activities.

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7. Appendix[44]

7.1. Two Examples of the Questionnaire for Activity 4.1.1.

FRAGEBOGEN – Unterstufe

Schulstufe:

Liest du gerne: Ja ⊘   Nein O

1. Abgesehen davon ob du gerne oder eher weniger liest, wodurch/womit kannst du zum Lesen motiviert werden? (Was muss passieren, dass du zu lesen beginnst?) *Meine Mutter regt mich immer dazu an.*
Es muss eine interessante Überschrift haben.

2. Worauf achtest du, wenn du ein Buch/einen Artikel zum Lesen wählst?

- *Welches Thema*
- *Die Länge des Artikels*
- *ob es fürs Leben wichtig ist – lesen nur dann wenn es kein Blödsinn ist.*

3. Wie sollte deiner Meinung nach der Leseunterricht im Fach Englisch als Fremdsprache gestaltet sein?

- *keine blöden Romane*
- *wahre Ereignisse*
- *informative Geschichte ....*

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[44] The illustration of the reader embedded in some of the material as well as the 3-Step concept was specifically designed by Judith Fockner for my ER project.

FRAGEBOGEN – Unterstufe

Schulstufe:

Liest du gerne: Ja O   Nein O

1. Abgesehen davon ob du gerne oder eher weniger liest, wodurch/womit kannst du zum Lesen motiviert werden? (Was muss passieren, dass du zu lesen beginnst?) Naja, das ist schwierig zu sagen den befor ich lese spiel ich PC und dann müste erst der PC ausfallen, aber wenn das passiet schau ich TV und spiel konsole und wenn die ganze Technick ausfällt dann lese ich vieleicht.

2. Worauf achtest du, wenn du ein Buch/einen Artikel zum Lesen wählst?
Als erstes lese ich mir den Klappentext wenn mich der intressiert, lese ich die ersten zwei Seite und wenns mich intressirt nähm ich mir.

3. Wie sollte deiner Meinung nach der Leseunterricht im Fach Englisch als Fremdsprache gestaltet sein?
Die Lehrer sollten es spannend, lustig und interessant gestalten. (eigene Idee n)

7.2. Handouts for Activity 4.1.2.

reading: levels 2-5

E4

infobox	text
source: Morton Rhue: *The Wave*. Essex: Penguin Books Ltd, 2008. p. 1. level: 2 O 3 O 4 O 5 O	**Chapter 1 Hitler and the Nazis** Ben Ross taught history at Gordon High School. One afternoon he showed a film about Hitler and the Nazis.* At the end of the film, he told his students: 'The Nazis killed more than ten million men, women and children.' A student near the door turned the lights on. Ben looked round. He saw sad faces all round the room. 'I know many of you are very sad,' Ben told the students, 'But I want you to think about what you saw. Does anybody have any questions?' Amy Smith put her hand up. 'What was the place in the film called?' 'It was called Auschwitz. The Nazis built Auschwitz to kill people quickly.' The room was very quiet. Amy put her hand up again. 'Were all the Germans Nazis?' she asked. 'No, most Germans were not Nazis.' 'Did the German people try to stop them?' Amy asked. 'No, most Germans didn't try to stop the Nazis,' Ben told her. 'Perhaps they were afraid of them.' 'But why were they afraid?' 'You must remember that life was very hard in Germany at that time,' said Ben. 'There weren't very many Nazis but they had guns. And after 1945 most Germans said, "We didn't know that they killed all those people. We didn't know about Auschwitz."' Now Laurie Saunders put her hand up. 'I can't believe that,' she said. 'I think they knew what happened.' Ben was happy that his students were interested. They were not usually interested in history. 'Only they know what they knew,'

infobox	text
source: Winston Groom: *Forrest Gump*. Essex: Penguin Books Ltd, 2008. p. 1. level: 2 ○ 3 ○ 4 ○ 5 ○	**Chapter 1 School and Football** I was born an idiot – but I'm cleverer than people think. I can *think* things OK, but when I have to say them or write them down, sometimes they come out all wrong. When I was born, my Mom named me Forrest. My daddy died just after I was born. He worked on the ships. One day a big box of bananas fell down on my daddy and killed him. I don't like bananas much. Only banana cake. I like that all right. At first when I was growing up, I played with everybody. But then some boys hit me, and my Mom didn't want me to play with them again. I tried to play with girls, but they all ran away from me. I went to an ordinary school for a year. Then the children started laughing and running away from me. But one girl, Jenny Curran, didn't run away, and sometimes she walked home with me. She was nice. Then they put me into another kind of school, and there were some strange boys there. Some couldn't eat or go to the toilet without help. I stayed in that school for five or six years. But when I was thirteen, I grew six inches in six months! And by the time I was sixteen, I was bigger and heavier than all the other boys in the school. One day I was walking home, and a car stopped next to me. The driver asked me my name, and I told him. 'What school do you go to?' he asked. I told him about the idiot school. 'Do you ever play football?' he asked. 'No,' I told him. 'I see other people playing, but I don't play and they never ask me to play with them.' 'OK,' the man said.

infobox/text	text

infobox/text

source:

Beverley Naidoo: *Journey to Jo'burg*. London: HarperCollins, 2008. p. 17-18.

level:

2 O
3 O
4 O
5 O

Chapter One

NALEDI'S PLAN

NALEDI AND TIRO were worried. Their baby sister Dineo was ill, very ill. For three days now, Nono their granny had been trying to cool her fever with damp cloths placed on her little head and body. Mmangwane[1], their aunty, made her take sips of water, but still their sister lay hot and restless, crying softly at times.

"Can't we take Dineo to the hospital?" Naledi begged, but Nono said Dineo was much too sick to be carried that far. The only hospital was many kilometres away, and Naledi also knew they had no money to pay a doctor to visit them. No one in the village had that much money.

text

"If only Mma[1] was here," Naledi wished over and over as she and Tiro walked down to the village tap with their empty buckets. She clutched tightly at the coins in her hand.

Each morning the children had to pass the place of graves on their way to buy the day's water and only last week another baby in the village had died. It was always scary seeing the little graves, but especially this fresh one now.

As they came nearer, Naledi fixed her eyes on the ground ahead, trying not to look, trying not to think. But it was no use. She just couldn't stop herself thinking of her own little sister being lowered into a hole in the ground.

Finally Naledi could stand it no longer. When they had returned with the water, she called Tiro to the back of the house and spoke bluntly.

"We must get Mma, or Dineo is going to die!"

"But how?"Tiro was bewildered.

Their mother worked and lived in Johannesburg, more than 300 kilometres away.

infobox	text
source: Marissa Moss: Amelia's zth-Grade Notebook. New York: Simon&Schuster, 2007. level: 2 ○ 3 ○ 4 ○ 5 ○	The girl had always thought that her mother was very beautiful, but now she saw how sad she was — beautiful but sad. And now she understood why her mother had always seemed to hold a secret sorrow. The girl had imagined a broken heart, a lost love, not a false face. The girl decided to be very careful with her choice. "I hope the real me isn't ugly — and that I'll recognize my real face when I find it," she said. She wondered if she'd have the courage to put on a hideous face even if she was sure it was the right one. She searched through hundreds of faces. Many were cute or pretty. Some were beautiful. None felt right. Finally, at the very bottom of the pile, when the girl was about to give up and accept being blank for the rest of her life, she saw it — her face! After all her doubts, she knew it right away. The eyes were friendly, the mouth turned up in a smile, and the nose fit perfectly in between. She couldn't say whether it was a pretty face or not. She just knew it was hers.

7.3. Handout for Activities 4.1.3., 4.2.3., and 4.3.5.

express your opinion using phrases in this speech bubble:

In my opinion the story is....
The way I see it, this book is....
I'm quite sure that this is a .... book.
After reading this book I think it is...
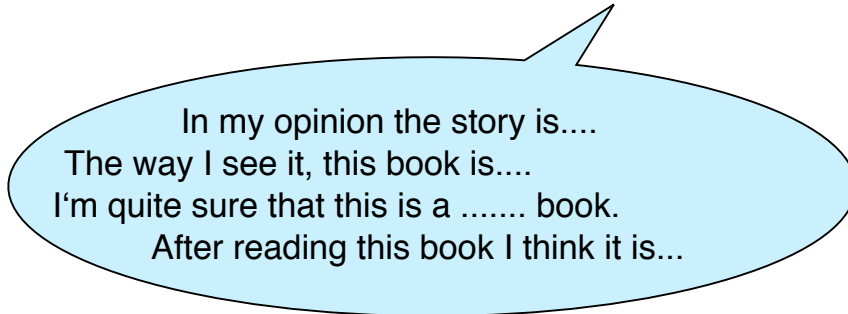
to react in a positive way, use these phrases:

+
I agree with what you said, this book/story really is....
I also think that this book/story is...
This seems interesting to me because...
I totally agree this really is a ......
book because....
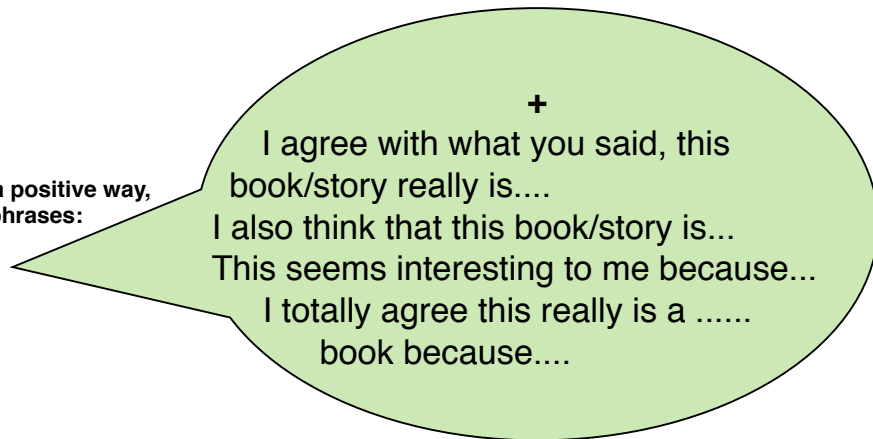
to show that you don't think so use phrases in this box:

-
I have to disagree, because I don't think that...
From what I know/read I don't see it this way because...
I see it differently, I did/didn't like.....
I don't share your opinion because...
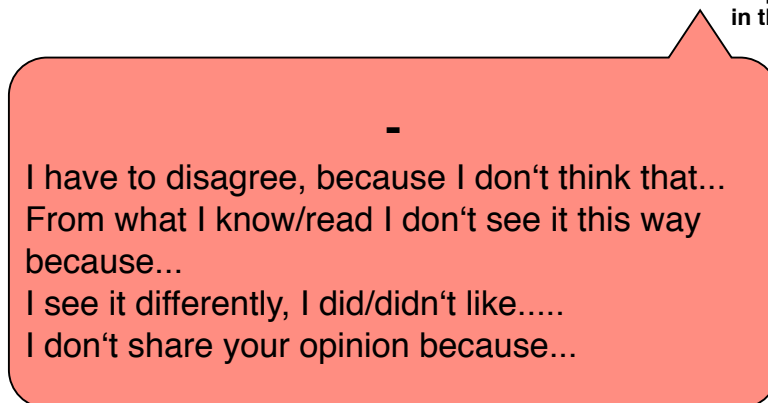
7.4. Material for Activity 4.1.4.

vocab: book genres   E4

JEOPARDY = Find the matching word for the definition on the slides and ask: What does …. mean?

	1	2	3
A	horror	science-fiction	realistic fiction
B	comedy	short story	romance
C	drama	action	detective story
D	biography	fantasy	fairy tale

JEOPARDY
Ask For It!

a story about two people who
fall in love

stories that scare the reader

stories about the life of a person

true stories (based on true
events)

usually not as long as books

text is used for plays at the theater

stories about magical creatures and mainly for children

stories that make the reader laugh

stories about something bad that happened and one person wants to find out who did it

stories with characters from other worlds or with super powers

7.5. Questionnaire for Activity 4.1.5.

<u>reading: genres&topics</u>   E4

Name: _____

Before we start this project I would like to know what kind of books you read or would like to read. So please put a check ✔ in the boxes next to the genres or topics you like.
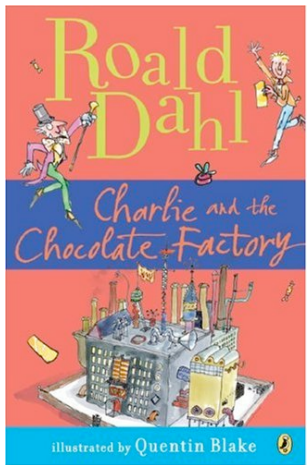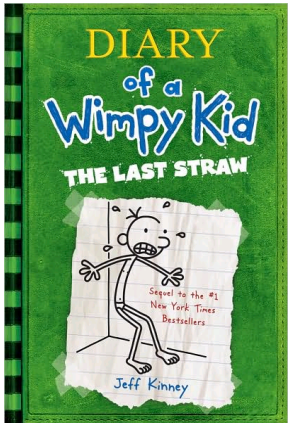
GENRE	interesting
Adventure story	
Thriller	
Love/Romantic story	
Detective story	
Biography	
Action	
Short stories	
Based on a true story	
Horror	
Comedy	
Science Fiction	

TOPIC	interesting
Friendship	
Childhood/Growing up	
Discrimination	
Outsiders	
Different cultures/countries	
Family problems	
School life	
Science	
Crime	
History	
Animals	

feel free to fill in your own ideas here {

7.6. Material for Activity 4.2.1.

cover	N°	cover	N°	cover	N°
The New Zealand File — Richard MacAndrew (Cambridge)	1	STORMBREAKER — ANTHONY HOROWITZ (Alex Rider)	2	The Wave — Morton Rhue (Penguin Readers)	5
Roald Dahl — Charlie and the Chocolate Factory — illustrated by Quentin Blake	3	THE INTERPRETER (Penguin Readers)	4	DIARY of a Wimpy Kid — THE LAST STRAW — Jeff Kinney	6

E4

Find the matching book cover and fill in the title of the book.

BLURB	TITLE	BC	ERSTER EINDRUCK
They told him his uncle Ian died in a car accident. But fourteen-year-old Alex Rider knows that's a lie, the bullet holes in his uncle's car don't seem normal. But nothing prepares him for the news that his uncle was really a spy for MI6-Britain's top secret intelligence agency.		✓ ✗	☞ ? ☹
Mr Ross wants to teach his history class about Hitler and the Nazis. He starts a class team. His students love it. More and more students want to be in it. But some people don't think it is a good idea. And then it starts to feel dangerous. Can anybody stop it?		✓ ✗	☞ ? ☹
The boy loves chocolate - and Mr Willy Wonka, a man who creates a world out of sweets, and now wants to open his amazing chocolate factory to five lucky children. It's the prize of a lifetime and all you have to do is find one of the five Golden Tickets. Charlie is the last lucky winner to join Willy Wonka in a tour of his factory - where some amazing surprises, both good and bad, await the children.		✓ ✗	☞ ? ☹
Ian Munro, a British spy sees somebody following his car. He thinks that he needs to get away. But he also wants to know who the other person is. Who is this person working for? And how could they find him?		✓ ✗	☞ ? ☹
Greg's dad, Frank,has a plan. He wants to help his son become stronger. And motivates him to do sports The problem is, Greg hates sports and has to find ways to not have to do what his Dad wants him to. But then his father talks about a military school and that is when Greg has to come up with a plan himself.		✓ ✗	☞ ? ☹
Sylvia works for the U.N. because she is very good at languages. One day she can hear people talk about a secret. The net day, a man watches her, but she doesn't see him. Suddenly Sylvia finds herself in a lot of danger.		✓ ✗	☞ ? ☹

7.7. Material for Activity 4.2.2.

reading: speed dating books   E4

1. Get a first impression - you have 60 seconds to check out each book
2. Tick the box (✔) that you think describes your opinion best:

👍	= sounds interesting, maybe will read it	~	= don't know, need to know more	☹	= don't like what I saw and read

(3. Also, put a mark on the <mark>yellow post-it</mark> if you think the book is interesting)

N°	Title (Author)	👍	~	☹
1	*The New Zealand File* (Richard MacAndrew) *			
2	*Charlie and the Chocolate Factory* (Roald Dahl)			
3	*Sideways Stories from Wayside School* (Louis Sachar)			
4	*The Wave* (Morton Rhue) *			
5	*The No.1 Ladies' Detective Agency* (A. McCall Smith) *			
6	*Stormbreaker* (Anthony Horowitz)			
7	*Apollo 13* *			
8	*The Story Tracy Beaker* (Jacqueline Wilson)			
9	*Three man in a boat* (Jerome K. Jerome) *			
10	*The Reptile Room or, Murder* (Lemony Snicket)			
11	*Martin Luther King* (Coleen Degnan-Veness) *			
12	*The Talented Clementine* (Sara Pennypacker)			
13	*Forrest Gump* (Winston Groom) *			
14	*Rabbit-Proof Fence* (Doris Pilkington Garimara) *			
15	*A Little Trouble in Dublin* (Richard MacAndrew) *			
16	*The Everest Story* (Tim Vicary) *			
17	*Amelia's Middle School Survival Guide* (Marissa Moss)			
18	*Face* (Benjamin Zephaniah)			
19	*Journey to Jo'burg* (Beverley Naidoo)			
20	*The Interpreter* (Charles Randolph) *			
21	*Walkabout* (James Vance Marshall)			
22	*Three Short Stories of Sherlock Holmes* (Sir A. C. Doyle) *			

7.8. Material for Activity 4.2.3.

7.9. Handouts for Activity 4.2.4.

GROUP 1: Questions for Chapter 1 (Richard MacAndrew: *The New Zealand File. 2009. 6-10*)

Questions	Answer Given	Partner's Name
Who calls Mr Munro?		
What does the caller want Munro to do?		
Who will pick him up?		
Does Munro tell the woman the truth about why he has to leave?		
Who does Munro work for?		
What are the four things Cochrane gives to Munro?		
How does Cochrane describe Longstaffe?		
Where should Munro meet Longstaffe?		
Where does Munro have to take Longstaffe?		
Why does Munro think he has a problem?		

GROUP 2: Questions for Chapter 2 *(Richard MacAndrew: The New Zealand File. 2009. 11-14)*

Questions	Answer Given	Partner's Name
What town does Munro drive into?		
Why is the Cathedral there special?		
What does the man following Munro look like?		
Where does Munro try to hide first?		
Why can Munro then hide in a crowd?		
When the other man leaves, what does Munro do?		
Why does the situation become dangerous?		
Why does Munro think the man is from Eastern Europe?		
What happens to this man?		
What is Munro able to find out?		

7.10. Material for Activity 4.2.5.
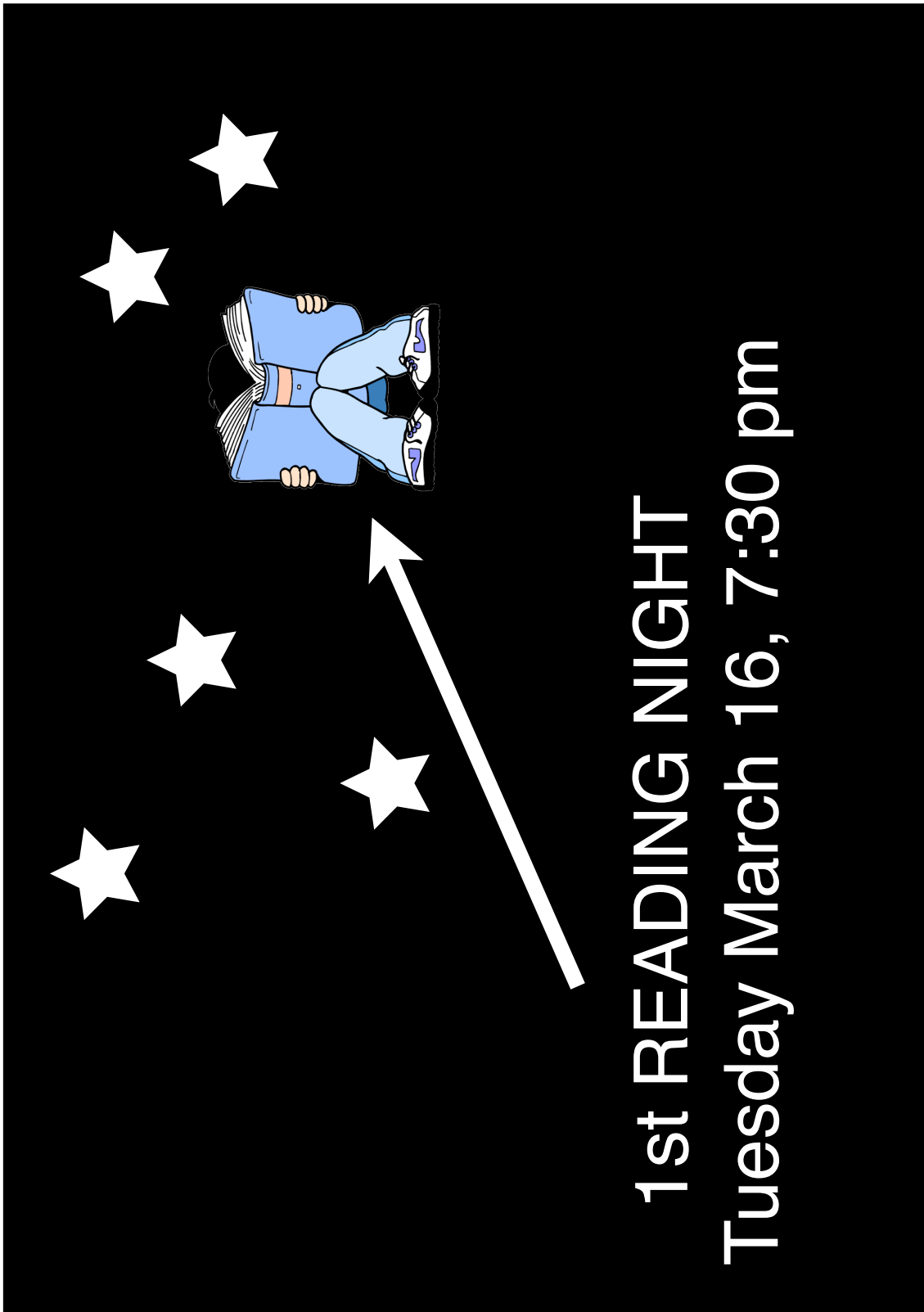
Reading Night Program:

1. How to buy/order books
2. Advertise books
3. Read books
4. Listen to books
5. Watchread books

Bring along:
- sleeping bag, camping mat, tooth brush, tooth paste......
- food for breakfast
- English books you want to show to others
- reading diary, reading progress cards

1st reading night
name

1st reading night
name
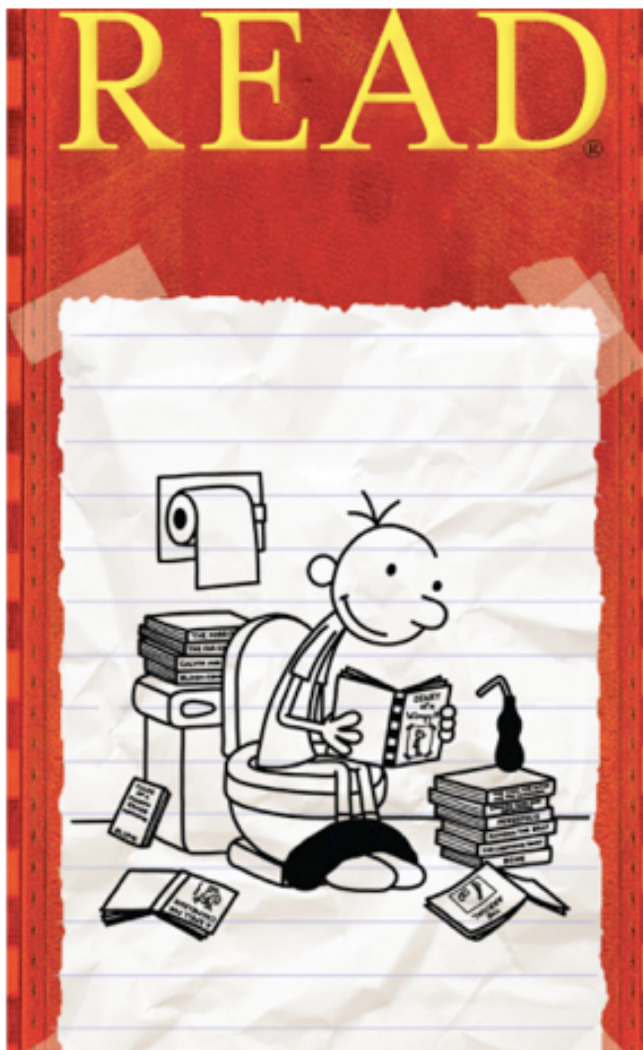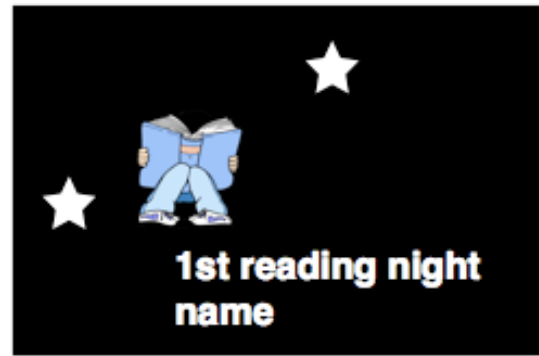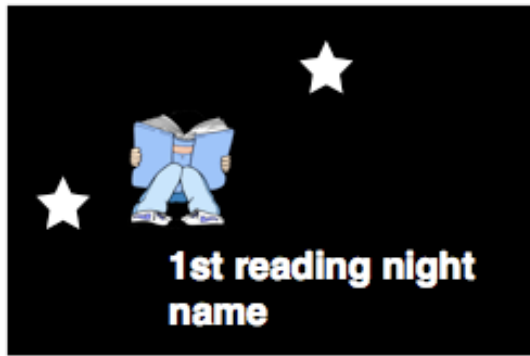
7.11. Ballots for Activity 4.2.7.

author:

title:

your opinion:

name:	
date:	
book title:	
author:	
rate book:	1-does not seem good O 2-not really for me O 3-seems good O 4-seems great O
reading level:	hard O okay O easy O
comment on what you liked or didn't like:	

7.12. Weekly Reading Progress Cards (Activity 4.3.1.)

reading: progress   E4

Weekly Reading Progress Card

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (/)	pages on Monday (/)	pages on Tuesday (/)	pages on Wednesday (/)	pages on Thursday (/)	pages on Friday (/)	pages on Saturday (/)

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (/)	pages on Monday (/)	pages on Tuesday (/)	pages on Wednesday (/)	pages on Thursday (/)	pages on Friday (/)	pages on Saturday (/)

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (/)	pages on Monday (/)	pages on Tuesday (/)	pages on Wednesday (/)	pages on Thursday (/)	pages on Friday (/)	pages on Saturday (/)

7.13. Weekly Reading Progress Cards of One Student

In section 3.1.2.3. I refer to a student who read a series of four books in course of the ER project due to the suspense she experienced while doing so. Her Weekly Reading Progress Cards can be found on pages 129-132 to demonstrate the effect suspense had on this particular student. Since she wrote her full name on each of the Cards, the top part of each of them is not shown. According to the information she filled in, she started reading the first book of the series, *Noughts and Crosses*, on March 17th and finished the last one, *Double Cross*, on April 23rd.

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (14/2)	pages on Monday (15/2)	pages on Tuesday (16/2)	pages on Wednesday (17/2)	pages on Thursday (18/2)	pages on Friday (19/2)	pages on Saturday (20/2)
The journey to Jo'burg	3			1-47	48-91			

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (21/2)	pages on Monday (22/2)	pages on Tuesday (23/2)	pages on Wednesday (24/2)	pages on Thursday (25/2)	pages on Friday (26/2)	pages on Saturday (27/2)
The curious incident	4		1-60	61-88	89-146	147-211	212-268	

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (28/2)	pages on Monday (1/3)	pages on Tuesday (2/3)	pages on Wednesday (3/3)	pages on Thursday (4/3)	pages on Friday (5/3)	pages on Saturday (6/3)
The Hound of the Basker-villes	4		1-22	23-35	36-58	59-71	72-80	81-96

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (7/3)	pages on Monday (8/3)	pages on Tuesday (9/3)	pages on Wednesday (10/3)	pages on Thursday (11/3)	pages on Friday (12/3)	pages on Saturday (13/3)
The Hound of the Basker-villes	4	91-103	104-109	110-136	137-173			
The Last Crossing	2					1-15		

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (14/3)	pages on Monday (15/3)	pages on Tuesday (16/3)	pages on Wednesday (17/3)	pages on Thursday (18/3)	pages on Friday (19/3)	pages on Saturday (20/3)
Noughts and Crosses	4				1-66	67-141	142-205	

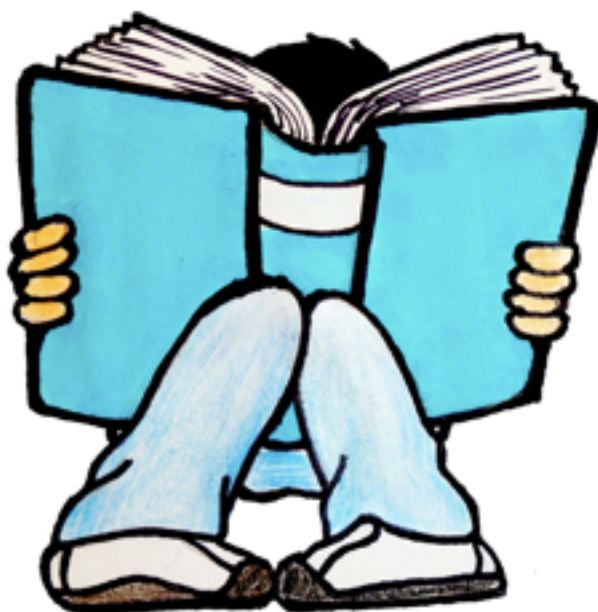| Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (21/3)	pages on Monday (22/3)	pages on Tuesday (23/3)	pages on Wednesday (24/3)	pages on Thursday (25/3)	pages on Friday (26/3)	pages on Saturday (27/3)
Noughts and Crosses	4		206-298	299-372	373-478			
Knife Edge	4					1-86	87-170	171-282

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (28/3)	pages on Monday (29/3)	pages on Tuesday (30/3)	pages on Wednesday (31/3)	pages on Thursday (1/4)	pages on Friday (2/4)	pages on Saturday (3/4)
Knife Edge	4	283-297			298-309		310-364	

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (4/4)	pages on Monday (5/4)	pages on Tuesday (6/4)	pages on Wednesday (7/4)	pages on Thursday (8/4)	pages on Friday (9/4)	pages on Saturday (10/4)
Checkmate	4				1-46	47-118	119-300	

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (11/4)	pages on Monday (12/4)	pages on Tuesday (13/4)	pages on Wednesday (14/4)	pages on Thursday (15/4)	pages on Friday (16/4)	pages on Saturday (17/4)
Checkmate	4	301-342	343/408	409-511				
Double crossed	4				1-96	97-150	151-200	

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (18/4)	pages on Monday (19/4)	pages on Tuesday (20/4)	pages on Wednesday (21/4)	pages on Thursday (22/4)	pages on Friday (23/4)	pages on Saturday (24/4)
Double crosses	4			201-274			275-316	

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (/)	pages on Monday (/)	pages on Tuesday (/)	pages on Wednesday (/)	pages on Thursday (/)	pages on Friday (/)	pages on Saturday (/)

Text(s)/Title	rate book 1-not so good 2-like some of it 3-good book 4-great book	pages on Sunday (/)	pages on Monday (/)	pages on Tuesday (/)	pages on Wednesday (/)	pages on Thursday (/)	pages on Friday (/)	pages on Saturday (/)

7.14. Cover for Reading Diary (activity 4.3.2.)

Reading Diary

name: _____

ABSTRACT

In order to investigate how learner motivation and engagement in extensive reading can be fostered when students are presented with a project that is implemented as an addition to regular English class, I set up a five-month extensive reading project. It was designed inspired by the ten characteristics of the extensive reading approach according to Bamford and Day. Analyzing the study of motivation in learning and reading led me to develop a 3-Step concept of how to foster engagement in extensive reading in the realm of the experts' guidelines. Therefore, the actual implementation in the EFL classroom at lower secondary level happened with a set of activities in line with the study of motivation in learning and reading. Throughout the duration of the project the objectives and designs of the activities were reflected on, hence initiating action research. The observations that were made during that time suggest that activities based on motivational concepts definitely trigger motivation in students to take on extensive reading. The extent of their engagement in extensive reading, however, depends on various aspects which are more difficult to observe. The difficulty lies in the fact that most of the reading happens outside the classroom. For that reason the students were asked to keep Weekly Reading Progress Cards, which showed that the majority of that group autonomously selected and read a variety of reading material throughout the duration of the project.

GERMAN SUMMARY (Zusammenfassung in deutscher Sprache)

Zur Förderung des extensiven Lesens im (Fremd)sprachenunterricht stellen Experten immer wieder Konzepte vor, um Sprachlehrer und Sprachlehrerinnen zu einer passenden Umsetzung anzuregen. In den letzten Jahren, seit der Etablierung der Extensive Reading Foundation, wird im Rahmen von Kongressen diese Herangehensweise explizit vor allem für den Englischunterricht avanciert. Dabei stehen die Richtlinien wie sie von Bamford und Day schon 1998 und 2004 veröffentlicht wurden im Mittelpunkt. Diese Diplomarbeit untersucht wie bestimmte Komponenten aus dem Bereich der Lernmotivation mit einem entsprechenden Leseprojekt gefördert werden können, um das Interesse der Schüler und Schülerinnen am extensiven Lesen zu wecken und deren Teilnahme aufrechtzuerhalten.

Für diese Zwecke werden zu Beginn der Arbeit die Hintergründe und Richtlinien dieser Art des Lesens aufgezeigt. Im weiteren Verlauf werden diese in den Lehrplan für die lebende Fremdsprache, wie er vom Bundesministerium für Unterricht, Kunst und Kultur vorgesehen ist, eingeordnet. Außerdem wird ein Überblick der Variablen und Komponenten von Lernmotivation erstellt, der Transparenz bezüglich der Wechselbeziehung der beiden Forschungsgebiete schaffen soll. Die Analyse diverser Motivationskonzepte führt zu der Vorstellung eines 3-Stufenmodells, welches als Grundlage für die Umsetzung eines extensiven Leseprojektes im Englischunterricht in der Unterstufe dient.

Um in diesem Rahmen anwendungsbezogene Forschung betreiben zu können, wurde für den Zeitrahmen von fünf Monaten ein dementsprechendes Leseprojekt für 21 Schüler und Schülerinnen der Adventistischen Privatschule Wien entwickelt. Dieses Projekt basiert auf einer Reihe von Aktivitäten, die nach dem 3-Stufenmodell und fachdidaktischen Hintergründen die Selbstwirksamkeit, das Interesse und die Autonomie der Teilnehmer und Teilnehmerinnen fördern. Diese Aktivitäten werden einzeln besprochen und auch aus Gründen der Argumentation in die Forschung der Lernmotivation eingeordnet. Der Ablauf in der Praxis wird durch das im Anhang

hinzugefügte, und speziell für dieses extensive Leseprojekt erstellte, Unterrichtsmaterial nachvollziehbar präsentiert.

CURRICULUM VITAE

Name: Maria Minkowitsch

Ausbildungsweg:

ab Okt. 2004	Lehramtstudium für Anglistik und Germansitik an der Universität Wien
Aug. 2005-Dez. 2005	Auslandsaufenthalt in den USA, MI Besuch des Resource-Institutes ARISE
Feb. 2005	Aus- und Weiterbildungsseminar: Coaching Essentials, Kopfschritte
Sept. 1999-Juni 2003	Oberstufenrealgymnasium und Matura Seminar Schloss Bogenhofen, OÖ

Berufliche Laufbahn und Tätigkeiten im pädagogischen Bereich:

seit Sept. 2011	Lehrerin für Englisch und Deutsch (u.a.: ÖSD) an der Schumpeter BHAK/BHAS Wien 13, Maygasse 43 Klassenvorstand
21. März-3.April 2013	USA-Reise mit Schülern der 10. und 11. Schulstufe Westküste
Sept. 2010-Juni 2011	Lehrerin für Englisch und Deutsch am ORG&Sprachschule Bogenhofen, OÖ Klassenvorstand
14. April-2. Mai 2011	USA-Reise mit Schülern der 10. und 11. Schulstufe Ostküste
Sept. 2009-Juni 2010	Fachlehrerin für Deutsch und Englisch an der Adventistischen Privatschule Wien Klassenvorstand
Sept. 2008-Juni 2009	geringfügige Anstellung als Fachlehrerin für Deutsch an der Adventistischen Privatschule Wien