



**The Impact of Pleasure Reading in English as a Second Language on
Colombians who have a Postgraduate Level of Education**

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Language on Colombians who have a Postgraduate
Level of Education**

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This dissertation is submitted in part fulfilment of the regulations for the
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Signed statement of originality

This dissertation is an original piece of work. It is my own work and has not been submitted either in the same or different form to this or any other Higher Education Institution for a degree or other award. It is available for photocopying and for inter-library loan, with the permission of the Dean of the Institute for Education.

Signed:



Camila Fuentes Díaz

Date: October 7, 2016

*To my parents, who have always held my back, supported my every dream,
and educated me to be the woman I am today.*

*To Alcaparros Seniors 2017, who made the decision of becoming
a full time language teacher, the easiest one to make.*

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Abstract

Pleasure and Extensive reading practices have been widely researched mainly with adolescents and college students, as tools to support English as a Second language (ESL) learning and teaching. However, most research done in the area has been quantitative and little has been researched with postgraduate students in particular. This study focused on evaluating the impact that second language (L2) pleasure reading has had in Colombians who have or are currently finishing a postgraduate level of education. A cross-sectional qualitative study was proposed, and data was gathered through 4 focus groups, 2 in Colombia with Colombians that had already finished studying a postgraduate degree, and 2 in the UK with Colombian postgraduate students. Seventeen Colombians participated in total, 9 women and 8 men. Results suggest that L2 pleasure reading habits can be established at any point in life, but once established it impacts three major life spheres: personal, academic/professional, and linguistic. A possible new dimension to L2 reading motivation was identified: authentic connection to authorial voice. Colombian postgraduates establish a dynamic and complex relationship with L2 pleasure reading, suggesting that reading in English can shape personality, or be in itself, a personality trait of postgraduate students. Limitations on methodology and scope of the study are noted, as well as questions that could lead to further research in the area.

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Glossary

| | |
|----------------|--|
| COL | Colombia |
| ER | Extensive Reading |
| ESL | English as a Second Language |
| EFL | English as a Foreign Language |
| L1 | Native Language/ First Language/ Mother Tongue. For the purpose of this research's target population, it is Spanish. |
| L2 | Second or Foreign language. In this dissertation, it refers to English in particular. |
| \bar{M} | Median/ Average |
| MEN | Colombian National Ministry of Education |
| n.d. | Undated |
| PGS | Postgraduate studies |
| PhD | Doctorate |
| SED | Secretary of District Education (Bogotá) |
| USA | United States of America |
| UK | United Kingdom |
| (...) | Skipped portion of fragment. |
| ... | Pause in fragment |
| <i>Italics</i> | When used in a fragment denotes emphasis. |
| [] | Clarifies what the speaker is referring to. |

1. INTRODUCTION

1.1. Personal Background

I cannot remember when did my strong relationship with reading began. My father always used to tell and read me stories, probably changing the plot of many to include a funny scene or two. Once I learned to read, the library became my favorite spot in school, never going home without a book. And although my reading habits diminished with time and life obligations, my love for it, never did.

Five years ago, I was given a choice to become a middle school language teacher: another childhood passion come true. Although I did not study education, all my academic choices have been directed towards working for it, so deciding to become a language teacher felt like a natural step in my career: a step I had been waiting for, for a long time. It was then when my passion for reading was reignited: I found myself loving every choice of book the literature program had planned for my teenage students, who seemed far from interested in them.

Although it was not a conscious choice, the passion I had for every book and my need to help them see personal and social connections with the content, seemed to start helping the students. Now they had the need to look for new vocabulary to construct arguments to defend their ideas about bullying, greed, slavery, beauty or war. I saw how some students developed a feeling of pleasure when reading a mandatory book and the impact that one feeling had on their language development. Teaching literature, although I am not an expert, became my tool through which I focused language learning. This passion was one of the reasons that led to the topic of this dissertation.

1.2. Political Background

This Masters pushed me to start reading more about Colombian educational policy to understand why English language education was facing so many challenges back home. I found Colombia's Ministry of Education (MEN) was and is currently striving to strengthen public policy and programs to raise language education and reading standards, given the alarming statistics that have been published. These are some worrying highlights:

1. Two is the average number of books read a year by a literate Colombian, an alarming statistic versus the 5 books read in average in other South American countries like Chile and Argentina (SED, 2016; Semana 2016; Dinero, 2016).
2. 35% of literate citizens in Bogota, which report the most encouraging statistics than the rest of the country, do not even read one book a year. Among the reasons given for this, like lack of time or resources, lack of interest is one of them (Malaver, 2016; Dinero, 2016).
3. In 2014, 2% was the number Colombian high school seniors graduating with a pre-intermediate English level B1 (MEN, 2014).

The Ministry of Education has the task of closing the gaps on reading and language learning, and already policies have started coming into place to aim to improve the previous statistics: raise to 3.2 the number of books read a year by 2020 (Semana, 2016; Malaver, 2016; Dinero, 2016), and to 8% the students graduating with a B1 English level by 2018 (MEN, 2014a). Consequently, reading and language have become focal points in educational policy in the country underpinned by the facts

that reading is a necessary skill to reduce illiteracy, and that second language learning is crucial to Colombia becoming a more competitive, globalized country (MEN 2014, MEN, 2014a, MEN, 2016). Increasing reading practices, generating positive attitudes towards them, and creating life-long readers and language learners is fundamental for Colombia's Ministry of Education, and as a language teacher studying abroad, I cannot be indifferent to this.

1.3. Research Question

Based on the previous context, I studied the English Basic Learning Rights established by MEN that plan to guarantee a pre-intermediate level by the time a student graduates from high school (MEN 2016a). None of them mention pleasure, choice or types of readings that could be used to boost language learning.

In addition to this, an initial research of what has been said on the advantages of pleasure reading pointed out that most of it has been based on quantitative approaches with adolescents and college students and little had been developed from the reader's point of view that could bring light into understanding long term impact of L2 pleasure reading.

Therefore, this study sought to provide a better understanding of how are reading practices in a second language naturally created and maintained over time in Colombian adults with a postgraduate level of education, and what has shaped and maintained their attitudes towards reading in English. This would help me understand its impact in the long term. Hence, the following research question emerged:

What is the impact of pleasure reading in English on Colombians who have a postgraduate level of education?

1.4. Dissertation Structure

Chapter 2 presents the theoretical framework of this dissertation, giving a general background on what has been researched on pleasure reading. A definition for reading and how it is understood throughout the study is given, along with an exploration of the research that has been done on L2 pleasure reading. Then a review of the research gaps is discussed, and the chapter finalizes with the attitudes and motivations towards reading that keep a person immersed in the activity.

Chapter 3 provides the methodological framework of the study, including participants, method, and data collection and analysis. This chapter will end with an outline of the ethical issues related to the research.

In Chapter 4, the results and discussion will be done, showing the main themes found, linking them to previous research outlined in Chapter 2, and pinpointing new findings related to the research question. A Venn diagram is proposed to model the impact of the results. Finally, Chapter 5 summarizes the main research findings, and discusses the implications, relevance and limitations of the study. The chapter concludes with suggestions for future research.

2. LITERATURE REVIEW

This section reviews the topics that support the research aims and questions of this dissertation. Firstly, 'reading for pleasure' will be defined and differentiated from other types of reading in language and second language education. Secondly, the advantages that have been reported in research, as well as some of the issues that reading for pleasure activities and interventions may have, will be discussed. Finally, a review of attitudes and motivations towards reading in a second language will be included, since these attitudes and motivations relate to a person's engagement or lack of engagement with the activity. This literature review will demonstrate what gaps have been found in research, and therefore, how they lead to this dissertation's research question stated above.

2.1. Reading for Pleasure

2.1.1. The concept of reading:

Reading is a complex process, hence it has been a skill defined in many different ways through research. Nuttall (2005) states the different definitions of reading in three main areas: (1) decoding, (2) pronouncing, and (3) understanding. These areas are all connected because in order to make sense of a text, it is necessary to be able to decipher the code the text is written in, like the Roman alphabet, for example (decoding); as well as to be able to read through it with fluency and clarity, understanding how the words sound (pronouncing) (Uusen and Mürsepp, 2012). This dissertation is concerned with understanding, and therefore, with the ability of the reader to make sense or to comprehend a message beyond individual

words or expressions. Thus, the ability to decode and pronounce is necessary to create meaning (Schmidt, 1996; Dean, 2003; Uusen and Mürsepp, 2012; Nuttall, 2015; Oakhill et al., 2015; Saunders, 2015). In addition to the previous, the Colombian MEN bases its reading and writing policy on the notion that a competent reader is one who, in addition to comprehension, can also make informed decisions and conclusions, as well as to take a stand on the topics the text touches upon (MEN, 2016), strengthening the idea of reading as a comprehension process for the study at hand.

Defining reading as a comprehension process also comes with its own complexities. Here, reading comprehension will be discussed from a sociocultural perspective, since comprehending what is read, after all, usually involves students making connections with the context around them, as well as with previous experience (for a detailed exploration of reading from each theoretical perspective, please refer to Perkins, 2015). While the cognitive theory approaches reading comprehension as an individual exercise, where opportunities to negotiate meaning and receive feedback are given, the sociocultural view acknowledges the social context of the individual in the reading process as condition for cognitive development to take place (Ghafar Samar and Dehqan, 2013). In this sense, reading is not a passive activity done in isolation, but requires interaction and participation of the readers with their surroundings. Oakhill et al. (2015) and Cain (2010 in Perkins, 2015) emphasize the importance of constructing mental models that aid comprehension. These models are built by the readers' experience with

the world around them, allowing them to better connect the ideas of what is being read, or what Goodman defines as semantic knowledge (1969 in Perkins, 2015).

Uusen and Mürsepp (2012) talk about both the importance of understanding the text, as well as to being able to respond to the information that has been read and interpret the symbols within. They assume, from a socio-constructivist point of view, that readers' interpretations of a text are influenced by their expectations, knowledge and intentions when reading, as well as by socializing the information with other readers (Ersen, 2013). Ghafar Samar and Dehqan (2013) found that students with low and high reading comprehension proficiency equally develop reading strategies to approach texts, but how they interact with their context makes a difference in the way they connect ideas, and therefore affects their reading comprehension level. Cremin et al. (2009 in Murphy, 2012) established that teachers who discuss books with their peers rediscover their own passion for reading and become more aware of transmitting their emotional reactions and experiences into the classroom, generating a higher impact in class discussions.

In this context, reading for comprehension is 'an active, meaning-making enterprise, most often undertaken with a clear purpose' (Dean, 2013: 7), rather than a passive one where comprehension naturally occurs (Dean, 2003; Haworth et al., 2004; Uusen and Mürsepp, 2012; Ghafar Samar and Dehqan, 2013; Yamashita; 2015; Saunders, 2015; Oakhill, 2015). Thus, reading comprehension must be present for any experience of enjoyment to take place: a reader must be able to approach a text fluently and actively. Saunders (2015) states

Effective reading comprehension is the key to becoming an active and enthused reader since effective comprehension is the ultimate reward of reading. By discovering new, unexpected and multiple layers of meaning, both within and across texts, readers are prompted to choose to read for their own purposes and for their own pleasure (2015: 85).

It is this reading for pleasure, the focus of this research paper, which will be explored in the next two sections.

2.1.2. Pleasure Reading:

Biologically speaking, pleasure activates anticipation and reaction to stimuli, allowing a subject to take decisions based on the reward systems of the brain, both conscious and unconscious (Kringelbach et al., 2008). These authors conclude that pleasure, therefore, triggers experiences that are similar to those where learning is involved. The mental processes of pleasure can be of a low or fundamental order - like the pleasure in activities linked to survival and procreation - or of a higher order; the latter is closely linked to more transcendent activities particular to the human brain, for example finding pleasure in art or music, or in activities such as reading, an area that has not been looked at closely enough from a biological point of view: 'much less is known about the processing allowing us to read and extract meaning and pleasure from sentences and paragraphs.' (Kringelbach et al., 2008: 322). Pleasure's complexity may be the reason for reading for pleasure to be so widely discussed in language learning research today.

Different authors have found that school and college students differentiate between their reading done inside the classroom for academic purposes - *school reading* - from reading in their own time outside of it - *real reading* (Gilbert and

Fister, 2011; Wilhelm, 2015; Wilhelm, 2016). It is the latter that is usually associated with pleasure. Wilhelm (2016) has established that a 'pleasure reader' experiences Dewey's four types of pleasure: pleasure of play (becoming emotionally immersed in the reading); pleasure of work (reading as a tool to get something functional done); intellectual pleasure (solving a problem, usually related to prediction techniques); and social pleasure (relating to the book, characters and other readers of the same or similar texts). He additionally identified a fifth kind: pleasure of inner work, which is reading that helps overcome personal challenges and gain self-awareness. Pleasure of play is necessary to experience all other kinds of pleasure (Burak, 2004 in Gilbert and Fister, 2011; Wilhelm, 2016). In this order of ideas, Murphy (2012) who speaks of pleasure as a force that drives humanity to act in particular ways, states that reading for pleasure should be considered central to educational systems to drive students to take action in their own learning process, rather than submit them to it. Nonetheless, despite the research that reading should be motivated rather than imposed inside the classroom, testing and intensive reading still rule which has negatively impacted the interest of reading for pleasure (Murphy, 2012). In her study, Murphy (2012) explores the historical background of reading in the classroom, and how the twentieth century economic, social and political development brought attention to literacy as a driving force for growth in these areas, leading to educational policy to focus more on accountability (Shannon, 2010 in Murphy, 2012; Hopmann, 2008 in Murphy, 2012). This had a negative impact on pleasure reading in the long term. Studies from the beginning of the twenty-first century showed that despite the

favorable results in literacy achievement tests in America, Britain and Canada, children and young adults (primary and sixth grade) report not seeing reading as a pleasurable activity (People for Education, 2008 in Murphy, 2012; Clark and Rumbold, 2006 in Murphy, 2012; Twist et al., 2004 in Murphy, 2012; Ofsted, 2004 in Murphy, 2012).

The Colombian context is not indifferent to this world tendency. Its policies have aimed to increase literacy levels in the country as means to become more competitive in a globalized world (SED, 2016). The Secretary of Education in Bogota, for example, has a goal to reduce illiteracy levels from 2 to 1.6% in the next four years, as well as to raise the number of books read per capita from 2 to 3.2 per year, based on the idea that reading and writing are the fundamental skills to be learnt along with being the core skills that underlie any further learning experience (Dinero, 2016; Semana, 2016; Malaver, 2016; SED, 2016). The emphasis on this matter comes from alarming results in state exams for primary and high school which show that 45% of Colombian third graders, 55% of fifth graders, and 56% of ninth graders are below the minimum expected language and literacy standards for their current level of education (SED, 2016). The programs developed by the Secretary to target illiteracy and the low reading average involve major investment in public and school libraries, in addition to cultural events and literacy research. Since this dissertation aims to focus on the impact of reading for pleasure in Colombians that have already reached or are currently in postgraduate education, it becomes important to understand whether their relationship with

reading throughout their schooling contexts affected their relationship with this activity in terms of promoting or reducing pleasure.

2.1.3. Extensive Reading

Reading for pleasure and its benefits have been widely discussed in research, both when reading in English as a first language (Gallik, 1999; Kringelbach et al., 2008; Pehlivan et al., 2010; Murphy, 2012; Wilhelm, 2015; Wilhelm, 2016;) , as well as means to support English learning (Schmidt, 1996; Mason and Krashen, 1997; Walker, 1997; Lituanas et al., 2001; Yeh, 2010; Hu, 2013; Beglar and Hunt, 2014; Rodrigo et al., 2014). One strand of reading for pleasure, then, is Extensive Reading (ER), which is reading for pleasure interventions to support language learning and acquisition. In language teaching, ER is distinct from intensive reading (Bamford and Day, 2004; Bryan, 2011; Day, 2013; Day and Bamford, 2002; Harmer, 2015; Mason and Krashen, 1997; Nuttall, 2005; Saunders, 2015; Schmidt, 1996; Walker, 1997; Yamashita, 2008; Yeh, 2010; Yamashita, 2015). While the former involves reading longer and graded texts fluently, focusing on enjoyment, the latter is usually guided by the teacher, uses predetermined short texts, and focuses on developing language skills (Schmidt, 1996; Day and Bamford, 2002; Day, 2002; Nuttall, 2005; Harmer, 2015; Yamashita, 2008). Different from intensive reading, these authors emphasize the importance of choice of texts in extensive reading, as well as being an exercise that is not confined to the language classroom.

Beglar and Hunt (2014) state that both reading for pleasure and extensive reading aim to increase reading fluency rates and comprehension through free choice of

texts, as well as promote reading as an activity that should be enjoyed either inside or outside the classroom. They establish the main difference in the type of texts used: while in ER is more common to use simplified texts that match the reader's literacy level and therefore, guarantee more fluency and comprehensible input which facilitates language learning (Schmidt, 1996; Davis, 1995; Mason and Krashen, 1997; Lituanas et al., 2001; Yamashita, 2008; Yeh, 2010), pleasure reading is usually related to reading un-simplified material the reader chooses. Nonetheless, they both contribute to improving reading rates and reading engagement in time (Mason and Krashen, 1997; Lituanas et al., 2001; Yeh, 2010; Gilbert and Fister, 2011; Beglar and Hunt, 2014).

In this order of ideas, most research links pleasure and extensive reading to Krashen's Natural Approach Theory, particularly linked to the $i + 1$ input and low affective filter hypotheses (Mason and Krashen, 1997; Walker, 1997; Bryan, 2011; Harmer, 2015; Nuttall, 2005; Yamashita, 2008). The input hypothesis states that the learner must be exposed to an important amount of comprehensible language to be able to acquire it, meaning that most, not all, of the language the learner is exposed to should be understandable (Schmidt, 1996). Language acquisition is therefore promoted through the small percentage of incomprehensible input ($i + 1$), which requires the learner to draw back on their experiences and previous knowledge to be able to better comprehend (Ellis, 1995 in Schmidt, 1996; Mason and Krashen, 1997). Krashen supports his input hypothesis theory by relying on Vygotsky sociocultural perspective and the concept of *proximal zone of development*, which is when the student can achieve new knowledge with what he

has already acquired and in the interaction with someone more knowledgeable (Ghafar Samar and Dehqan, 2013). The affective filter hypothesis claims that language is best acquired when the learner is able to access knowledge in an environment where he can feel safe and relaxed, and where his individuality is acknowledged (Bryan, 2011; Harmer, 2015).

With this in mind, Krashen argued that the exercise of reading could be '*the most effective and efficient path to language acquisition*' (1994 in Schmidt, 1996: 82), since reading provides two important advantages for acquisition to happen: an important amount of input; and the opportunity for the reader to pace while reading and going over the text several times without an academic pressure. The latter permits the learner to feel relaxed with both the material and his surroundings (Schmidt, 1996).

Day has discussed the definition of extensive reading and its implementation (Day, 2013; Day, 2015; Bamford and Day, 2004; Day and Bamford, 2002; Jeon and Day, 2015; Yamashita, 2015; Ro, 2016). He defines ten principles that could make a successful ER program. Based on Macallister (2015) and Rodrigo et al. (2007), as well as on research done in pleasure reading (Murphy, 2012; Uusen and Mürseppp, 2012; Tarulli, 2016; Wilhelm, 2016), these ten principles can be classified in 4 categories as follows:

1. **The materials:** Texts must be graded to the reader's level, and should cover an ample variety of genres and themes. Day (2013) suggests the materials available do not have to be necessarily graded: comic books, internet material,

and books written for first language (L1) readers are also acceptable and open greater possibilities for students. Rodrigo et al. (2007) observed that the books that low literacy adults chose for an extensive reading program were graded books that included plots and characters that were similar in context and age of the participants. More recently, Wilhelm (2015) observed that adolescents choose books to read outside of school that are usually written for L1 readers and that are usually disregarded in academic contexts, like fantasy, romance and vampire stories. This means readers choose books that they can identify with, in spite of the books' level of difficulty.

2. **The possibility of choice:** Materials, reading pace, time and place to read are an exclusive choice of the reader rather than an imposition. Uusen and Mürsepp, (2012) in their study of reading habits of adolescent boys and girls in Estonia, concluded 'it is wise to let students choose their own reading materials whenever possible and provide them with a wide selection of texts' (1802), given that boys, despite being competent readers, read less literature and long books voluntarily, but still engage with different materials of their choice outside of the classroom. Wilhelm (2016) asserts free choice reading is important and healthy for human development, particularly in adolescents, as it provides tools to face life challenges.
3. **The implications of the reading activity:** These principles relate to the activity of reading itself, referring to it as one that implies independence, a faster pace, enjoyment, engagement with the content, and reading important amounts of text. Murphy (2012) states autonomy in reading is clearly linked to

enjoyment and pleasure, and therefore all reading activity should be acknowledged and valued as well as challenged, in some cases, to help the reader come to new and more complex realizations about the content they read, and extend their interest in continuing to do so. In her own words, 'when pleasure and reading are companions, we know very well that children become engaged readers and are likely to continue to read throughout their lives.' (Murphy, 2012: 325).

4. **The teacher's role:** It is considered fundamental as they provide a role model for reading habits and enjoyment. Teachers usually provide or frame a purpose for reading, and therefore affect the relationship between the material and the student (Day, 2013). Tarulli (2016), for example, refers to Harms and Lettow (1986 in Tarulli, 2016) who state that fostering lifetime readers is not only an individual exercise but that it is also promoted in the positive relationship established between the teacher, the student and the reading material. This is what Krashen would call a safe emotional environment. These same authors also emphasize that teachers must provide as many opportunities as possible for students to use the ideas acquired during reading in their setting, rather than making it just a comprehension exercise: reading as means to an end (Tarulli, 2016). Moreover, Murphy (2012) mentions the importance of the teacher enjoying and immersing themselves in the reading process as well in order to communicate and teach enjoyment by example. Cremin et al. (2009 in Murphy, 2012) found that running professional development sessions where teachers could discuss a new adult and children's book influenced them to converse

more about books with their students as well as to read more both inside and outside the classroom, changing their practices for better.

The previous criteria have been examined to evaluate the effectiveness and relevance of reading programs in schools and language learning environments (Davies, 1995; Day and Bamford, 2002; Day, 2013; Day, 2015). Therefore, the next section will discuss the findings on ER and pleasure reading interventions and habits, both positive, null and negative, as well as the areas that still require more research support.

2.2. Reading for Pleasure: Why Bother?

Research on the use and advantages of ER programs are well known, not only as means to language acquisition, but also as a tool to motivate and improve reading habits (Ertem, 2013; Ro and Chen, 2014; Day, 2013; Beglat and Hunt, 2014; Rodrigo et al., 2014). Nuttall (2005) for example, emphasizes that reading behaviors are a cycle linked to the pleasure involved in the activity. The more a person enjoys reading, the faster the reading rates would be, the more text would be covered, and therefore, the more general comprehension would be reached (Walker, 1997; Nuttall, 2005; Ertem, 2013; Sanacore, 2002 in Rodrigo et al., 2014). Reading for pleasure reinforces this cycle and promotes other advantages: Research findings on ER and pleasure reading can be classified in four main areas proposed by Davies (1995): (1) language skills, (2) reading skills, (3) personal growth, and (4) examination results.

Research conducted in the past twenty years suggests that ER aids the development of language skills. These skills include grammatical precision, mistake awareness, overall writing speaking fluency, structure, spelling, and vocabulary (Davis, 1995; Schmidt, 1996; Walker, 1997; Krashen 1993 in Gallik, 1999; Scale and Rhee, 2001; Day and Bamford, 2002; Bamford and Day, 2004; Mason, 2004 in Ro, 2016; Nuttall, 2005; Yeh, 2010; Hu, 2010; Bryan, 2011; Saunders, 2015). For instance, Applebee (1978 in Gallik, 1999) found school students who have an outstanding performance in writing read four more books on average during summer time than the average read by other students. Mason (2004 in Ro, 2016) found that students who read more graded texts learn over 450 new vocabulary words more a year versus students who read less. Scale and Rhee (2001) found that graduate adults who report that they read constantly use more word identification techniques and pay more attention to meaning and form of the text than adults with a lower level of education.

One of the areas that ER and pleasure reading research has focused on is on the advantages it brings to improving reading skills, particularly in terms of speed and reading for general comprehension, and its transferability to other subjects that may not be language focused (Davis, 1995; Walker, 1997; Lituanas et al., 2001; Day and Bamford, 2002; Yamashita, 2008; Ceranic, 2009; Murphy, 2012; Perkins, 2015; Ro, 2016). Rodrigo et al. (2007), for example, evaluated a 14 week ER program intervention with 43 low literacy adults who reported low levels of comprehension as well as not being used to read complete books. The ER program, which included over 800 graded books, resulted in the participants

reading an average of 17 books each. Cremin et al. (2009 in Murphy, 2012) found that over 86% of primary and high school students in their study who were taught by teachers who had been part of professional development meetings on reading improved their reading achievement results, as well as showed more positive attitudes and confidence towards reading. In their study of adults' reading patterns and habits - although not related to pleasure reading in particular - Scales and Rhee (2001) found graduate adults have better reading patterns than adults with a lower level of education. For example: graduates usually establish a purpose before reading and preview the text first; they have less reading difficulties; and they tend to talk more to others about they read.

Personal growth has also been important in ER research, where an increase in favorable attitudes towards studying, development of thinking skills and empathy have been reported (Davis, 1995; Walker, 1997; Bamford and Day, 2004; Gambrell, 2008; Ceranic, 2009). Gambrell (2008) reminds us of Proust's ideas on reading - how it should be seen as an activity that opens the limits of the mind. She says 'readers have access to thousands of different realities they might never encounter or understand otherwise... Through reading we are no longer limited by the confines of our lives, our perceptions, our thinking.' (Gambrell, 2008:18). Furthermore, Hodges (2010 in Perkins, 2015) found that people who are more reflective about themselves and those around them usually report being more frequently engaged with reading literature, signifying that pleasure reading related to literature contributes to a person's creative, emotional and social development (Perkins, 2015: 41). Sullivan and Brown (2015) found that reading habits while

growing up are more linked to cognitive development than other criteria, such as the education level reached by their parents or the family's socioeconomic background. Their study looked into the results of a vocabulary and mathematics test presented by cohort of 16 year olds in the 1970's, while analyzing their social and educational background and reading habits.

Although this dissertation is not focused on Colombian postgraduate students' academic achievement, it can be mentioned that research has established links between ER programs and pleasure reading and improvement in academic performance, as well as improved academic reading skills (Davis, 1995; Mason and Krashen, 1997; Walker, 1997; Gallik, 1999). Gallik (1999), for example, found that university students of all years who reported more reading on their spare time, showed better academic skills, and therefore better academic success versus those who did not read as much. She observed that those who read more for pleasure had the ability to maintain concentration levels for longer, which could support their higher academic results.

Then again, is everything researched on ER and pleasure reading positive? The next section will take a look at some areas that still need further investigation or have led to less positive results, and therefore, provide a clearer background for the research question concerning this dissertation.

2.2.1. Reading for pleasure: Is it all positive? Has everything been said?

Some research have reported negative results or lack of positive ones with ER interventions and evaluation of pleasure reading behaviors. Bokhorst-Heng and

Pereira (2008) found that despite the quality of ER interventions with adolescents, they still report increasing levels of apathy towards reading as they move forward in their high school education. Additionally, the study shows adolescents stop sharing what they read with family and friends as they transition from year to year, meaning that a reading program may not be enough to raise positive attitudes, language acquisition, or frequency of reading, and that other developmental and personal factors may influence in how a person constructs and develops their reading habits. Yamashita's (2008) found that a short 15 week ER intervention with first year college students does not show significant effects on linguistic ability, meaning that ER programs and creation of pleasure reading habits cannot be created in less than four months, and that they require to be practiced for an even longer period to conclude that language ability can be associated to reading. Ertem (2013), in his study with children using personalized texts (texts children can edit so they become more appealing and pleasurable to read), found children do report higher motivation, more enjoyment and interest towards reading, but did not find any effects on raising comprehension rates. This would mean that pleasure reading could be related to other factors not associated to learning. A final example is Ro and Chen's study (2014) with adults who are learning English as a second language (ESL). The authors report positive correlations between positive attitudes towards reading and amount of reading done, but also found that the level or experience with ESL does not affect second language (L2) reading habits and attitudes. This would mean that ESL adult students could turn to reading in a second language for other reasons than language learning and class expectations.

Other authors have found contradicting results regarding gender differences in reading habits and engagement. Gallik (1999) found that college students who read more during vacations have better academic results, but found no significant gender differences in terms of how much time they spend on vacation reading, nor in the amount of reading done during term time. Pehlivan et al. (2010) found teacher candidates, both men and women, read similar genres and types of material, but that women still reports higher reading rates and interest. Gilbert and Fister (2011) found the opposite in their study with college students: no gender differences were found in terms of interest and enjoyment when reading, similar to Bokhorst-Heng and Pereira (2008) findings, but differences in the type of genres they are interested in were found. Finally, Uusen and Mürsepp (2012) studied gender differences in reading habits of 6th graders and found that both boys and girls equally read material on computers, but still found more boys self-reporting as poor readers, less interested in classic literature, and more into reading short texts.

Furthermore, although research has reported many advantages of pleasure and extensive reading interventions with different population samples, there appears to be no research that has focused on the impact of this activity with a focus on postgraduate students. Table 1 shows a general summary of the relevant research on pleasure and extensive reading found for this study:

TABLE 1
Target population of ER and Pleasure Reading Research

| General Population Sample | Research | Details |
|------------------------------|----------------------------------|--|
| Children/ Primary | Ertem (2013) | 5 th graders |
| Adolescents/ High School | Lituanas et al. (2001) | High schoolers (12-18 years old) |
| | Bokhorst-Helm and Pereira (2008) | 6 th graders |
| | Uusen and Mürsepp (2012) | 6 th graders |
| | Wilhelm (2015) | 8 th graders |
| College students | Mason and Krashen (1997) | EFL College students |
| | Gallik (1999) | Liberal Arts college students (17-30 years old) |
| | Yamashita (2008) | 1 st year college students |
| | Pehlivan et al. (2010) | Candidate teachers |
| | Gilbert and Fister (2011) | General college population |
| | Beglar and Hunt (2014) | Private university students (19-20 years old) |
| Adults (general) | Scales and Rhee (2001) | General adult population |
| | Ro and Chen (2014) | Non-academic ESL learners |
| | Rodrigo et al. (2014) | Low literacy adults |

In addition to the latter, most studies found have mainly focused on either pre and post-tests on particular ER interventions that may last between 6 weeks and two academic years (Mason and Krashen, 1997; Lituanas et al., 2001; Bokhorst-Heng

and Pereira, 2008; Yamashita, 2008; Beglar and Hunt, 2014; Rodrigo et al., 2014); or on cross-sectional studies that measure effects on motivation and language performance of ER or pleasure reading behaviors (Gallik, 1999; Pehlivan et al., 2010; Gilbert and Fister, 2011; Uusen and Mürsepp, 2012; Ertem, 2013; Ro and Chen, 2014). Furthermore, none of the previous research has looked at pleasure reading as a naturally occurring phenomena, but as previously stated, they have rather focused on quantitative analyses that inquire about reading interests, habits and attitudes of different age populations rather than the long term impact of their reading behaviors (Gallik, 1999; Pehlivan et al., 2010; Uusen and Mürsepp, 2012). The few studies that have asked for qualitative input from the participants usually make reference to self-reported opinions on the reading material rather than on personal impact of their personal experience or reading habits (Walker, 1997; Mason and Krashen, 1997; Lituanas et al., 2001; Yamashita, 2008; Hu, 2013; Klauda and Guthrie, 2015; Ölmez, 2015;).

Therefore, the question remains: why has extensive and pleasure reading research not been done with postgraduate students in particular, when postgraduate degrees require important amounts of reading in topics and areas that the student has *chosen* to study? In their research about adult reading habits Scales and Rhee (2001) found graduate adults read more and more often than adults who have a lower educational level, as well as have a better ability to approach, read and understand various kinds of print material. Rodrigo et al. (2014) concluded educational level was a predictor for reading habits in terms of

frequency, ability and patterns. Both studies (Scales and Rhee, 2001; Rodrigo et al., 2014) conclude that further research needs to be done on this matter.

Furthermore, although some research findings point out that reading habits are usually established before adulthood, other studies have shown that extensive reading can also impact adult reading habits. On the one hand, Tarulli (2016) has found that most pivotal experiences when forming a positive relationship with reading happen before the age of 15. On the other hand, other researchers like Rodrigo et al. (2014) report the benefits and gains of extensive reading interventions in adult population. For example, the more an adult reads, the better their literacy skills (Smith, 1996 in Rodrigo et al., 2014); or that the amount of reading done by an adult is a better predictor of their vocabulary than whether or not they are a native speaker (Rodrigo, 2009 in Rodrigo et al., 2014). Garbe et al. for example, mention that comprehending texts and therefore acquiring knowledge is linked to job success, life-long learning attitudes, and having a successful social and cultural life (2010 in Uusen and Mürsepp, 2012); advantages that are worth researching if they are found to be long term. Nonetheless, it appears that little or no research has been conducted on the personal impact that pleasure reading may have, not only on adults, but particularly on adults with a finished or ongoing postgraduate level of education whose native language is not English. Hence, this dissertation aims to explore the personal, academic and professional impact of L2 pleasure reading habits in Colombians who have or are studying a postgraduate level of education through a qualitative approach.

Considering the research found in the area, it becomes fundamental to understand engagement and attitudes of postgraduate students and professionals towards two main aspects in order to evaluate impact of pleasure reading in a second language: (1) how they learnt English, and (2) how the habit of reading in a second language was created and maintained over time. The next section will expand on this.

2.3. L2 Reading Engagement: It Is All About the Attitude

Although an important amount of research has been conducted on language learning attitudes and motivation, it is only in the past 6 years that more attention has been brought to L2 reading motivation (Özönder, 2015). Concerning language learning attitudes and motivation, the socio-psychological approach to learning established by Gardner is highly referenced (Dörnyei and Ushioda, 2011; Ölmez, 2015; Özönder, 2015; Yeh, 2010). Gardner stated that L2 learning involved four aspects that are linked together: (1) the ability to learn a language; (2) the feelings towards the content to be learnt; (3) the feelings towards language itself; and (4) the feelings towards the cultural community that represents that language or integrative motivation (Dörnyei, 2005 in Ölmez, 2015; Yeh, 2010; Dörnyei and Ushioda, 2011; Özönder, 2015). In addition to integrative motivation, Gardner also defined instrumental motivation as the force that drives learning a language as means to get a better job or salary (something external to the individual), rather than looking to become or wanting to be part of the community that represents it. Self-determination theory states there are two identifiable kinds of motivation: extrinsic and intrinsic. While the former refers to being able to engage and maintain a course of action as means to an end (i.e. getting a promotion at work), the latter

refers to personal enjoyment: doing the activity because it feels good (Dörnyei, 2000). The theory also states these two types of motivation are not completely dichotomous, but rather a continuous line (Dörnyei, 2000; Dörnyei and Ushioda, 2011). This means that an activity that is initially done with pleasure could turn into an activity that is done for an extrinsic motivation. Research linking attitudes and motivation with reading practices are common (Davis, 1995; Walker, 1997; Gallik, 1999; Day and Bamford, 2002; Dean, 2003; Bamford and Day, 2004; Haworth et al., 2004; Nuttall, 2005; Elkin, 2007; Ceranic, 2009; Elkin, 2010; Cambria and Guthrie, 2010; Yeh, 2010; Bryan, 2011; Murphy, 2012; Day, 2013; Klauda and Guthrie, 2014; Rodriguez et al., 2014; Day, 2015; Jeon and Day, 2015; Oakhill, et al., 2015; Ölmez, 2015; Özönder, 2015; Perkins, 2015; Saunders, 2015; Yamashita, 2015; Ro, 2016; Tarulli, 2016). These authors have found through their research that personal, language, and thinking skills are further developed when reading is associated with positive attitudes and higher motivation. Regarding ER and pleasure reading research in particular, intrinsic motivation and positive attitudes seem to be more recurrent in those who engage with the activity (Day and Bamford, 2002; Cambria and Guthrie, 2010; Yeh, 2010; Day, 2013; Klauda and Guthrie, 2014; Day, 2015; Ölmez, 2015; Özönder, 2015; Yamashita, 2015).

In line with the previous findings, some authors have developed and researched the concept of reading motivation and separate it from general or language motivation (Baker and Wigfield, 1999 in Bokhorst-Heng and Pereira, 2008; Crookes and Schmidt, 1991 in Dörnyei and Ushioda, 2011; Mori, 2002 in Ölmez, 2015; Yeh, 2010; Lockwood, 2008 in Murphy, 2012; Klauda and Guthrie, 2014; Ro

and Chen, 2014). They state that this particular concept is multidimensional and define five different aspects: extrinsic and intrinsic values of reading, perceived reading efficacy, perceived linguistic value of the content, and finally, social purpose for reading, which means, being able to interact meaningfully with others about the content read. Among the extrinsic values of reading, Guthrie and Kirsch (1984 in Gallik, 1999) found that reading is an important and necessary activity to develop professionally as well as having the ability to respond to change in the working environment.

In terms of ER and pleasure reading in a second language, some authors claim that intrinsic motivational levels and positive attitudes towards L2 reading are sustained over time as long as the reader finds a challenge in the text that does not generate anxiety or negative feelings, or so much boredom as to keep him from doing it (Day and Bamford, 2008 in Rodrigo et al., 2014; Ro and Chen, 2014). Following this idea, Ro and Chen (2014) report in their study with ESL adults that negative attitudes towards L1 reading negatively impact on L2 reading attitudes. Therefore, if there is a weak intrinsic motivation towards reading in school in general, it could potentially impact negatively the engagement with L2 reading, either inside or outside the classroom. Wilhelm's (2016) study with eighth graders represents a clear example of lack of intrinsic motivation when students separate their real reading from school reading, by connecting the latter to extrinsic interests like passing a test, getting a grade or getting it right (Yeh, 2010; Rodrigo et al., 2014).

This is why intrinsic motivation is usually linked to positive attitudes (Bokhorst-Heng and Pereira, 2008; Dörnyei and Ushioda, 2011; Ersem, 2013). Alexander and Filler (1976 in Bokhorst-Heng and Pereira, 2008) define a reading attitude as an emotional response that makes a reader want to read or to quit a reading situation. A positive attitude towards reading for pleasure in a second language is usually supported by the possibility of choosing the material, by the ability to socialize the content with peers, by role modeling, and by the fact that no accountability needs to be shown (Rodrigo et al., 2007; Bokhorst-Heng and Pereira, 2008; Rodrigo et al., 2014). Rodrigo et al. (2014) emphasize the fact that experiences as short as reading one engaging book can immediately impact and increase affective gains towards the activity even before language gains are identified. Nonetheless, having this positive attitude does not guarantee that a reading habit is necessarily established in the long term; Gilbert and Fister (2011) found, for example, that despite college students reporting favorable attitudes towards reading, most of them did not do it for lack of time or wanting to spend their free time on other activities. Therefore it is both enjoyment and a sense of accomplishment which promotes a positive attitude that can lead to greater motivation and, in the end, to better language proficiency (Bokhorst-Heng and Pereira, 2008; Cho and Krashen, 2001 and Rodrigo, 2011 in Rodrigo et al., 2014; Ro and Chen, 2014).

2.4. Summary

This research understands reading as an active process done by the reader where the connections made to past experiences and general comprehension become

necessary to generate engagement and pleasure (Ghafar Samar and Dehqan, 2013; Perkins, 2015). Reading for pleasure has proven to be an effective tool, not only to acquire a second language, but also to promote and support personal growth (Wilhelm, 2016). Most research in pleasure and extensive reading are based on: (1) specific ER interventions over time to show possible reading and L2 gains, rather than exploring reading for pleasure as a naturally occurring phenomenon; (2) quantitative research focused on particular results and effects, rather than a qualitative exploration of personal and academic impact of those involved; (3) different population segments from childhood to adulthood, from primary to college, but too little focused on postgraduate education in itself, particularly postgraduate students or professionals who have English as their second language.

Colombia's MEN has been focusing on raising literacy levels, reading rates, and second language education as means to make Colombia a more competitive and globalized country, given the poor national results on linguistic ability at all ages and levels of education (MEN, 2004; MEN, 2014a; MEN, 2016; MEN, 2016a). Because of this fact, the previously identified gaps, and the research that has linked pleasure reading to positive attitudes and intrinsic motivation, this study aimed to qualitatively explore the impact of pleasure reading habits of Colombians who have or are currently finishing a postgraduate level of education. The next chapter, therefore, explains the methodology used to give answer to the research question at hand.

3. METHODOLOGY

To properly explore the research question at hand, this section will explain the methodology that facilitated data collection and analysis. First, a definition of the type of research and research design will be given. Secondly, a description of the participants involved and setting will be given, as well as the methods for data collection and analysis. Finally, the ethical considerations for this study will be posed.

3.1. Type of research

This dissertation aimed to examine if pleasure reading in English has impacted Colombians with a postgraduate level of education. In this sense, a qualitative approach was necessary to better understand the personal, academic, social and professional impact L2 pleasure reading has brought to the participants' lives, since most research in ER and pleasure reading have dealt with lower educational levels, and most of it through quantitative studies that show the language gains and reading habits at specific moments in time (Refer to Literature Review, Section 2.2.1.). It is not enough to know *what* happens, but to understand *why* and *how* it happens, particularly in a population that has been understudied.

In addition to this, a qualitative approach takes into account perceptions and experiences subjective to each individual (Bryman, 2012), meaning this research has a *constructivist* ontology, rather than objectivist, emphasizing that reality cannot exist independently from social actors, but on the contrary, is molded by their experiences, thoughts and feelings (Ahmed, 2008). Hence, this study

responds to an *interpretative* epistemology, and not positivist. Therefore, it endorses the difference of views and ideas towards the topic of study, and it is up to the researcher to interpret that which is shared by the participants on the matter (Ahmed, 2008; Bryman, 2012). This type of study is open, then, to find points of view that may not have been mentioned in the theory that supports this research. As a researcher and language teacher, I am also aligned with the previous, as I assume each student's individuality requires the ability to look for different and unique perspectives that may help one particular student according to their own reality and mindsets towards learning.

3.2. Research design

According to the type of research, this dissertation undertook a *qualitative cross-sectional* design. As Cresswell (2012, in Özönder, 2015) explains, this design allows to rapidly gather an important and relevant amount of information at one point in time from more than one case or group, while allowing to observe patterns, differences and similarities among them about their beliefs and behaviors (Bryman, 2012). For this particular study, all UK participants were still undergoing their master's studies, while all but one in Colombia had finished theirs. Hence, two different moments in the academic life of the participants was observed, allowing a comparison of any differences between the participants to be made.

3.3. Setting and Participants

To be able to address the research question at hand, purposeful sampling was used, which means participants were strategically sampled since they needed to

share certain characteristic in common (Bryman, 2012): They had to be Colombian; had finished or were currently undergoing their postgraduate studies (PGS); and had English as a foreign or second language. In addition to this, an ideal balance between men and women's perspective was attempted. Although gender is not a research topic for this dissertation, differences between men and women and their engagement with reading and impact in their language acquisition have been contradictory (Refer to Literature Review, Section 2.2.1.) Hence, having a balance between men and women could enrich, as well as balance the analysis. Initially, it was thought for 24 participants to be enrolled in this study: 12 men and 12 women, divided into 4 focus groups: two to be carried out in Colombia, and two carried out in the UK. In Colombia, 8 participants accepted the invitation: 3 women for the first focus group, and 5 men for the second. In the UK, 6 women attended one focus group, and 3 men attended the other, for a total of 17 participants (9 women, 8 men). They all had different academic backgrounds and interests. While all participants in Colombia, except for one woman, had already finished a master's degree, all participants in the UK were still undergoing theirs (10 Master's candidates and 7 Master's graduates). No participants were currently studying or had finished a PhD.

Despite age not being a variable of analysis, the age range of the participants' was between 24 and 38 years of age ($\bar{M} = 31$). The general academic fields of the participants were in varied subjects like Education, Engineering, Business, Arts, Technology, Journalism, History and Environment. All participants in Colombia had studied their master's degree in the country, except for one woman completed

it in the UK, and one man who completed his masters in the United States. Table 2 shows the mentioned characteristics of the participants.

TABLE 2
Participants' Characteristics

| Sex | Country of residence | Age mean (<i>M</i>) | Field | Status | Country of PGS |
|------------|-----------------------------|----------------------------|--------------|---------------|-----------------------|
| Women | Colombia | 34 | Education | candidate | COL |
| | | | Education | finished | COL |
| | | | Arts | finished | UK |
| | United Kingdom | 30 | Education | candidate | UK |
| | | | Education | candidate | UK |
| | | | Technology | candidate | UK |
| | | | Arts | candidate | UK |
| | | | Education | candidate | UK |
| Men | Colombia | 33 | Journalism | finished | COL |
| | | | Technology | finished | USA |
| | | | History | finished | COL |
| | | | Engineering | finished | COL |
| | | | Engineering | finished | COL |
| | United Kingdom | 30 | Arts | candidate | UK |
| | | | Education | candidate | UK |
| | | | Environment | candidate | UK |

In terms of the setting, the focus groups were carried out in two different countries: Colombia and UK. In Colombia, the participants were asked to meet in a house that had a social area with the proper characteristics to sustain a focus group: a

dining table big enough for everyone to comfortably sit, as well as a place isolated from loud noises or possible interruptions to occur. In the UK, the participants were asked to meet in a classroom that allowed the space to be conveniently organized for a focus group to happen.

3.4. Method and Instrumentation

This research places a focus on understanding personal experiences, views and opinions of the participants on pleasure reading in English, which has not been thoroughly researched. In order to explore those experiences, a qualitative method was chosen and therefore semi-structured focus groups were implemented. First, the method will be explained, and then, the semi-structured guide will be described.

3.4.1. Focus Groups

This method allows in depth exploration of specific themes of interest through the participants' views and interactions of the group, interactions which enrich the information (Freitas et al., 1998; Litosseliti, 2003; Bryman, 2012; Winters, n.d.); obtain a wide range of perspectives within a social group that shares common characteristics; and access a large quantity of information in a short period of time (Freitas et al., 1998; Mack et al., 2005).

Usually focus groups are used to either feed information for a quantitative study, or as a method in its own right when qualitatively exploring a particular topic of interest with a group of participants that share similar characteristics, but not necessarily the same opinions or experiences on the matter (Morgan, 1997;

Freitas et al., 1998; Krueger, 2002; Winters, n.d.). Freitas et al. (1998) explains that '[a]s a stand-alone method, FG can be used in order to explore new areas of research or to examine subjects well-known to the participants' (p. 6). In this sense, a focus group shines a light over social group conventions, as well as exploring a variety of experiences and thoughts in a limited amount of time, since reaching a consensus is not part of its objectives (Freitas et al., 1998; Mack et al., 2010). On this matter, Freitas et al. (1998) states that the 'data contributes to a stronger conviction on the part of the researcher or analyst, as it is a good source of information for the formulation of hypotheses or for the construction of frameworks [and] in turn allow further investigation.' (Freitas et al., 1998: 6)

Nonetheless, some disadvantages in this method have been pointed out (Morgan, 1997; Freitas et al., 1998; Litosseliti, 2003; Mark et al, 2010). First of all, focus groups may not generate such in depth answers from participants as individual interviews may. Secondly, interactions do not happen in a natural setting. Thirdly, focus groups heavily rely on the ability of the moderator to keep the interactions on the topic; to not influence or guide the conversation in a particular direction according to personal convictions; and to guarantee equal participation from all subjects. Finally, it might be difficult to tell group views and individual views apart. However, being aware that in-depth answers from each participant may not be possible, the number of focus groups and the common characteristics of the participants helped to reach saturation in the data, meaning some answers were found similar among groups (Bryman, 2012). On this matter, Freitas et al. (1998) state that '[t]he more homogeneous the groups in terms of background and

perspectives, the smaller the number of groups needed' (p.11). In addition to this, since behaviors were not being observed, but rather self-report speech on past and present experiences as well as beliefs, then a natural setting for interactions to occur was not necessary for this study. In terms of the moderator's experience, the focus groups were conducted by the researcher by following Krueger's (2002) and Freitas et al. (1998) suggestions on design and application, considering no questions that would lead to a particular answer could occur: it was made clear from the beginning that all opinions and difference of opinions were welcome; also questions that would further explore the why and how behind their answers were posed. In this order of ideas, all participants had a chance to equally participate (with an average of 24 interactions per participant), and express their own views on the topic and questions at hand. On this matter, Morgan (1997) and Winters (n.d.) state that interactions that result from recall, experiences and opinions that compare among the participants enriches the information that an individual interview cannot guarantee (Morgan, 1997; Winters, n.d.). The focus groups had an average duration of 90 minutes.

Focus groups were audio and videotaped to avoid data loss when transcribing.

3.4.2. Focus group guide

In order to gather relevant information from the focus groups, a semi-structured question guide was created that would lead the group in a logical sequence to be able to give light to the research question at hand: What is the impact of pleasure reading in English on Colombians who have a postgraduate level of education?

Rather than listing some topics or themes to openly explore throughout the session, a more structured guide was created in order to keep an order throughout the four groups and therefore, allow easier comparison for analysis purposes.

Freitas et al. (1998) states that:

'the same line of questions is used for a series of sessions with the aim of obtaining similar content, which allows more efficient analysis and eliminates language differences... The structure that the order imposes for the discussion is valuable to analyze the interaction of the group and to do comparisons among groups in the analysis phase of the research. A good order creates a natural progression among the topics, with some overlap among similar ones.' (p. 14-15).

The guide was therefore written in such way it allowed the group to move smoothly in a logical progression; beginning with an understanding of their different personal and academic backgrounds, following with their experiences in relation to English with an emphasis in reading, and ending with a discussion on the impact reading in English for their personal, academic, and professional lives. The focus group guide can be found in Appendix 4. A short explanation of each section is given below:

3.4.2.1. Introduction

This section includes a general guide for the researcher to welcome the participants, thank them for their participation, and introduce herself and the topic at hand. As an icebreaker, each participant introduced him/herself and explained their academic path up to the present moment, following the example of the researcher. The purpose of this section was for the participants to get to know each

other's names, as well as to set a common background they all shared as participants: having a postgraduate level of education.

3.4.2.2. Section 1 – English learning background

This section included questions that required the participants to explore their past experiences when learning English. This research is based on a constructivist ontological position, therefore, this section aimed to acknowledge the different backgrounds and experiences of the participants around one same event: learning another language. These past experiences also aimed to openly explore how the relationship with L2 reading was created, hence, allowing a smooth transition into the topic of interest.

3.4.2.3. Section 2 – L2 Reading habits and experiences

This section aimed to understand the different experiences when reading in both Spanish and English, particularly the latter. It included guide questions to understand if there were differences among what, when, why and in what language they read according to their particular personal, academic and professional contexts. This section was thought in terms of contrasting research findings on the importance of ER and pleasure reading, as well as reading habits in comparison to other lower educational levels that have been looked at (primary, high school, college). This section also allowed to smoothly transition into the last and most relevant section: impact of L2 reading.

3.4.2.4. Section 3 – L2 Reading impact

This final section included questions that referred to how reading in English for pleasure has impacted, if at all, their personal, academic and professional lives and choices they have made. This section had less questions, and more emphasis on the *how* and *why* of the participants thoughts and opinions, allowing a freer exploration of the topic by the participants. This was important, especially because it is this area that has been least explored in ER and Pleasure reading, more specifically with postgraduate students (Refer to Literature Review, Section 2.2.1.), and therefore, would give the biggest breakthroughs with respect to the research question.

3.4.2.5. Closure

After all questions were covered, the questions '*Would anyone like to add or complement something to what it has been already said?*', and '*Do you have any additional comments or questions?*' were made. This was done to allow the participants to make interventions that they may have felt, there had not been a proper space to say it, or to complement other participants' answers and points of view.

3.5. Data Collection

The data collection process took approximately three months between contacting the participants and finishing the focus groups.

3.5.1. Sampling of Participants

First of all, given the fact that I was travelling to Colombia to gather information in June, an open invitation in mid-April was published in social media explaining the nature of the research, the characteristics of the target population, and asking for availability for the days I would be in Colombia. This invitation, in addition to having the help of people in Colombia who worked in higher education, led to contacting a total of 15 participants between men and women. Hence, participants in Colombia were contacted through snowball and purposive sampling, since some people who initially responded, contacted other people they knew, had the characteristics I was looking for, and would be interested in participating (Bryman, 2012). From the contacted participants in Colombia, only 8 attended the focus groups (3 women and 5 men, respectively).

Secondly, the participants in the UK were conveniently sampled. Dörnyei (2007 in Özönder, 2015) states convenience sampling is widely and commonly used in foreign and second language research, since most researchers draw upon population known and easily accessible to them. All of them were Colombians currently undergoing their master's course in the UK. They were contacted by email, explaining the nature of the research and asking for their participation. Once they confirmed, a date, time and meeting room were established for each group in agreement with all the participants. From the 11 Colombians contacted, 9 were able to attend (6 women and 3 men respectively).

In total, 17 participants made part of the study.

3.5.2. Piloting

To guarantee the reliability and validity of the instrument, the focus group guide was initially checked by three lecturers who commented, suggested questions, and finally approved it. In addition to this, a pilot of the guide was done in Colombia, in an in-depth interview manner with a Colombian man who is currently studying his PhD in Scotland. He was told of the purpose of the study and research question. After running through all the questions, he believed they were pertinent to answer the research question and suggested adding an introduction that could give a better understanding of the academic background of the participants, which was added to the instrument.

The piloting interview took approximately 40 minutes, which was enough to probe the questions and left a window for the focus groups to fit between 90 and 120 minutes.

At the end of the first focus group, one additional questions was added and kept in the guide for the remaining three: *What keeps you reading in English? What keeps you motivated in time?* (Appendix 4)

3.5.3. Focus Group Sessions

Once the participants accepted to participate, the consent form was sent by email for them to read and have time to ask any questions about the study or their participation in it (Appendix 3). All groups were reminded by email the day before the meeting. As an incentive, all participants were invited to dinner or tea, depending on the hour of the day.

Once the participants arrived to the meeting point, they were handed in a physical copy of the consent form for them to sign. All participants were asked to book 2 hours for the focus group, although they were planned for 90 minutes. Besides the group of women in the UK, which lasted two hours and ten minutes, the three remaining focus groups lasted between 90 and 100 minutes.

According to the facilities and thinking where the camera would be better positioned at to capture all participants, a chair was blocked for the researcher, and the seating arrangement was left up to the participants. They were told at the beginning that the session would be audio and video recorded for transcription purposes only. None of them showed disagreement or feeling uncomfortable with this, which probably allowed natural interactions between the participants to occur. At the beginning of each session, the participants were asked if they preferred to carry out the session in English or Spanish, given that Spanish is their native language and could feel more comfortable finding the right words and expressing their ideas around the questions. Nonetheless, I gave the option, since having the focus group in English would save time in terms of translating fragments for analysis purposes. Three groups decided to do it in Spanish, and the women's group in the UK, decided to do it in English. This might have been the reason for this session to have lasted longer than the other three, as they spoke in a more paced manner.

3.6. Data Analysis

Because of the ontological and epistemological views of this study, previously exposed, this research is then, of inductive nature, meaning that it explores ER

and pleasure reading from a new perspective while founding results in previous research (Bryman, 2012). Hence, in order to analyze the data of the focus groups properly, coding was necessary. Glaser and Strauss (1967 in Wilhelm, 2016) speak of *open*, *axial* and *selective* coding. At first, the data is initially broken apart and analyzed by the researcher to come up with initial categories (open coding); then, those categories are grouped into themes or categories of higher order according to patterns and similarities found among them (axial coding); finally, the data was revisited by the researcher and external observers that could confirm or negate what had been found in order to strengthen and re-establish categories that showed saturation of information (selective coding) (Holton, 2010; Wilhelm, 2016).

Thus, the focus groups were all transcribed into the same format (Appendix 5) to help make the first stages of analysis easier, as well as to facilitate searching information, and simplifying referencing when using extracts in the text. Then, they were coded openly in search of general emergent patterns around the three main topics that derived from the literature review (See example of open coding in Appendix 7):

- English language learning core experiences.
- Relationship with reading in English.
- Impact of reading in English.

Then, the transcriptions were axially coded for themes of interest inside each topic relevant to the research question (see example of axial coding in Appendix 8); and

finally, the themes were verified with an external researcher to check for consistency and that important data had not been missed.

3.7. Ethical Issues

Diener and Crandall (1978 in Bryman, 2012) establish four ethical principles of social research that must be always taken into account: Not harming the participants in any way; providing informed consent; protecting the participants' privacy; and making sure there is no *deception* or giving away false information about the study that may compromise the participants' well-being. All precautions were taken in order to ensure the previous.

Firstly, the topic under discussion was not a sensitive issue that could have caused emotional distress; neither the space nor the conditions of the focus groups represented an immediate physical threat to the participants. As the moderator, a warm welcoming was given as well as clarity in the fact that all opinions were welcomed, and no consensus was expected from them at any point. This could have helped to generate an environment of camaraderie and trust for the rest of each session. Secondly, research approval was given by the Award Leader of the TESOL program, Róisín Ni Mhocháin (Appendix 1), as well as the ethics form approval (Appendix 2). With this two approved forms, the informed consent form was written, corrected and sent to all participants at least a week before the focus group would take place, so they would have time for questions.

Thirdly, data protection of participants was included in the consent form, where it was clarified their names would remain anonymous and would be changed when transcribing, and that the access to video and audio recordings would only be

managed by me. In addition, it was clarified that the information from the sessions would be only used for the purpose of this dissertation and nothing more, as well as it was informed transcriptions and audios will be destroyed after results for the dissertation are given. The purpose of the dissertation was communicated to all participants to avoid deception. Finally, participants were told they could withdraw from the study at any point in time, and relevant emails and points of contact with the University were given.

The following section will show, analyze and discuss the main findings, which will be organized by themes relevant to the research question. Extracts of the transcriptions will be shown to support the results. Examples of coding (Appendices 7 and 8) and one transcription (Appendix 6) are included for reference.

4. RESULTS AND DISCUSSION

The study aimed to explore the impact of L2 pleasure reading, as a natural occurring phenomena, in Colombians who are studying or have already finished a postgraduate level of education. The results are presented according to the three major themes of impact found throughout the codification process:

- Personal Impact
- Academic/Professional Impact
- Linguistic Impact

Each one was defined and explained, illustrated with extracts from the focus groups, and analyzed with and compared to the literature review in Chapter 2. Please refer to Appendices 6-8 for fragments of transcriptions and coding process.

Firstly, there is an introduction of the major findings where the participants' context is analyzed. Secondly, an exploration of each of the areas of impact found is presented. Finally, the connections among these areas are discussed.

4.1. Introduction

There is limited research exploring postgraduates' L2 pleasure reading habits, as well as the limited studies that have qualitatively explored this phenomena to assess impact. This section presents an overall analysis of the context and findings to all postgraduate participants to demonstrate common ground so the connections to L2 pleasure reading is better understood.

In general, all participants reported a positive perception and pleasurable relationship with reading in English, associating the activity to feelings linked to

satisfaction, relaxation, and enjoyment. Nonetheless, the paths that have underpinned the positive attitudes and motivations towards L2 reading do not seem to be directly related with their English language learning path, but rather, with their positive perception of reading as one of the skills easier to relate to and practice versus others. First, the differences in their language learning paths will be shown, and then how they have built a positive relation to reading despite their negative or positive language learning experiences.

When exploring the participants' English learning journey, there is no clear tendency that links a particular experience with positive attitudes toward L2 pleasure reading. For example, in terms of coming into contact with the language, out of the seventeen participants, eleven of them had their first contact with English before going to University: six during their childhood or early school years, and five during high school. The other six began their English learning path after school, either directly at University, or through language courses taken in or outside of the country. In addition to this, the participants seemed to represent a normal distribution of the target population, since half of them relate English learning to negative experiences, usually linked to a perception of repetitive grammar learning throughout the school years, perception of low self-efficacy to develop language skills, or low perception of linguistic value; and the other half reported having an inherent interest in language learning. This positive interest was usually fed, motivated and modeled by a parent or teacher who motivated practicing the language outside of an academic environment. The difference in contexts suggests that positive attitudes towards L2 pleasure reading are independent of

postgraduate students' language learning experiences. Then how are the L2 reading positive attitudes created and maintained?

A possible explanation to the previous question relies on the fact all participants perceived L2 reading as one of the skills easier to approach and relate to, together with listening versus productive skills like writing and speaking. Hence, despite the variety of previous experiences with English learning among participants, they all share this common ground. Interventions that illustrate the previous, support Krashen's Natural Approach input and affective filter hypotheses (Mason and Krashen, 1997; Walker, 1997; Harmer, 2015; Nuttall, 2005). Therefore, participants refer to reading being a skill they can practice at their own pace, that does not require full understanding, and that it helps gain vocabulary in an area of interest (numbers on the left refer to the turn/intervention):

114 **DIEGO (UK):** It's not just learning English for the sake of it, it's about culture, so this teacher talked a lot, for example, 'Do you really want to have fun? What do you like to read? About cute animals and nature? *National Geographic!* English subscription! Go ahead and read and you'll see how much fun it is! The pictures, everything! Get started in your reading and you'll realize you understand a lot of vocabulary, you have fun in the way and you don't even notice when you become an expert!', and that's when I think I bought my first *National Geographic* in English and, effectively, that's the whole show! You read it like it's nothing, with a lot of hard terminology but you understand it from the context because you *want* to understand.

Please find another example in Appendix 6, turns 54-60.

In this fragment, the participant illustrates how input that is not completely comprehensible but still interesting to him, can help him improve his language and vocabulary without being confined to the regular English language class.

Therefore, this study confirms previous research about L2 pleasure reading having a positive impact on language acquisition and development (Davis, 1995; Walker, 1997; Applebee, 1978 in Gallik, 1999; Mason and Krashen, 1997; Scale and Rhee, 2001; Hu, 2013; Sullivan and Brown, 2015). Moreover, the experience results in favorable feelings and attitudes towards the exercise, probably establishing repetition of this behavior in the future.

Besides L2 reading being a skill postgraduates can relate to from the beginning, this study found that perceived reading efficacy seems to be necessary to trigger positive lasting attitudes towards reading. Although this research is not focused on gender differences, this held true mainly for women in this study. As stated in the literature review, researchers that have focused on reading motivation have emphasized it is a multidimensional concept that cannot be confined only to intrinsic or extrinsic motivations (Baker and Wigfield, 1999 in Bokhorst-Heng and Pereira, 2008; Mori, 2002 in Ölmez, 2015; Klauda and Guthrie, 2014). These authors speak of one dimension referred to as perceived reading efficacy, which refers to the subject's perception on his or her ability to successfully read and comprehend a text. The following fragment from Colombia's women focus group evidences the previous as a trigger point to raise positive attitudes towards English and L2 reading in particular:

150 **MARIANA (COL):** When I was in England, I read two books of *Game of Thrones*... in English! The first two. And I think I... before I had tried to read, to start any book in English but it hit me, it was hard, right? (...) But these books I *could* read, and I think that is what took the 'I'll never be able to do this' idea.

- 151 **RESEARCHER:** And you read them because...
- 152 **MARIANA:** For pleasure, because my husband started reading them in English. So I started like to...oh, ok...So at the beginning English... plus the fact that those books' English is not *English*... I mean, it has some words here and there and other things, but, yes... it was a pleasurable reading. Everything great! You know...
- 153 **CAROLINA:** That nothing bad is going to happen and you can understand... that the book is not going to eat you alive!

Another example can be seen in Appendix 6, turns 174 and 180.

In this fragment, Mariana clearly identifies the moment when she realized she could read in English, understand and enjoy. Carolina shares this perception as she also went through a similar experience with the book *Harry Potter* by J.K. Rowling, although this is not directly mentioned in the chosen fragment. Pleasure, in this case, is directly linked to this reading efficacy perception.

Men, more than women, seem to establish positive attitudes towards L2 reading practices when they find a connection with the content rather than with their perceived ability of tackling a specific text. Books like *Catcher in the Rye* by J.D. Salinger, *Lord of The Rings* by J.R.R. Tolkien, and the *Millennium Trilogy* by Stieg Larsson, were some of the books mentioned that men took upon to read independently. Experiences with this chosen literature were key to motivate further reading in English. On the contrary, literature that was imposed at school or university generated negative attitudes and rejection towards the activity. This particular finding supports the dynamic nature of motivation (Dörnyei, 2000; Dörnyei and Ushioda, 2011) which can change or evolve according to circumstances and different moments in life.

Moreover, that the men interviewed chose what they really wanted to read at home, rather than what they had to read at school, supports Uusen and Mürsepp's findings (2012) with sixth graders, where a similar tendency was found: boys read more when they could choose their own material. This also supports Wilhelm (2016) and Gilbert and Fister (2011) qualitative division between *real reading* and *school reading*, where the latter is associated with negative attitudes towards the activity since books are not of the participants' interest, and in addition, are evaluated. Murphy (2012) states that testing negatively impacts pleasure reading, and in line with Day's principles of extensive reading which avoid this practice if pleasure is the goal (Day, 2013), Colombian postgraduates have also felt negative attitudes towards reading when this has been the case. In relation to this, most of the participants expressed negative attitudes towards reading during their high school years, confirming Pereira's (2008) findings with sixth graders who, independently of their reading experience in the primary years or their current interest in reading, by the end of sixth grade they had all reported an increasing apathy towards reading.

Yet, did Colombian postgraduates read to comprehend and therefore, learn the language? Or did they learn the language in order to be able to read? Half of the participants, with no differences by gender, or country of residence, perceived they approached reading in such way it helped them to acquire language, and therefore they relate this activity with the expression "a positive challenge", while the other half felt they started reading in English once they felt confident with their

vocabulary. This finding challenges Saunders (2015), who states that reading comprehension is necessary for pleasure to arise.

Nonetheless, once a positive, pleasurable relationship with L2 reading is established, the four elements Gardner defines for integrative motivation, come into place (Yeh, 2010; 2005 in Ölmez, 2015; Dörnyei and Ushioda, 2011; Özönder, 2015): participants become aware they are able to learn and understand English; they discover content they can personally relate to; they create an emotional bond with the language and how it helps construct meaningful content; and they report positive feelings towards the culture. This becomes more evident as the exploration of each of the areas of impact is described and analyzed. It is integrative motivation that generally underpins each of the following areas (personal, academic/ professional and linguistic).

This introduction aimed to establish a common ground about the participants and how the positive attitudes towards L2 reading seem to be initially established. The next four sections will show the three major areas L2 pleasure reading has an impact on according to the findings, and the complex interactions between them for Colombian postgraduates.

4.2. Personal Impact

This first major theme found in coding encompasses the impact of L2 pleasure reading on self as:

- The process of self-discovery and personal change.
- The need to establish meaningful relationships.

- The need for understanding of the L2 cultural context and richness.

A short explanation with examples for each sub-topic is given below.

4.2.1. Self-discovery and personal change.

Over 40% of the participants approach L2 reading as a way to discover aspects of themselves they wouldn't otherwise be able to know. Particularly men living in Colombia describe this impact in terms of discovering a second or different personality. They perceive reading as a transformative process that allows them to discover other ways of showing themselves to the world. This is very similar to what Wilhelm (2016) discovered as inner work pleasure, which allows these participants to become more self-aware of who they are in the world. The following fragment illustrate this:

- 219 **CAMILO (COL):** I believe it's important, to not just settle with one side of the story that the context you are born to imposes. I believe it's something that every person needs to broaden their horizon.
- 220 **JUAN PABLO:** I would like to complement the point he just... that is very interesting. (...) in terms of reading, for example, I believe this theory that says that you have different personalities in different languages you know (...) You are dependent of your ability to express yourself (...) so it modifies you, your language becomes your window to the world. (...) Cutting to the chase, I believe reading in particular is one of your strongest elements to create that arsenal of tools you will use to communicate. (...) You are shaped by what you read (...) All this happens when you are reading in a different language, because, precisely, you are someone different in that country.

This fragment illustrates the belief L2 pleasure reading has an impact on the readers' identity as they broaden their ideas of how they view themselves in the world and become therefore, more connected to it. In addition to this, participants

who see L2 reading as having a transformative personal impact, also reported reading more literature for pleasure than other participants. This seems in line with Hodges (2010 in Perkins, 2015) findings: people who report higher levels empathy and self-awareness, usually read more literature. Davies (1995), twenty years before, had reported research that showed similar advantages of pleasure and extensive reading on the development of empathy and critical thinking skills. Hence, personal and emotional growth related to pleasure reading is still relevant today, and will probably continue to be in the future.

4.2.2. Establishing meaningful relationships

Wilhelm (2015; 2016) defines social pleasure of reading as the enjoyment the reader feels when relating to other characters, as well as interacting with readers that have read the same or similar texts. This kind of pleasure was particularly more reported by Colombian men, independently of the country they reside in, than women.

In general, men reported reading in Spanish, and later on in English, allowed them to maintain friendships that shared the same interest with reading, create new means of creating and forwarding relationships, particularly with women, and strengthening personal bond with family members, like parents, including their partners and children. Nonetheless, this impact is not particularly related to L2 reading practices but to pleasure reading in general. This supports Ro and Chen's (2014) findings on non-academic ESL adult learners, where they found the attitudes towards reading in L1, directly affected the attitudes towards reading in L2. Moreover, this would mean that a personal impact of L2 pleasure reading on

these participants, is not particular to their education but more general as to being adults who have English as their second or foreign language. The following interventions are examples of this:

149 **RESEARCHER:** What moves you? What motivated you to read?

(...)

158 **JULIÁN (UK):** Well, in my case, I don't know why, it's always linked to my mother; maybe she was a part of... yes, she was that intelligent part of the family. She was the first one to ever read to me, so, from then on that interest grew and I would ask her read to me when I didn't understand, and that's when it happened, that... (...).

242 **RESEARCHER:** What keeps you motivated to read?

(...)

245 **MARIO (COL):** Personally, for me, my parents, and particularly the partners I've had. I have been lucky enough to have partners, not just in engineering, but in other different areas unrelated to it. For example I had a girlfriend that was a philosopher, so she read a lot of things that I would say, 'What *on earth* is this?', and just like that I've maintained my interest in reading and I have ended up liking it even more.

In this two fragments, Julián and Mario show their relationship and attitudes towards reading is deeply linked with the relationships they have established with parents and partners around the habit. This finding also corroborates one of the multiple dimensions of reading motivation studied by Ôzônder (2015): social purpose of reading. This means men in this study seek to establish meaningful interactions with those around them about the material they read.

4.2.3. L2 cultural context and richness

An interesting finding on the personal impact sphere that distances itself from any research reported in this dissertation, is the impact L2 pleasure reading practices have on Colombian postgraduates' personal relationship with English language.

All participants have a strong bond towards L2 reading material they need to read or are interested in. They perceive this material is a personal opportunity to get closer to other different cultures and understand other realities different from their own, very much in line with Gambrell's (2008) discussion on L2 pleasure reading practices being a way to broaden comprehension of one's world. The English language world includes cultural jokes, expressions and contexts that would be otherwise lost and difficult to understand if translated to Spanish, their L1. Therefore, the participants of this study reject translations of any text originally written in English, and report negative attitudes towards their own native language, even worse if the Spanish is translated to is to a European Spanish rather than Latin-American. That translation negatively impacts and removes the opportunities for the participants to delve into a different culture and reality, as this is the experience that they look for when reading texts originally written in English. (Please refer to Appendix 6, turns 117 to 138, and 187 to 190 for examples).

L2 pleasure reading seems to have a major impact on the personal value a postgraduate gives to the originality of the language. This importance could be compared to the expectations and values a person would have from a relationship: trustworthiness (getting honest and reliable information); fidelity (being able to access texts that stay true to the original language; translations are considered a betrayal to English language itself and on the relationship the participant

establishes with the text); and culture (understanding expressions, jokes, word games, that would be lost in translation).

None of the aspects of reading motivation taken for this research, completely describe this phenomena of the role of text translations or originality as a trigger of negative or positive attitudes towards reading. The linguistic utility aspect of reading motivation (Erten, 2010 in Özönder, 2015), for example, is defined as the value the reader gives to the text in terms of improving his or her linguistic ability, but this definition does not completely encompass the value this kind of reader gives to the purity found in the original language. It could be said, given the tendency, that the search for the authentic voice and message of the author in L2 texts triggers or gives evidence of yet another dimension in L2 reading motivation that does not seem to be taken into account in the field's research.

4.3. Academic/Professional Impact

This theme shows the impact of L2 pleasure reading on areas related to academic or professional development. Most participants reported feeling satisfied with their career choices and enjoy reading for work or study since the readings touch on topics of interest. Three main topics were identified:

- Information accessibility
- Impact on academic choices
- Skills development

An explanation of each will be given below.

4.3.1. Information accessibility

The participants reported English academic reading was a fundamental tool for both academic and professional development. Although they reported L2 reading habits fluctuated with time and academic or professional activity of the moment, they all agreed most of their reading, today, happens in English. They perceive that *more*, and *more relevant* information relating to their academic or professional field can be better accessed in this language. The following fragment illustrates this relationship:

27 **MARIO (COL):** In my case, what has been easier for me, but because of the fact I have been more exposed to it, is reading; especially because in Engineering, most technical information is found in English. (...)

In this fragment, Mario evidences the impact L2 academic reading in discovering and following his own professional interest. This shows evidence of Dewey's work and intellectual pleasures (Wilhelm, 2016), which state that a reader can experience enjoyment from reading as means to an end, which is solving a problem or filling an informational gap.

4.3.2. Impact on academic and professional choices

For most postgraduate students and professionals who participated in this study, L2 pleasure reading is closely linked to their professional and academic interests, meaning most of them consider the reading they do for their Master's degree or for work, usually pleasurable, interesting, and suitable for what they need. This finding supports Scales and Rhee's (2001) findings on adult reading habits. They found adults with higher levels of education tend to read more technical and

academic material like reports, articles and news, all reading materials mentioned by the participants of this study as well.

Hence, most of them decide to pursue a postgraduate degree to continue exploring topics of professional and academic interest. Despite some participants reporting reasons to study a Master's degree as an opportunity to take some time off, or as an excuse to travel, most of them narrate an academic life where experiences have led to well thought choices of study. For all participants who are studying or studied their Master's abroad, confidence in knowing the language and reading practice were factors that made that decision easier. The following two extracts show the influence of English language and reading in choosing an academic path:

241 **JUAN PABLO (COL):** I believe in my case, [L2 reading habits] helped me make a decision on the studying modality I chose. 80% of my Master's degree was long distance, so there was a lot of reading to be done, a lot of synchronous writing communication, so I suppose I opted for it because I was comfortable with my reading habits and I could respond to what it was required. (...)

176 **MARIANA (COL):** I believe [reading] is very important because that is where you find those places you want to explore further, those interests. You don't copy other people, I mean, you don't bump into an old friend and 'Oh! Mari, I did an MA!' and I being like 'Uh! I'm going to do it too! ...' No! (laughter)... Those things you are interested in, yes, you find them through reading, especially those postgraduate decisions, and I believe that at least, in my case, was a big decision. So it was something that implied research, or knowledge that you previously acquire, well... reading. (...)

216 **CAROLINA (UK):** Yeah, well, I mean, academic it's the way I learn things, it's a huge impact, you cannot really learn how to be an engineer, chemical engineer, without reading text books, it's just

impossible, but it's just a matter of reading, learning, enjoying, in academic ways... and yeah, for pleasure it's just not... I don't know...

The previous fragments evidence reading habits, both in English and Spanish, have an impact on important academic decisions and professional transformations. These findings align with Day's ER principles that state the reading exercise implies autonomy, extending interest on different topics and generating engagement in the long run (Day, 2013; Day, 2015; Bamford and Day, 2004; Day and Bamford, 2002; Jeon and Day, 2015).

In this context, L2 pleasure reading also impacts the participants' professional development. All groups made reference of L2 reading impacting their opportunities and relationships at work. Some of them have been able to access jobs while competing with people who are as prepared as they are but did not have the expected English level. Others have been able to strengthen their relationship with workmates and bosses by being able to establish interesting conversations on multiple topics they like to read about. Women living in Colombia find in L2 reading, a possibility to think about their professional practices and improve them. They all turn to reading to find answers to issues they may be having at work, to prepare meaningful classes for their students, and to find inspiration for their jobs.

4.3.3. Skills development

Participants in this study perceive L2 pleasure reading has an impact on developing thinking skills, which once again, confirms the findings of the ample amount of research done in this topic which concludes that positive attitudes and engagement with reading are associated with this (Davis, 1995; Walker, 1997; Day

and Bamford, 2002; Haworth et al., 2004; Nuttall, 2005; Elkin, 2007; Ceranic, 2009; Elkin, 2010; Bryan, 2011; Murphy, 2012; Day, 2013; Klauda and Guthrie, 2014; Jeon and Day, 2015; Ro, 2016; Tarulli, 2016).

Besides L2 pleasure reading having an impact on trusting more and building more confidence around their general reading comprehension, participants also relate their reading practices to feeling more capable of showing critical thinking, which they define as being able to:

- have their own opinion around one topic and support it.
- differentiate important from unimportant information.
- challenge ideas that lack arguments.

Participants living in Colombia made specific reference to have been able to identify and differentiate reading strategies to approach different kind of texts. For example, abstracts and conclusions of articles are usually read in detail, while the main body is not. Literature usually takes less time and it is more related to extensive reading practices than intensive: they read them at a regular, fast pace in a relaxed environment (Beglar and Hunt, 2014; Krashen in Schmidt, 1996; Day and Bamford, 2002). In addition to this, they also report L2 pleasure reading being a tool to develop writing strategies. An example follows:

234 **RESEARCHER:** To wrap up: Have your reading habits, in any way, have shaped your academic decisions or opportunities? Particularly related to your postgraduate studies?

(...)

236 **SANTIAGO (COL):** Well, regarding my Master's degree, a lot; and also for my undergrad, I believe. In History and Journalism I have been more focused in writing things that are more pleasurable to read than the academic text, and having read literature, helps to write more pleasurable and not like an actual historian! (laughter)

4.4. Linguistic Impact

As described in the Introduction (4.1.), this study supports previous findings that show pleasure and extensive reading practices impact vocabulary building and better understand language structure (Mason and Krashen, 1997; Scale and Rhee, 2001; Hu, 2013; Sullivan and Brown, 2015).

The more the participants read, the more impact it has on them in terms of valuing the characteristics of the English language that differ from Spanish. Characteristics they identify distinct and valuable in English are:

- The simplicity of sentence structure.
- The clear and straightforward organization of paragraphs and longer texts: One participant compared English texts to a recipe that allows them to understand any text that follows the same structure, like main idea, explanation, and conclusion.
- Concise language: Participants associate English with having a more limited vocabulary than Spanish, which has many words in different Spanish speaking countries for the same object (i.e. straw = *pajita*, *pitillo*, *popote*, *bombilla*, among others). Therefore, reading in English, particularly legal and technical texts, is usually perceived as

an easier task. Literature, is one of the few genres where the complexity of the Spanish language truly appreciated by them.

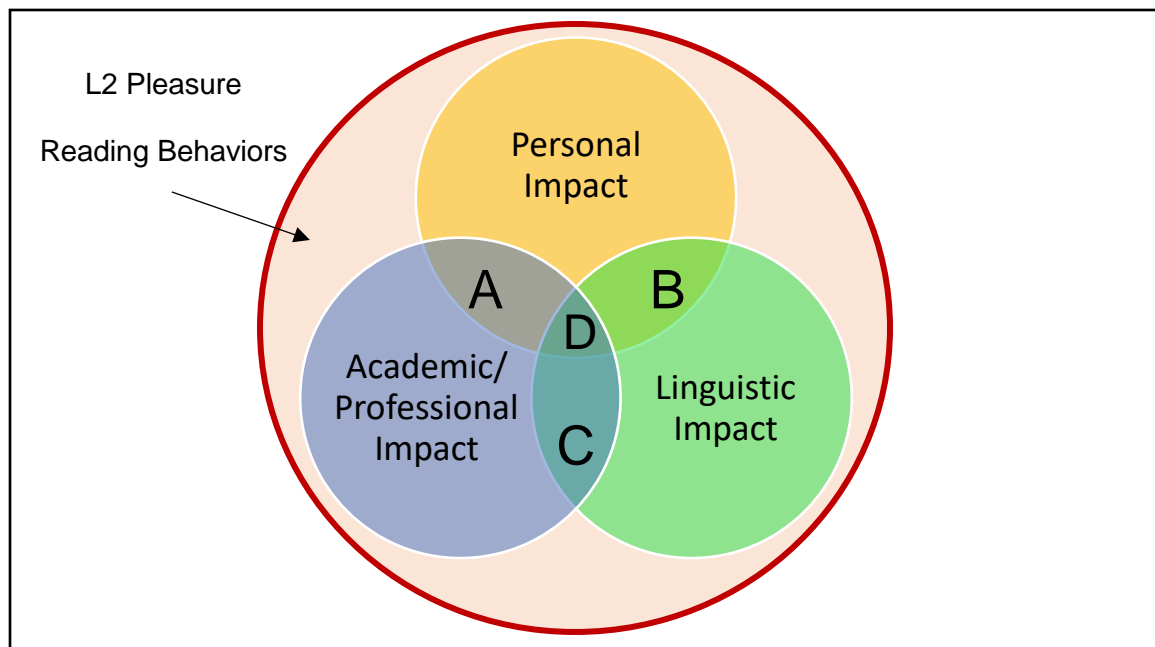
After looking at this three general areas of impact, connections between these areas arose, which led to a creation of a dynamic model as an attempt to explain those relationships. The last section of the results will be dedicated to this.

4.5. Impact Dynamics

Although three areas of the impact of L2 pleasure reading were clearly identified, they do not seem to be independent from each other. Given that no research used for this dissertation gave light to the following, Figure 1 was designed and suggested to illustrate the connections found among the three areas of impact already explained.

FIGURE 1

The Dynamics of L2 Pleasure Reading Impact on Colombian Postgraduate Students



The three major areas of L2 pleasure reading impact are the personal, academic/professional and linguistic areas. The three of them are connected by the postgraduates' L2 pleasure reading habits and behaviors. The next four sections describe the relationships found between the areas. An example will be given to illustrate the author's conclusions on the results.

4.5.1. Section A

The personal impact area, as previously explained in section 4.2., refers to the personal transformations they are exposed to as readers. They believe that reading not only changes the way they see the world, but how they see themselves in it. That change in identity seems to be linked with their academic and professional identity as well (Section A in Figure 1).

Participants actively look for reading material that will allow them to perform better as professionals or students and increase their understanding of the academic areas that interest them. When asked what was the percentage of reading for pleasure versus the percentage of mandatory reading, most of them related the mandatory reading to reading that must be done at work or school. However, they were quick in clarifying that they also enjoyed that mandatory percentage (Please refer to Appendix 6, turns 86-103 for an example). Therefore, postgraduates seem to join their academic and professional lives as a fundamental part of who they are.

4.5.2. Section B

The personal and linguistic spheres seem to be closely related, particularly when language becomes the tool and bridge to get close to understanding English culture (as a language, not a country), and self-discovery. The motivations to

capture jokes, expressions and word games, among others, that make English such a different language from Spanish, appear to link these two areas.

Acquiring additional language allows them to show their personalities in a different way. Juan Pablo, one of the participants, illustrates this connection on the first extract included in section 4.2.1. For another clear example, please refer to Appendix 6, turns 38-40.

4.5.3. Section C

Similarly to Section B, Section C connects the linguistic and professional spheres when participants use their L2 reading to gain and understand pertinent vocabulary for their field of work. This strategy also allows them to maintain better and more significant relationships with workmates, students and authority at work. The following fragment show an example of this:

82 **MARIANA (COL):** (...) language is not just the definition of a Word, but it's like the common use of a language that allows us to communicate easier. So they [students] are learning English, and they have a good level, sort of, but then there is a... a difficulty that I wouldn't have otherwise in Spanish. (...) They tell me I have to teach in English. I can't! ok? So I have to learn like to... though I have the vocabulary to speak about art, teaching an 8-9 year old boy: 'look, your work is not balanced'... What do you mean not balances? So, if you explain it in Spanish: '*mira, es el equilibrio entra las...*' I mean...there is... how do I say this? It's not even the words you know but the experience of the language as a shared experience.

(...)

91 **MARIANA (COL):** [L2 reading] Well, for me it's a very useful tool for work because I find a lot of information in English, much more than what I can find in Spanish, and one way or another, now my work is also related with things in English. It's like it is one... it's one...is more comfortable looking for an English paper, like... it is more appropriate for what I need.

Here, Mariana struggles to explain the difficulty and challenge to learn and use appropriate vocabulary from her professional field to be able to teach an art class in English. Even though she does know the expressions, it is necessary for her to find a way for her students to understand her as well, and therefore, she refers to language a necessary shared experience to be able to move forward in her classes.

4.5.4. Section D

The three areas overlap to form section D, meaning that the personal impact gained from L2 pleasure reading, could simultaneously permeate into the other two as well. As reading habits change and impact thinking skills (Refer to section 4.3.3.), this could mean that L2 reading habits affect personality traits of postgraduate adults and shape the way they approach different circumstances in life. It could be, then, that L2 pleasure reading habits could actually be a personality trait of postgraduate adults.

5. CONCLUSION

The aim of this research was to do a qualitative exploration of the impact of L2 pleasure reading practices on Colombians that have a postgraduate level of education. Most findings aligned with previous research, giving support to many of the advantages that have already been reported for other ages and levels of education.

To conclude, a summary of the main and most important findings is outlined. Then a discussion of the implications and applicability of the research is done. Finally, the limitations and further research is shown.

5.1. Summary

The results' analysis shows some insights about the impact of L2 pleasure reading habits on postgraduate Colombians. Here are the highlights:

Postgraduate students positive relation with and attitudes towards L2 pleasure reading seem to be linked to their perception of being reading the skill they feel the most comfortable with when learning and acquiring language, rather than their English learning experience.

Perceived reading efficacy and intrinsic reading motivations may be necessary in order to trigger and maintain L2 pleasure reading habits in time.

L2 pleasure reading seems to affect three areas in particular: personal, academic/professional, and linguistic. Reading in English allows them to understand more about who they are personally, as professionals, and as language learners.

The participants value English reading even more, when the text of interest has been originally written in that language. This can be due to the fact reading in English is associated to the idea of accessing other cultural worlds, but a translation would ruin that purpose. Spanish translations of texts written originally in English generate negative attitudes towards their L1. This finding in particular may evidence another dimension in reading motivation that could be explored in future research: *authentic connection to authorial voice*.

In general, all areas of impact defined seem to affect each other as well. A model, in form of a Venn Diagram, is proposed according to data gathered. Seems that L2 pleasure reading behavior of postgraduate students could help create a particular complex identity, and therefore possibly be considered as personality trait of this target population.

5.2. Implications

The implications of this study's findings cannot be easily disregarded. Getting to understand how L2 pleasure reading habits are naturally created and maintained in a person that decides to pursue a postgraduate level of education, can bring light into the policies and pedagogical practices that are aiming to increase literacy. Colombia's MEN has already taken important steps into creating programs that could potentially promote an increase in reading practices. If English learning experiences are not as crucial in generating motivation as the perceived reading efficacy of a student, more attention could be brought to the role of pleasure reading inside the classroom. How can students be approached so that they

believe they are able to read a book in a different language? Getting to the core of this issue could naturally promote second language education and help raise expected English levels more effectively. By effectively, meaning that the motivations towards reading and language learning could be maintained as a life-long experience rather than being a specific goal with a deadline.

In addition to this, two other important conclusions were made in this study. First, it appears so that L2 readers value the authorial authenticity of a text. Second, L2 reading can actually shape the personality of a person to such extent that would make him or her more curious, intellectually eager and more committed to their own professional and academic development. With this in mind, language teachers could be benefitted by starting to think about their classroom practices and strategies to communicate a love for language through the written word, rather than through structured grammatical practices.

5.3. Applicability

The applicability of this study can be seen from two different perspectives. From a methodological point of view, this study could be duplicated, although costs should be taken into account since the researcher travelled to the country of origin and back to be able to collect the data. Nonetheless, local studies, either in the home country or abroad could be done if the characteristics of the population are maintained for recruitment. The structure of the focus group guide allowed a similar structure to be maintained along the groups which facilitates the coding and analysis process. It also allows groups to be comparable, and therefore helps to reach saturation of information.

From a results point of view, this qualitative research concludes with a tentative model to understand impact of L2 pleasure reading habits in postgraduate Colombian students. Therefore, rather than evaluating or designing a particular intervention that could be easily replicated, the applicability of this study seems to be constrained to further research that would allow to proof or disprove it as a model. Mixed designs could help.

5.4. Limitations and Further Research

This study faced limitations that need to be taken into account for evaluating the scope of the results. In terms of the participants and methodology, the focus groups were uneven in participation, having one small group of three women in Colombia, and one small group of three men in the UK. In addition to this, two women had to leave the UK session earlier than expected which unbalanced the amount of answers obtained for the second half of it. Although in general it was a balanced count of men and women, results pertaining gender and country of residence differences, need to be carefully considered.

Given that there is very limited research focusing on postgraduate students L2 reading habits, this is still a small scale study, and should be looked at as an introduction to further research and not as a revealed truth about L2 reading impact on postgraduate students. Finally, a choice of language was given at the beginning of each session: their native language, or English for translation purposes. Only one group decided to do it in English (Appendix 6), which could affect the amount of vocabulary used to express certain ideas.

Further research can be proposed to continue to explore postgraduate population which has been so neglected in language teaching research, more specifically in reading. Comparative studies between postgraduate adults and other level of education populations, quantitative, mixed or qualitative, could further explore and confirm or deny the proposed impact model in this study, and its applicability to general L2 readers, or if it is particular to postgraduates.

Finally, further research could also be developed on L2 reading motivation. Could this *authentic connection to authorial voice* be a dimension that keeps L2 readers engaged with the activity? This could be relevant not only to language and reading teaching in particular but for other fields of knowledge like creative writing, where translations of texts are a whole world in itself.

This research hopes to bring a different perspective on the teaching of L2 reading if we get to know the long term impact of it in the first place: reading should not be confined in the language classroom as a set of skills and subskills that need to be taught and practiced, but rather, as a tool for comprehensive human development.

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7. APPENDICES

Appendix 1: Research Approval Form

Research Approval Form

| | |
|--------------------------|--|
| Name: | Camila Fuentes Díaz |
| Supervisor | Róisín Ni Mhóchain |
| Supervisor Signature: |  |
| My research question(s): | <ul style="list-style-type: none"> - To what extent has extensive reading contributed towards motivation in learning for Colombian English language students? <li style="padding-left: 20px;">- Does this influence change with language ability/level? <li style="padding-left: 20px;">- Is the influence stronger for Colombian students who study abroad? |
| My proposed method: | <p>Qualitative or quantitative or mixed methods?</p> <ul style="list-style-type: none"> - Mixed <p>How does your approach fit the overall research design?</p> <ul style="list-style-type: none"> - The focus groups allow to gather significantly more data than in depth interviews and find patterns among the participants. Additionally, doing 2 in each country allows me to triangulate information. The survey will help as another source of information to triangulate answers from the focus group with their actual reading habits. <p>Describe the specific methods of data collection (surveys, interviews, questionnaires, observation, archival research, etc)</p> <ul style="list-style-type: none"> - 4 focus groups (2 in the UK, 2 in Colombia) - English Reading Habits Survey. <p>How do you intend to analyse your results (statistical analysis, theoretical perspectives)?</p> <ul style="list-style-type: none"> - Theoretical perspectives/qualitative analysis (categories, themes), and simple statistical analysis (descriptives) <p>Justification for subject selection and sampling procedure:</p> <ul style="list-style-type: none"> - University Colombian students in the UK. - University Colombian students in Colombia. - Sampling: Contacting BSU Colombian students willing to participate, and contacting Colombian university students in Colombia. <p>Potential limitations:</p> <ul style="list-style-type: none"> - I will personally know some of the participants because of the context we are in (BSU, University of Bath) or because they are a point of contact back home. |

Student Signature:


Date: February 29th, 2016

Appendix 2: Ethics Approval Form



Bath Spa University Research Ethics Approval Form

This form forms part of the University's Process and Procedure for the Approval of Research Activity.

Approval for research in undergraduate and taught postgraduate programmes is normally dealt with at School level, through the research approval form below. Where necessary, the proposal will be referred to the School Ethics Committee/ School Research Committee. Where necessary, Research Ethics Approval forms will be referred to the University Research, Consultancy and Scholarship Committee for additional consideration.

Research that is subject to ethical approval means all research that involves human participants or data (both existing and new) pertaining to human participants as subjects undertaken as a part of formal University activity. The phrase 'human participants' refers to persons used in all types of research. Qualitative based research projects may include personal interviews, questionnaires, interviews, focus groups, observation of groups *etc.* Quantitative and experimental research may include questionnaires, surveys, trials *etc.*

Research activities put forward for formal ethics review:

- Require ethics approval prior to commencement of the research activities
- Cannot continue if ethics approval has been withdrawn or suspended
- May have to request review during the course of the research if the research plan alters
- Must comply with the conditions set by the University or other recognised body


Decisions made by School and University Ethics Committees are binding, and failure to comply with decisions may be regarded as misconduct in research.

The process to be followed is set out below:

| <i>Type of Activity</i> | <i>Process</i> |
|---|--|
| Undergraduate Student projects | Complete form and checklist and submit to supervising tutor |
| Postgraduate Student projects (taught programmes) | Complete form and checklist and submit to supervising tutor |
| Postgraduate Student projects (research programmes) | Complete form and checklist and submit to Director of Studies |
| All staff engaged in research activities | Complete form and checklist and submit to Director of Research |

Bath Spa University Research Ethics Approval Form

| | |
|---|--|
| Student/Staff name | Camila Fuentes Díaz |
| Programme and/or module | MA Teaching English to Speakers of Other Languages |
| Title of the proposed research project: | The role of extensive reading in English as a learning motivator in Colombian Master's students |
| Number and type of proposed participants | I will be gathering data through focus groups with Colombian Master's students, with up to 32 participants, no less than 24, all over the age of 18. Neither the Master's program, nor age, are relevant, but they should be able to read and speak in English. <u>24-32 participants:</u> <ul style="list-style-type: none"> - 12-16 Colombian postgraduate students studying in the UK. <ul style="list-style-type: none"> o FG1: 6-8 women o FG2: 6-8 men - 12-16 Colombian postgraduate students studying in Colombia. <ul style="list-style-type: none"> o FG3: 6-8 women o FG4: 6-8 men |
| How is permission being sought from the participants and/or their parents/carers? | Participants are all adults. They have been asked about their interest to participate and have said yes. A consent form will be given and read to them about the research for them to know what the research entails. |
| How is participants' anonymity to be preserved? | No personal information from the participants will be revealed at any point of the research (transcription and analysis of data). |
| Describe the research methods proposed (e.g. interviews, classroom observations) | <u>Focus Groups</u> allow to capture multiple points of view at the same time from the target population, maximizing the possibility to identify patterns, tendencies, beliefs, etc. towards the topics of interest. They will be done in person, two at Bath Spa University and two in Bogotá, Colombia. Each session will last between 60 and 90 minutes. A short <u>survey on reading habits</u> will also be answered by the participants. The data from the focus groups will be analysed qualitatively, looking for themes and categories of analysis to identify trends, patterns. The survey will be analysed using descriptive statistics and will help with the triangulation of information together with the literature review. <u>Questions:</u> English learning in general: <ul style="list-style-type: none"> • When did you start to learn English? • What was easy back then? • What was difficult back then? • Did you HAVE to learn English? Or did you WANT to? • Describe your journey in learning the language: what were some key moments in that journey? • Usually a language requires you to handle different skills (writing, reading, speaking, listening). Which ones do you find more difficult? • Which ones do you find easier? Why? • Has this changed with time? How? Reading in L2 habits and experiences: <ul style="list-style-type: none"> • What motivates you to read? (despite the language) • Do you consider yourself an avid reader? • If you think about it as a percentage, what percentage is |


| | |
|---|--|
| | <p>reading for pleasure, and what percentage is reading because you have to?</p> <ul style="list-style-type: none"> • Let’s talk about reading in English. What are your feelings towards it? • Do you enjoy reading in a second language? • How many books do you read a year? • How many of those books or texts are in English? • When do you read in English? • What do you read, when you read in English? • Why do you read that material in English rather than in Spanish? What motivates you to read in a second language? • What have been some key experiences you’ve had when reading in English? Why were they key? • How do you think these past experiences have shaped your attitude towards reading in a second language? <p>Influence of reading in L2 in their academic and personal lives:</p> <ul style="list-style-type: none"> • How important would you say reading is when you think about your academic life? • How important would you say reading is when you think about your personal life? • Would your answers change if we think about reading in English? • Do you think reading for pleasure has any impact on people’s personal lives? On their academic lives? Why? • Do you think your reading habits have shaped in any way your academic choices and opportunities? How? • Do you think your English reading habits, in particular, have? How? |
| <p>List the ethical issues and potential risks associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these.</p> | <ul style="list-style-type: none"> • <u>Confidentiality</u>: participants will be informed of the objectives of the study and given a consent form to sign where privacy, the opportunity to withdraw from the study at any point, and how the information will be used, will be included. • <u>Knowing the participants</u>: I will personally know some of the participants in the study. To avoid impartiality, it will be said at the beginning of each session that: <ul style="list-style-type: none"> ○ It will be centered on personal experiences. ○ There are no wrong or right answers. ○ Their honesty when answering is important. ○ The focus is on the answers and not the person. ○ Make the results available to participants. |
| <p>Describe how your findings will be reported or disseminated</p> | <p>The findings and analysis will be part of my dissertation for the MA TESOL, a requirement for completion and graduation of the course. Therefore, it will become part of the data base of dissertations at Bath Spa University.</p> |
| <p><i>I have read the University’s Process and Procedure for the Approval of Research Activity</i> (please sign and date)</p> | <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: right;"> <p>April 25th, 2016</p> </div> </div> |

Ethical Review of Research Projects – Checklist

Supervising Tutor/ Director of Studies Approval level required

| | | | |
|---|---|-----|----|
| a) | proposals using human participants for research | YES | NO |
| b) | proposals for research that intends to use undergraduate students as participants | YES | NO |
| <i>School Ethics/Research Committee approval required</i> | | | |
| c) | procedures involving any risk to a participant's health (for example intrusive physiological or psychological procedures) | YES | NO |
| d) | research involving the donation of bodily material, organs and the recently deceased | YES | NO |
| e) | proposals which involve financial payments or payments in kind to participants above reimbursement of expenses; | YES | NO |
| f) | proposals wishing to use children under the age of 16 or those over 16 who are unable to give informed consent (e.g. people with learning disabilities; see Mental Capacity Act 2005) as participants | YES | NO |
| g) | research proposals to be carried out by persons unconnected with the University, but wishing to use staff and/or students as participants | YES | NO |
| h) | proposals which investigate existing working or professional practices at the researcher's own place of work (including staff surveys) | YES | NO |
| i) | research where the safety of the researcher may be in question; | YES | NO |
| j) | proposals which require participants to take part in the study without their knowledge and consent at the time; | YES | NO |
| k) | research involving prisoners and young offenders. | YES | NO |
| <i>University Ethics Committee approval required</i> | | | |
| l) | research involving access to records of personal or sensitive confidential information, including genetic or other biological information, concerning identifiable individuals; | YES | NO |
| m) | surveys, questionnaires and any research, the nature of which might be offensive, distressing or deeply personal for the particular target group; | YES | NO |

Supervising Tutor/Director of Studies/Director of Research use only:

| | | |
|---|--|---------|
| Comments on the ethical issues raised by the proposed research: | | |
| Either: | I am satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead | X |
| Or: | The ethical issues raised by the proposed research project require referral to the School Ethics /Research Committee. | |
| Signature and Date: |  | 22/4/16 |

A copy of this form should be sent to the Director of Research in the School School Research/ Ethics Committee Use Only:

| | | |
|--|--|--|
| Comments on the ethical issues raised by the proposed research and how well they have been addressed | | |
| Either: | I am satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead | |
| Or: | The ethical issues raised by the proposed research project have not been adequately addressed and require re-submission to the committee. | |
| Or: | The ethical issues raised by the proposed research project require referral to the University Ethics Committee. | |
| Signature and Date: (Chair of School level committee) | | |

A copy of this form should be retained by the Director of Research in the School

University Ethics Committee Use Only:

| | | |
|---|---|--|
| <p>Comments on the ethical issues raised by the proposed research and how well they have been addressed</p> | | |
| <p>Either:</p> | <p>I am satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead</p> | |
| <p>Or:</p> | <p>The ethical issues raised by the proposed research project have not been adequately addressed and require re-submission to the committee.</p> | |
| <p>Signature and Date: (Chair of University Ethics Committee)</p> | | |

A copy of this form should be retained by the Vice-Provost, Research & Enterprise

Appendix 3: Consent Form



RESEARCH PARTICIPANT CONSENT FORM
Impact of Extensive Reading
Camila Fuentes Díaz
Bath Spa University

Purpose of Research: The purpose of this research is to explore how reading extensively in a second language has impacted in any way, Colombians who have already reached a postgraduate level of education. Specifically, the study will explore English learning experiences, English reading habits, and the possible impact both have had in the participants' personal, social, academic and/or professional lives.

Specific Procedures:

You will be asked to participate in a focus group with 5 other people. Therefore a time and day will be agreed for all of us to meet during the week the _____.

8. During the focus group session, I will ask you to share your opinion and experiences regarding your language education, reading habits and their impact, if any, in your life. Everything you feel comfortable saying will be valuable, as there are no right or wrong answers, nor will you be asked to agree in any way with other opinions or points of view different from yours.

9. The session will be video and audio recorded for transcription purposes only.

Duration of Participation: 1 hour and 30 minutes.

Compensation: There is no monetary compensation for participating in this study. You will be offered a proper snack after the session, and soft drinks before, during and after it as well.

Confidentiality: The project's research records may be reviewed by departments at Bath Spa University responsible for regulatory and research oversight.

Recordings of the sessions will be de-identified when transcribed and your names will be substituted by others. The recordings will be destroyed once a final grade for the work has been approved by the exam board.

All transcriptions will be done by the researcher, **Camila Fuentes Díaz**, and extracts included in the dissertation will not include any information that may identify you directly.

A copy of the signed consent form will be given to you to keep in your records.

Voluntary Nature of Participation:

You do not have to participate in this research project. If you agree to participate, you can withdraw at any time without penalty. You can withdraw from the research study at any time.

Contact Information:

If you have any questions about this research project, you can contact **Camila Fuentes Díaz** at **+44 7533107011** or camila.fuentesdiaz15@bathspa.ac.uk as a first point of contact. If you have concerns about the treatment of research participants, you can contact the MA TESOL Award Leader Róisín Ní Mhócháin at r.nimhochain@bathspa.ac.uk or the ethics board at Bath Spa University at researchsupportoffice@bathspa.ac.uk.



RESEARCH PARTICIPANT CONSENT FORM

Impact of Extensive Reading

Camila Fuentes Díaz

Bath Spa University

Continue...

Documentation of Informed Consent

I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research project described above. I will receive a copy of this consent form after I sign it.

Participant's Signature

Date

Researcher's Signature

Date

Appendix 4: Focus Group Guide

Good evening everyone! Thank you so much for being here today. To start us off, I would like for you to know each other a little bit better. First I will tell you a little bit about my academic journey, and then I would love for you to introduce yourself and give us a general idea of your academic background...

Introduce myself:

Camila

Psychologist with focus on education

MA in Psychology with a focus on psychosocial research

Worked in marketing research and for the past 8 years I have been in education full time. Became a full time English teacher 5 years ago.

Pursued a second MA in TESOL to improve my teaching and theoretical background.

Today we will be talking about reading in a second language. To better understand what you have to say about the topic, I would like to first talk about your experiences as an English learner, then your relationship with reading in your native language and in English, and finally, get to know your thoughts about what this (reading in English) represents to you.

English learning in general:

How/why questions, expand answers, or give examples.

When did you start to learn English?

What was easy or difficult back then?

Did you HAVE to learn English? Or did you WANT to?

Describe your journey in learning the language: what were some key moments in that journey?

Usually a language requires you to handle different skills (writing, reading, speaking, listening, grammar and vocabulary). Which ones do you find more difficult? Which ones do you find easier? Why?

Has this changed with time? How?

Reading in L2 habits and experiences:

How/why questions, expand answers, or give examples.

What motivates you to read? (despite the language)

How would you describe yourself as a reader?

If you think about it as a percentage, what percentage is reading for pleasure, and what percentage is reading related to your work or study?

Let's talk about reading in English. What ideas do you associate with this concept?

What emotions and feelings?

Are those ideas and feelings different or similar when you think about reading in Spanish? How?

How many books do you read a year?

How many of those books or texts are in English?

When do you read in English?

What do you read, when you read in English?

Why do you read that material in English rather than in Spanish? What motivates you to read in a second language?

What have been some key experiences you've had when reading in English? Why were they key?

How do you think these past experiences have shaped your attitude towards reading in a second language?

How was the transition from reading English in order to study/learn the language, to reading for pleasure?

Did you only start reading English for pleasure once you had finished studying the language, or when you felt you had a certain level of English? Or was it something that you were keen to do from the start?

Influence of reading in L2 in their academic and personal lives:

How/why questions, expand answers, or give examples.

How important would you say reading is when you think about your academic life?

How important would you say reading is when you think about your personal life?

Would your answers change if we think about reading in English?

Do you perceive that reading for pleasure in English has had an impact on your language development?

Could you provide an example?

Do you think reading for pleasure has any impact on people's personal lives? On their academic lives?

Why?

Do you think your reading habits have shaped in any way your academic choices and opportunities? How?

Do you think your English reading habits, in particular, have shaped in any way your academic choices and opportunities? How?

Finally, has reading for pleasure specifically had an impact on your post-graduate study? Did it play a part in choosing to study at post-graduate level?

What keeps you reading in English? What keeps you motivated in time?

Appendix 5: Transcription Format

| | | |
|----------------------|------------|---------------------------------|
| FOCUS GROUP 2 | | COLOMBIA/ UNITED KINGDOM |
| | | MEN/ WOMEN |
| Participants | | Researcher - R |
| | | Participant A - A |
| | | Participant B - B |
| | | Participant C - C |
| | | Participant D - D |
| | | Participant E - E |
| Date | | MM/DD/YYYY and Time. |
| TURN | WHO | INTERVENTION |
| 1 | R | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | R | Change of topic/section |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

Appendix 6: Transcription Example

| FOCUS GROUP 4 | | BATH, UK |
|-------------------------|-----|--|
| Participants | | WOMEN |
| | | Camila Fuentes - I |
| | | Carolina (Technology) - C |
| | | María (Education) - M |
| | | Sara (Education) - S |
| | | Pilar (Technology) - P |
| | | Rosario (Arts) - R |
| Juliana (Education) - J | | |
| Date | | June 29, 2016 3:30 – 5:30 p.m. |
| TURN | WHO | INTERVENTION |
| 1 | I | Ok. Welcome, and thank you for being here today. You are the people that will allow me to do my actual analysis and the last focus group, which means you are very important to me. And what I want to do, is I want to hear your opinions and experiences, which means there are no wrong or right answers and I'm not expecting you to have debates or convince each other of something else, but actually to pose your opinions and... which shall not be challenged in any way. Those experiences that we are going to talk about are mainly three areas, one is your English learning path in general. The other is particularly related to reading habits in a second language, and lastly, we are going to talk a little bit about how your personal, academics and social and professional life has been in any way, permeated by these experiences that we are going to talk about. So the first thing I'm going to do is I'm going to introduce myself. I will tell you my name at what has been my academic path since I graduated high school, and I would like you to do the same after. Just go around and introduce yourselves with your name and what has your academic path been... (I introduce myself). |
| 2 | J | I'm Jennifer, I graduated from University in 2008. I did a... I decided visual arts... was a bachelor in visual arts, which is completely different from what I do now. After I graduated from University, that's where my English language learning start, actually. While I was looking for a job I started to study English. So after that, I had a personal teacher, so she told me, 'why don't you help me out with my students', and that's where I started teaching English. After that, after a year I came to the UK to continue studying English. Then I went back to Colombia and I worked for a Language institute for 6 years and after that I said, well, I want to move on, I want to improve myself, I want to do my Masters abroad, so then I came, last February, and yeah, I basically wanted to become better in my profession, I wanted to know more ways I could help my students, and I could give them a better understanding of the language. |

| | | |
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| 3 | M | My name is M. I graduated from high school in 2006. Then I started, well, I had to wait for 6 years because I didn't know what to study, I wasn't very sure about what I wanted to do. I knew that I wanted to travel, that's what I had like... I really wanted to travel. Then I decided to study International affairs. |
| 4 | I | You waited for 6 months or 6 years? |
| 5 | M | 6 months. I graduated in July, and then I started in January International Affairs. I also knew that I wanted to learn different languages. I had been learning English since I was 6 years old. So I wasn't in a bilingual school but we had classes almost every day. We had two hours a day of English. Then when I started International affairs, I saw myself maybe like as a diplomatic? You know how you start with that idea, but then it changed throughout the career, and then in 2010 I went to Brazil to do an internship, so I learned Portuguese, I stayed there 6 months. I was an English teacher over there. Maybe it had nothing to do with my career but International Affairs is not only about being diplomatic, it's also about getting to know other cultures, to understand how people act in certain ways... I stayed there 6 months, then I graduated in 2011 from International Affairs and I started to work in a research project with the Education Department in my University ... in Education. I stayed there a year. I was a research assistant and then before the project finished, I started working as a social studies teacher in a school, the same school where I graduated from high school and then they just offered me another job and I stayed there three years in the International office. And then I knew, ok... I'm not... I don't have a background in education, I want to continue doing this, so I started searching for like a proper MA, and I remember that since I graduated from University I knew that I wanted to do a Master abroad but I didn't know where, or in what (laughter) I just knew I wanted to go and study and do a Master. And then I found this place and here I am. |
| 6 | C | My name is C. I graduated from High School in 2007, and then I studied Chemical Engineering at Los Andes. Why? I don't know... I didn't know what I wanted, I still don't. I don't know what else... now I'm here doing a Masters. |
| 7 | I | When did you graduate from Chemical Engineering? |
| 8 | C | 2012. Yeah. |
| 9 | I | And between 2012 and 2015... |
| 10 | C | I was working in a chemical engineering company, working with oil and gas industries. |
| 11 | I | How did you take the decision to quit your job and come here? |
| 12 | C | I always wanted to go outside of Colombia, So basically is what you said, just like... Doing a Masters somewhere in the world that is not our country. Always wanted to |

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| | | come to the UK. I don't know why... I'm obsessed, or I was, maybe, with London, more likely, but I didn't even know the existence of Bath. I was looking for Masters in London and then this one came across, and obviously in the EU, chances of coming were better, and the money... Found the masters, sounded weird and interested and here I am: Let's try something new, something different. |
| 13 | P | My name is P. I graduate eleven years ago from high school and then I always wanted to study engineering, but a general one. So I started Industrial Engineering in Los Andes, from 2005 to 2010, yeah. Then I wanted to have experience, even if there was... I didn't knew, I didn't know what to be focused on, so an interesting company just came across like a startup about financial consulting with small and medium enterprises. That was a huge learning because from University I didn't feel that everything was... you have an application for that knowledge but in this work I learned how to speak with clients, how to sell, how to apply numbers to sell ideas, it was really good. And that was... those years were three or four... four years... no... Three years that I was working in there, and then I wanted to study abroad. So... the same as you... I didn't know what... I just wanted to transform the financials to something more human... because those years were really great, but I felt that something was missing, so... this masters of Creative Technologies and enterprise was interesting, sounded good... yeah, with technology... yeah. But at the end you transform that. I just realized that I didn't wanted financials and money, but to transform that knowledge in a different way and more close to people, to the development... not that about companies, so I'm here trying to start that for my next ten years, how to find out that. Yeah, that was my path in the last 20 years or so. |
| 14 | R | Ok, my name is M. I finished my school in 1996. I started first studying engineering, electronic engineering which was a completely wrong path. Then I chose to study graphic design. I graduated from graphic design in 2003. I have been working in graphic design for 12 years and then I... al the time knew I wanted to study abroad for a masters, and specifically a country that speaks English because I thought I was good in English, all the time, and I really love UK because I've been reading books since infancy and the greatest writers in fantasy are from here, so I was obsessed with this country basically. That's why I choose the UK and I'm really happy with my Masters, which is Visual Communication. |
| 15 | S | My name is S. I graduated high school in 2000. I didn't go to school until... to college until 2002. I studied marketing and advertising, I thought it was really cool, it is a really cool program. I was good with creating advertisement campaigns, and it turns out I was good at it, so I stayed at it. I graduated... well... 2005, I graduated as what we would call a tecnólogo, and I couldn't finish at the time, so I had to go back to |

| | | |
|----|---|---|
| | | <p>San Andres where I'm from, and work until 2010. Went back to Bogotá, finished my degree in 2000. Well, it was good for me actually, cause the university was bought by an organization in United States, so they started the conversion of the program from 5 years to four years, which is what they do in the US educational system, so I didn't have to do two years more, but one and a half, I think it was... it was good, I only had to pay one semester or so. So I finished in 2011 but I graduated in 2012. Then I worked, I worked as a teacher, as an English teacher, tutor... online tutor, I still do. Then I got, there is this English immersion program from the Ministry of Education which was held in San Andres. Teachers from all over the country used to go to San Andres and stay there for a month, actually, and we were teaching that course like 150 hours, it was really intense, but we did it, I did it three times, I think it was... In that process I got another job to be the coordinator, the Program Coordinator for the marketing and advertising associate degree, for a technical institution in San Andres, and that's where I knew about the educational system, how messed up it was... from the inside. You know what was going on, and then I decided I need to know... cause I can't just say it's wrong. It shouldn't be like that. I had to like learn... how is it globally, like how they are doing this globally and see what's working over there and see if what's working over there is actually working for people, like practical way of knowing that and then see the model that I worked and see how I can work for San Andres and Colombia... for San Andres. And that's why I decided to do an International Education Masters, where? I didn't care about the country, as long as they spoke English or Spanish, I'm good. I didn't care. I just wanted the program. I wanted the program that I wanted. I sought the program, I didn't seek the country itself or the language. There was a scholarship at my current university, so I said so, let me try, let me just try this, and I did, I got it, I said Ok, then I got the other scholarship, ok, cool, I guess I'm going to England, so I came here.</p> |
| 16 | I | <p>Just before we continue, if you feel you need to go back to Spanish to phrase a word or something you are not sure about. Please feel free to do so. Let's talk about your experiences with English. Can you... When did you start to learn English and what are some of those first memories that have stuck with you through time, of your contact with your second language. Your first memories of learning English, when did you start? What memories have stuck with you through time in learning English?</p> |
| 17 | R | <p>In my case, my father was always keen of showing my brother, sister and me that English was great, since we were like really small kids, so he find all the courses of English that were available in video, in books, in all kinds of things, so I've been linked with English since I was really small, and for me it has been like more natural kind of thing, since he started with us so early.</p> |

| | | |
|----|---|--|
| 18 | I | And how did it move from there? |
| 19 | R | <p>After that we went to... our school had a good program in English. But by that time I had lost interest. I do remember playing at the beginning with my father, but for us, English school was like pretty regular stuff, but then in the next school I did have a little interest and at the end, they were trying to make that school bilingual so we started with classes of English every day. And that was quick. SO when I started in the university, my English level was good, not awesome but quite nice and then there was a break between my studying engineering and my studies in design. My mother really don't wanted me to study design, so she told me ' take your time, study his 6 months English and then try to decide', so I made a very good studying English for 6 months in the Centro Colombo Americano, which is a very nice place to study English and I really got a good level, and after I graduated from school, from the university, at some period, while working, I retake these studies and I made an advance course in grammar that had to stop because basically the people, there was no quorum for that course. That's where I stopped, and then that's it. So books, and... reading... Ah! Yeah! I've been reading in English since I was in the university like 2000 on. I prefer to read in English when I find a book in English, so I started reading in English, I prefer it when the book is originally written in English.</p> |
| 20 | P | <p>Well, in my case, is very different from R, because I just remember my first... like my first contact with English was in a school like in the seventh grade, in sixth in bachillerato. And in that school I just was one year... I was just there one year. The classes in English were a joke... (Laughter), where like reading, but in Spanish like... 'ee am', like that. Well, for me, in that time, was normal (laughter)... and in the seventh grade I changed... It was terrible! It was abominable! It was... terrible... and in my other, in the other school was, well, English. The classes, English for me stress because everyone was speaking properly the English, not in Spanish... and they were participating, the teacher as well, was doing the class in English, so that for me... well, I then adapted, but for me was like a shock... it was a shock, and I'm very thankful because I made that decision... the decision to change of schools. But for me, English was, in my school, was something to think about in just that class, two hours or one hour in the week. I started really to get in touch with English in University but it was different, it was just the books, reading the books and physics and calculus. It was easy because it was other language, mathematics and all that, so you just needed to understand the formula and know something little about English so I didn't... Then it came the Internet and looking for things and start to read in other language, and movies. With that, I think that I had a really... I started to speak more, because in the past like... zero... I was terrible, and I think that the second phase,</p> |

| | | |
|----|---|---|
| | | <p>the second stage in which I started to take courage and speaking, was in the British Council but also with friends, starting to talk, because I wanted to come, I came here so I needed to speak. Now it's not a plan B, there is not a plan B, is... like, you have to speak and you're good 'don't be shy'. So for me was a little not natural but then you start like to adapt and to make it... to put something of love to... to... not to be like a... not to be afraid of it, to be afraid of mistakes and everything... Even today, is more... yeah... that's my process but it was really terrible, really shocked that I have that memory of English... that class, that ridiculous class, where the classes were really a joke and nobody really cared. I think Internet has helped to shape like the information, videos, YouTube, for entertainment English is... like absolutely...</p> |
| 21 | J | <p>I also have a shocking experience at the beginning because I don't have any memories of starting English when I was a child at all. When I moved to 7th grade high school, my parents changed school and when I went there it was like an English class, first time I saw English class in my life, I was 11 years old, and it was basically grammar. We full... complete notebooks of planas just grammar structures, present, past, future, question, affirmative answer, negative answer. It was full notebooks of that thing, that was all we did during whole high school. I failed it, all grades, all grades in high school, it was terrible, it was a terrible experience, at the beginning, when I was about to graduate, I passed. Finally I understood all that grammar... That's like the first memory of English. After school, well, in University was basically nothing... it was... we had English course but not useful at all, I don't remember to learn something from it. Ah! Between High school and university, I did English course like for 6 months, I learnt some vocabulary and I started talking a little bit, then in the University it was useless... like English... After University, like I said before, I was now interested in learning in language, and that's basically where my learning started. I had a private teacher and then I went also to a language institute. I came to the UK for 6 months... mmm... and then, when I started teaching the language, teaching English, is where I learnt the most, it's... you know... when we teach we learn twice, and we reinforce what we already know, and if there is something you don't know, because you have to teach, so you have to go and do the hard work and learn the new vocabulary and everything, hard words, why and, well, all of it. So teaching was a very good experience in my personal learning process, and I'm still learning (laughter) all the time...</p> |
| 22 | P | Yes! All the time! |
| 23 | I | So it's changed from 'I have to' to 'I want to'? Sort of? |
| 24 | J | Yeah. At the beginning was terrible, I really hated it, I went home crying... (Laughter), no! Really, it was shocking! First because I studied sixth grade in a very little school, |

| | | |
|----|---|--|
| | | it was basically a house, so we were like 10 people in the class, and then I moved to this huge thing, it was like three buildings with all these people and this English class... it was shocking, but here I am! |
| 25 | M | For me, I think I have... I think I love languages. So the first memories that I have of my English classes is this teacher, like I even remember his name, and he used to sing songs for us, and he brought his cassette and he just played the music, just by singing I love pizza you just knew...ok! I love pizza! That was first grade. And then I remember all my teachers! Like, my favorite subject in school, throughout my life, was English and arts, but English most of it... |
| 26 | I | What made it so... you know... the songs, what other things got your interest? What kept you motivated throughout the years? |
| 27 | M | That it wasn't only about grammar. I think, from first grade until fifth grade... no... until third grade, it was only, that was elementary and we were all in the same classroom, like 3 grade A, everyone was in the same level, you would learn the same things, songs, everything. But then fourth grade until eleventh, they would divide us in different levels, well, depending on your level of the language, so you...let's say, for example, if you don't know the grammar, but I do, I wouldn't have to be in your same level because you will then be with the people who have the same level as you and who would learn at the same pace. And those who knew a little bit more, then they will have a different teacher. We had four or five levels... and I think that's what I really loved the most, we would do role plays, we would sing songs, we would record videos, like, of course there was some times that we had the regular grammar class, the vocabulary, the verbs, the tenses, but then we would apply that, we even had like a restaurant, when, let's say, a groups of four I was the waitress, and the other one would buy the food and you would have to use all the vocabulary to ... I really, really liked the classes, I loved the teachers, and when we started working in the same school where I studied, like I remember those were like my role models, like I really wanted to speak like them. And then in University, because of international Affairs, we had to read a lot of things in English. And we had classes, like, the English that we had at University it wasn't grammar, it was a subject. Like, let's say, a module, it was English and Environment, Mass Media and Communication, so we did it... we were learning English but we were learning about the environment in another language. So I think that helped a lot as well and I just love English. Like, for me, it wasn't a shocking experience, for me it was just two hour a week, no two hours a day, so ten hours a week, for me it was the best, and then I just go back home and I listen to music in English, I read in English, I watch TV shows in English, I didn't even watch like TV... soap operas or things like that, I |

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| | | just... Buffy the Vampire Slayer, or Gilmore Girls, or things like that, all in English! SO I think that helped a lot. |
| 28 | P | Yeah! That helps: series. I started to see a lot of series and you, you encourage yourself to start listening and then without the subtitles and then... yeah? |
| 29 | M | You know something? I also learnt in University, one of my teacher, she... like, because some students were struggling in one of the advices she gave was: you have to think in English sometimes. We normally think in Spanish, but one thing that I... not right now... but back in University I used to think in English, like when I was taking a shower, ok... I'm taking a shower, and you try to think and use... I didn't know... that worked for me... and sometimes when you don't remember a word, you really make an effort to... to remember. |
| 30 | C | No traumatic experiences that I recall... no... I don't even remember like my first introduction to English... like... I've studied that at school since kindergarten, that I know of... but I wasn't on a bilingual school, it was just English lessons and then high school, it was like half bilingual somehow, cause I did have a few lessons like science or social sciences in English, but it wasn't a complete bilingual high school, bit that's it. Probably the only traumatic experience I can remember was when I was really little, I don't know... primary school, and that was probably our first book in English that we had to read. I think it was like animal, or something like that, I can't even recall. Right, I remember that it was really hard to, of me to read and understand, so my mom was really like, helping me. And she speaks English but not by that much. You know? That was like she trying to understand the book to make me understand the book, and she was reading to me. It was hard for me, like the first English book I ever read. Then the second one was Charlie and the Chocolate Factory, so my mom helped, but her help was less... somehow. And yeah, that's the most traumatic thing I can remember... And that's it... Although, another traumatic thing was... it is traumatic because when I finished school, so I was done with my English lessons because I didn't take any English lessons at Uni because I did TOEFL at school, so I presented that at Uni, so I didn't have to... I skipped my English lessons. I kept reading throughout my undergrad degree, because all the textbooks where in English, but I didn't speak. You know? I just kept with like, reading the textbooks and just listening to music because I just... all my music is in English, so music, yeah, and TV shows and all that. But then when I was going to hear how to take the IELTS again, to apply, I was really scared, because I hadn't had a proper lesson in like more than five years, or speak. SO I was like... oh my God, I'm gonna fail! It's so bad! You know? I mean... and I cannot fail, so I was really, I was really scared to do that test because I've never... I've always been a good students in |

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| | | English but I'd never like to speak, so in school, my teachers spoke to me in English and I just replied to them in Spanish, because it was pointless in my mind... it was pointless for me to speak to them in English because they speak Spanish... why should I speak to them in English? Whatever! You know? It's like... No! I'm not going to speak to you in English, no! I only spoke English on presentations. |
| 31 | I | What happened with the test? |
| 32 | C | It was fine! Well, I don't know, I felt like, ok... I'm not that bad. Somehow I just like, how did I learn English? Is a mystery to me, you know? Because... no, seriously, because I didn't have like classes during those four, five six years, I felt like I knew nothing, you know? For the IELTS; and my... the people that... my classmates from high school, they are not really good at English, to be honest, most of them, so I don't know how I... It just magically happened... no I'm kidding, I don't know, I have no idea... music maybe. I guess. Because I listen to a lot of music in English, so... probably your mind... you know? Does the trick. That's it. |
| 33 | S | Mine is similar to yours, I didn't... we do have a native language which is Creole language in my island. It's a dialect. Meaning it does not have a way of writing, a way of reading, a way of pronouncing properly. It's just dialect, just something that people use from generation to generation. It's being interactive a lot by L2, our second language which is Spanish, so you have a lot of different Spanish words within it. And they are trying to call that Creole English, but that's not Creole English, don't tell them I said so... (laughs). Yeah, Creole English would be a version of English broken down. The pronunciation will change it will not keep the same grammar as English, so technically, if you hear it, is not really English, it's a dialect that is based on English. That said, I did not know American English, which is what I learnt afterwards, I learnt American English, maybe since I was 11-12-13? This is high school, my aunt left the island, she was my godmother, so she left the island and she went to New York to live there and I always had that in my mind, like, 'I want to go to New York to be with my aunt and my, you know, my cousins and whatever and just, be there'. And I started watching TV, I started using closed caption on TV because I wanted to. It kind of like... called my attention, the TV shows I used to watch were really interesting, comedy, sit coms, and they were really interesting, and I wanted to know what the heck was going on in the plot and everything, so I used closed caption, everything, so I watched, listened and read in English in those... with those resources. Then in high school it got to a point were... (laugh) this is gonna sound really cocky, it's not. It got to a point where I could teach the teacher, so I was like... ok ya'all, just give me the test, I'm gonna do it and that's it, I'm not even going to stay in class... I want to stay in class but my mind is not gonna |

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| | | be in class, I'm gonna be anywhere else, so I'm just like... I was really sassy in high school, believe it or not, I'm the toned down version (laughter). Then in University, I cheated a lot. We used to have the electives and I'm a firm believer in not working hard when I don't have to, so (laughter) so I used to choose English as my electives. I showed up to the first class, I was like... what's up? And the girl was like 'you speak English', I speak English ma'am, I speak English, I can teach this, ok! See you last class... (laugh). I went to the last class, 'Oh, you're back' 'I'm back! You want me to take a test or whatever you want' 'No, that's ok' ok? Ok, and that was it. I used to that in English. I really love languages. I started learning Italian in the University also, that class I did stay, I did take all the lessons (laugh) I did take all the lessons, I loved it, it was really good. I love languages, it's really fun, for me it's fun, it's a fun thing to do. |
| 34 | I | So, for you, languages, in particular English, has been something that you have wanted to learn than something that you had to learn? Or has it shifted in time? |
| 35 | S | To me, there was never pressure for me to learn English, even when I used to have in high school... in high school I had to take English classes, and I passed them, approve them, but I didn't feel the pressure to learn English. Even when it was in Italian, which is new to me, I never felt the pressure to learn Italian, because it's something... it's fun, it's like when you are taking cooking classes, you know you are gonna have to pass, and you know you're gonna have to take whatever, a final dish or whatever, but this is something that you like, even enjoy it! SO I never felt that, I never had... never had that pressure in me. |
| 36 | R | I see a lot of nodding, does that mean that it's the same for you, like you always wanted to learn? |
| 37 | EV | Yes. |
| 38 | P | Even for me, that it was traumatic. Even for me, languages I also think that they are amazing because you use that language to communicate with another culture, to understand, I started to learn French and Japanese. Japanese because I started seeing a lot of anime, and reading it, so it became... and to know about the history... History about the Japanese, so for me it's like an intriguing culture to know about. |
| 39 | C | It's like when you are entering into a new world, which is just different from your Spanish, Colombian... house, mom and dad, whenever, it's like a new world, it's just exciting, and it's totally new... |
| 40 | S | It's like when you know all the inside jokes of people, and their relationship. When you start learning the language, it's like you know the code, you know something else, you know, you know, you know there's a bridge that you cannot cross and that you can go both ways. Like, when I was with the Chinese students last weekend, I |

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| | | <p>was like, I knew I couldn't pronounce their names, their Chinese names, so whenever I had to call their names, like with the attendance list, I would like call one of them and I was like read this. And then he would read it, but then the names were first name and then last name, and they are used to last name with their first name, so when they were looking, I don't understand this either, so I was like 'you know what? <i>Qui... shungun...</i> I didn't care! (laughter) and then they started laughing at me because I wasn't pronouncing their names correctly, I was like... look at my face, this don't really care... I could have been calling them anything, I could have been calling their grandmother, I didn't know, I'm just trying to pronounce your name and make sure you're here. But like it made me realize that if you knew this, that if you had that... inside thing, that insight message with them, and their culture and what they are about... If I wasn't here in the university and I had been around, for example, Jing, who is Chinese, who is our classmate, I wouldn't know that they call themselves first and last name and then second name, if they told me their name I would surely say that that's their first name, and then their last name. You know? So it's like an inside joke, like this inside thing that you know, it's a bridge that you have built with that person. And that actually encourages you also, it encourages you to know more about it. I'm gonna learn those names!</p> |
| 41 | I | <p>You've been talking about this a little bit... language is very diverse. You can talk about listening, speaking, writing, reading a language and even focusing on specifics like vocabulary and grammar. If we look at that group of skills, which ones would you say were the hardest or easiest at the beginning, and if that has changed over time?</p> |
| 42 | S | <p>To me, for example, I have never learnt grammar. This is gonna sound really bad, I'm ignorant... Even in Spanish, I don't know the grammar in Spanish, I don't know grammar. Once I started doing the English tutoring and English teaching, I had to learn at least, how do you call this word, and why do you put this word there, and why not , and whatever, instead of just telling the students 'because, yes', 'because it is'. It didn't sound very professional, it was like 'dude, just do it like the way I'm telling you to do it, just do it', so I never, I was like never been related to grammas, ever. Then I started doing that and I learnt grammar. Because of my background in advertising I have always been very kin on writing, instead of reading. I love reading! Don't get me wrong, I don't want to sound ignorant or mediocre, but writing for me, because it's something that is up to me... it's not me understanding someone else's, it's me pouring myself to a paper, and just writing whatever I want to write, You may not agree with it, I don't care, but it's my writing, my message. So when I started writing, English has a different... of course, have a different grammar structure than Spanish, which is what I was used to, I was used to writing in Spanish, but then when</p> |

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| | | I started writing in English, punctuation man! Punctuation is different in English, and that made me realize... like... 'maybe S, you should like, take a book, or pick up a book on grammar or something, because... hmmm' and then I started writing and I realized that grammar was important in that sense. Otherwise, I wouldn't... because of my particular feelings with the language, I would go, like writing was really important for me, but for me, overall, it was all important, it was just a language that I was learning. |
| 43 | I | Where you preferred writing over other skills? |
| 44 | S | Yeah, I preferred writing. |
| 45 | I | And you still do? Has it changed over time? |
| 46 | S | It hasn't. I loved listening, I love all the skills, that's all I was talking about, I don't personally, like when we were talking in the beginning, I don't personally compartmentalize the language skills, or the language itself into skills, because to me, all of them are important. But for my personal preferences, I enjoy writing. |
| 47 | R | I enjoy reading a lot. Reading comprehension was like, the best part for me and listening, but writing has been like the pebble in the shoe for me (laughter), It's like, I felt that not secure because of the grammar, so that has been my insecurity, and although I'm able to do it and I have been... it's like, where I'm more doubtful. |
| 48 | M | In my case, like, because I loved it so much... I don't know, I was good at English, but I think I have like a friend, I remember, and she knew all the rules and all the grammar and all the things, and when she asked me like, why did you put this here? I was like... I don't know... it just sounds right, but for me, I would get good grades but I think I never paid attention to grammar at school? I put attention to many other things, but then, when I didn't know what to study, after graduating, I spent like three months in the Colombo, and then I... Oh! So this is grammar! These are all the structures! But I already knew vocabulary in English, and the structures, so then, when I was a teacher in Brazil, I also learnt a lot of these roots, about the grammar, because for me it was like, I think that it is because I listen too much music, or I watch the TV shows that I knew, ok, what will happen or this word will follow this other word, but it was never about the grammar. So to this day, like... if you ask me, grammar, that would be hard for me, maybe I knew, I knew that in my mind, but I don't remember the rules. |
| 49 | I | And in terms of the skills, it's been like Shelly? She prefers writing, do you have a preference? |
| 50 | M | I love reading in English. I do love listening as well... and speaking... |
| 51 | S | Now that you were saying something about grammar, I remember this tutoring job, Peace Corps, the Peace Corps volunteers from the United States were working with |

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| | | us, and they were Americans, American girls that are teacher, they are certified teachers in the US; and they came to teach English, so when they were working with us, there was a teacher... Oh God! I loved that so much!... the teachers that used to teach were the kind of teacher that would love to see you fail! You know? They would ask you stuff just to see if you would not know, just that. And they would teach you and they would ask you this stuff so that they would look good, cause they, they know it, they KNOW; |
| 52 | M | They have the power... |
| 53 | S | They have, they know this because they are the teachers. I was not a teacher... But then this Peace Corps volunteer was there in the front and then she was writing something on the board, and then she said something, and one of the teachers was like 'how do you spell that word?' and she goes like... I'm not kidding, the volunteer just turned around and said, 'I don't know', and they were like... and she was like... 'I really don't know!' and she said 'you can't spell it?' 'Nooo', and I was sitting on my corner and I was like... (Breath) finally there's someone that understands... and she comes to me and she's like 'I really don't know grammar, I'm an English speaker, I'm a teacher, but I don't know grammar, and I'm a native speaker.' So when she said that, it clicked me, I was like 'No, I don't have to know everything', I'm still writing. |
| 54 | C | Yeah, that's true. I know more grammar in English that I know grammar in Spanish. I think easier would be reading... I don't know... |
| 55 | P | Because you have information, you can read a book... |
| 57 | C | I don't know, it's probably because when you read you don't have to know everything, you just have to like follow an idea and it just flows. Listening if there's something you miss... you might not understand, or just get like a different idea of what they are trying to say. Writing is just fine, it's just... I don't want to make things complicated, so if I want to write in a complicated way then it's harder, so it's not that simple. And speaking, I hate speaking! It's not because I'm bad at it, nobody said anything I wanted Spanish, of course. It's just that I'm shy, I don't know. It just makes me like nervous... but yeah, that's it. And I did, I did like grammar, because I was kind of a like a geek when I was a kid, so I liked grammar and perfection, and 'this is like this, and this goes first or whatever'... I enjoyed it, and then, I just somehow I stopped thinking English was a grammar thing, it's just, you know... like you said, just...and I kind of like find that I like more like finding like the expressions. I really like the ways of like saying something, or sayings, basically, that's really nice and cool and interesting to listen, to find out, you're just like... when you meet like somebody who's local and they tell you like 'we say...' cannot think of anything right now... ah... the expression we use to say you're cold, is ... blah... and... |

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| 58 | M | Like 'the weather is going to break', or something like that... |
| 59 | C | Yeah! Something like that, it's like those kind of expressions that makes you like... you know? That's English to me. That's probably what I like the most. And you get that a lot from reading. |
| 60 | J | I didn't realize about it before, but maybe really has been the easiest one... probably because I like reading since I was a child, so I used to read a lot in Spanish since I was in primary school so maybe that's why in English, like, it's maybe the easiest thing, or it's been the easiest thing... I think listening was very difficult for me at the beginning because in high school I just did writing things and grammar and never listening, but then it changed with the time, now for me it's writing is more difficult than listening, listening is just like natural, like speaking, but writing it's been really difficult. |
| 61 | C | Well, listening is quite hard when the sound is not clear... |
| 62 | M | Like BBC English, in comparison to local English. |
| 63 | C | Well, that's accents, of course... but that's a different story. But I mean, if you listen to a recording, same accent, and one of them is like really clear, and the other one's gotta a little bit of noise in it, it's harder to pick up things. 'Cause you've got another sound like covering what you are supposed to be hearing, so when two people are talking at the same time, that's... |
| 64 | S | Yeah, there are different things, different factors that have to be considered when listening: speed, speed of the person speaking, accents, those things that make it... it's not the easiest skill to acquire. |
| 65 | P | The most difficult for me has been speaking, especially in Colombia where you don't have the opportunity to speak, or even to imitate, so for me it's like... you have... you can write, you can have readings... listening, because of TV, you know, series, but you don't have like a how to... where to apply it, how to communicate it, but speaking... |
| 66 | C | Well, you can, but it's not real, that's my problem, see? Because back home it's like, everyone's like 'you can go and talk to people and whatever', yeah, but I'm not going to talk to people in English, because it's just weird, I mean, Colombia, it's not... it's not... t's fake, you know? It's pointless... |
| 67 | P | Yeah, it not in your context... even when there is a tourist around, you are like a little shy to... and they seem to like to... like calling for help and you, in my case, I've been like a little shy, but well, I try sometimes, sometimes not. Yes, for me is the speaking, and the easiest it would be, well, I like writing... but I like more listening for example, music, listening to accents, series in TV, diversity in the, within the language, I like that. |

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| 68 | I | So moving on to reading, you've already mentioned several things... what, despite the language, what motivates you to read? What are your motivations for reading? English, Spanish, French, Portuguese, Chinese, Japanese... |
| 69 | P | To know about stories |
| 70 | M | Yeah... |
| 71 | C | To learn the language as well, learning the language |
| 72 | R | I love literally, classic literature and fantasy literature, everything that falls in my palm with that subject, I read it. |
| 73 | J | I like the part of learning new things. That's one of the things, and the other one is just entertain myself. |
| 74 | M | I think for me it's the same: learn new things in terms of language, have fun, it's something that I do every day before going to bed, that like, I read the things that I like. Not university things. |
| 75 | I | So if you described yourself as a reader you would say you were an avid reader? Like a... how would you describe yourself as a reader? |
| 76 | M | Like an everyday reader. I love to read. |
| 77 | S | I love to read, I love to read topics that are related to black people, African people struggles, like minorities... history and stuff like that. And fun stuff, like... for example the book that I read last year was 'Bossy Pants', that's the name of the ti... that's the title of the book, but it's written by, not Amy Polar but... Tina Fey. It was written by Tina Fey, she's a comedian and she would be the whole... like how she got to be a comedian, how she got to be a 'bossy pants'... Like an autobiography... more or less, but she did it in this way I found myself in the airplane, on airplanes, and I was reading and I was laughing out loud, and people were looking at me and I was like... I don't care, I'm reading. I was laughing out loud! I love to read fun stuff, things that entertain me and the topics that I just mentioned, if I have that, then I'm good. |
| 78 | R | Avid, I don't know, I don't read as much as I would like to, people say that I devour books, but I don't read enough. If I could read faster... |
| 79 | S | Yes! Don't you wish that? I wish that I could pick a book and durururah, oh! Good! Got it! Then take another one and dururuah! Uff! Yeah, got it! I would love to do that. |
| 80 | P | Yeah! |
| 81 | M | It is easier, the things that you like, like non-fiction or fantasy or whatever... but when it is university, sometimes I have... or academic reading at the beginning, I have to read it twice. Like the first just to know, know the words, and then to really, ok, understand. |
| 82 | I | If you think about it as a percentage... what percentage in your reading, in general, is reading for pleasure, and what percentage is related to your work or studies? |

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| 83 | C | I'll say 50-50 |
| 84 | M | I'll say 65-35, 65 job related. |
| 85 | P | Yeah, I put in the paper 70 pleasure, 30 job. Ad I'm trying to cnvert that 30 in pleasure, yeah... to make knowledge fun. |
| 86 | R | 90-10, 80 what I do for pleasure, but actually, my academic readings are actually very fun to read, it's about design which I really enjoy. So... that's why. |
| 87 | I | So from that 90% that you read for pleasure, what percentage is for both work and pleasure? |
| 88 | R | Like 10%, yeah. |
| 89 | J | I'm very bad at my time management, so... nowadays I Just don't have time to read for pleasure. I used to read every day... like 1% for pleasure, and 99% because I have to. |
| 90 | R | And from 99% you are reading for academic purposes, would you say that you enjoy part of that percentage as well, or it's just things that you HAVE to read and go through? |
| 91 | J | I enjoy maybe 10% of it, because most of the things I read are difficult academic stuff, for me, which are things I have to read very slowly to really understand what is says. Some other times, yeah, I get engaged with the text, so I enjoy maybe, 10% |
| 92 | C | Well, you know, actually, in terms of academic reading, I do enjoy it, all of it... 50-50. What I don't enjoy is the time, you know? Time consuming, that's what I hate, so I end up not doing it properly. That's why! Yeah! That's why! |
| 93 | P | But at the end, you don't read... |
| 94 | R | So it's all 100% pleasure where 50% is for your academic purposes? |
| 95 | C | No, no, no, no, no, it's 50-50, like pleasure and academic things, but that doesn't mean I don't enjoy the academic part. |
| 96 | R | So, from that academic... from that 50% that is purely academic, what percentage would you say you enjoy? |
| 97 | C | That's what I'm telling you. I enjoy a 100% of it but I end up not reading every time or finding myself like saying, 'Oh! I hate reading this' but it's more because of the time consuming issue, rather than actually... if I had no issues with time, like, I'm not thinking about time, I could just read and read, even if it's academic, I wouldn't mind, because I like what I'm doing, you know? I'm just... I'm interested, I want to know what it says. |
| 98 | S | That's actually what I'm doing. I'm separating a folder for all the readings I want to like, gain access to after I'm done with this, cause... YouTube has ruined it for all of us! I've been reading my academic... right now I'm reading 100% academic stuff. |
| 99 | I | Do you enjoy part of that 100% that you read for academic purposes? |

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| 100 | S | I could divide it in a time line. In my modules, my previous modules, I did not enjoy reading that much, and now that we are on dissertation of our interesting topic, a topic that I chose, a topic that I want to do, yes, they are interesting. |
| 101 | I | And before you came here? |
| 102 | S | Before I came here, I... it was me choosing my readings, so it was 100% pleasure. |
| 103 | P | Yeah, the interest is a key point... |
| 104 | I | Let's talk about reading in English in particular. What ideas do you associate with that concept? When I say reading in English: ideas, emotions, moments, people... |
| 105 | P | Short sentences |
| 106 | C | Cool |
| 107 | R | Love it |
| 108 | J | Academic stuff |
| 109 | M | Pleasure, fun. |
| 110 | R | I prefer it over reading in Spanish |
| | | R LEFT |
| 111 | M | Yeah, me too. |
| 112 | I | When you think about reading in Spanish, do those associations that we just talked about, change in any way? Or is it the same? |
| 113 | P | Another side... |
| 114 | S | Boring |
| 115 | C | It is the same for me. As long as I like what I'm reading, it's the same, I don't care... |
| 116 | P | Yeah, me too. |
| 117 | C | And as long as it is written in Spanish. I don't like translations. I don't like translations. |
| 118 | M | Me neither. |
| 119 | S | No... to me it's boring. |
| 120 | C | I'm gonna, I'm gonna have to, obviously, if it's written in, I don't know, German or Dutch or whatever, or I don't know... |
| 121 | I | Translations from English to Spanish... but if it is Portuguese or German or... |
| 122 | M | I read in Portuguese, but for me, like... I'm of course, if it's a... let's say, The Diary of Anne Frank... I had to read that in English, because it's a translation, but I'm not going to read, 100 Años de Soledad in English |
| 123 | C | Mno. Yeah... |
| 124 | S | Oh... yeah... |
| 125 | M | ... like... the thing it's like the movies, you really want the original language. |
| 126 | J | The original language it was done with. |
| 127 | C | Yeah, the original. |

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| 128 | P | You really want to engage with that culture, and Spanish is very important. |
| 129 | S | When you translate, you lose stuff, you lose meaning, you lose messages. |
| 130 | M | Like... you lose the inside joke. |
| 131 | J | Yeah! |
| 132 | S | You lose it, you lose the inside thing. You lose the... overall framework of what it was... of what that sentence was meant to say... you lose it. To me reading in Spanish is boring, why? Because there are very long sentences (laughs) I don't get to the information as quick as I want or I needed to be. |
| 133 | P | Yeah, it's very true. It circles. |
| 134 | S | And if you go to academic stuff in Spanish, they are really redundant and really, really... rhetorical, use of very complex rhetoric... that, I hate, like, can you go straight to the point and tell me what you want? |
| 135 | P | Yeah, that's the thing I don't enjoy from Spanish but I still like it. |
| 136 | C | I hate reading legal stuff in Spanish. Like... <i>estatutos</i> , policies, contracts... I hate reading that in Spanish. |
| 137 | S | And if you are going to the education field, in Colombia, for example... that happens... I've never been anywhere else, so I can't say if in anywhere else... but in Colombia, Academic circles, especially in the Caribbean Coast, I don't know, maybe also in Bogotá, you can tell me about it, but in the Caribbean coast, they use a lot of words, they are very wordy... like they use a lot of words to say like the simple thing. |
| 138 | P | I think in the... like in a book, like Gabriel García Márquez, I enjoy that redundancy, but the other stuff, academic and... I hate it. |
| 139 | S | When I was working at the institution as a coordinator, I had this... she was from Barranquilla, this lady came in, she was supervising my work and she would tell me all the things I need to do and I was just staring like this... like... 'What... what do you need me to do?' and she would go like this and this and this... and this! And this way in this other way (moving arms), and she would get so passionate about it, I'm not kidding. There was one time a colleague of mine was like 'so what does she want us to...' and I was like... she wants us to go to a staff meeting... 'that's it?' 'yeah... that's it' That's it! |
| 140 | P | And you know? When you are in negotiations with, like in the business world, and there are two kinds of people, there's people that start to be passionate and do a lot of... say a lot of things, but at the end they don't do, and the other kind of people, straight to the point, and at least you know what to expect... |
| 141 | S | What you are dealing with, that's important! |

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| 142 | J | I do enjoy reading in Spanish because when I read in Spanish is to entertain myself, so I do like that kind of descriptive thing that I think it's very particular of Spanish and that's maybe what I love the most of my language, my mother tongue. |
| 143 | I | Is this more related to literature as well, or to other kinds of text as well? |
| 144 | J | It's literature, because when I read in Spanish, it's just to entertain myself, actually. I do read in English to also entertain myself, but when it becomes to academic things, it's basically in English, so Yeah, I like that thing of... the descriptive thing and Spanish is what I like the most. |
| 145 | S | I had a colleague just to... finish my point, I had a colleague in that same job, and she used to tell me that the way I wrote was too harsh... too... abrupt... rude, too concise, it was too straight. It was not... they would not tell me I went straight to the point, it was too harsh the way that they read it, and when they read it, I was like, that says what I mean, that means what I say... that's what I need to say, but then she would tell me like 'Oh! Spanish is such a beautiful language, it's one of the romantic languages... and it used to be more eloquent, more...' whatever... I'm like 'dude, all I'm hearing right now is that you're crazy and the way I'm writing does not satisfy you, let me tell you this, the way I'm writing, because we were talking about writing earlier, the way I'm writing it means what I say and it says what I mean... period. That's it. |
| 146 | I | To summarize a little bit, what you say about... when we talk about reading in Spanish, please correct me if I'm wrong, but I perceive you are referring a little bit more to literature... if that literature is originally written in Spanish, you do enjoy that as... I mean, you do associate it with enjoyment, like you do with English reading, but if it is a translation, or if it's something more formal like other kinds of texts then Spanish becomes a little bit of a barrier? Like a negative feeling? |
| 147 | C | If it's a translation, I wouldn't even pick up the book... |
| 148 | I | Translation of a text originally in English... like... if it is Saramago, that's Portuguese... |
| 149 | C | Well, I would read that in Spanish, I don't mind... If the original is in English, and I have the book in Spanish, I would never in my life I would read that book in Spanish... I rather never read in my life. |
| 150 | M | What I read in Spanish is just writers like from Spain, Argentina or Colombia, but I don't go, I don't go to a library and buy a, like Harry Potter in Spanish... I wouldn't, but it doesn't mean that I find reading in Spanish boring, it is just that for me, reading... like.. it has a purpose, besides entertainment, like if I'm reading in Portuguese, even in French or in English, I am entertaining myself, but at the same time I'm expanding my vocabulary. Like if I wanted to that in Spanish, I would enjoy |

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| | | it... like whenever I read in Spanish is because I think, ok.. "I do't know many words in Spanish, I need to practice... |
| 151 | I | How many... there's probably a before and and after (particulary the last 9 months we've been here) but if you could average ow many books do you read in a year? And how many of those books are actually in English... |
| 152 | M | I read 10 to 11. 10 in English, 2 in Spanish... or... like the last year... before coming here, maybe 8 in English, I think I read two in Spanish. |
| 153 | I | And that's the total of books in the year? No other language? |
| 154 | M | In average in could be 10, like 1 a month, but it would be more books in English. |
| 155 | P | 50-50, in a year... like 20... 30... |
| | | P LEFT |
| 156 | C | I don't read a lot... nothing really, books... It's just... the thing is properly, I read probably 3 books a year, or in English. It's just that I start a lot of books but I never finish them, so yeah... like completely... just read like all in English. |
| 157 | J | It happens something similar to Cami. Like properly, maybe 2, 50-50, English, Spanish... but then yeah... I start a lot of books, that then, I don't have time, and then I take another one and I start and I don't have time. |
| 158 | C | I like articles more than books because it's just like, I just want things like that (snap)... and just books, just have to read all of that? It's going to take me a lot of time, I just won't finish them, so I'm... have no patience... |
| 159 | S | You and I need to stop working on that skill of dararan (speed reading gesture), done, got it! (Laughs). |
| 160 | C | Yeah! It's just like I could read the last page, and then the last one! Ok... I know the end... let's move on. (laughs) |
| 161 | J | Yeah I read more things like that, shorter things. |
| 162 | S | I like articles also but... it's just like, this masters has ruined everything, I'm not kidding. Before I used to read... Before I used to... I'm a working girl, so I used to have like three jobs at one time... |
| 163 | C | ... Yeah! It's kinda hard to find the time... |
| 164 | S | So, it was really hard. But when I did, I was reading like four to five books a year. I brought my books with me that have stayed on the shelf, they have not found the way to my hands again... all of them in English, everything I read, I mean articles, everything I read is in English, unless I have the supervisor I had, everything is in English. |

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| 165 | I | What have been some key experiences when reading in English... like those moments when those aha moments... positive or negative, that you have carried with you. A book, a moment, a person... |
| 166 | S | I read Martin Luther King Junior sermons before he died, obviously. His wife published all of his sermons, and... his key sermons, and there were so many things that I used to like... this was like so many years ago, and it's still going on, and all this things. I remember this phrase that that's why I picked a reading that... a lot more which was 'nthing pains people more than having to think' and that like, It clicked on me. And that like, it clicked on me, I was like, damn! That is so true, like people want like what we want, we want everything fast, we want everything now, we want everything instant, but he said it like so many years ago, and it was in reference to white people not wanting to admit that black people had a role in society and what they mean to society, and in that sense, they were not educated themselves, that's where education came in, that's when reading more became important. This was like 2014. It was something that stuck with me. |
| 167 | M | I think that the first memory I have of really loving to read, was reading <i>Cien años de soledad</i> by Gabriel García Márquez, but that was in Spanish. Then I read <i>The Diary of Anne Frank</i> when I was in eleventh grade and I really loved to read that book, it was in English, it was for my English class and I read it, I read in Portuguese like three years ago. I really like that book and some books by Jane Austen, she is my favorite, my favorite writer, and I have read... I haven't finished the collection but I have read all of her books and I think maybe it's like an AHA moment, like 'Oh! I love this type of literature, this writer!' and maybe something that really impact my life was reading <i>Eat, Pray and Love</i> by Elizabeth Gilbert because particularly in that time, like of my life, I was feeling maybe in that way, like you don't know where... like a journey, like a... and then reading that book for me was like 'Ah!' I want to go to Bali because of that book, but yeah... I think it's with reading that you have different aha moments. |
| 168 | J | I don't remember... I've liked many books I've read but I don't remember one in particular. Basically because I'm the kind of person that watches the movie and doesn't remember what's the title of the movie and the same with the book, I don't remember most of the times the books I've read. Maybe one thing I always remember is the first book I read which is... I was in Primary school, so is... I used to read aloud to my mom, that's the thing I remember, and yeah, she was listening to me and I was just reading aloud and she was trying to correct my reading, |

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| 169 | C | I don't have one because I have the issue that I don't remember, that I forget everything I read. (laugh) |
| 170 | S | But now that you said that (J), thank you for that! I remember the first book I've read. It was in high school and it was called <i>Juventud en éxtasis</i> . |
| 171 | J | Ah! I do remember some of the books I've read! |
| 172 | I | But it was in Spanish? |
| 173 | S | Yes! And that's when I realized I don't like Spanish! (laughs) |
| 174 | C | But in English, maybe when I read <i>Wuthering Heights</i> in school, because that's probably the first book I've read in English on my own that I completely understood without my mom's helping me, it was just me reading the book, and I completely understand that, so yeah, I felt like, you know what? I can actually read in English and I love the book. It was small, so... it was fast. (Laughs) |
| 175 | M | You know? I read that book, and this is funny, I read it in Portuguese and for me it was hard to understand, and I finished the book and I said, what is? What is all the buzz about this book? And then I watched the movie and I was like 'aaaah! (sigh)' it was because it was not in the original language. |
| 176 | I | Did you read it in English after that? |
| 177 | M | I haven't! |
| 178 | C | It's amazing! It's a really good book! |
| 179 | I | DO you feel that for you... there was a transition between reading in English because it was something that you had to do for the class, and then it transitioned into... 'I like reading in English'? Was there a transition or it's always been an enjoyment and it's never been something that you... |
| 180 | C | I think that book for me, was a transition, because before that book, it was like... this is a class, you know? This is a lesson... this is our book for this year, we're gonna have to read this, and I was like.. 'aargh, ok, again, we have to read again...', and when I read that book, I... you know? It was easy, like it came just... I loved it, and it was fun, and I started to like, look for other things like outside of school, to read in English. |
| 181 | I | How long ago was this? |
| 182 | C | Probably when I was like in my eighth grade... so it would be... 2005? |
| 183 | J | For me, my first book I read in English was because I wanted to. I went to the book store, I bought the book, I took it home and I read it. And then it became more... because I have to. |
| 184 | I | What book was that? |
| 185 | J | No... I don't remember the name! It was a novel about Second World War. |

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| 186 | M | I think for me it was not a transition, the same with Camila. When I read in high school it was mostly because we had to. I did enjoy it, I like to read, but it wasn't until 6 years ago that I really like... I proposed that to myself. I said to myself 'I need to read more, more like, things for pleasure', and I just, I committed myself to that, like I want to read more, either in English, in Spanish, or whatever. |
| 187 | S | I didn't have a transition either... we didn't have... that's sad, actually... we didn't have this in high school, we didn't have mandatory readings, and I think that's sad because I would've loved to read more in high school... My sister introduced me to reading with <i>Juventud in éxtasis</i> . It was kind of an interesting thing to do because that book has a really graphic, risky scenarios (laughter) in there, and it was my sister giving it to me. That was in high school, and I was like uh! Am I allowed to read this? Ok! I'm gonna read it, and that was it. Then she gave me the second one and I was like... the second one is not as good as the first one, so... no. That was in Spanish. After that, I don't remember which was my first book in English. Actually, I don't... but I know that I love reading more in English. Actually, for my birthday, like in 2006, I asked my boss to give me a book, and she gave me the book and the title of the book in Spanish was <i>Las mías las prefiero grandes</i> , something like that. And I read it in Spanish, it was in Spanish, and I was so mad because it was in Spanish, I thought it was in English, but I bought it and I read it in Spanish. I was like... it's a good book, but it would've been, it would've made more sense in English. Then I found out the original language of the book was in English, and then I said, forget about this, I'm gonna start reading in English, and I think that's the transition you were looking for. Like when they got that book I was like, it's in Spanish, it'll make no sense. |
| 188 | M | You know what you were saying about how boring maybe it is sometimes to read in Spanish? The translations? And I think... like have you seen when there's a movie in the cinema, and it's like ' <i>Dirty Grandpa</i> ' in English is ' <i>Dirty Grandpa</i> ' but in Spanish is like ' <i>Mi abuelo el consentido</i> ' [translates: My spoiled grandpa] (laughter). That's why I prefer the original language! |
| 189 | S | Now that you say that, in Madrid, in Spain, <i>Dragon Ball</i> is <i>Las pelotas del dragón</i> (laughs) |
| 190 | C | But yeah! It's also true! Even with the subtitles, when you have, when you are watching a movie, and then you have subtitles in Spanish, like... your mind is listening to that and reading to... listening to English and reading to Spanish at the same time, so you can get involved at the same time, and sometimes you realize that what they are saying is not what's in the subtitles, and then your mind goes like 'argh' and you just want to punch anybody, you're just mad! |

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| 191 | I | And one question that is linked to this one before going to the last questions: DO you think that you started reading for pleasure once you felt you had the level required to read those books? Or was that reading for pleasure, the one that complemented your level of English? |
| 192 | C | I think it was a little bit of both. Because I took my first English book with myself, like saying, I think I can do it... I'm not going to get it all but I will learn. You know what I mean? It's just like... I think I'm ready, I'm in a position where I can read the book and understand some things and learn the other things, you know what I mean? Does that make sense? |
| 193 | I | Yes |
| 194 | J | You mean in English, right? |
| 195 | I | Yes, in English. |
| 196 | J | When I went to the bookstore and bought the book in English is because I said to myself 'well, I think I'm ready now to read a whole book in English, I'm gonna choose the one I want to read.' And it's the same thing, I knew I wasn't going to understand everything but that I could do it and I could finish a whole book in English. |
| 197 | I | And from there... you saw that reading in English also helped you... |
| 198 | J | Improve, yeah, my level at the same time. |
| 199 | M | I just felt like I just wanted to read. I don't remember the first book. Like, the first book I think I read was <i>The Picture of Dorian Gray</i> ... and I didn't understand that much. I think it was just... I never said 'I'm ready to read this book', I just... read it, and if I didn't understand, I would look for a dictionary or something. |
| 200 | S | To me, when I was like 9 or 10 years old, because I heard a lot of people talking about <i>100 Years of Solitude</i> , and I was like 'Everybody, what's the fuss with this book?', so I found it. |
| 201 | C | Did you read it in Spanish or in English? |

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| 202 | S | I read it in Spanish... Well, I didn't read it, that's what I'm trying to say. I got to the first page, I was 9 years old, I got to the first page and I was reading it, and I was like 'what the F, is this guy talking about?' The first page, and I was like 'maybe I'll read it when I'm 15' and I threw it out, and then I picked it up again. And then, I read... I cheated also... I read the review for that one... <i>El Coronel no tiene quién le escriba</i> , that one, and I was like... this is amazing! I should have read the book! (laughs), and then that's it, I loved Dorian Gray, I read it in Spanish when I was like 14 and I loved it. Like I said, I don't remember my first English book. But if I would say, which one helped me to achieve any language level or anything like that, I would say like M, I just read it because I wanted to, I didn't read it because I felt like I needed to improve. |
| 203 | I | We are going to speak about the impact of reading, so, when you think about reading in general, what do you think the impact has been in both, your personal and academic lives? Has reading in English, in particular, has added up to that impact, or not? Has it changed in a way? |
| 204 | J | I think reading has impacted the way I understand things in life and in academic stuff. Reading has brought me, maybe other perspective of life, especially when I was a teenager. So... |
| 205 | I | What do you mean by perspective of life? |
| 206 | J | Because I see other people's views on things or different topics, so, it has maybe built my personality and build my view I have of the world. And... because I think I have a good reading comprehension, so it has helped me understand academic things, maybe a little bit better than some of my classmates or my partners. And... In English... yeah, I think... it adds a little bit more to my understanding of general things, of the academic things, and... culture, I don't know. Yeah, but I think English, yeah, adds a little bit more than just reading in Spanish. For example I think, I could get a little bit more advantage of reading in English than just, let's say, my friends, that they just speak Spanish. |
| 207 | M | You said reading in general... I think that for me reading... |
| 208 | C | It's just like an everyday thing... That is a hard question to answer... |

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| 209 | M | <p>Yeah... like for me, it has an impact because obviously, in terms of English and language, and when you are a professional you need to read in order to get to know what's going on in the world, what the others are saying, and that... I think like, international affairs, my background, my undergraduate background, they don't tell you how to do something, they just teach you ok... follow this theory or this theory, and that will help you to think in a certain way, so, in those terms, reading has helped me to maybe understand... how nations (INAUDIBLE) act or something... in terms of reading, professionally, I felt the difference where I used to work, like, people who knew how to speak in English but they didn't read a lot, I think you can tell the difference in the way they speak the way they think... and also like, I don't know, it's not in English, but in terms of like, in Portuguese, I lived in Brazil, I didn't know anything, and for me it was reading... I read 20 books in 6 months and that helped me understand the culture, the language, how to speak... that's the way I learned Portuguese, so for me I think reading is just one of the most important things.</p> |
| 210 | S | <p>I think for me, particularly, just like when I chose this program, it's not a matter of reading, it's a matter of the topic I'm reading that has the most impact on the way I think of my professional background or my plans or anything like that. If I read of topics, I would think I would... you know when you are reading something and you find someone that wrote the same things you think about those topics? Like... you read it and you are like 'Yes! That's what I think! Yes! That's what I mean! Yes! Yes! Yes! Yes!' But then when you read someone else's and you go like 'I don't really think that's true... I don't really think... I don't really agree with this, I don't really...'. Your question I would divide it into a before and after coming to this Masters. Yes, reading has had an impact in my life. Before, it was more entertaining, it was leisure, it was historical or something that you just wanted to know about. After coming here, you gain contact with these type of readings, of topics that you didn't even know you had an opinion about, but then when you're reading, you get these authors that you go like 'Yes! That's what I'm thinking about! That's how I feel, whatever, whatever...' and then you get these other authors that you go like 'mmm...' so trying to form your own opinion, that's where reading has had the most impact for me.</p> |
| 211 | EV | <p>Yes! Yes! That happens to me!</p> |

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| 212 | I | So it has had an impact on your postgraduate study in particular, and I don't know... if in choosing what to study but... how to study it...? |
| 213 | S | I can really engage with critical analysis, I can really engage with... gaining or forming your opinion about something. Not just because you're passionate, but more about when they ask you what you think about this... you need to have an opinion about it, and not be politically correct, just have an opinion, an informed opinion, even though if you read authors and you are relating to authors or not, just have your own opinion, your own voice, finding your own voice, that's where I think it has had the most impact on... That sounded really spiritual! I should write it down! (laughs) |
| 214 | C | I don't know, it's a hard question to answer really... uhm... cause I don't... I mean academic stuff is just to gain knowledge basically, right? That's it in my case, for me. And for pleasure or whatever it is, it's just the way... you know, just to be yourself in the world, and to get you formed |
| 215 | I | SO it's a personal impact more than an academic one? |
| 216 | C | Yeah, well, I mean, academic it's the way I learn things, it's a huge impact, you cannot really learn how to be an engineer, chemical engineer, without reading text books, it's just impossible, but it's just a matter of reading, learning, enjoying, in academic ways... and yeah, for pleasure it's just not... I don't know... |
| 217 | I | What keeps you motivated to read? Although I think you've talked about your motivations... |
| 218 | I | Do you think that your reading habits, particularly in English, have shaped in anyway your academic choices and opportunities? When you compare yourself to the people around you, and other people's reading habits, do you think that it has shaped in any way those academic choices you've taken or the opportunities you've had academically, particularly as postgraduate students? |
| 219 | EV | Definitely. |
| 220 | I | How? |
| 221 | M | Just by knowing about Colfuturo. Like, there's a lot of people who don't really... Like, I used to work at a school and I was shocked because most of the teachers, they didn't read... they didn't read, not even like the sheets that you give, that you give them with instructions, they don't read... |
| 222 | S | Well, Colombian people don't read... |
| 223 | M | Exactly. |
| 224 | I | They demand from kids what they don't do? |

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| 225 | M | Exactly, so, like if a teacher... like when I told them like... they always ask me, what do you want to do? DO you want to buy a house? Do you want to buy a car? I'll say no, I just want to do a Masters, I want to go abroad, I want to go anywhere else in the world... 'Ah! Like what are you going to do there?' or 'how are you going to live?' like... I'm not saying that's something you get by reading, but I do think reading broadens the way you see life. Because you see life, because you see... like you... like I just read a book from a Korean person... like just by reading something from someone who is half around the world, that gives you a different perspective of life. And just by, just by going online and type 'scholarships around the world' or whatever, just by doing that and reading about that, that gives you an advantage, and if people don't read, how are they going to access that? |
| 226 | S | Now that you say that it makes me think about how... because I'm an online tutor, and... every six weeks I get a new course to manage. And this one I decided... I've been doing this for 9 years, so I decided in this one... every single course is different, and every single time I try to do something different to see if it works, if I get the students to do what I need them to do. So I did this one, was to get all the instructions for the activities, download them, modify them completely to what I wanted them to do, because I have the know-how of how they work within those activities or what they usually do, which is wrong, so what I did was like, I'm gonna clearly set out what I need them to do, and it took two days just to do that. I did it, I uploaded the activities, the instructions... and first week, they delivered all the activities, I would say 90% of them failed. They did nothing of what I asked them to do and... I referred them back to the instructions, I was like 'please read the instructions. Please just go back to the instructions and read them. Don't use instructions from other courses, just use the ones that I delivered to you.' And this time I noticed that most of them came back to me and wrote to me and said, sorry teacher, I just don't read the instructions. And I was like... I just spent two days working on this for you to read the instructions and follow them, and it made me think, this is definite proof we don't like to read. |
| 227 | I | When you said we... |
| 228 | S/C | Colombians, |
| 229 | S | As Colombians, we don't like to read. I don't know if it's instructions alone, or if it is other kind of literature, but we just don't like to read, and then follow the instructions. That's totally different things. But then, it made me think, once you're saying that, it made me think, by me referring them to the instructions I'm actually helping them... not... I'm not being a bitch, I'm just referring you to the instructions because I want you to read, I want you to read the instructions. I'm actually helping you, you are my student and I'm actually helping you. SO, in terms of... |

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| 230 | I | Academic opportunities and choices... |
| 231 | S | Yes. I think I'm helping them to understand, to ... get a little bit more because I'm here, I'm in England, and this is what we do. We have to read instructions and we have to read what we need to do, we have to go to the handbook, read over and over again to know exactly what the teacher wants us to do, we need to read academic articles, we need to read all things, and I'm actually giving them a little bit a little bit of what I'm getting over here. So, even though they are not accessing the opportunities that I am, they are at least relating to the different way of learning than what they are used to. So reading, really actually help them... |
| 232 | I | But what about for you? |
| 233 | S | For me it has. It has helped me gain opportunities... I would've wished to read more, because when you do read, you ex... you... it's a cliché... but it's not expanding your world, is gaining access to other types of worlds out there. SO when you read you do gain access to that, and I like to believe that my students to do that too. |
| 234 | J | I do agree with M, I think... not only reading in English but English has impact my life in many different ways, and now that I'm consciously thinking about this, I'm the only person from my friends, from my family, that has gone abroad, and that has gone abroad to study, and I think it's basically because of English. Because apart from me there's just one more cousin that speaks another language which is also English, but yeah, I did actually have seen ways in a different ways and open your mind to different cultures, to different things and new knowledge, and as much as you know, you want to know more. SO yeah, I definitely think it gives me more and different opportunities from others and I have an advantage, mostly that. |
| 235 | C | I don't know what to say... well of course it's true what all of them are saying, but in terms of academic opportunities, no... I don't see the link between them, between reading whatever and going to uni. I just... I don't see the link. |
| 236 | I | I don't have any more questions... |
| 237 | C | I mean like, I made a choice of going to study chemical engineering, just because I wanted to, but it hasn't... or the fact that they took me in, you know, that they took me into the program... I don't see like the link between me going to there, or the opportunity of studying that and reading as a general thing. |
| 238 | I | Or the opportunities to be here? Like your application or... or with your classmates. |

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| 239 | C | ... Or the opportunities here, well, no, because I did that on my own, because I wanted to, it's just I don't... I mean, if you want something you just look for it... but I don't believe that it's just because I read that I came here instead of someone else who didn't read, doesn't make sense to me. It's two different things. I read because I want to read, and I read whatever I want to read, and I study whatever I want to study, and then just search for it, and that's it. |
| 240 | S | I just want to add something. I see what you are saying, It kind of makes sense in that way that will and reading don't really have anything to do with each other. It's other contexts it may. I'll give you the example. Nelson Mandela was in his town, in his village, and he gain or he got the degree in law by correspondence, so he was reading about this program and he was reading about his topic that actually got him to where he was. When he was incarcerated all he did was reading. But when he got out of jail he understood because of what he read in jail, that the South African feeling about white people and not Apartheid, was not right, so it was a whole country that changed because one man read, so it can have an impact, I really do see the relationship. I really do see what she's saying, in terms of will, what you will, what you want to do and reading it doesn't make it happen, but in certain context it may have an impact. |
| 241 | J | But I think in my case, I want to do this because of the reading background I have, you know what I mean? If I didn't have that reading background I wouldn't have made the decision to come here, do for me it is related. |
| 242 | S | Yeah, in different contexts! |
| 243 | C | Because what you are saying, I go back to saying like for me, it's not about reading in that case, like in that example, it could have been someone else having the life, exactly the life that Mandela had, exactly, and nothing happened because it wasn't him. Reading the same things, nothing would've happened because it was him that happened, and because he read, yeah, but it's not... it's because it's him and his experiences and his choices 'I'm gonna read this' rather than reading. Because if it's reading, anybody that reads that would've done the same. |
| 244 | S | Well, yeah, it had to do with who Mandela was before going to jail. I'm not saying that because you read, magically things will happen, that's why I agree with her, it's not like that, but,, what you do with opportunity, once it comes to you, it can, and I'm not saying it's not the only thing, but it can depend on what you read. He, because he spent twenty something years in jail, he read what he read and he chose, when opportunity came to be president of South Africa, he said, 'hey, I agree to a great extent to what I just read in jail, we cannot keep this hatred against the white people, |

| | | |
|-----|---|---|
| | | I wanna do something about it'. I'm not saying that reading actually triggers action, I'm not saying that reading actually gives you opportunities, but it is a way, it is a tool to engage opportunities in a certain way. |
| 245 | M | But it's like, here we all said that we all knew that we wanted to go abroad and that we wanted to study something, that's like the... our, the call that we had, the motivation that we have. We could say that we all have the same motivation, but watch one of us read something different, like I read International Education or whatever, and that helped me to be here in this moment, that shaped those choices. Otherwise, I would have studied political science. I was about to study political science but then I read something different, I read about international education and here I am, you know? SO I do... I agree with both of them because is not that magically reading will help you, like you choose your own path, but reading definitely has an impact. |
| 246 | J | Influences the way you think... |
| 247 | M | Or I think, I think it's more like a tool. It's an instrument, otherwise... it's like, oh I want to go to... I want to do a Master but if I don't read, if I don't search for the master, if I don't do the things, I am not going to have it, so it's not only about reading, it's about doing the things. |
| 248 | S | Yeah, reading does not trigger action. It may in some cases, it may trigger action, but it's not always the case, it's about context, it's about the people, it's about things... that's what I think, but it is important, that's what I think. |
| 249 | I | Thank you! Thank you for complementing your answers so well! |

Appendix 7: Examples of Open Coding

First, the results of open coding are shown:

- English learning experiences.
- Reading in a second language.
- Impact.

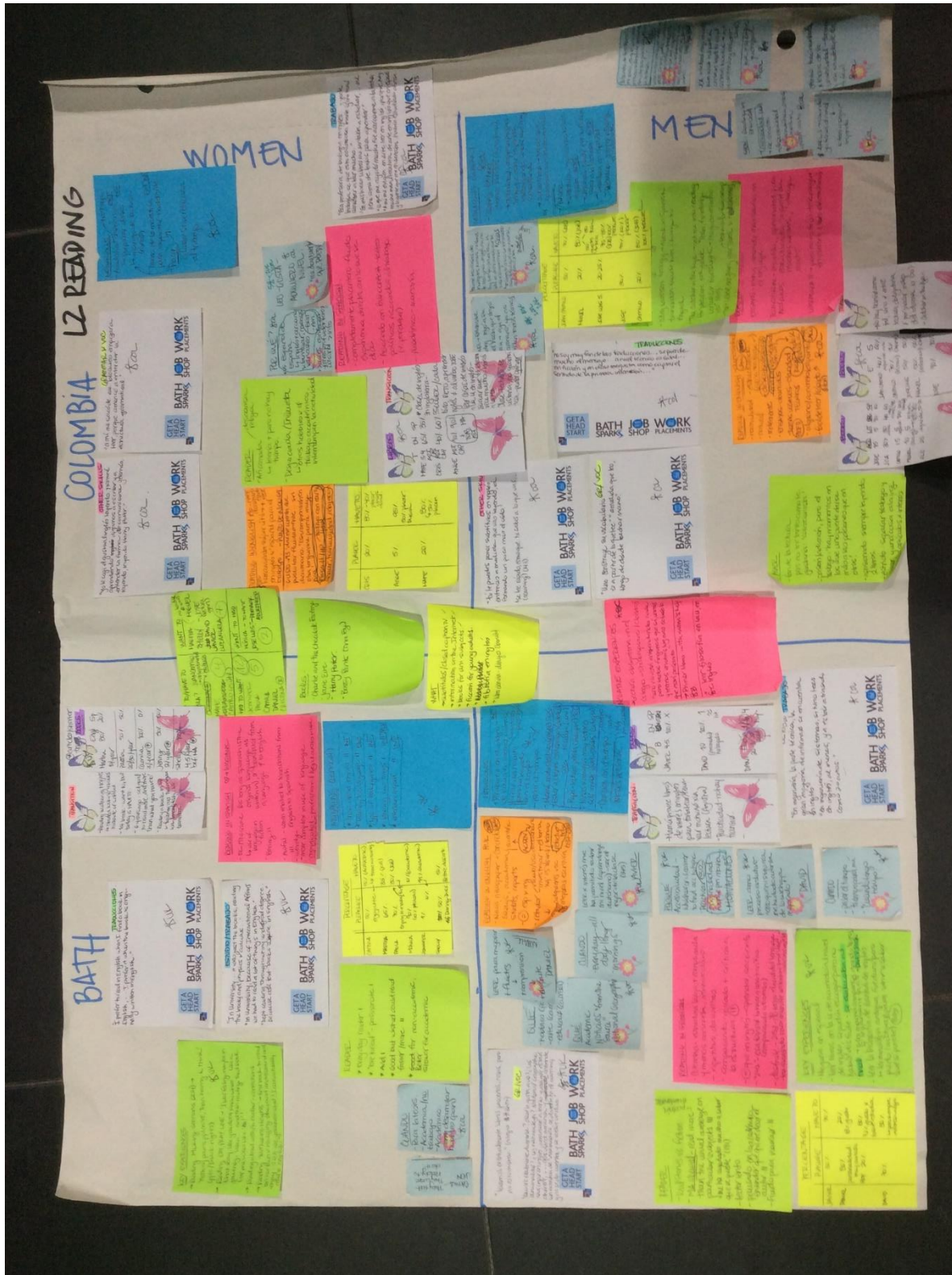
Second, you will find an extract of the transcription with the coding that led to the first images.

Results of Open Coding:

Skills:

| WHAT | READING | WRITING | SPEAKING | LISTENING | VOCABULARY | GRAMMAR |
|------|---|---|---|---|--|---|
| | OK | EASY | | OK | | DIFFICULT - ASSOCIATED W/ TEACHERS WHO "HAVE THE POWER" |
| | EASIEST | DIFFICULT: DOUBT, INSECURE | OK | | | DIFFICULT - W/ WRITING |
| | EASIEST | OK | EASY | EASY ACCENTS | OK | INTUITIVE - IMPROVED W/ WRITING COURSE |
| | EASIEST - FOLLOW AN IDEA, YOU DON'T HAVE TO KNOW EVERYTHING | IMPROVES/DEPENDS ON CONTEXT MAKES IT EASIER TO TAKE | HARDEST - SHY, LACK OF EXP. TO SP. BACK HOME | OK BUT IF YOU HEAR SOMETHING THAT IS IT AND SOUND EASY TO YOU | EASY & INTERESTING | EASY AND INTERESTING |
| | OK | OK | HARDEST - SHY, LACK OF EXP. TO SP. BACK HOME | EASIEST - MOST ENJOYED (HAR. ACCENTS, TV, ...) | OK | OK |
| | EASIEST | DIFFICULT (ACADEMICALLY) | NATURAL | HARD TO EASY | | OK - LEARNED WITH THEIR TEACHING |
| | EASIER - IT WAS ENOUGH, HAD TO READ FOR | OK | HARDEST PRACTICE | OK | HARD IN CONNECTION TO SPEAKING | HARD IN CONNECTION TO SPEAKING |
| | OK | DIACAL VOWER (ACAD) | OK | HEJORA CONTRACTA Y TIEMPO (ACETRO) | OK | DIPICAL IN CONNECTION TO AC. WRITING |
| | OK | HARDEST - WOMEN STRUCTURES | OK | HA HEJORADO PROPIA PRACTICA | OK | OK |
| | IMPROVED: BASE TO IMPROVE → | OK | HARDEST - WITH IMPROVED PRACTICE | EASIEST | HARDEST | HARD unnatural. |
| | IMPROVED → TEACHERS HELP ORGANIZATION | OK - need + academic purp. | OK - a common & low background. more practice | EASIEST | HARD - DISCIPLINE RELATED | HARDEST |
| | OK | OK | HARDEST (SH, emphasis) | OK - HARD - EASIER (ca - uk - ca) | HARD - EASY (Personal Verbs) | OK |
| | EASIEST - practice | OK | HARDEST - lack of practice | EASIEST - practice | OK | OK |
| | IMPROVED WITH PRACTICE | OK | HARDEST - speaking in public. shy | EASIEST | OK | IMPROVED THROUGH READING & PRACTICE |
| | EASIEST - most material in English is the most practiced | IMPROVED. @ work | HARD - usually not much space to practice | EASIEST - movies, music, subtitles, watching | OK | with practice |
| | EASIEST - the more, the more voc. | OK | OK | OK | EASY TO DIFFICULT depending on what you read, lack of practice | OK |
| | OK | OK | HARD - I DON'T LIKE THE SOUND OF ENGLISH | EASIEST, but hard to + accents + AMERICAN | OK | OK |

Reading in a second language:



Transcription Extract:
(English Learning):

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| | | | |
|----|---|---|----|
| | | <p>there for a month, actually, and we were teaching that course like 150 hours, it was really intense, but we did it, I did it three times, I think it was... In that process I got another job to be the coordinator, the Program Coordinator for the marketing and advertising associate degree, for a technical institution in San Andres, and <u>that's where I knew about the educational system, how messed up it was... from the inside.</u> You know what was going on, and then I decided I need to know... cause I can't just say it's wrong... like how they are doing this global... over there is actually working for people... at I worked and see how I can work... decided to do an International English... as they spoke English or Spanish, I'm... 'am that I wanted. I sought the program... scholarship, Bath Spa University, so... then I got the other scholarship, and</p> | |
| 16 | I | <p>Just before we... word or something you are not si... es with English. Can you... When did you start to learn English and what are some of those first memories that have stuck with you through time, of your contact with your second language. Your first memories of learning English, when did you start? What memories have stuck with you through time in learning English?</p> | 28 |
| 17 | R | <p>In my case, <u>my father was always keen of showing</u> my brother, sister and me <u>that English was great,</u> since we were like really small kids, so he find all the courses of English that were available in video, in books, in all kinds of things, so I've been <u>linked with English since I was really small,</u> and for me it has been like <u>more natural kind of thing, since he started with us so early.</u></p> | 29 |
| 18 | I | <p>And how did it move from there?</p> | |
| 19 | R | <p>After that we went to... our school had a good program in English. <u>But by that time I had lost interest.</u> I do remember <u>playing at the beginning with my father,</u> but for us, <u>English school was like pretty regular stuff,</u> but then in the next school I did have a little interest and <u>at the end,</u> they were trying to <u>make that school bilingual so we started with classes of English every day.</u> And that was quick. SO when I started in the university, my English level was good, not awesome but quite nice and then there was a break between my studying engineering and my studies in design. <u>My mother really don't wanted me to study design, so she told me 'take your time, study his 6 months English and then try to decide',</u> so I made a very good studying English for <u>6 months in the Centro Colombo Americano,</u> in <u>Medellin</u> which is a <u>very nice place to study English</u> and I really got a good level, and <u>after I graduated from school, from the university, at some period, while working, I retake these studies and I made an</u></p> | 30 |

WHY
HOW
WHEN
WHO
WHAT

WHERE
FEELINGS
WANT - HAVE

GET A HEAD START

BATH SPARK

JOB SHOP

WORK PLACEMENTS

memories

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WOMEN – BATH SPA UNI 5

| | |
|----------------------|--|
| | <p>advance course in grammar that had to stop because basically the people, there was no quorum for that course. That's where I stopped, and then that's it. So books, and... reading... Ah! Yeah! I've been reading in English since I was in the university like 2000 on. I prefer to read in English when I find a book in English, so I started reading in English, I prefer it when the book is originally written in English.</p> |
| <p>20</p> <p>(P)</p> | <p>Well, in my case, is very different from R, because I just remember my first... like my first contact with English was in a school like in the seventh grade, in sixth in bachillerato. And in that school I just was one year... I was just there one year. The classes in English were a joke... (Laughter), where like reading, but in Spanish like... 'ee am', like that. Well, for me, in that time, was normal (laughter)... and in the seventh grade I changed... It was terrible! It was abominable! It was... terrible... and in my other, in the other school was, well, English. The classes, English for me stress because everyone was speaking properly the English, not in Spanish... and they were participating, the teacher as well, was doing the class in English, so that for me... well, I then adapted, but for me was like a shock... it was a shock, and I'm very thankful because I made that decision... the decision to change of schools. But for me, English was, in my school, was something to think about in just that class, two hours or one hour in the week. I started really to get in touch with English in University but it was different, it was just the books, reading the books and physics and calculus. It was easy because it was other language, mathematics and all that, so you just needed to understand the formula and know something little about English so I didn't... Then it came the Internet and looking for things and start to read in other language, and movies. With that, I think that I had a really... I started to speak more, because in the past like... zero... I was terrible, and I think that the second phase, the second stage in which I started to take courage and speaking, was in the British Council but also with friends, starting to talk, because I wanted to come, I came here so I needed to speak. Now it's not a plan B, there is not a plan B, is... like, you have to speak and you're good 'don't be shy'. So for me was a little not natural but then you start like to adapt and to make it... to put something of love to... to... not to be like a... not to be afraid of it, to be afraid of mistakes and everything... Even today, is more... yeah... that's my process but it was really terrible, really shocked that I have that memory of English... that class, that ridiculous class, where the classes were really a joke and nobody really cared. I think Internet has helped to shape like the information, videos, YouTube, for entertainment English is... like absolutely...</p> |
| <p>21</p> <p>(J)</p> | <p>I also have a shocking experience at the beginning because I don't have any memories of starting English when I was a child at all. When I moved to 7th grade high school, my parents changed school and when I went there it was like an English class, first time I saw English class in my life, I was 11 years old, and it was basically grammar. We full... complete notebooks of planas just grammar structures, present, past, future, question, affirmative answer, negative answer. It was full notebooks of that thing, that was all we did during whole high school. I failed it, all grades, all grades in high</p> |

Reading in L2

31

32

33

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| | | |
|----|-----|--|
| | | <p>school, it was terrible, it was a terrible experience, at the beginning, when I was about to graduate, I passed. Finally I understood all that grammar... That's like the first memory of English. After school, well, in University was basically nothing... it was... we had English course but not useful at all, I don't remember to learn something from it. Ah! Between High school and university, I did English course like for 6 months, I learnt some vocabulary and I started talking a little bit, then in the University it was useless... like English... After University, like I said before, I was now interested in learning in language, and that's basically where my learning started. I had a private teacher and then I went also to a language institute. I came to the UK for 6 months... mmm... and then, when I started teaching the language, teaching English, is where I learnt the most, it's... you know... when we teach we learn twice, and we reinforce what we already know, and if there is something you don't know, because you have to teach, so you have to go and do the hard work and learn the new vocabulary and everything, hard words, why and, well, all of it. So teaching was a very good experience in my personal learning process, and I'm still learning (laughter) all the time...</p> |
| 22 | P | Yes! All the time! |
| 23 | I | So it's changed from 'I have to' to 'I want to'? Sort of? |
| 24 | J | <p>Yeah. At the beginning was terrible, I really hated it, I went home crying... (Laughter), no! Really, it was shocking! First because I studied sixth grade in a very little school, it was basically a house, so we were like 10 people in the class, and then I moved to this huge thing, it was like three buildings with all these people and this English class... it was shocking, but here I am!</p> |
| 25 | (M) | <p>For me, I think I have... I think I love languages. So the first memories that I have of my English classes is this teacher, like I even remember his name, and he used to sing songs for us, and he brought his cassette and he just played the music, just by singing I love pizza you just knew...ok! I love pizza! That was first grade. And then I remember all my teachers! Like, my favorite subject in school, throughout my life, was English and artes, but English most of it...</p> |
| 26 | I | <p>What made it so... you know... the songs, what other things got your interest? What kept you motivated throughout the years?</p> |
| 27 | M | <p>That it was more than grammar. I think, from first grade until fifth grade... no... until third grade, it was only, that was elementary and we were all in the same classroom, like 3 grade A, everyone was in the same level, you would learn the same things, songs, everything. But then fourth grade until eleventh, they would divide us in different levels, well, depending on your level of the language, so you...let's say, for example, if you don't know the grammar, but I do, I wouldn't have to be in your same level because you will then be with the people who have the same level as you and who would learn at the same pace. And those who knew a little bit more, then they will have a different teacher. We had four or five levels... and I think that's what I really loved the most, we would do role plays, we</p> |

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ding in L2

L2

reading L

reading L2

S

Acquisition !!

WANT TRAVEL

her help was less... somehow. And yeah, that's the most traumatic thing I can remember... And that's it... Although, another traumatic thing was... it is traumatic because when I finished school, so I was done with my English lessons because I didn't take any English lessons at Uni because I did TOEFL at school, so I presented that at Uni, so I didn't have to... I skipped my English lessons. I kept reading throughout my undergrad degree, because all the textbooks were in English, but I didn't speak. You know? I just kept with like, reading the textbooks and just listening to music because I just... all my music is in English, so music, yeah, and TV shows and all that. But then when I was going to hear how to take the IELTS again, to apply, I was really scared, because I hadn't had a proper lesson in like more than five years, or speak. SO I was like... oh my God, I'm gonna fail! It's so bad! You know? I mean... and I cannot fail, so I was really, I was really scared to do that test because I've never... I've always been a good student in English but I'd never like to speak, so in school, my teachers spoke to me in English and I just replied to them in Spanish, because it was pointless in my mind... it was pointless for me to speak to them in English because they speak Spanish... why should I speak to them in English? Whatever! You know? It's like... No! I'm not going to speak to you in English, no! I only spoke English on presentations.

| | | |
|----|---|--|
| 31 | I | What happened with the test? |
| 32 | C | It was fine! Well, I don't know, I felt like, ok... I'm not that bad. Somehow I just like, how did I learn English? Is a mystery to me, you know? Because... no, seriously, because I didn't have like classes during those four, five six years, I felt like I knew nothing, you know? For the IELTS, and my... the people that... my classmates from high school, they are not really good at English, to be honest, most of them, so I don't know how I... It just magically happened... no I'm kidding. I don't know. I have no idea... music maybe. I guess. Because I listen to a lot of music in English, so... probably your mind... you know? Does the trick. That's it. |
| 33 | S | Mine is similar to yours, I didn't... we do have a native language which is Creole language in my island. It's a dialect. Meaning it does not have a way of writing, a way of reading, a way of pronouncing properly. It's just dialect, just something that people use from generation to generation. It's being interactive a lot by L2, our second language which is Spanish, so you have a lot of different Spanish words within it. And they are trying to call that Creole English, but that's not Creole English, don't tell them I said so... (laughs). Yeah, Creole English would be a version of English broken down. The pronunciation will change it will not keep the same grammar as English, so technically, if you hear it, is not really English, it's a dialect that is based on English. That said, I did not know American English, which is what I learnt afterwards, I learnt American English, maybe since I was 11-12-13? This is high school, my aunt left the island, she was my godmother, so she left the island and she went to New York to live there and I always had that in my mind, like, 'I want to go to New York to be with my aunt |

TRAVEL

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| | | |
|----|----|--|
| | | <p>and my, you know, my cousins and whatever and just, be there'. And I started watching TV, I started using closed caption on TV because I wanted to. It kind of like... called my attention, the TV shows I used to watch were really interesting, comedy, sit coms, and they were really interesting, and I wanted to know what the heck was going on in the plot and everything, so I used closed caption, everything, so I watched, listened and read in English in those... with those resources. Then in high school it got to a point where... (laugh) this is gonna sound really cocky, it's not. It got to a point where I could teach the teacher, so I was like... ok ya'all, just give me the test, I'm gonna do it and that's it, I'm not even going to stay in class... I want to stay in class but my mind is not gonna be in class, I'm gonna be anywhere else, so I'm just like... I was really sassy in high school, believe it or not, I'm the toned down version (laughter). Then in University, I cheated a lot. We used to have the electives and I'm a firm believer in not working hard when I don't have to, so (laughter) so I used to choose English as my electives. I showed up to the first class, I was like... what's up? And the girl was like 'you speak English', I speak English ma'am, I speak English, I can teach this, ok! See you last class... (laugh). I went to the last class, 'Oh, you're back' 'I'm back! You want me to take a test or whatever you want' 'No, that's ok' ok? Ok, and that was it. I used to that in English. I really love languages. I started learning Italian in the University also, that class I did stay, I did take all the lessons (laugh) I did take all the lessons, I loved it, it was really good. I love languages, it's really fun, for me it's fun, it's a fun thing to do.</p> |
| 34 | I | <p>So, for you, languages, in particular English, has been something that you have wanted to learn than something that you had to learn? Or has it shifted in time?</p> |
| 35 | S | <p>To me, there was never pressure for me to learn English, even when I used to have in high school... in high school I had to take English classes, and I passed them, approve them, but I didn't feel the pressure to learn English. Even when it was in Italian, which is new to me, I never felt the pressure to learn Italian, because it's something... it's fun, it's like when you are taking cooking classes, you know you are gonna have to pass, and you know you're gonna have to take whatever, a final dish or whatever, but this is something that you like, even enjoy it! SO I never felt that, I never had... never had that pressure in me.</p> |
| 36 | R | <p>I see a lot of nodding, does that mean that it's the same for you, like you always wanted to learn?</p> |
| 37 | EV | <p>Yes.</p> |
| 38 | P | <p>Even for me, that it was traumatic. Even for me, languages I also think that they are amazing because you use that language to communicate with another culture, to understand, I started to learn french and Japanese. Japanese because I started seeing a lot of anime, and reading it, so it became... and to know about the history... History about the Japanese, so for me it's like an intriguing culture to know about.</p> |

reading in L

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what English represents

| | | |
|----|---|---|
| 39 | C | <p>It's like when you are entering into a new world, which is just different from your Spanish, Colombian... house, mom and dad, whenever, it's like a new world, it's just exciting, and it's totally new...</p> |
| 40 | S | <p>It's like when you know all the inside jokes of people, and their relationship. When you start learning the language, it's like you know the code, you know something else, you know, you know, you know there's a bridge that you cannot cross and that you can go both ways. Like, when I was with the Chinese students last weekend, I was like, I knew I couldn't pronounce their names, their Chinese names, so whenever I had to call their names, like with the attendance list, I would like call one of them and I was like read this. And then he would read it, but then the names were first name and then last name, and they are used to last name with their first name, so when they were looking, I don't understand this either, so I was like 'you know what? Qui... shungun... I didn't care! (laughter) and then they started laughing at me because I wasn't pronouncing their names correctly, I was like... look at my face, this don't really care... I could have been calling them anything, I could have been calling their grandmother, I didn't know, I'm just trying to pronounce your name and make sure you're here. But like it made me realize that if you knew this, that if you had that... inside thing, that insight message with them, and their culture and what they are about... If I wasn't here in the university and I had been around, for example, Jing, who is Chinese, who is our classmate, I wouldn't know that they call themselves first and last name and then second name, if they told me their name I would surely say that that's their first name, and then their last name. You know? So it's like an inside joke, like this inside thing that you know, it's a bridge that you have built with that person. And that actually encourages you also, it encourages you to know more about it. I'm gonna learn those names!</p> |
| 41 | I | <p><i>SKILLS</i></p> <p>You've been talking about this a little bit... language is very diverse. You can talk about listening, speaking, writing, reading a language and even focusing on specifics like vocabulary and grammar. If we look at that group of skills, which ones would you say were the hardest or easiest at the beginning, and if that has changed over time?</p> |
| 42 | S | <p>To me, for example, I have never learnt grammar. This is gonna sound really bad. I'm ignorant... Even in Spanish, I don't know the grammar in Spanish, I don't know grammar. Once I started doing the English tutoring and English teaching, I had to learn at least, how do you call this word, and why do you put this word there, and why not, and whatever, instead of just telling the students 'because, yes', 'because it is', it didn't sound very professional. It was like 'dude, just do it like the way I'm telling you to do it, just do it', so I never, I was like never been related to grammas, ever! Then I started doing that and I learnt grammar. Because of my background in advertising I have always been very kin on writing, instead of reading. I love reading! Don't get me wrong, I don't want to sound ignorant or mediocre, but writing for me, because it's something that is up to me... it's not me</p> |

Appendix 8: Example of Axial Coding

YELLOW – PERSONAL IMPACT

BLUE – ACADEMIC/PERSONAL IMPACT

This extract in particular does not include linguistic impact examples.

| | | |
|-----|---|---|
| 203 | I | We are going to speak about the impact of reading, so, when you think about reading in general, what do you think the impact has been in both, your personal and academic lives? Has reading in English, in particular, has added up to that impact, or not? Has it changed in a way? |
| 204 | J | I think reading has impacted the way I understand things in life and in academic stuff . Reading has brought me, maybe other perspective of life, especially when I was a teenager . So... |
| 205 | I | What do you mean by perspective of life? |
| 206 | J | Because I see other people's views on things or different topics, so, it has maybe built my personality and build my view I have of the world . And... because I think I have a good reading comprehension, so it has helped me understand academic things, maybe a little bit better than some of my classmates or my partners . And... In English... yeah, I think... it adds a little bit more to my understanding of general things, of the academic things, and... culture, I don't know. Yeah, but I think English, yeah, adds a little bit more than just reading in Spanish . For example I think, I could get a little bit more advantage of reading in English than just, let's say, my friends, that they just speak Spanish . |
| 207 | M | You said reading in general... I think that for me reading... |
| 208 | C | It's just like an everyday thing... That is a hard question to answer... |
| 209 | M | Yeah... like for me, it has an impact because obviously, in terms of English and language, and when you are a professional you need to read in order to get to know what's going on in the world, what the others are saying, and that... I think like, international affairs, my background, my undergraduate |

| | | |
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| | | <p>background, they don't tell you how to do something, they just teach you ok... follow this theory or this theory, and that will help you to think in a certain way, so, in those terms, reading has helped me to maybe understand... how nations (INAUDIBLE) act or something... in terms of reading, professionally, I felt the difference where I used to work, like, people who knew how to speak in English but they didn't read a lot, I think you can tell the difference in the way they speak the way they think... and also like, I don't know, it's not in English, but in terms of like, in Portuguese, I lived in Brazil, I didn't know anything, and for me it was reading... I read 20 books in 6 months and that helped me understand the culture, the language, how to speak... that's the way I learned Portuguese, so for me I think reading is just one of the most important things.</p> |
| 210 | S | <p>I think for me, particularly, just like when I chose this program, it's not a matter of reading, it's a matter of the topic I'm reading that has the most impact on the way I think of my professional background or my plans or anything like that. If I read of topics, I would think I would... you know when you are reading something and you find someone that wrote the same things you think about those topics? Like... you read it and you are like 'Yes! That's what I think! Yes! That's what I mean! Yes! Yes! Yes! Yes!' But then when you read someone else's and you go like 'I don't really think that's true... I don't really think... I don't really agree with this, I don't really...' Your question I would divide it into a before and after coming to this Masters. Yes, reading has had an impact in my life. Before, it was more entertaining, it was leisure, it was historical or something that you just wanted to know about. After coming here, you gain contact with these type of readings, of topics that you didn't even know you had an opinion about, but then when you're reading, you get these authors that you go like 'Yes! That's what I'm thinking about! That's how I feel, whatever, whatever...' and then you get these other authors that you go like 'mmm...' so trying to form your own opinion, that's where reading has had the most impact for me.</p> |

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| 211 | EV | Yes! Yes! That happens to me! |
| 212 | I | So it has had an impact on your postgraduate study in particular, and I don't know... if in choosing what to study but... how to study it...? |
| 213 | S | I can really engage with critical analysis, I can really engage with... gaining or forming your opinion about something. Not just because you're passionate, but more about when they ask you what you think about this... you need to have an opinion about it, and not be politically correct, just have an opinion, an informed opinion, even though if you read authors and you are relating to authors or not, just have your own opinion, your own voice, finding your own voice, that's where I think it has had the most impact on... That sounded really spiritual! I should write it down! (laughs) |
| 214 | C | I don't know, it's a hard question to answer really... uhm... cause I don't... I mean academic stuff is just to gain knowledge basically, right? That's it in my case, for me. And for pleasure or whatever it is, it's just the way... you know, just to be yourself in the world, and to get you formed |
| 215 | I | SO it's a personal impact more than an academic one? |
| 216 | C | Yeah, well, I mean, academic it's the way I learn things, it's a huge impact, you cannot really learn how to be an engineer, chemical engineer, without reading text books, it's just impossible, but it's just a matter of reading, learning, enjoying, in academic ways... and yeah, for pleasure it's just not... I don't know... |
| 217 | I | What keeps you motivated to read? Although I think you've talked about your motivations... |
| 218 | I | Do you think that your reading habits, particularly in English, have shaped in anyway your academic choices and opportunities? When you compare yourself to the people around you, and other people's reading habits, do you think that it has shaped in any way those academic choices you've taken or the opportunities you've had academically, particularly as postgraduate students? |
| 219 | EV | Definetely. |
| 220 | I | How? |

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| 221 | M | Just by knowing about Colfuturo. Like, there's a lot of people who don't really... Like, I used to work at a school and I was shocked because most of the teachers, they didn't read... they didn't read, not even like the sheets that you give, that you give them with instructions, they don't read... |
| 222 | S | Well, Colombian people don't read... |
| 223 | M | Exactly. |
| 224 | I | They demand from kids what they don't do? |
| 225 | M | Exactly, so, like if a teacher... like when I told them like... they always ask me, what do you want to do? DO you want to buy a house? Do you want to buy a car? I'll say no, I just want to do a Masters, I want to go abroad, I want to go anywhere else in the world... 'Ah! Like what are you going to do there?' or 'how are you going to live?' like... I'm not saying that's something you get by reading, but I do think reading broadens the way you see life. Because you see life, because you see... like you... like I just read a book from a Korean person... like just by reading something from someone who is half around the world, that gives you a different perspective of life. And just by, just by going online and type 'scholarships around the world' or whatever, just by doing that and reading about that, that gives you an advantage, and if people don't read, how are they going to access that? |
| 232 | I | But what about for you? |
| 233 | S | For me it has. It has helped me gain opportunities... I would've wished to read more, because when you do read, you ex... you... it's a cliché... but it's not expanding your world, is gaining access to other types of worlds out there. SO when you read you do gain access to that, and I like to believe that my students to do that too. |

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| 234 | J | <p>I do agree with Martha, I think... not only reading in English but English has impact my life in many different ways, and now that I'm consciously thinking about this, I'm the only person from my friends, from my family, that has gone abroad, and that has gone abroad to study, and I think it's basically because of English. Because apart from me there's just one more cousin that speaks another language which is also English, but yeah, I did actually have seen ways in a different ways and open your mind to different cultures, to different things and new knowledge, and as much as you know, you want to know more. SO yeah, I definitely think it gives me more and different opportunities from others and I hve an advantage, mostly that.</p> |
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