

Reading for Pleasure in Three French Immersion Schools:
The Perspectives of Teachers, Librarians, and School Principals

by

Sarah Deblois
B.A., University of Alberta, 2001

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ABSTRACT

This qualitative research, conducted as a collective case study, investigated the strategies used by French immersion teachers, librarians and school principals to motivate students to read in French in school and at home. A total of 12 educators from three French immersion elementary schools participated in the study and each school was considered as a separate case study. Collected data included semi-structured interview transcripts, classroom observations and artifacts. The three schools were examined individually and a subsequent cross-case analysis identified the commonalities and the unique aspects among the schools.

The findings of the study revealed that all of the participants believe that it is very important for French immersion students to read in French; that each individual in the study uses a variety of reading strategies to promote student reading in French; and that the classroom libraries and school libraries are organized in ways to motivate students to

read in French. Analysis of the data also identified many of the challenges that French immersion staff experience teaching reading in British Columbia. Finally, suggestions are made of the possible changes that could occur in schools to improve the promotion of reading in French.

Further case study research should explore the reading practices of a greater number of teaching professionals in French immersion schools and examine the attitudes, beliefs and reading habits of French immersion students in order to develop a broader understanding about how to effectively motivate students to read in French. In addition, research needs to evaluate students' reading performances in different French immersion classrooms to determine if, and how, the strategies used by teachers and librarians affects students' reading achievement scores in French immersion schools.

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DEDICATION

This thesis is dedicated to my loving partner, Hung Nguyen, for his never ending support and encouragement; to my mother, Sharleen George, and my father, Claude Deblois, and friends, for their moral support; to my supervisor, Dr. Sylvia Pantaleo, for her guidance and patience; and to my participants, for sharing their reading practices and knowledge with me in their schools.

CHAPTER ONE

Introduction

The Background

French immersion programs have existed in Canada for over 30 years. They first began in 1965, in St. Lambert, Quebec, when a group of English-speaking parents approached the local school board to demand that it establish a program that could educate their children in a 100% French environment (Doyle, n.d.). Today, French immersion schools can be found in all Canadian provinces and enrolment has grown steadily. For example, in British Columbia, the number of students has increased from 32,470 in 2002/2003 to over 38,738 in 2006/2007 (British Columbia Ministry of Education, 2006).

In immersion programs, most of the instruction takes place in the students' second language, French. Students can be enrolled in either early French immersion, starting in Kindergarten, or late French immersion, beginning in Grade 6. With early French immersion, English instruction commences in Grade 3, where 80% of the curriculum is taught in French and 20% in English (British Columbia Ministry of Education, 1996). According to Romney, Romney, and Menzies (1995) parents enroll their children in French immersion because they want them to learn the curriculum through the medium of French and, as a result, become proficient in the language. Parents' end goal is for their children to learn about Canada's French culture, have a greater number of career opportunities in the future, and be exposed to richer travel experiences around the world ("Canadian Parents," n.d.).

Statement of the Problem

One of the most important tasks of educators is teaching children to read (Turner, 1992), and doing so in the students' first language is a major endeavor. However, teaching them to read in a second language, such as French, represents an even greater challenge for educators for many reasons. Students who are enrolled in French immersion outside of Quebec and other bilingual regions in Canada are often exposed to the French language only when they are in school. In many instances, their parents speak very little or no French, and few extra-curricular activities, such as plays, movies and festivals are available in the second language. English is the dominant language of communication at home and in everyday life, and the responsibility for teaching children French rests almost exclusively on the shoulders of the schools (Romney, Romney, & Braun, 1989; Romney et al., 1995).

The majority of the research focused on pleasure reading has examined English students' and teachers' experiences. I found only one research article, written by Romney, Romney, and Menzies (1995), that discussed the reading habits and interests of French immersion children and explored what teachers and librarians were doing to promote reading in French in school. Romney et al. studied 127 Grade 5 immersion students who were taught in French 50% of the day in five schools in Calgary, Alberta. Fifty percent of the class day in French is the minimum requirement for students to be considered in an immersion program. Grade 5 was chosen because by the fifth-grade students are expected to read more-or-less independently in French with little support from adults. The teachers in these grades were native or near-native French speakers;

however, the librarians' first language was English and none of them were completely bilingual.

Using questionnaires and interviews, the researchers investigated the students' reading preferences, reading habits and the challenges they faced when reading in both English and French. Romney et al. (1995) also identified the strategies used by parents, teachers and librarians to promote reading and their perceptions of the students' independent reading habits. The researchers found that over two-thirds of the students reported never reading French literature for pleasure outside of school, and that teachers and librarians had the greatest responsibility to motivate students to read and read for pleasure in French. According to Romney et al., the lack of student enthusiasm in pleasure reading (also called voluntary or leisure reading) in French is a concern because reading in the second language is one of the few activities students can do in their English home environments to develop their linguistic abilities.

The Purpose of the Study

Many studies conducted in English elementary schools have shown that teachers and librarians use a variety of strategies to influence students' reading habits in school and at home (Cairney & Langbien, 1989; Edmunds & Bauserman, 2006; Johnson & Blair, 2003; Morrow, 1985; Moser & Morrison, 1998; Sanacore, 1992). These strategies are also intended to increase students' motivation to read for pleasure. However, as stated previously, a paucity of research has examined influences on French immersion students' reading habits. In Romney et al.'s study (1995), they found that the children in one of the participating schools read much more in French. In this school, a French teacher included in her daily schedule many activities using books that were not done in any of the other

schools they researched, such as putting on short plays based on stories and creating posters based on books. Romney et al. concluded that a more complete study was needed to verify if teacher and librarian interventions do, in fact, make a difference in the amount of reading engaged in by French immersion students. The purpose of my qualitative study was to address this apparent gap in research by identifying and describing the strategies used by Grades 4 and Grade 5 French immersion teachers, librarians and school principals in three elementary French immersion schools to promote reading and reading for pleasure in French.

Research Questions

My study was guided by the questions below. Part 1 identifies the central question that was studied and the Part 2 lists the topical questions that guided my research.

Part 1

- How do French immersion teachers, librarians and school principals promote reading and reading for pleasure in French in their schools?

Part 2

- What are French immersion teachers', librarians' and school principals' beliefs about the importance of reading in French and their knowledge about their students' reading habits in French?
- What are French immersion teachers, librarians and school principals doing in their classrooms, libraries and schools to promote reading and reading for pleasure in French?
- How are classrooms, libraries and schools organized in ways that encourage reading in French?

Thesis Overview

This qualitative research, conducted as a collective case study, investigated the strategies used by French immersion teachers, librarians and school principals to motivate students to read in French in school and at home. A total of 12 educators from three French immersion elementary schools participated in the study and each school was considered as a separate case study. Collected data included semi-structured interview transcripts, classroom observations and artifacts. The three schools were examined individually and a subsequent cross-case analysis identified the commonalities and the unique aspects between the schools.

Chapter One provided an introduction to the study and identified the research questions and the rationale for conducting the study. Chapter Two discusses the transactional theory, social constructivism, Vygotsky's zone of proximal development and motivation theory as the theoretical foundations of the study and it also presents the review of the literature on reading and reading for pleasure. Chapter Three explains the methodology used, describes the participants and setting, identifies the data collection methods and the data analysis process, and explains the methods used for verification. In Chapter Four, the findings of each case study are discussed under the three main research questions. Finally, Chapter Five presents the results of the cross-case analysis of the three schools and the participants within the schools using the same organizational format as Chapter Four. In addition, Chapter Five includes the recommendations made by the teachers, librarians and principals to help them teach reading in the French immersion program, my recommendations for practice and research, and my personal reflections.

CHAPTER TWO

Literature Review

The following literature review is organized into four sections. The first describes the theoretical foundations of reading. The second section explains the benefits of pleasure reading and discusses the research findings about student reading habits, student attitudes towards reading, student reasons for reading, and student reading preferences. The third addresses the confounding factors of reading in a second language. The fourth section focuses on teachers' and librarians' knowledge and beliefs about pleasure reading and the practices and strategies that have been found to promote student reading in school and at home. Lastly, a synthesis of the recommendations that researchers have made to promote student pleasure reading is provided at the end of the literature review.

Theoretical Frameworks

Several theoretical perspectives underlie the investigation of the strategies used by teachers to promote reading and reading for pleasure in French immersion schools. The transactional theory, social constructivism, Vygotsky's zone of proximal development and motivation theory are discussed in the following sections.

The Transactional Theory

When people read literature, they transact with and respond to the text to create meaning (Karolides, 1997). One theoretical perspective on reader response is the transactional theory developed by Louise M. Rosenblatt (1976). According to Rosenblatt (1993), "Reading is a transaction, a two-way process, involving a reader and a text at a particular time under particular circumstances" (p. 7). The transaction between the reader and the text is a dynamic, complex and unique experience for each reader. Readers must

be actively involved with the text to create meaning. As they read, their language skills, background knowledge, cultural characteristics, emotional states and personality traits affect how the text is read and understood (Karolides, 1997). At the same time, the style and content of the text must gain the readers' attention and maintain interest and stimulate their responses. In addition, the particularity of the reading event also affects readers' responses. For example, the actual setting where the reading takes place, the purpose of the reading, and the type of reading activity completed will directly impact the reading transaction (Rosenblatt, 1976). Hence, the reader, the text and the context all affect readers' creation of meaning and interpretation of text.

According to Rosenblatt, readers decide on their reading purpose and the way in which they want to experience the text by adopting a particular stance, located on a continuum between the aesthetic stance and efferent stance (Karolides, 1997; Rosenblatt, 1993). She stated that texts can be read from either a predominantly aesthetic or efferent stance depending on the type of text, the activities carried out and the contextual factors. For example, readers who pay attention to key information, record instructions, make conclusions and synthesize main ideas read from a more efferent stance because they take away or internalize the information needed to satisfy their reading purposes. In contrast, when reading poems, plays or stories, readers often focus on their feelings, intuitions and senses during the reading process, making for a more aesthetic experience. However, a reader's stance can fluctuate during the reading event.

When students read without adult interference, they are often observed reading from an aesthetic stance because they focus on their lived-through experiences during the reading event (Rosenblatt, 1993). However, what is asked of students in the classroom is

often very different. Both Rosenblatt and Karolides (1997) noted that teachers often focus more on the efferent stance and require students to answer informational questions and complete factual assignments based on readings. This situation concerns the researchers because firstly, they believe that both stances should be taught in literacy programs in schools since they serve different functions and secondly, according to Rosenblatt, teachers' "primary responsibility is to encourage, not get in the way of, the aesthetic stance" (p. 19). Teachers should use students' natural tendency to read aesthetically to encourage reading for pleasure and promote life-long reading and learning. Teachers must value, strive to create, and build on the aesthetic stance since students who are actively involved in the reading process learn not only informational, educational, moral and social knowledge but also enhance their reading skills (Rosenblatt). Therefore, French immersion teachers should promote the aesthetic stance to foster pleasure reading in school and at home.

Social Constructivist Theory

Before, during and after reading sessions, it is not unusual to observe students in literature-based classrooms recommending books to one another, explaining concepts, retelling stories, and working together to help each other read. According to social constructivist theorists, these interactions allow students to actively participate in their own learning and meaning-making processes, which in turn promote their acquisition of knowledge and help them develop positive attitudes towards reading (Helper & Hickman, 1982; Watson, 2001). The work of Vygotsky (1978) promotes a social constructivist view. They noted that student talk is important in developing thinking and learning (cited in Berk & Winsler, 1995). As children communicate with others at a young age, they

begin to internalize speech. They learn about their culture by monitoring and self-regulating their behaviours during speech, resulting in the development of their verbal and cognitive skills (Berk & Winsler). Therefore, especially in the French immersion setting, social interactions are crucial in the development of language skills and should occur often to promote students' language acquisition.

In addition, learning is viewed by social constructivists as being “developmental, temporary (readily changing), internally constructed, and socially and culturally mediated (Fosnot, 1996)” (Bainbridge & Pantaleo, 1999, p. 4). Therefore, not only will social interactions affect readers' responses, but so will their past experiences and the context in which they are reading, aspects which concur with elements of Rosenblatt's (1993) transactional theory. Hence, teachers need to create many opportunities for students to draw on their experiences and values from home. Teachers can promote learning by encouraging students to talk and interact with each other and by creating connections to what they are teaching in language arts and other subject areas (Burns & Myhill, 2004).

The social constructivist theory is foundational to the present investigation because many of the teaching strategies that promote reading and reading for pleasure, for example, group discussions, paired reading and drama activities, require students to interact and talk with their peers and teacher. By interacting with others about literature, students can improve their French and reading abilities. Reading can become a more enjoyable experience and in turn reading for pleasure may become a life-long activity.

Vygotsky's Zone of Proximal Development

Vygotsky (1978) wrote that in order for children to learn new information and knowledge, they must interact with adults and more capable peers. When doing so, they

internalize new knowledge and develop cognitively. “The region in which this transfer of ability from the shared environment to the individual occurs is called the zone of proximal development, or the ZPD” (Berk & Winsler, 1995, p. 24). According to Vygotsky (1978), children should be provided with experiences in their ZPD to maximize their learning potential. In order to do so, teachers need to be aware of their students’ capabilities and provide them with activities that are slightly above their present competencies. Then, teachers must scaffold students’ learning by guiding, supporting and providing them with the necessary tools so that they can eventually complete tasks independently and successfully. In addition, students can also scaffold their peers, further enhancing each others’ learning and comprehension.

When French immersion teachers select and use strategies to promote reading, they must consider their students’ ZPDs by matching their students’ reading abilities with books that reflect their levels of reading, by scaffolding their learning to enhance reading comprehension, by organizing students in various ability groupings, and by providing challenging and rewarding materials that facilitate students’ reading success and enjoyment.

Motivation Theory

Repeatedly, studies have shown that motivation plays a major role in students’ reading habits (Edmunds & Bauserman, 2006; Johnson & Blair, 2003; Mitchell, 1992). French immersion teachers must know how to motivate their students to read. Many researchers have tried to understand why some students choose to read for pleasure while others do not (Clark & Rumbold, 2006). Guthrie and Wigfield (2000) define reading motivation as “the individual’s personal goals, values and beliefs with regard to the

topics, processes, and outcomes of reading” (p. 3). Researchers, such as Johnson and Blair (2003), Morrow (1992) and Wang and Guthrie (2004) have found that motivated students read more often and for longer periods of time compared to less motivated readers. As a result of their increased reading engagement, they improve their reading abilities and comprehension skills, making reading a more motivating, successful and pleasurable experience.

Research has also shown that student reading motivation decreases as students progress throughout elementary and middle school (McKenna, Kear, & Ellsworth, 1995). It is at its highest peak when students enter Grade 1 and declines progressively as they age and enter middle school. Edmunds and Tancock (2003) and Guthrie and Wigfield (2000) have identified many reasons for this decrease in motivation: some students realize that they are less able than their peers, an increased emphasis on competition amongst students in the upper grades, and a lack of subject matter and reading materials that interest them.

Many teachers recognize that a lack of motivation is often the source of many problems students encounter in a classroom (Edmunds & Bauserman, 2006). For example, motivation to read is a key component of the “Matthew Effect” (Stanovich, 1986), which explains why some students fall into a negative cycle of reading failure while others do not. Many students who have not been exposed to a rich literacy environment as toddlers often struggle with reading when they begin school. They read less text, read more slowly than their peers, are exposed to less vocabulary and fewer syntactical structures, and do not develop background knowledge. As a result, they often lose their self-esteem and motivation to read. The unfortunate outcome is that they read

less and less text and fall further and further behind their reading proficient peers. In contrast, students who experience reading success at an early age read more because they are more motivated to read (Edmunds & Bauserman, 2006). They develop their vocabulary, comprehension and word identification skills and as a result, become better readers. These positive or negative cycles also occur in other areas of literacy such as writing, speaking and listening (Clark & Rumbold, 2006).

According to Guthrie and Wigfield (2000), reading motivation is multifaceted and various types of motivation promote student reading: intrinsic motivation, extrinsic motivation, self-efficacy, and social motivation. When children read, it is difficult to distinguish if they are intrinsically or extrinsically motivated because these forms of motivation appear to be very similar to the observer. However, the difference is not in what is observed but in what occurs within children when they read and how that motivation affects their long-term interests in the reading task. Children who are intrinsically motivated read for different purposes than those who are extrinsically motivated (Fawson & Moore, 1999).

When students are intrinsically motivated, they complete a task enthusiastically and with effort because they are challenged and involved. The reading activity provides them with feelings of achievement, competence, control and pleasure. The motivational behaviour comes from within the child, and the child can maintain his/her intrinsic motivation without the need for external reinforcements such as rewards (Fawson & Moore, 1999). Clark and Rumbold (2006) identified the following positive reading outcomes associated with intrinsic motivation while children read for pleasure:

a higher reading frequency; a greater breadth of reading; more reading enjoyment; a greater capability to remember information; and more persistence in solving problems, staying on task and mastering skills independently when completing reading activities.

According to Wigfield and Guthrie (1997), many different forms of intrinsic motivation affect the amount of reading completed and the comprehension achieved by a student. They include reading curiosity, reading involvement, reading importance and reading challenge. In contrast, when students are extrinsically motivated, they do an activity because of external rewards and demands. For example, a student may read to avoid the teachers' negative consequences if he/she chooses not to do so. Or, he/she may read in exchange for a reward such as food, money or recognition. Therefore, the desire to read is controlled externally since the student reads to receive a reward or attain a certain outcome rather than reading because of personal interest (Fawson & Moore, 1999). According to Wigfield and Guthrie (1997), three types of extrinsic motivation affect student reading: reading for recognition, reading for grades, and reading for competition.

Many studies have shown that both extrinsic and intrinsic motivation affect the amount and breadth of student reading. However, intrinsic motivation has been found to be more closely related to pleasure reading than extrinsic motivation (Cox & Guthrie, 2001; Wang & Guthrie, 2004). Wang and Guthrie (2004) administered a reading test to Grade 4 students (187 U.S. and 197 Chinese) and had them complete two questionnaires about their reading habits and reading motivation. The researchers discovered that students who were intrinsically motivated read more frequently for pleasure than students who were extrinsically motivated. For example, these students were found to read fiction

once a week, and some, almost daily. In comparison, extrinsic motivation was negatively correlated to reading for pleasure. Students who read for external reasons (grades, recognition, competition) were less likely to enjoy reading for pleasure.

Interestingly, teachers' implicit theories about the development of motivation and reading achievement have been shown to coincide with the studies by Cox and Guthrie (2001) and Wang and Guthrie (2004). For example, Sweet and Guthrie (1998) randomly selected 68 Grades 3, 4, 5 and 6 teachers and gave them a questionnaire that asked them how they thought student motivation was affected by factors such as student reading achievements, choice, interest, and social contexts. The Grade 6 teachers also participated in interviews. Qualitative and quantitative data revealed that teachers viewed students who were higher achievers as having more intrinsic reading motivation and lower achievers were perceived to read for more extrinsically motivated reasons. In addition, teachers stated that student motivation increased students they are given a choice, interesting materials, opportunities to work collaboratively, and autonomy to complete their work. Therefore, findings from Sweet and Guthrie's work indicated that teachers' perceptions about student motivation for reading were in accordance with research on motivation. However, the researchers did not use student perceptions as a measure of reading motivation and they interviewed only one grade level of teachers.

In addition, Wang and Guthrie (2004) have shown that intrinsic motivation has a positive association with text comprehension, whereas extrinsic motivation has a negative association when all other variables, such as past reading experience and amount of reading, are taken into consideration. One explanation for these differences is that extrinsically motivated students tend to use more surface level strategies, such as

guessing and memorizing, when answering comprehension questions, resulting in their lower achievement scores. In contrast, Pintrich and Schrauben (1992) proposed that intrinsically motivated students use deeper, more meaningful and successful strategies, such as self-monitoring and re-reading, and therefore, experience greater comprehension.

However, many studies have also shown that intrinsic motivation positively correlates with extrinsic motivation when looking at students' amount of reading and reading for pleasure. Cox and Guthrie (2001) combined both extrinsic and intrinsic aspects of motivation in their study to determine the factors that predicted the amount of student reading. Two hundred and fifty-one Grades 3 and 5 students completed questionnaires on reading motivation and were given reading tests. The study by Cox and Guthrie demonstrated that the amount of reading for pleasure students engaged in was primarily determined by motivation. Guthrie, Wigfield, Metsala and Cox (1999) also analyzed how intrinsic and extrinsic motivation affected the amount of reading engaged in 271 Grades 3 and 5 students. They discovered that both forms of motivation contributed positively to students' reading habits. Therefore, children's reading can be explained by both intrinsic and extrinsic motivation.

Social motivation is another form of reading motivation that relates to "children's interpersonal and community activities" (Guthrie & Wigfield, 2000, p. 408). According to Wentzel (1996), students' levels of engagement increases when they believe that their work is socially valued by their peers and teachers. Students tend to cooperate, comply and participate better in class, resulting in increased learning. Social motivation has also been found to affect the breadth and amount of student reading. Guthrie, Schafer, Wang and Afflerbach (1995) administered a questionnaire to students aged 9 (n = 926),

13 (n = 922) and 17 (n = 947) and found that social interaction was positively correlated to reading activity. Thus, students who conversed about books with their classmates and family members tended to read more often than those who did not.

In addition, Wentzel (1996) conducted a longitudinal study with the same students, starting in Grade 6 (n = 290) and ending in Grade 8 (n = 216). After comparing the results from the first student questionnaire that was administered at the beginning of the study, to the second questionnaire that was given at the end of the two years, he found that social motivation was highly correlated to student effort and reading achievement. However, one limitation of this study was that it did not examine how certain contextual factors, such as students' perceptions of teachers' support towards their learning, may have influenced students' social motivation.

Self-efficacy is another form of motivation and is defined by Bandura (1986) as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p. 391). When students feel self-efficacious about their reading, they will more likely concentrate, put effort into their work, follow instructions, use their time efficiently, ask for help when needed, self-monitor their work, and use a variety of strategies to reach their reading goals (Schunk & Zimmerman, 1997). For example, Schunk and Rice (1993) placed 44 Grade 5 students with reading-skill difficulties in one of four experimental groups for three weeks. Students who were taught how to find the main ideas when reading, to verbalize the strategies, and to internalize and follow the steps in their heads, as well as given feedback linking the strategies to their improved performance, were found to have increased self-efficacy, reading comprehension abilities, and strategy usage.

Schunk and Zimmerman (1997) reviewed the research on self-efficacy and found that low self-efficacy had very negative consequences on learning. However, even high self-efficacy can produce negative learning results. If students are too confident about their abilities, they may not invest as much effort into their learning, often resulting in less acquired knowledge. On the other hand, students who feel efficacious tend to be more motivated and are more willing to deal with their learning difficulties and reach their goals.

According to Gambrell, quoted in Graves, Juel, and Graves (1998) “Motivation must be at the heart of the language arts curriculum because the quality of the content of the program matters little if it is not taught in a way that both enriches and engages students” (p. 239). Therefore, in order to promote learning and life-long reading, teachers must use many strategies and educational practices to encourage students to read (Gambrell, Morrow, & Pennington, 2002).

Students and Reading

Reading in a Second Language

When teaching reading in a second language, teachers must know how to facilitate second language learning and promote student motivation to read because reading is a much more complex task for second-language learners than first-language learners. Hence, second language students need additional support, and teachers must use a variety of researched strategies to effectively meet their students’ needs.

The following section identifies and discusses the challenges faced by students who are learning to read in a second language. It also identifies the strategies that teachers should use to help these learners develop literacy and the motivation to read.

However, it is important to note that few of the following studies focus specifically on students in the French immersion environment.

According to August and Shanahan (2006), “Instruction that provides substantial coverage in the key components of reading – identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension – has clear benefits for language-minority students” (p. 3). For example, Droop and Verhoeven (2003) conducted a longitudinal study comparing the reading-comprehension, word-decoding, and oral-language skills of Grades 3 and 4 first-language Dutch learners and second-language Turkish and Moroccan students. The study found that the second language students were less proficient at reading comprehension and oral language proficiency than the Dutch students. Research conducted by Beck and McKeown (1991), Daneman (1991) and Verhoeven (2000) also found that second language learners have less extensive vocabularies and make fewer links between words than first language learners, making reading comprehension more challenging. In order to meet second language students’ needs more effectively and by implication promote students’ motivation to read, Verhoeven (2000) suggested that teachers complete pre-reading activities with the students. For example, they could explain new vocabulary and focus on the content of the text to help students better comprehend the text.

Moreover, oral proficiency must also be developed in second language learners. In the “Executive Summary: Developing Literacy in Second-Language Learners” August and Shanahan (2006) also argued that, “Instruction in the key components of reading is necessary – but not sufficient – for teaching language-minority students to read and write proficiently in English. Oral proficiency in English is critical as well” (p. 4). Lesaux and

Siegel (2003) reinforced this idea by stating that oral proficiency strongly influences reading comprehension and word recognition. In 1990, Verhoeven conducted a longitudinal study to examine how 5 native Dutch and 10 second-language Turkish students learn to read in Dutch from the ages of 5 to 9 years old. The researcher discovered that the students' oral proficiency in the second language during the first two years of learning to read strongly affected the students' reading comprehension. Hence, the better developed the students' second language oral skills, the easier it will be for them to make correct inferences and comprehend text. However, second language learners have fewer oral language skills than first-language learners, which once again, poses challenges when they are reading and trying to understand text.

Swain and Lapkin's (1998) research showed that collaborative dialogue creates opportunities for second language learning and helps them build new knowledge. The researchers collected data from a larger study comprised of four Grade 8 French immersion classes. The study had two students complete a jigsaw task that required them to use their second language to put a story together and then write it. The researchers found that dialogue was a tool for both second language development and communication. Further, research has shown that when students are given the opportunity to express themselves and work collaboratively with others while completing reading activities, their reading motivation increases (Gambrell, 1996; Oldfather, 1995; Turner & Paris, 1995). For example, Shaaban (2006) compared 44 Grade 5 English as a second language students' motivation to read while they were taught either in a cooperative learning environment or in a whole class instructional setting. The researcher found statistically significant differences in students' motivation to read, the value the students

gave to reading and how students felt about themselves while reading. The results revealed that these second language students read better in a collaborative setting than in a whole group environment. Therefore, teachers should ensure second language students have many opportunities to use the new language to talk about what they are reading. Moreover, teachers need to create cooperative environments in order to promote second language learning, improve the students' motivation and reading comprehension.

The students' background knowledge has also been found to affect both reading comprehension and reading proficiency (August & Shanahan, 2006). For example, Droop and Verhoeven (1998) conducted a study that examined how background knowledge influenced first- and second-language reading comprehension of 70 Grade 3 students from 20 different schools. The researchers found that cultural background information directly affected reading comprehension, student recall of information, and reading proficiency. Hence, students who are second-language learners are at a disadvantage since they often do not have the background information to facilitate their reading fluency and comprehension. Droop and Verhoeven suggested that teachers be aware of these challenges and help second language learners reading and motivation by discussing the content of the text prior to reading it, by selecting literature that is similar to the students' cultural backgrounds, by getting students to share their personal experiences related to the text read, and by explaining challenging vocabulary and/or cultural aspects of language.

Teachers should also consider the reading attitudes of second language learners and how these attitudes affect the amount of reading they do. Yamashita (2004) conducted a study that included 59 Japanese participants who were taking extensive

reading classes. The researcher administered attitude questionnaires and proficiency tests, and calculated how many books each participant was reading in the class. The results of the study revealed that if individuals had a positive attitude about reading in their first language, this attitude would most likely remain the same in their second language, regardless of whether or not they experienced some reading challenges. Having a positive attitude enables individuals to keep motivated and hopefully improve their reading ability in the second language. However, if students have a negative reading attitude in their first language, they will most likely not be motivated to read in their second language.

Yamashita (2004) also found that even though students may believe it is important to read, they may feel less comfortable reading in the second language because it is more challenging for them than reading in the first language. Lastly, the researcher found that when students are motivated to read, whether in their first or second language, they are more likely to read more. Hence, teachers should learn about their students' reading attitudes in both languages in order to help those who feel less motivated to read.

In conclusion, second-language learners face more challenges learning how to read than first-language learners do because of their lack of oral language, vocabulary, cultural knowledge and difficulties with reading comprehension. By creating rich literacy environments, by providing support and language scaffolding, by allowing for multiple cooperative and communicative experiences in class, by framing lessons around what students know and instructing them about the intricacies of a second language, and by being aware of students' first and second language reading attitudes, teachers can promote second-language reading development and student motivation to read.

Benefits of Pleasure Reading

Multiple benefits have been associated with reading and reading for pleasure. Taylor, Frye, and Maruyama (1990) found that when Grades 5 and 6 English students read for pleasure at school for approximately 15 minutes a day over a period of 17 weeks, their reading achievement scores and comprehension improved significantly. Similarly, Guthrie, Wigfield, Metsala, and Cox's (1999) found that the amount of reading completed by students positively correlated with their reading comprehension when past achievement, reading motivation, reading efficacy, and prior knowledge were controlled. In addition, Guthrie and Alvermann (1999) found that students who read for pleasure had more positive attitudes towards reading, tended to be better readers, and read more for longer periods of time.

Other researchers have found positive benefits associated with at-home reading and school voluntary reading programs. For example, Angelos and McGriff (2002) evaluated 49 Grade 6 students' reading achievement scores before and after they participated in a Free Voluntary Reading Program for three years. They discovered that the students made significant improvements in the areas of reading comprehension, vocabulary, and in overall reading abilities compared to students who had not followed the program. Further, Anderson, Wilson, and Fielding's (1988) seminal research involving 155 fifth-grade students recorded the amount of reading they did outside of school over a period of 8-26 weeks. The researchers found that students who read books at home were better readers than those who did not read for pleasure at home.

In addition, Aarnoutse and van Leeuwe (1998) documented 363 Grades 2 to 6 students' reading comprehension, vocabulary, reading for pleasure and reading frequency

scores over a period of five years. They found that the reading habits and achievement levels that students developed at a young age predicted their future reading behaviours and success: if the students enjoyed reading for pleasure when they were young, they would most likely enjoy doing so later in life.

According to Krashen (1992), the reading gains discussed above apply to both first and second language learners. Therefore, reading for pleasure in French is especially important for French immersion students since it is one of the few activities they can do in their English home environments to develop their linguistic abilities. Romney et al. (1995) stated that the more students read in French, the more they learn about the French culture. As a result, the reading material can become easier to understand. When students read frequently for pleasure in French in and outside of school, “they experience the value of reading as an efferent and aesthetic processes. Thus, they are more likely to read with a sense of purpose, which further supports their developing reading habit” (Sanacore, 2002, p. 68).

Students’ Reading Habits and Attitudes

Many studies over the last decade have investigated students’ reading habits, such as reading frequency, level of reading enjoyment and differences in reading behaviours (Clark & Rumbold, 2006). Research has also examined the role of technology in students’ lives and how it affects their reading. The following section describes some of these findings.

Romney et al.’s (1995) study examined the reading and television viewing habits of 127 French immersion Grade 5 students in both English and in French. The results of questionnaires and interviews revealed that students prefer to do these activities in

English rather than in French. For example, when asked about their reading habits in French, only 31% of the students read books, 10% read comics and magazines, and 13% watched television. However, when questioned about their reading habits when reading in English, 80% of the students reported that they read books, 49% read comics and magazines, and 96% watched television. Further, it was found that students read books in English outside of school for approximately 26 minutes a day, and comics, newspapers and/or magazines for 7 minutes. In comparison, students read French books outside of school for about 3.5 minutes a day and read French comics, magazines, newspapers and watched television an average of 1 minute a day. Therefore, the majority of students did not read for pleasure or watch television in French. No differences were found between boys' and girls' reading or television viewing habits. Interestingly, the latter contradicts research that has found that most girls tend to read more than boys (Martino & Kehler, 2007; Moss, 2000); therefore, more studies are needed to investigate Romney et al.'s findings.

Another interesting observation from this study was that watching English television was not found to promote student reading in English; however, when students read and watched television in French, both activities mutually reinforced each other by developing students' vocabulary and cultural understanding. Once again, further research is needed to explore these findings.

When comparing the research done in English schools on students' reading and television viewing habits, similar results were found. A questionnaire completed by 132 Grade 5 students revealed that 51% of boys and girls read for approximately 30 minutes a day at home (Dungworth, Grimshaw, McKnight, & Morris, 2004). About 35% indicated

that they read a few times a week and 9% about once a week. Almost all of the students reported watching some television, and one-quarter of the boys and 13% of the girls used their computer everyday. Also, 69% of girls and 47% of boys stated that they enjoyed reading ‘a lot’; whereas, 27% of girls and approximately 47% of boys said they liked reading ‘a little’ (pp.175-176).

Further, PISA (OECD, 2002) investigated the reading habits of 15-year-old students from 35 different countries. The researchers found that 72% of all students reported that they enjoyed reading and did so daily; 12% read for over an hour, 23% read for about an hour, and the majority, 35%, read for approximately 30 minutes a day. Also, higher achievers reported enjoying reading for pleasure much more than lower achievers and more girls (78%) than boys (65%) read for fun every day.

Other researchers have looked at students’ reading attitudes, which affects the amount of reading students do. Alexander and Filler (1976) define reading attitudes as “a system of feelings related to reading which causes the learner to approach or avoid a reading situation” (p. 1). Unfortunately, many studies have shown that students’ reading attitudes decline at a consistent rate as they progress through the elementary school years. For example, in 1990, Kush and Watkins (1996) had 189 students in Grades 1 to 4 complete the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990). Three years later, the researchers re-administered the ERAS survey to the same cohort of students, who were then in Grades 3 to 6. Even though most students reported that they enjoyed reading stories and felt confident about their reading abilities, the researchers found that the students’ attitudes towards recreational and academic reading were much less positive than they had been in the initial study, resulting in less engaged readers.

McKenna, Kear, and Ellsworth (1995) reported similar findings when they administered the ERAS to Grades 1 to Grade 6 students in 225 schools across the United States. They found that Grade 1 students had the most positive attitudes towards academic and recreational reading; however, by Grade 6, students reported feeling relatively indifferent to both kinds of reading, resulting, once again, in less engaged readers. These findings were similar to the research findings of Barnett and Irwin (1994), Guthrie and Greaney (1991), and Smith (1990).

Not only has research shown that students' reading attitudes decline as grade levels increase, but one study found that students' general attitudes towards reading are changing. In 2004, Sainsbury and Schagen administered a reading attitudes questionnaire in England to determine 5,076 9- and 11-year-old students' attitudes towards reading. Five years later, they gave the same survey to a different group of similar aged students ($n = 2,364$) with comparable demographics as the 1998 group. The students questioned in 2004 had stronger negative attitudes about reading than the students questioned in 1998.

Reading ability also affects students' attitudes towards recreational and academic reading. According to Martino and Kehler (2007) and Moss (2000), boys tend to be less proficient readers than girls. Research by McKenna, Kear, and Ellsworth (1995) and Sainsbury and Schagen (2004) revealed that students who had negative attitudes towards recreational reading tended to find reading more challenging and asked for more help with reading compared to those who expressed a more positive attitude. McKenna et al. also found that the decline in recreational reading attitude was greatest for the least able readers as they progressed through the elementary school years. Further, similar to other

research, the study revealed that all students, regardless of reading ability, tended to develop more negative attitudes towards academic reading with age.

Multiple studies have shown that most girls tend to have more positive attitudes towards both recreational and academic reading compared to most boys across all grade levels (Guthrie & Greaney, 1991; Kush & Watkins, 1996; Smith, 1990). McKenna et al. (1995) found that the gap between girls' and boys' attitudes towards recreational reading widened with age. Again, when looking at academic reading, both boys' and girls' attitudes were found to decline at a consistent rate across grades. The study by Sainsbury and Schagen (2004) showed that boys experienced the greatest decline in reading attitude when they were in Year 6. However, these gender differences were not shown to be related to the reading ability levels of the students.

McKenna et al. (1995) also investigated how students' ethnicity and teachers' use of basal readers affected their attitudes towards reading. Their research demonstrated that White, African American, and Hispanic students all reported a negative decline in attitude towards recreational and academic reading across all grades. With respect to teachers' use of basal readers, the results indicated that students' attitudes became progressively more negative with age, regardless of the reading materials used in the classroom.

When comparing 10-year-old Canadian students' reading attitudes to students in 34 other countries around the world, Twist, Gnaldi, Schagen, and Morrison (2004) discovered similarities between Canadian students' and international students' reading attitudes. The results of the 2001 Progress in International Reading Literacy Study (PIRLS) indicated that Canadian students reported slightly lower 'positive attitudes'

towards reading (51%) compared to the international average (54%), 38% had 'less positive attitudes' to reading compared to 43%, and 8% of students reported they felt 'negatively' about reading compared to 6% of the international students. However, it must be noted that the data collected for the Canadian study included only English speakers in Ontario and Quebec, once again demonstrating the limited available information about the attitudes of the French-speaking student population towards reading.

In addition, Romney et al. (1995) did not find any research that demonstrated that a positive attitude towards reading in French resulted in more independent reading. The researchers found that it was only slightly true when students read for pleasure in English rather than in French. Once again, more research is needed to further investigate these findings.

Some reasons have been proposed to explain students' declining reading attitudes as they progress through elementary school. Since technology has taken a more prominent place in students' lives, it may affect their attitudes towards reading (Sainsbury & Schagen, 2004). Unfortunately, none of the studies mentioned above included a question about the students' attitudes and reading habits when using a computer. It has also been suggested that students today have more distractions such as the Internet, television and social activities than they did in 1998 (Sainsbury & Schagen). Another explanation proposed by Sainsbury and Schagen is that perhaps special programs that improved many of the students' reading abilities also negatively influenced their interest in reading for pleasure. However, more research needs to investigate the causes for these attitudinal changes.

Students' Reasons for Reading and Reading Interests

Many studies have found similar results when identifying the reasons why students read. According to Dungworth et al. (2004), reading has many functions in students' everyday lives. In a survey administered to 132 Year 5 students, the researchers found that most students read because they enjoy the activity and it relaxes them. The second most popular reason was that it stimulates their imaginations and they can be transported to other worlds. Other students chose to read because they like how a piece of literature is composed, and they find reading entertaining and educational.

Ivey and Broaddus (2001) also asked 1,765 sixth-graders why they liked reading. The researchers found that 28% of students read for personal reasons. Reading was described as a pleasurable, informative and an imaginative activity.

Similar questions were also asked to 11-18 year-olds by Nestle Family Monitor (2003). Slightly more than one-half of the students reported that reading taught them about different cultures and people around the world, 40% stated that they acquired new information on different topics, and 33% indicated that books were a great way to discover and develop new interests. Students were also asked about how reading made them feel. One-half of the students responded that it relaxed them, one-third stated that it was enjoyable, two-fifths explained that reading was educational, and one-quarter stated that it provided them with more information. However, one-quarter of students stated that reading was boring. The findings of these studies indicate that students read for different purposes and that not all read for pleasure.

Students' reading interests also influences their reading habits. Over the last century, researchers, librarians and teachers have focused their attention on identifying

students' reading interests in order to promote reading (Clark & Rumbold, 2006).

'Reading interest' is defined as "people's preferences for specific topics, genres, tasks or contexts" (Mazzoni, Gambrell, & Korkeamaki, 1999, p. 240). Researchers, like Hidi (1991) and Schiefele (1991), have shown that when students are interested in what they are being taught and have access to many different reading materials that they enjoy, student effort, learning, motivation and attitudes improve. The findings discussed below about the kinds of reading materials that interest students are only a brief snapshot because interests change with age and shifting trends (Clark & Rumbold, 2006).

When examining students' reading preferences in English language schools, much of the students' favourite literature is described by teachers and librarians as 'light reading' and is often not viewed by adults as acceptable reading materials in school (Clark & Rumbold, 2006). For example, Worthy, Moorman, and Turner (1999) had Grade 6 students in three different schools complete a reading preference survey. The data revealed that the majority of students preferred reading stories that frightened them, cartoons and comic books, sports books, drawing books, magazines and literature about animals. Dungworth et al. (2004) found similar results as Worthy et al. (1999). The researchers administered a survey to 132 Grade 5 students on their reading preferences and the data revealed that the students' preferred reading books, followed by magazines, then comics and lastly, newspapers. The boys enjoyed reading comics more than magazines and the opposite was true for the girls. However, girls were found to prefer animal stories (5% male, 27% female), fairy tales (0% male, 11% female) and family stories more than boys (0% male, 10% female). Hence, it was discovered that males were more selective about what they read and did not like reading books as much as girls.

Girls, on the other hand, chose a greater variety of literature from across all genres. The most popular books chosen by both genders were fiction.

However, when looking at gender differences, Martino and Kehler (2007) warn educators to not treat boys as a homogeneous group, naturally and essentially different from girls. Boys are different from one another and teachers should be careful to not categorize boys' literacy interests too narrowly because boys could become less motivated to read. The above warning should also be applied to girls.

Only one study compared French immersion students' French and English reading interests. Romney et al. (1995) found that these students in Grade 5 enjoyed reading almost the same topics in English as in French. For example, students preferred reading mysteries (32%), adventure stories (25%), comics (14%), animal stories (6%) and science fiction (5%) in English. When asked about their French reading preferences, the children reported that they liked reading adventure stories (20%), mysteries (16%), animal stories (15%), comics (15%), science fiction (8%) and fairy tales (4%). However, when students were requested to name their favourite authors, 81% of students mentioned English language authors compared to only 3% who provided French language authors' names. During the interview process, many students said, "I don't know any French authors" and "I don't have a favourite author in French" (p. 483). These statements indicated that students were less interested in reading in French than in English or that they did not have access to French materials to become familiar with French authors. Surprisingly, even proficient French readers, identified by the OISE (Ontario Institute for Studies in Education) French reading comprehension test, expressed that they preferred reading in English. They reported that reading in English was easier and that the books available to

them in French were less interesting. In addition, the students stated that they preferred reading books that had been translated from English. The researchers concluded that students' opinions reflected the fact that books from Quebec and France are often imbedded with cultural differences, which are difficult for students from different backgrounds to relate to, resulting in a decrease in students' motivation and interest to read them.

Student Access to Reading Materials

Essential to developing and expanding students' reading interests is the importance of providing them with access to reading materials. Powell (1966) and Romney et al. (1995) found that the more accessible the school library is to children, the more children will read. Edmunds and Bauserman (2006) stated that students learn more about various types of books (expository and narrative) because of library visits which, as a result, significantly increase student motivation to read. During library visits, the librarian plays a very important role in promoting student reading (Worthy, 1996). According to Braxton (2008), the librarians' responsibility is to collaborate with teachers to ensure that students find books that interest them and that are at their reading levels, teach students literacy skills and promote the love of reading by using read-alouds and book-talks. Worthy's (1996) study interviewed a school librarian at a middle school and found that she provided assistance to teachers and students and fulfilled the many roles identified in Braxton's study. However, Worthy's research studied only one teacher-librarian; hence, more research needs to investigate a greater number of librarians' teaching practices in schools.

School libraries are one source from where students can select books. However, Ivey and Broaddus (2001) were interested in further exploring where students find their reading materials. The researchers interviewed 31 Grade 6 students and discovered that the students relied on a number of overlapping sources: 23 students (74%) purchased their reading materials or brought them from home, 23 (74%) said they borrowed them from a public library, 17 (55%) stated they got them at the school library, and 5 (16%) reported acquiring books from the classroom library. Worthy, Moorman, and Turner (1999) obtained similar results when 419 Grade 6 students answered a reading questionnaire. Classrooms and school libraries were found to be the least likely places where students borrowed reading materials.

According to Ivey and Broaddus (2001), Worthy (1996), and Worthy, Moorman, and Turner (1999), this common pattern of borrowing was because schools often have a limited numbers of books that meet students' interests. Teachers and librarians explained that popular books were often either too sexually explicit or violent. Those books deemed appropriate frequently disappeared from the library or were always checked out. Librarians and teachers also indicated that they felt pressured by the school administration to buy award-winning literature that covered a wide variety of genres and was written by different authors. In addition, they stated that often their budget restrained them from buying a greater number of popular books.

According to Fractor, Woodruff, Martinez, and Teale (1993), another possible explanation why students do not choose to read classroom books is because they often do not have access to good library corners. These researchers evaluated 185 primary classrooms in Texas and categorized the Kindergarten to Grade 5 classroom libraries as

basic, good or excellent facilities. After analyzing the data, the researchers discovered that more than one-half of the classrooms did not have libraries. The percentage of libraries was higher in lower grade levels, but, by Grade 5, only 25.8% of the classrooms had libraries. Moreover, most classroom libraries were considered basic. Thus, schools need to have better classroom libraries with books that interest students in order to promote reading for pleasure.

Morrison (1993) was also interested in examining the strengths and weaknesses of the collection of school libraries. The researcher surveyed a total of 400 elementary, junior high and high school teachers from all areas of the state of Illinois and found that the majority of the school libraries had between 5,000 - 10,000 books, which were more books than the surveyor had envisioned finding. The researcher also discovered that the libraries had an inadequate selection of science education books (astronomy, space, solar system, general biology and ecology, and human anatomy, physiology, and hygiene) available to the students due to numerous outdated books in the collection and a lack of money to purchase new non-fiction resources. These findings coincide with Titer's (1998) study. The researcher analyzed five middle-school library collections and found that 45.8% - 87% of the science and technology books were outdated by 10 years or older, depending on the school studied. Hence, it appears that many school libraries need to improve their collections by weeding out old books and purchasing new non-fiction reading materials in order to increase student access to interesting, accurate and quality literature in the libraries.

Romney et al. (1995) also stated that the number of accessible books affects students' choices and interest levels. Unfortunately, for French immersion students, the

availability of French books is often much more limited than it is for English books. Romney et al. found that between 25% to 40% of the total number of books in the five elementary schools in Calgary were French. Students confirmed during their interviews that they had access to a greater selection of English than French books when choosing literature from the library and classroom. In addition, students explained that the available French books were often either too easy and not interesting for their age level or too difficult because of the complex vocabulary and cultural differences. Thus, as stated previously, many French immersion students admitted that they preferred reading for information and pleasure in English rather than in French and did very little reading in French outside of school.

Teachers, Librarians, Principals, Parents and Reading

Teachers' Attitudes, Beliefs and Knowledge About Recreational Reading

According to Mueller (1973), Scott (1996), and Searls (1985), if teachers want to teach readers effectively and be good reading role models, they must firstly be avid readers. That is, they have to like reading for pleasure before they can convince students of the value and benefits of voluntary reading. However, Draper, Barksdale-Ladd, and Radencich (2000) interviewed 24 pre-service teachers and discovered that a large number of them in the study expressed that they felt uncomfortable with their reading abilities, did not like to read, and rarely read during their leisure time. Yet, these pre-teachers believed that the children in their classrooms could be taught to view reading as enjoyable. They expressed a “do as we say – not as we do” (p. 199) attitude; hence, they were not good reading role models for their students. This finding concerned the

researchers who concluded that more research needs to investigate how university courses can help pre-teachers foster a love of reading.

When examining teachers' and librarians' knowledge of students' favourite reading materials, Worthy (1996), Worthy, Moorman, and Turner (1999) and Worthy, Turner, and Moorman (1998), found that the majority of educators in their studies were aware of their students' reading preferences. However, Block and Mangieri (2002) found that teachers' knowledge about children's literature and reading strategies used to promote recreational reading had improved little over the last 20 years. The researchers replicated the 1981 study, "Recreational Reading: Do We Practice What is Preached?" by giving 549 elementary teachers a survey asking them to list children's books from a variety of genres and to identify three or more strategies used to promote reading for pleasure. The researchers then proceeded to interview the teachers who provided more than three correct strategies, according to previous research, that promote reading. From the survey and interviews, the researchers found that the teacher participants in 2002 did slightly better than their 1981 predecessors. Thirty-six percent of the teachers could name three or more books written in the last five years, compared to only 9% in 1981. However, 17% of the 2002 study participants could not name even one book, meaning that one in five teachers were unable to suggest recently published books to their students. Only 20% were able to identify books from different genres, compared to 11% in 1981. Sixty-eight percent of the teachers identified more than three strategies that promote reading for pleasure, which was an increase compared to 50% in the 1981 study.

Thus, there was an increase in the percentages of teachers who were more familiar with children's literature and teaching strategies that promote reading. However, as

Mangieri and Corboy stated in 1981, “When one considers the vast number of children’s books produced annually, the inability of most respondents to name three of these materials was disheartening. For whatever the reason(s), these educators simply were not staying abreast of recently published children’s books” (p. 925). Unfortunately, according to the results of the study of Block and Mangieri (2002), this observation remains true for many teachers today.

In order for first and second language learners to develop their reading abilities, apply the skills and strategies taught by their teachers, expand on their experiences and world knowledge, and develop positive life-long reading habits, Allington (2001) has recommended that students read for over 90 minutes a day in the classroom throughout the school year.

In learning to read it is true that reading practice – just reading – is a powerful contributor to the development of accurate, fluent, high comprehension reading.

In fact, if I were required to select a single aspect of the instructional environment to change, my first choice would be creating a schedule that supported dramatically increased quantities of reading during the school day. (p. 24)

The reality is, however, that the amount of in-class reading that teachers incorporate into their daily schedules varies from school to school. For example, Romney et al. (1995) found that the children in one of the French immersion classrooms in their study read more frequently in French than in the other four classrooms. In this school, the French teacher included in her daily schedule many book-related activities that were part of the regular routine. A list of these activities is included in the recommendations section at the end of the literature review.

Research has identified many teaching practices and strategies that promote student reading for pleasure. They include literature-based instruction, incentive reading programs, choice and self-selection, book leveling, silent reading sessions, teacher and librarian read-alouds, school principal influences and parental influences. The following sections describe each of these teaching practices and strategies.

Literature-Based Instruction

Two theoretical foundations of literature-based instruction are Rosenblatt's transactional theory (1994) and the social constructivist theory (Gambrell et al., 2002; Karolides, 1997). Literature-based instruction also includes consideration of students' zone of proximal development (Vygotsky ([1930-1935] 1978) and motivation theory (Edmunds & Bauserman, 2006). Teachers who use literature-based instruction promote their students' literacy development by immersing them in high-quality literary environments (Gambrell, Morrow, & Pennington, 2002). In these classrooms, students are exposed to a wide variety of literature (picture books, big books, poetry and non-fiction); are provided with many opportunities to communicate purposefully to create meaning from text; and participate in authentic learning experiences such as drama, art, shared reading, writing, book studies and puppetry that incorporate all of the language arts (Bainbridge & Pantaleo, 1999). Students in literature-based classrooms, compared to those in other reading instructional programs, show improvement in their vocabulary, comprehension, and fluency; spend more time reading; and develop better attitudes towards reading (Gambrell et al., 2002).

Literature-based instruction is especially important when teaching second-language learners, such as French immersion students (Gambrell et al., 2002). Since most

students are exposed to French only in school, they need as many opportunities as possible to read, write, speak and listen to French in purposeful, real world contexts that encourage and promote communication, interaction, and risk-taking in the classroom. For example, Roser, Hoffman, and Farest (1990) found that the reading fluency of second language learners from Kindergarten to Grade 2 increased over an 18 month period when they participated in literature-based instruction.

Therefore, it is important for French immersion teachers to be knowledgeable about both the theoretical foundations of literature-based instruction and the teaching strategies and practices recommended in the research that best meet their students' second language needs and that promote student reading in French.

Incentive Programs and Rewards

The use of incentive programs is one strategy that many teachers use to increase student reading motivation in class. The incentives can be either tangible rewards such as stickers and food or books, or intangible, such as praise and high fives (Guthrie & Wigfield, 2000; Kohn, 1993; McQuillan, 1997). Fawson and Moore (1999) investigated five school districts and found that 100% of principals and 95% of teachers used incentive programs to encourage positive attitudes toward and increase student motivation to read. Only a few teachers and principals (4% and 6% respectively) voiced their concerns about the effectiveness of reading incentive programs. However, many studies have reported conflicting results about the effects of incentives on student motivation to read (Clark & Rumbold, 2006). Researchers are concerned that when students do an activity they like and receive a reward for being involved, that they will associate their participation to extrinsic reasons (Edmunds & Tancock, 2003; Fawson &

Moore, 1999). The fear is that when the reward is not given, that students will not be intrinsically motivated to participate in the activity (Kassin & Lepper, 1984).

Some studies have shown that incentive programs do not significantly affect motivation to read. For example, Edmunds and Tancock (2003) recorded the number of books read in six fourth-grade classrooms over a 19-week period. Two classrooms received no rewards; two received reading-related rewards; and two received non-reading-related incentives. The researchers found no fundamental differences in reading motivation and the amount read in the classrooms that received the rewards compared to those that did not. Some limitations in this study included a small sample size and students self-reported the number of books they read, perhaps neglecting to record the exact number of books.

Cameron and Pierce (1994) found similar results. They conducted a meta-analysis of 96 experimental studies, including adults and children, that compared groups that received verbal (praise) and tangible (tokens) rewards to others who did not in order to determine how rewards affected their intrinsic motivation. Their results indicated that the rewards had no negative effects on intrinsic motivation, even when the reinforcement was taken away. However, one limitation identified in this analysis was that the students participated in activities that they liked; therefore, results may have differed if the students had completed activities they found less enjoyable (Collins & Matthey, 2001).

Deci, Koestner, and Ryan (1999) also conducted a meta-analysis of 128 studies, comparing studies on incentives with children versus college students. Their results showed that tangible rewards produced negative effects on intrinsic motivation when looking at different populations, activities and forms of received rewards. When extrinsic

reinforcements were removed, the participants in the studies were less intrinsically inclined to take part in the activity. Once again, a criticism of these studies is that they examined only activities that were considered interesting by the participants (Hidi, 2000).

McQuillan (1997) also analyzed 10 studies to examine the research on the effects of reading incentive programs on students' reading behaviours. He found that five studies demonstrated gains while the other five showed no gains in student performance as a result of being involved in reading incentive programs. Based on these findings, McQuillan and other researchers agree that there is not enough conclusive evidence that demonstrates that reading incentives and rewards promote student reading motivation.

According to Edmunds and Tancock (2003), a compromise would be to provide students with books as rewards. Their study indicated that when Grade 4 students received books as a reward for their reading behaviour, their reading motivation was positively affected. The work of researchers, such as Gambrell (1995) and Gambrell, Almasi, Xie, and Heland (1995), supported these findings. Therefore, to promote student reading motivation, teachers should use rewards such as books and book vouchers rather than unrelated-reading rewards or find other strategies that have been proven to encourage and motivate students to read.

The Importance of Choice and Self-Selection

Many studies have shown that when students are offered a choice, reading motivation and engagement increases, promoting life-long reading (Edmunds & Bauserman, 2006; Gambrell, 1996; Mercurio, 2005). For example, Mercurio (2005) implemented a self-selection reading program with 108 Grade 7 students in a middle school. They participated in 90-minute language arts and reading classes three times a

week. Data based on observations, questionnaires, and interviews were collected qualitatively before and after the reading program. Mercurio reported that book self-selection practices increased the frequency of students' reflections using literary terms learned in class, taught students how to properly select books that corresponded to their reading levels, and provided them with the opportunity to read a variety of materials, thereby increasing their reading interests. The researcher also discovered that 70% of the students spent more time reading at home than was required and that a greater number of students felt more positively about reading after the program was implemented. Students stated that they enjoyed taking ownership of their own learning, a finding which was similar to the results of research by Harste, Short and Burke's (1998). Mercurio's findings were also supported by the research by Gambrell (1996) and Worthy (1998) that showed that when students chose literature that interested them and fit their own reading needs, they became more engaged and motivated to read.

Research by Edmunds and Bauseman (2006) also found that student choice was a key factor. They interviewed 16 Grade 4 students with varying reading abilities to determine what motivated them to read. When the students discussed with the researchers the literature they were reading, 84% mentioned books they had chosen themselves compared to 16% who talked about the books that had been selected by their teacher.

Choice was also identified as an important factor when reading non-fiction books. Moss and Hendershot (2002) conducted a two-year ethnographic case study on Grade 6 students' motivation for selecting non-fiction trade books. The students reported that when given the choice to select non-fiction books, they became more motivated to read this type of material. The researchers concluded that if students were provided with more

quality non-fiction texts and had the freedom to select books that interest them, they would begin to view non-fiction as a pleasurable source of reading material.

According to Johnson and Blair (2003), teachers need to teach students book selection strategies to help them find books that interest them and that are at their reading levels. The researchers suggested that teachers instruct students how to use the Five Finger method to determine if a book is at their reading level. The method requires the students to select a page in the book and raise one finger every time they encounter a difficult word. When all five fingers are up before the end of the page, then the students know that the book is too difficult. Other strategies suggested by the Johnson and Blair include reminding the students to look for literature that has received awards and honors and prompting them to use reading strategies taught during mini-lessons and think-alouds, such as predicting and inferring. Research has shown that teaching students these self-selection strategies promotes the students' reading engagement and their love of reading (Johnson & Blair).

When examining teacher practices, the research has found that the majority of teachers allow their students to self-select their reading materials, especially during silent reading sessions. For example, Dungworth et al. (2004) found that 87% of the 132 Year 5 students had the opportunity to choose their school reading materials, whereas only 4% said that their teachers chose books for them, and the remainder, 9%, said that the choice was made by the student and the teacher together. Worthy, Turner, and Moorman (1998) interviewed 35 Grade 6 language arts teachers and found that 57% of them reported allowing their students to choose their books as long as they pertained to the subject or theme discussed in class, 14% required all their students to read the same novel, 6%

followed a commercial language arts program, and 23% based most of their lessons on basal readers.

Further, Flowerday and Schraw's (2000) phenomenological study showed that teachers spend a lot of time thinking about why, how and to whom they offer choice of reading materials in the classroom. The researchers used semi-structured interviews with 36 teachers who taught Kindergarten to Grade 12 and found that they gave their students choice in order to increase student engagement and to reward, generate and/or maintain good behaviour. In addition, the teachers believed that choice engages students in topics that interest them and gives them the power to make decisions and regulate their own learning. Similar findings were also identified in the study by Worthy, Turner, and Moorman (1998) as most teachers in the research supported and gave choice to promote positive student reading attitudes and increase reading achievement scores in the classroom.

However, Worthy, Turner, and Moorman (1998) also found that teachers often placed restrictions on choice. The six language arts teachers interviewed expressed the need to 'make time count' and encouraged students to make wise choices by selecting books at their reading levels, making suggestions to try a variety of reading materials, and choosing quality literature to read. Therefore, some restrictions are sometimes imposed on students' reading choices for educational purposes and/or because of time restrictions. However, overall the research indicates that if teachers want to positively affect reading motivation, it is important for students to have reading choice in the classroom.

Silent Reading Sessions

Related to student choice is the importance of providing time for students to read. Indeed, many reading gains have been associated with silent reading (a.k.a., Sustained Silent Reading; Drop Everything and Read; Free Voluntary Reading; Uninterrupted Sustained Silent Reading) (Worthy, Turner, & Moorman, 1998), including improved reading achievement scores and the development of positive attitudes towards reading for pleasure (Johnson & Blair, 2003; Routman, 2003). Taylor, Frye, and Maruyama (1990) had 195 students in Grades 5 and 6 fill out reading logs indicating the number of minutes they read at home and in class over a 17 week period. At the end of the study, the researchers gave the students a standardized reading comprehension test and compared student scores to the SRA achievement scores they had attained at the beginning of the study. The researchers found that silent reading sessions considerably improved students' comprehension and reading abilities. However, one limitation was that the researchers based their study on average-to-above-average readers.

Interestingly, when Ivey and Broaddus (2001) had 1,765 Grade 6 students complete a survey asking them what they valued the most in their reading and language arts classes, the students identified silent reading as one of their favourite activities. The students explained that silent reading allowed them to understand and reflect on the literature at their own speed without being distracted by other people or activities.

Unfortunately, though, silent reading does not always occur as frequently as it should in classrooms (Angeletti, 1996). Reutzel and Hollingsworth (1991) discovered that “three-quarters of allotted reading time is spent on skill instruction. Students spend less than 10 minutes per day reading” (cited in Angeletti, 1996, p. 15). Taylor, Frye, and

Maruyama (1990) found that in a 50-minute reading class, 195 Grades 5 and 6 students reported reading for about 15 minutes. In the study by Worthy, Turner, and Moorman (1998), about one-half of the 35 language arts teachers questioned allowed students 10 to 30 minutes a day to read silently, 4 (11%) stated they did so two to three times a week, 4 (11%) provided silent reading once a week, and 10 (29%) gave students permission to read only when they had completed their work or after library sessions. In Worthy's (1996) study, many students stated that they had few opportunities to read silently in the classroom, and their language arts teachers confirmed this finding by stating that they did not provide regular free reading sessions during the week.

Many teachers explained that a lack of time was a major problem since they felt pressured to cover the many skills students need to succeed when doing tests (Worthy, Turner, & Moorman, 1998). In addition, some teachers explained that parents viewed silent reading as an enrichment activity rather than instruction and did not approve of teachers devoting time to it in the classroom (Worthy, Turner, & Moorman). However, as stated above, students reap numerous benefits from silent reading and, therefore, teachers must find the time to increase students' reading in order to meet Allington's (2001) reading recommendations that students should read for over 90 minutes a day in the classroom.

Book Leveling

Leveling text has become increasingly popular in schools and refers to "reading materials that represent a progression from more simple to more complex and challenging texts" (Brabham & Villaume, 2002, p. 438). Students can read books either at their independent level (read text easily without assistance), instructional level (read the text

adequately with assistance) and frustrational level (read the text with difficulty due to word recognition and comprehension problems). According to Brabham and Villaume and Clay (1991), it is important to provide students with instructional level reading materials during reading instruction because these texts “provide the context for successful reading work and enable readers to strengthen their processing power” (Fountas & Pinnell, 1999, p. 3). Leveled books have also been found to help teachers differentiate instruction and successfully match texts to readers (Dzaldov & Peterson, 2005).

However, Donovan, Smolkin, and Lomax (2000) believe that teachers should also provide opportunities for students to be exposed to different level texts during silent reading time. Over a two year period, the researchers worked in two Grade 1 classrooms, each at different schools, and recorded the reading levels of the students as well as implemented a sign-out procedure to monitor the students’ books selections. The results of their study revealed that low, average and high-ability level readers all selected books beyond their reading levels. The researchers explained that when students are interested and motivated by what they read, they have the ability to “transcend the frustrational level” and obtain pertinent information from the text (Hunt, 1997, p. 279; Wigfield, 1997). Hence, Donovan et al. (2000) recommend that teachers provide a balanced approach to reading in their classrooms by matching students with books that are at their instructional level during reading instruction as well as providing them with opportunities to read books that may be beyond their reading levels during silent reading time.

Teacher and Librarian Read-Alouds

Students benefit in many ways not only when they read silently but also when they are read aloud to. For instance, Chomsky's (1972) classic study investigated the development of 36, 6 to 10-year-old students' language acquisition when they were read aloud to. A positive correlation was found between language development and the experience of being read to. Hemerick (1999) had 100 Grades 4 and 5 students participate in a study in which one-half were read to for 30 minutes daily, and the other one-half read independently. The results of the study indicated that students who were read to developed more positive attitudes towards reading and were more motivated to independently take out books at the library compared to those who had not been read to.

According to Romney, Romney, and Braum (1989), French immersion students also benefit enormously from read-alouds. Over a period of 12 weeks, one Grade 2 classroom was read to in French for 30 minutes a day whereas the other group followed its normal language arts curriculum. After comparing pre-and post-tests, those students who had been in the experimental group improved their vocabulary, recall of information, and ability to communicate and be understood by others in French. Other researchers such as Feitelson, Kita, and Goldstein (1986) and Routman (1991) have also found that read-alouds improved students' comprehension, increased their understanding about cause and effect situations in texts, helped them retell stories in their own words, and enabled them to become more familiar with letter and sound relationships. Further, teacher read-aloud was identified in the study by Ivey and Broaddus (2001) as being one of the 1,765 Grade 6 students' favourite language arts activities during the day.

Therefore, research indicates that read-alouds improve students' language skills and contribute to their enjoyment of reading.

In addition, Beck and McKeown (2001), Moser and Morrison (1998), Romney et al. (1989) and Sanacore (1992) found that teachers become good reading role models for their students when they read-aloud and talk about the books they read in class. Yet, teachers are not the only reading role models students can have in schools. The students themselves can support and motivate each other to read-aloud by participating in Buddy Reading or Paired Reading Programs (Johnson & Blair, 2003; Turner, 1992). Turner found that Buddy Reading increased students' reading fluency and reading comprehension. Another added benefit of the Buddy Program is that it allows older, younger and same age students to take more risks because they are in a supportive, interactive environment that nurtures and develops a community of readers (Johnson & Blair). Hence, teacher and student read-alouds have been found to be excellent strategies to positively influence students' attitudes towards reading and promote life-long readers.

However, not all students have the same access to teacher read-alouds in classrooms. Welther (2002) surveyed 48 Grades 1, 3 and 5 teachers' beliefs, attitudes and read-aloud practices. Teachers at all grade levels identified the benefits of reading aloud and expressed positive attitudes towards the practice. Yet, the research revealed that Grade 1 teachers read aloud more frequently to students than the Grades 3 and 5 teachers. Jacobs, Morrison, and Swinyard (2000) found similar results. The findings from a questionnaire completed by 1,882 (out of 3,600) randomly selected Kindergarten to Grade 6 teachers revealed that intermediate school teachers read fewer picturebooks, informational books, short-story books and student-selected books to their students

compared to elementary teachers. Also, more experienced teachers read less frequently than their novice colleagues. Unfortunately, no explanations were provided by the researchers in both studies to explain these findings.

School Principal Influences on Student Reading Habits

According to Chance (1991) and Mackey, Pitcher, and Decman (2006), school principals play a very important role in implementing and promoting school reading programs and influencing students' reading achievement scores. For example, Mackey et al. (2006) interviewed 12 Grade 2 teachers and four school principals and collected the Grade 2 students' reading test scores three times over a one year period. The participants' responses and the students' reading achievement scores were then triangulated. The researchers found that the following three determiners shaped the way elementary school principals influenced the implementation of school reading programs and student reading scores: the principal's vision for reading in the school; the principal's educational background; and the principal's leadership role in the school. Only one of the four school principals in this study was found to have competency in all three categories, promoting student reading and increasing student reading scores in the school.

Further, Chance's (1991) study found that the leadership skills, training and experience of elementary school principals were essential in promoting student reading in schools. The researcher administered a survey to 143 randomly selected elementary school principals in the state of Tennessee and found that the principals were considerably more involved in the management and evaluation of the school reading program than in the planning and operation of it. Furthermore, female principals were found to be more involved in all aspects of the schools' reading programs than male

principals, and principals who had more training in reading were more involved in the schools' reading programs. Lastly, the number of years that the school principals had taught at the elementary school level was not a determinant in their involvement in the schools' reading program. Hence, principals who are effective leaders and knowledgeable educators can positively influence students' reading achievement scores in schools.

Parental Influences on Students' Reading Habits

Although teachers can plan for many activities such as read-alouds and silent reading sessions that encourage reading, and principals can promote and support reading in school, students first develop their attitudes about recreational reading at home (Angeletti, 1996; Chance, 1991; Mackey et al., 2006; Morrow, 1985; Romney et al., 1995). Research has shown that students who come from literacy-rich homes tend to be more interested in books, are more proficient readers, and read more often (Greaney, 1986; Morrow, 1985). For example, Shapiro and Whitney (1997) investigated 50 Grade 5 and 47 Grade 4 students' leisure reading habits. After administering questionnaires and conducting interviews, the researchers found that avid readers, compared to non-avid readers, came from families that took them on a regular basis to the public library, read to them until the age of 8 or older, encouraged them to read, and gave them books as gifts more often. According to Holdaway (1979), "These children are in a natural setting that provides interaction between adult and child that is socially, emotionally, and intellectually conducive to literacy growth" (cited in Morrow, 1985, p. 2).

To investigate this premise, Morrow and Young (1997) placed Grades 1 to 3 students into either a home and school-based literacy program or a school-based program for a complete school year. Parents whose children were in the home literacy program

were expected to do a number of reading activities at home, such as reading with them frequently and helping them keep records of what they read. At the end of the year, students in the experimental group stated that they enjoyed reading with their family, were found to read more often during their leisure time, and performed better on reading achievement scores compared to students who were in the school-based only literacy program.

In contrast, Romney et al. (1995) found that the various strategies used by parents at home to motivate Grade 5 students to read did not influence the amount of reading their children did in French. However, this finding comes from only one study and does not negate the fact that parents need to continue creating a home environment to promote reading and reading for pleasure, especially in French, if they want their children to become bilingual and proficient in the language.

Recommendations to Promote Student Reading

The following is a list of the recommendations made by the researchers discussed in this literature review that should be followed by teachers, librarians and school administrators to promote student reading and reading for pleasure both in and outside of the classroom. These bulleted recommendations are ordered randomly.

For Teachers and Librarians:

- Use literature-based instruction to promote students' literacy development (Gambrell, Morrow, & Pennington, 2002)
- Increase the number of in-class social interactions with books, such as book presentations, buddy reading and drama activities (Kush & Watkins, 1996; Romney et al., 1995)

- Organize book exchanges in the classroom (Worthy, Moorman, & Turner, 1999)
- Provide access to high-quality classroom libraries with a variety of books and open-faced displays (Fractor et al., 1995)
- Schedule frequent library sessions (Block & Mangieri, 2002)
- Plan frequent sustained silent reading sessions (Ivey & Broaddus 2001; Worthy, Moorman, & Turner, 1999; Worthy, Turner, & Moorman, 1998)
- Encourage regular teacher read-aloud sessions in the class and library (Beck & McKeown, 2001; Ivey & Broaddus 2001; Jacobs, Morrison, & Swinyard, 2000; Moser & Morrison, 1998; Romney et al., 1989; Sanacore, 1992; Worthy, Moorman, & Turner, 1999)
- Provide for the continual contact of French immersion students with the French Canadian and francophone traditions by going on field trips and excursions conducted in French, watching French movies and inviting francophone speakers into the classroom (Romney et al., 1995)
- Encourage French immersion students to watch French television to increase their exposure to the French language (Romney et al., 1995)
- Promote parental involvement in home and school literacy practices, such as reading at home, bringing children to the public library, giving them books as gifts or volunteering to read with students in school (Kush & Watkins, 1996; Shapiro & Whitney, 1997)
- Ensure that awards given to students are related to their reading behaviours – give books and book-certificates. Eventually, incentive programs should be removed to promote more intrinsic reading motivation (Fawson & Moore, 1999)

- Provide students with assistance to find books that interest them (Romney et al., 1995)
- Introduce children to electronic story books on the computer (Dungworth et al., 2004)
- Increase teacher awareness about children's literature and recreational reading strategies that promote pleasure reading (Block & Mangieri, 2002)
- Increase teacher awareness of student reading attitudes and interests by administering in-class surveys, such as The Elementary Reading Attitude Survey (ERAs) or simply by asking students what they enjoy to reading (McKenna & Kear, 1990; McKenna, Kear, & Ellsworth, 1995; Moser & Morrison, 1998)

For Administrators:

- Hold professional meetings to discuss children's literature and reading strategies (Block & Mangieri, 2002)
- Hire fluent French-speaking librarians in order for them to be able to effectively evaluate, select, and purchase French books and recommend them to students (Romney et al., 1995)
- Secure additional funding to ensure that French immersion students have access to sufficient numbers of French materials (Romney et al., 1995)
- Increase book access in school (Ivey & Broaddus 2001; Kush & Watkins, 1996)
- Increase book choice and self-selection: Access to a variety of up-to date fiction, non-fiction literature and 'light' reading materials, that are of different ability levels and cover a diverse range of student interests (Dungworth et al., 2004;

Kush & Watkins, 1996; Mercurio, 2005; Worthy, Moorman, & Turner, 1999; Worthy, Turner, & Moorman, 1998)

Summary

In conclusion, teachers and librarians have a huge responsibility to promote student reading, in and out of school (Romney et al., 1995). They must discover their students' interests, find the resources necessary to meet their needs and use multiple strategies to motivate them to read. The more French immersion students read in French, the better their reading abilities will become, making reading a more enjoyable experience.

In Chapter Three, the methodology for this study explains the research procedures I followed to investigate how French immersion teachers, librarians and school principals promote reading and reading for pleasure in French in their schools. It is organized into the following five sections: participants and setting of the study, data collection methods, data analysis procedures, methods of verification, and limitations and strengths of the study.

CHAPTER THREE

Methodology and Methods

In this chapter I outline my research methodology, describe the participants in my study and identify the methods I used to collect and analyze the data. I also explain the procedures I followed to ensure the trustworthiness of my research and discuss the study's limitations and strengths.

Research Paradigm

According to Creswell (1998) qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in the natural setting. (p. 15)

Moreover, Bodgan and Bilken (2003) identified five defining characteristics of qualitative research, although qualitative studies do not exhibit all the traits to the same degree and some studies lack in one or more. Firstly, qualitative research is naturalistic because the researcher believes that the best way to understand the participants' behaviour is by observing them in their natural setting. In this context, the researcher's goal is to comprehend the phenomenon from the perspective of the participants by answering where, how and under what circumstances the participants' behaviours are produced. Secondly, qualitative research is descriptive because the data collection takes the form of words and pictures, such as interview transcripts and photographs, rather than statistics and numbers. Thirdly, qualitative researchers are concerned with the process rather than the product of the research. For example, they are interested in how people

negotiate meaning and how attitudes affect their behaviours. In this context, the researcher was concerned with both the process and product. Fourthly, many qualitative researchers analyze their data inductively, meaning that the theory is developed from the data. Lastly, qualitative researchers aim to accurately capture the participants' perspectives and the meanings they attribute to their lives.

According to Katsuko (1995), the strengths of qualitative research approaches are that they are useful in describing complex phenomena, they provide rich descriptions of the participants' personal experiences of phenomena in their natural setting and they allow researchers to express their viewpoint in the research, which are all aspects that quantitative approaches fail to effectively accomplish. A limitation associated with qualitative research is that often the findings cannot be generalized to other people or other settings since the knowledge might be unique to the study. Other limitations are that the data collection and analysis process can be very time consuming and the results of the study may be influenced by the researchers' beliefs and biases (Katsuko).

The aim of my study was to identify school principals', teachers' and librarians' beliefs and knowledge about students' reading habits, the strategies they use to promote reading and the ways they organize their schools to motivate the students to read in French. My research was qualitative in nature as I interviewed French immersion teachers, librarians and school principals in their schools; made observations about their classroom and school libraries; and collected artifacts to explore how reading of French materials is promoted in their schools. I adopted the philosophical and theoretical perspective of a social constructivist since my goal was to understand the complex world of teaching students how to read in French through the 'emic' point of view of the

teachers, librarians and school principals. Their teaching realities are socially constructed in their interactions with one another, over time, in school (Schwandt, 1994).

According to Creswell (1998), there are five research traditions in qualitative research: biography, phenomenology, grounded theory, ethnography and case study. The traditions are distinguishable by the objectives they try to accomplish, the discipline origin of study, the way the data are collected, and how the data are analyzed and reported. For example, a case study “is an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p. 61). The researcher studies a case, which can be a program, an event, an activity or individuals in a specific time and place. He/she uses a variety of data collection methods, such as interviews, observations and artifacts, to gather information for the case and he/she situates the case within a context, which can be a physical setting, or a historical, social or economic setting. Case studies are important because they often generate hypothesis and “the ultimate goal of the case study is to uncover patterns, determine meanings, construct conclusions and build theory” (Patton & Appelbaum, 2003, p. 67).

According to Stake (1994), there are three kinds of case studies: intrinsic, instrumental and collective case studies. Intrinsic case studies are used by researchers when they want to attain a better understanding of a case because of its uniqueness. The researchers are intrinsically interested in revealing the story of that particular case. On the other hand, researchers use instrumental case studies when they want to illustrate an issue or further develop a theory; hence, the case is of secondary interest since researchers use it to increase their knowledge of an issue that stems from the case. What distinguishes

both intrinsic case studies from instrumental case studies is the purpose that the researchers take when conducting the study. Lastly, collective case studies are used by researchers when they want to study more than one case at a time. Researchers study multiple cases, which may be very similar or different, to increase their understanding of the phenomenon or population and/or to further develop theory.

According to Barone (2004), one of the strengths of the collective case study method is that it allows researchers to develop a greater understanding and a more convincing argument compared to examining only one case study. Hence, collective case studies increase the credibility, transferability, dependability and confirmability of the results (Anfara, Brown, & Mangione, 2002; Marshall & Rossman, 1999). However, Miles and Huberman (1994) stated that one limitation of the collective case study is that the researcher tends to focus more on comparing the case studies than writing rich in-depth descriptions for each one.

The present study was conducted in three French immersion schools and used the collective case study approach. Each school was considered a separate case study since the schools have their own particular culture, priorities, goals and focus. The use of a collective case study approach was appropriate in the present study because the sample size was small (12 participants), in-depth data collection methods were used, the researcher asked “why” and “how” questions, and the phenomenon of reading was explored in the school context (Holloway, 1997).

Securing Participants

Once my study received ethics approval from the University of Victoria’s Human Research Ethics Committee (see Appendix A), I approached the Superintendent of the

School District with a consent form explaining the purpose of my study, my research goals and the requirements of the participants (see Appendix B). Once granted permission to conduct the research in the School District, I sent out a package to the eight elementary French immersion schools in the District, inviting them to participate in my study. The packages were addressed to the school principals and included the Ethics Committee's and the Superintendent's permission letters to contact the schools, the teachers', librarian's and principal's consent forms explaining the purpose of my study, my research goals and the requirements of the participants. The principals talked to the teachers and librarian about the study and then contacted me to confirm if they were going to participate. Three schools volunteered to take part and I phoned the twelve participants asking them to sign the consent forms (see Appendix C, D, and E for the principal's, teacher's and librarian's consent forms). Once I collected all of the consent forms, I either spoke directly with the participants at the schools when I substituted or phoned them to arrange interview times and observation schedules. Further, I made myself available to the teachers, librarians and school principals by informing them that they could contact me by phone, email or in person if they had any questions or comments about my study. My intention was to create a trusting relationship with them in order to collect the most accurate findings possible.

Participants and Setting

The participants for this study came from three French immersion schools and consisted of six French immersion teachers (two Grades 3 and 4 French immersion teachers and four Grades 4 and 5 French immersion teachers), three librarians and three school principals. The Grades 3 and 4 teachers were asked to focus their attention on their

Grade 4 students when answering the interview questions. I chose to interview Grades 4 and 5 teachers because students at these levels are expected to be able to read independently in French at this point in their education (Romney, Romney, & Menzies, 1995). All three schools were located in urban settings and the majority of the students at McMabb Elementary School (all schools and educators names are pseudonyms) and Sir Wilford Elementary School came from middle-class families; whereas, Saint-Anthony's Elementary School was classified as an inner city school.

Data Collection Methods

The data were collected in the three French immersion schools over a five-week period, during which time I conducted interviews, recorded observations, and collected artifacts (Schwandt, 1994). All questions, consent forms and field notes were written in English since BC is an English province and every participant and administrator fluently speaks this language. Working in English helped everyone involved in the study avoid miscommunications or misunderstandings because of language.

Interviews

Qualitative interviews enable a researcher to gain a deeper understanding of a participant's experiences, beliefs and practices (Rubin & Rubin, 2005). Individual interviews also provide participants with the opportunity to express their thoughts without being swayed by what others might say. However, some limitations of interviews are that they are time consuming and require persistence and accuracy on the part of the researcher when analyzing the data and reporting the results (Liamputtong & Ezzy, 2005). Interviews were an appropriate data collection method for this study since I

required detailed information about the school staffs' views and teaching practices about pleasure reading.

I first phoned and/or talked to the participants in person to determine the most convenient time and location for them to be interviewed (before school, during lunch time, or after school). I then dropped-off the interview questions in the participants' school mailbox a week prior to the interview session to give them the opportunity to reflect on the questions and contact me if they had any questions or concerns regarding my study. During that week, none of participants phoned, emailed or personally asked me to discuss my study. Once the waiting period was over, I began conducting 60-minute in-depth interviews with each teacher, librarian and school principal. Most interviews took place after school or during lunch breaks when I either taught at the schools or on my days off. Throughout the study, I reminded the participants that they could withdraw from the study at anytime, without any consequences or explanations. In addition, I reminded them that their identity would remain anonymous at all times.

I used a semi-structured interview guide to ensure that the same basic lines of inquiry were pursued with each person who was interviewed (Patton, 2002) (see Appendices F, G, and H for the interview scripts). Most questions came from the studies conducted by Worthy, Turner, and Moorman (1998) and Romney, Romney and Menzies (1995), and some were written by myself to further explore salient aspects of my study relating to my three main research questions. Most interview questions were open-ended to allow participants the opportunity to respond in their own words and to express their own personal perspectives about reading; however, I explored, probed, and asked questions to obtain further information and to illuminate particular sub-topics that arose

during the interviews (Patton). Interviews, compared to questionnaires and surveys, allow the researcher more flexibility since he/she can explain the questions to the participants in many ways, such as using prompts, rephrasing, and giving hints to make sure that the individuals understand what is being asked (Scott & Usher, 2000).

The interviews were audio taped and then transcribed by me. The participants were given the transcriptions so that they could review them for accuracy and make clarifications if necessary. Only minor clarifications and a few typing mistakes were identified and changed by the participants. Once read by the participants, the transcripts were returned to me in their school mailboxes for pick-up.

Table 1 demonstrates how the interview questions were connected to the main research questions (Yin, 1994, p. 18).

Table 1 Research Questions in Relation to Interview Questions	
Research Questions	Interview Questions
Part 1 How do French immersion teachers, librarians and school principals promote reading and reading for pleasure in French in their schools?	T2, T6, T7, T8, T10 L2, L5, L6, L7, L8, L9, L13, L14, L16 P2, P3, P4, P5, P7
Part 2 2a) What are French immersion teachers', librarians' and school principals' beliefs about the importance of reading in French and their knowledge of their students' French reading habits?	T1, T4, T5, T9, T10, L10, L11, L12, L15, L16 P1, P5, P6, P7

2b) What are they doing in their classrooms, libraries and schools to promote reading and reading for pleasure in French?	T2, T6, T7, T8, T10 L2, L3, L4, L5, L6, L7, L8, L9, L13, L14, L16 P2, P3, P4, P5, P7
2c) How are classrooms, libraries and schools organized in ways that encourage reading?	T2, T3, T8, T10, T11 L1, L4, L5, L13, L16 P2, P5, P7

Observations

Observations allow the researcher the opportunity to have access to the social setting under investigation and create a better understanding of the social reality that is being studied (Scott & Usher, 2000). I arranged the times to conduct the classroom and library observations by phone or in person on the days that I substituted at the participants' schools or on my days off. Most observation sessions were conducted after the interview sessions or on the day following the interview. I completed a 50-minute observation of the physical setting of each classroom and library while students were not present. The instruments used to conduct the observations consisted of pre-determined criteria (Scott & Usher). I used the protocol sheet found in Appendix I to record my observations about each classroom and library (Creswell, 1998). I also used a personal checklist to identify the physical elements that researchers have found to promote reading in classrooms. This checklist, found in Appendix J, helped me compare the similarities and differences between environments and assisted me to identify the elements and strategies observable in each. Additional spaces at the bottom of the form provided space for any new elements not identified on the checklist that may promote reading and reading for pleasure in French. In addition, I evaluated each classroom library using the

criteria generated by Fractor, Woodruff, Martinez and Teale (1993) for assessing the quality of classroom libraries (see Appendix K).

Artifacts

I took photographs of each classroom and library to have a visual record of each setting. Students, teachers and librarians were not present in these pictures. I also told my participants in verbal and written form that their work environment would be photographed as part of the study but would not be included in my thesis.

Data Analysis

Once I transcribed the interviews and the transcripts had been received and approved by the participants, I wrote a description of each participant's interview and the physical environments in which he/she worked. I wanted to have a clear understanding of the teachers', librarians' and school principals' practices and beliefs as well as the teaching spaces they had created (Holloway, 1997).

Following that step, I went through a process of "bringing order, structure, and interpretation to the mass of collected data" (Marshall & Rossman, 1999, p. 150). I examined each case study separately and analyzed each participant's responses to the interview questions that were connected to the three main research questions of the study. For each interview question, I actively looked for "certain words, phrases, patterns of behaviour, subject's way of thinking, and events" were repeated and stood out (Bogdan & Biklin, 1982, p. 166), and then proceeded to colour code these themes on the original transcripts. I then created a table for each participant that included the same questions they were asked, and cut and pasted the coloured themes next to their appropriate questions, including pertinent direct quotes from the participant and/or short descriptions

of what he/she said. For example, a teacher may have identified a reading strategy during the interview while answering a question unrelated to reading strategies; hence, I pasted this information in the appropriate section of the table. In addition, at the end of each colour coded theme, I specified if the data was collected during the interview, the observational session or from a photograph. Table 2 provides an example of how the information was colour coded and organized.

Table 2	
Example of how I colour coded the themes and indicated if the information came from the interview questions (I), the observational sessions (O) or photographs (P)	
Questions	Teacher X
T1. How important do you think it is for students to read in French?	Very important (I)
What are the benefits of reading in French?	Acquiring vocabulary , the rhythm of the language , the culture (I)
T2. What are the strategies/resources/materials you use to motivate your students to read in French?	Read alouds : 20 minutes, three times a week... (I) Teacher modeling : During read-alouds, reads silently when students read...(I) Silent reading : “When students finish their work...” (I) Book displays : I observed that many books were openly displayed (O, P)

Hence, creating the table enabled me to organize the data into more manageable and comprehensive chunks. In addition, I used Glaser and Strauss’ (1967) method of ‘constant comparative analysis’ to ensure that the coded data accurately portrayed the information collected during the interviews, written descriptions, observations and field notes. This process increased the credibility, transferability, dependability and confirmability of the results (Anfara et al., 2002; Marshall & Rossman, 1999). I also used

Table 1 in the present study to ensure that the themes were properly colour coded and placed next to their corresponding question. When analyzing the participants' data, I constantly related the interview questions to the three main research questions, ensuring the trustworthiness of my study.

I then completed a cross-case analysis by comparing the findings of the three schools that were related to the research questions identified in Table 1. By using the colour coded tables I had created for each participant, I identified the similarities and the differences between the participants and the schools and presented their unique aspects. The entire data collection and analysis processes were carefully documented in my thesis to ensure that a chain of evidence was made public, increasing, once again, the trustworthiness of the study (Holloway, 1997).

Methods for Verification

Many procedures were used to ensure the trustworthiness of my research. Trustworthiness refers to how much my research can be trusted and viewed as a sound qualitative study. I used Lincoln and Guba's (1985) criteria to evaluate the trustworthiness of my study: credibility, transferability, dependability, and confirmability. The goal of credibility "is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described" (Lincoln & Guba, as cited in Marshall & Rossman, 1999, p. 192). I addressed the issue of credibility by first doing a membership-check. I asked my participants to read their interview transcriptions for accuracy before analyzing the data and incorporated many of their direct quotes in my study. In addition, the observation periods in the participants'

classrooms and libraries enabled me to further my understanding of the participants' interview responses.

Transferability is where “the researcher must argue that his findings will be useful to others in similar situations, with similar research question or questions of practice (Marshall & Rossman, 1999, p. 193). The present study is very important since few studies have examined how French immersion schools promote student reading in French and the findings from this study will allow researchers to explore other questions related to the same topic. However, readers are reminded that the detailed findings cannot be generalized to larger populations; yet, the particulars of the case may be useful to future research.

Dependability occurs when “the researcher attempts to account for changing conditions in the phenomenon chosen for study and changes in the design created by an increasingly refined understanding of the setting” (Marshall & Rossman, 1999, p. 194). To ensure for dependability, I collected data from multiple sources (interviews, observations, checklists, artifacts) and multiple voices (teachers, librarians, school principals). Further, I asked a fellow Master's student to read and examine a section of my data analyses process to see if he/she agreed with my categorization and colour coding of themes. I first explained the purpose of my study and then showed my peer how I colour coded my data and organized it into tables. I demonstrated how I used these tables to analyze the case studies separately and then compare them to one another. She also coded some of the data and then we compared our work to ensure that the analysis process was dependable. The Master's student, who is experienced in research, stated that the process that I undertook appeared sound and accurate. She also stated that her

analysis concurred with mine. By using a peer to debrief my study, I made the data collection and analysis process public to increase the trustworthiness of the study.

Confirmability is the last criterion used to establish the trustworthiness of a study. It has a similar meaning to the term ‘objectivity’ and refers to whether or not “the findings of the study can be confirmed by another” (Marshall & Rossman, 1999, p. 194). To ensure confirmability, the data were triangulated as I analyzed and compared the “different sources to shed light on a theme or perspective” (Creswell, 1998, p. 202).

According to Robson (2000), researchers should also practice reflexivity which is “an awareness of the ways in which the researcher as an individual with a particular social identity and background has an impact on the research process” (p. 22).

Researchers who are reflexive are cognizant of their own personal and professional biases. They ensure that the information they gather from Glaser and Strauss’ (1967) ‘constant comparison method’ comes from the data and not from their preconceived conceptual notions. By reminding myself that I was collecting and interpreting the data through the lens of a French immersion teacher, by constantly relating the findings to the three main research questions, by being in constant consultation with my supervisor, and by having a colleague look at part of my data analysis, I increased the trustworthiness of my study.

Limitations and Strengths of the Study

Since this study had only 12 participants, the findings cannot be generalized to a larger French immersion population. “Findings from one subculture or one setting are not automatically applicable to other settings” (Holloway, 1997, p. 65). Another limitation of the study was that the participants may not have provided me with the exact practices

they follow and their true beliefs and values towards reading for pleasure. My questions may have influenced their answers during the interview process. However, my intent was to create an environment and develop a relationship with participants where they felt they could trust me and disclose their true teaching practices.

Although the research has some limitations, it also had several strengths. First, the three case studies provide in-depth information about what French immersion teachers, principals and librarians are doing to promote reading in schools. A second strength of the study is that I collected data from three different sources: interviews, observations and artifacts. The collected data all supported the teachers', librarians' and principals' reading practices, further increasing the credibility and trustworthiness of the study. The third strength was that I had a Master's student check the trustworthiness of my work.

In Chapter Four, the findings are presented as three separate case studies. Each case study identifies the principals', teachers' and librarians' beliefs and knowledge about the students' reading habits, the strategies they use to promote reading and the ways they organize their schools to motivate the students to read in French.

CHAPTER FOUR

Findings

To review, the purpose of this thesis was to identify how French immersion teachers, librarians, and school principals promote reading and reading for pleasure in three schools. In this chapter, each school is treated as a case study and the findings of each participant are organized under the three main research questions. The first section discusses the participants' beliefs about the importance of reading in French and their knowledge of their students' French reading habits. The second section examines what participants are doing in their schools to promote reading in French and the third section identifies how classroom and school libraries are organized in ways that encourage reading.

McMabb Elementary School/École Primaire McMabb

French immersion has existed at McMabb Elementary School for 20 years (all schools' and participants' names are pseudonyms). It is a dual track school and at the time of the research 405 students attended the school. Approximately 65% of the student population was enrolled in the French immersion program. According to the school principal, Mr. Sparling, the majority of the students come from middle class families. The parents are working professionals and are involved with their children's learning.

Mr. Sparling's Case

Mr. Sparling, who has taught for 15 years and been an administrator for the last 11 years, was in his second year as the principal at McMabb during the year of the research. He stated that he speaks English with the students and will occasionally say a few words or sentences to them in French. When asked about his reading habits, Mr.

Sparling stated that he reads in only English, in school and at home. He explained that his pleasure reading occurs most often during the holidays and that during the school year, he focuses mostly on professional reading.

Beliefs About Reading and Knowledge of Students' French Reading Habits

Mr. Sparling stated that one of the school's primary goals is to have French immersion students read in French. He believes that students gain self-esteem, a feeling of giftedness and many future career opportunities by reading in French. He also said that students should read because it is pleasurable. "I think it's important to have the hard-copy book so people can sit in leisure and understand it.... Not only reading for developing some understanding of Sciences and Socials, but also it's a leisure pursuit."

Mr. Sparling stated that the French immersion students do not face challenges when reading in French because the school's reading assessments have indicated that they are performing "quite well"; however, he noted that the "teachers may feel differently" about this assessment. He explained that he recently observed Grades 4 and 5 French immersion students choose to complete a reading comprehension test in French when they had the option to do it in their first language. He said, "That tells me something.... They were able to read the questions and respond in a way that clearly gave me some indication that they understand what was happening."

Promoting Reading and Reading for Pleasure in French

Mr. Sparling identified a number of school activities and school initiatives that he believes promotes student reading. For example, he stated that he models good reading behaviour by reading periodically to students in English, especially in Kindergarten and Grade 1. However, he does not read to them in French because of the language barrier.

He mentioned that he occasionally walks around the classrooms to listen to students read in French and watches student skits when invited into classrooms.

Mr. Sparling explained that French authors and illustrators visit the school every year, “generating a great deal of interest in children” and that the school library’s English Red Cedar book club also promotes student reading. In addition, he ensures that the school’s newsletter provides information to parents about how to support their children’s English and/or French home reading.

When asked if the school provides students with reading incentives, Mr. Sparling stated that he endorses more intrinsic than extrinsic rewards. He explained that:

You don’t read books because you’re going to get a certain amount of stars, you read books because of the value of the content of the books, it has some meaning and purpose to you as an individual and there’s some joy. We want to promote joy.

For example, he recognizes students on the public address (PA) system for having read a certain number of books and he explained that the English Accelerated Reader program on the school computers also provides students with recognition when they successfully complete a reading level.

In order to help teachers promote reading in their classrooms, Mr. Sparling stated that the School District has hired a Learning Resource Teacher to level French books and help teachers organize their students’ reading materials and teacher resources to make them more accessible to all French immersion staff in the school.

In addition, Ms. Sparling is cognizant that the French immersion teachers believe that there is a lack of French reading resources and French reading/writing software in the

school. He explained that French materials are not as available in British Columbia and are much more costly compared to English resources. However, he stated that both tracks receive the same budget from the school to purchase resources and that the French track is also provided with approximately \$5,000-\$6,000 from the Federal Government every year to compensate for the extra cost of French books. Hence, he believes that the French track and English track are equitable in terms of purchasing power.

He also noted that the number of French resources has been increasing in the school since there are a greater number of publishers catering to the French immersion program and that McMabb School has been purchasing new resources every year. According to him, the current challenge is to identify who those resource people are and determine the quality of the resources they have to sell, making sure that the material meets the BC curricular requirements. He explained that the, “staff is pretty critical about what materials they use. They just don’t settle for what is out there, they really want to find materials that are based on what they need.” Mr. Sparling believes that finding resources for the school is a school effort. He explained:

We work as a team, I like to think that the teachers are the closest, they know what goes on in the classroom...they seek out some resources, they alert me and bring the information my way...we talk about it and they rationalize their needs to meet the learning goals and money gets allocated to their needs.

All in all, Mr. Sparling was optimistic about the improvements occurring in French immersion. He stated that the program, “is kind of more aligning itself with they types of things that have been always done in the English track, so the resources are starting to

catch up, assessing pieces are starting to catch up, instructional practices are starting to catch up, [and] when I say catch up, I mean they are becoming more readily available.”

Ms. Wilson’s Case

Ms. Wilson, whose native language is French, teaches Grades 4 and 5 French immersion. She has 23 years of teaching experience and at the time of the research had been at the school for 17 years. She is the French coordinator at the school and is responsible for the French immersion budget. When asked about her own reading habits, Ms. Wilson stated that she reads for pleasure in both English and in French at home. She enjoys reading a great variety of literature such as biographies, fiction, and historical documents.

Beliefs About Reading and Knowledge of Students’ French Reading Habits

Ms. Wilson believes that it is very important for French immersion students to read in French. According to her, when students read in their second language, they acquire new vocabulary, learn the rhythm of the language, discover new cultures, and develop emotionally, psychologically and socially. In addition, she believes that reading in French helps students correct their oral mistakes.

Ms. Wilson explained that even though most of the students have been learning French since Kindergarten or Grade 1, the majority prefer reading in English, at school and at home. She stated that none of her 23 students come from francophone backgrounds and that they find reading in French challenging because they frequently encounter new vocabulary, complicated verb tenses and unfamiliar foreign expressions.

Ms. Wilson differentiated the types of French reading materials that boys and girls enjoy reading. She stated that most boys prefer reading cartoons, science fiction and

books about Technology and Science and that many girls like fiction more and few are drawn to non-fiction. Yet, she noted that some of her gender assumptions can sometimes be incorrect, explaining that, “This week a boy loaned me a book and said you must read this, and it is really funny, and it is about dragons and princesses... I was thinking, I have never seen a boy be interested in this, I have to look at it differently now.”

Promoting Reading and Reading for Pleasure in French

At the beginning of every school year, Ms. Wilson assures her students that it is not unusual to be at a different reading level than their peers. She tells them that she only learned how to read at the age of 15, “Until somebody took the time to sit down and help me.... There is no shame in not understanding everything right away.” Students who struggle with reading in her class also get a lot of peer support. Hence, Ms. Wilson stated that her classroom atmosphere promotes acceptance of all readers.

Ms. Wilson brings her students to the library once a week for 30 minutes. According to her, in the past, classes visited the library twice a week but the library time has been reduced because the school population has grown. Ms. Wilson allows her students to sign out a maximum of three books: one must be in English, one in French and one in the language of their choice. However, if a student really shows interest in reading, she allows him/her to select a fourth one.

Read-alouds were identified by Ms. Wilson as the best strategy to promote her students' reading comprehension and reading enjoyment. She explained that she frequently reads to her students in both languages. She allows them to draw during read-alouds because she believes that it helps them detach themselves from, “I have to

understand the French story” making it a much more pleasurable experience. She stated that she selects novels that students will identify with:

Based on their age and they are real stories based on facts, and so we talk about the human aspects of the story and the cultural aspects. So we have been traveling around the world, Russia, Belgium, Africa, and we talk about the different cultures and what it means to be a child in that culture.

Before, during and after the read-alouds, she encourages student talk and expects them to be involved in the reading process by using inferring, predicting and analyzing strategies. She believes that student discussions help develop abstract thinking and teach the students how to make more complex inferences and connections. In addition, Ms. Wilson models the reading process by re-reading the French text sometimes four or five times in order for students to really understand what it means. This strategy is an especially important skill to learn in French immersion since it is the students’ second language and the vocabulary and comprehension present many more challenges than in English.

According to her, read-alouds also help students learn the rhythm of the book, making the reading process easier and more enjoyable. “When I [read-aloud to] the kids, they say ‘It is fun because when I go home and I go to bed, I read [the same] book and I hear your voice Madame’.” Ms. Wilson knows that read-alouds motivate students to read in French and English because once she has finished a book, at least four to five students approach her and ask to read it or inquire on other books written by the same author or that focus on common themes.

Ms. Wilson also schedules time for silent reading every morning for 20 minutes and after lunch for 10 to 15 minutes, five days a week. She stated that students read in

English from September to November to get into the routine and learn her reading expectations. Then she introduces easy French books and by December students read in both languages. Ms. Wilson explained that, “I let them choose [the books they want to read] because I don’t want to frustrate them.” In addition, Ms. Wilson allows students to read ‘light literature’ such as comic books in her classroom. She explained that, “As long as they take the time to focus, to me that is the key.” She stated that when students read, she also reads or walks around the classroom to look at what they are reading.

Ms. Wilson does not have a formal home reading program but she ensures that students read in both languages by asking them to complete 15 to 20 book reports a year. Students choose books that interest them, write summaries, and create projects from a list of 75 options, such as writing a song about their book, creating a film, or making a poster. In addition, the students present their book reports to the class in such a way that their peers will want to read the books. Most of the work is done in class; however, if the students do not finish their book or book report during school hours, they must do it for homework. Ms. Wilson explained that these projects sometimes cause a lot of stress at home because the parents do not speak French and therefore cannot help their children. She expressed that it is very hard to convey to parents that, “it is all right for [their child] to not quite understand it, to not be perfect and just ask them questions about how they could do it.” In order to reduce student and parental stress at home, she helps students complete these projects by making sure that they are extremely well explained and by guiding them along the process during class time.

Ms. Wilson also provides her students with many examples of short texts such as expressing an opinion or writing a letter. Students read these texts, discuss the content,

identify the writing style and are then expected to write their own version in the same genre. Hence, reading, writing and oral discussions are all very much linked together in her class, promoting language development.

She promotes more intrinsic reading rewards than extrinsic rewards in the classroom. She believes that, “The [reading] reward is to be able to talk about [the book], to exchange ideas, to find oneself.” However, every year, she also gives one extrinsic reading reward to her students. After the parent-teacher interviews, Ms. Wilson tells every student to go to the French book fair in the school library and select a book that they want to add to their classroom library collection. She stated that she buys these books with her own money and not with the school’s budget.

In addition, Ms. Wilson organizes the francophone author and illustrator visits once a year in the school. She explained that their presentations are very expensive, but are well worth the cost because students become excited about the event and become motivated to read the authors’ and illustrators’ books.

Ms. Wilson is confident that she uses a variety of strategies that promote reading in her class. Yet, she explained that even though she is an experienced teacher, she still finds teaching reading challenging in French immersion. She stated that there is a lack of French student reading materials and teacher resources in the program. Ms. Wilson believes that the problem is not always a question of having more money to buy resources, but it is more a question of how the budget is spent. According to her, when cultural events come to the school, the French immersion Federal money is allocated to these events. She believes that the French immersion supplement should be used for

purchasing only French immersion books. She explained that the way the money is spent, “depends a lot on the administrator’s take on the use of the budget.”

In addition, she explained that French immersion teachers are left on their own to find appropriate books for their students. This task is very challenging since the language used in French books is often too difficult for the students’ reading levels. She stated that, “We really have to buy a resource once we look at it, but that takes a lot of time and research.... Like most of my spare time is spent on buying resources for the French immersion program.” Presently, Ms. Wilson feels overwhelmed teaching in French immersion because:

We have a lot of interruptions in our program, like we have two 45 minutes of strings, two 45 minutes of choir that are done in English, library more often than not that is done in English ... plus another five periods for the English program. So where I am supposed to teach 80% of my time in French, I am down to 50% and even at that, and with the assemblies that are in English, it is just like, I really feel strangled.

She believes that students need to be immersed in the language to learn how to read, write and speak it successfully. She stated that, “The school’s initiatives are not quite there for me, it could be much much more than it is.”

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

Ms. Wilson’s classroom was very organized and comfortable. One classroom computer was available to the students, and they had access to only French Google when they needed to read or do research. For audio equipment, she had one tape player and a few tapes in French. The classroom library was located at the back of the classroom and

the English and French materials were separated. She stated that she had purchased most of the 300 books herself and some were donated by the students' parents. She explained that 60% of the books are in French and 40% are in English. I observed that she had many different types of books in her collection: fiction, non-fiction, science books, novels, short stories, and cartoons. Some books were displayed openly for the students to look at. She explained that she does not rotate her book collection throughout the year. The materials have not been leveled, but she stated the latter was one of the school's objectives. Due to a lack of space, no carpeted area is available for to students to sit on.

Using Fractor, Woodruff, Martinez and Teale's (1993) criteria for the Grades 3 to 5 classroom libraries, Ms. Wilson's library would be classified as a basic to good library. There are at least four books per child, the classroom is well lit, students sit in their desks when they read, and there is sufficient room for at least three students to select books from the library at the same time.

Ms. Smith's Case

Ms. Smith is a Grades 4 and 5 French immersion teacher, and at the time that this study was completed, had been at the school for four months. She has been teaching for 37 years and French is her first language. When asked about her reading habits, Ms. Smith stated that, "I have always been a ferocious reader.... I make sure that I take one out in English and one in French. And that is an old habit because I grew up that way, through schooling."

Beliefs About Reading and Knowledge of Students' French Reading Habits

Ms. Smith stated that it is very important for French immersion students to read in French because it expands their vocabulary, it teaches them about different cultures, it

increases their knowledge base and it may even encourage some students to learn a third language. According to her, students often tell her that they prefer reading in English rather than in French. She explained that reading in French is more challenging for them because they often struggle with the vocabulary. She also stated that only 1 of her 22 students has parents who speak French at home. Hence, since most students do not come from French backgrounds, their parents cannot read with them in their second language; therefore, the students do not get the same reading support at home in French as they do in English. Also, students have very little access to French books outside of school such as at bookstores or the public library. Ms. Smith stated on a more positive note that, “at least school is one [place that] gets them to understand another language.”

Ms. Smith said that she does not believe that there are any differences between boys’ and girls’ reading preferences, stating that both sexes prefer fiction because it is easier to read compared to non-fiction. She said that they enjoy comic books, adventure stories, mystery novels, magazines and books dealing with sentiment. However, she has noticed recently that the students are slowly beginning to like non-fiction by doing research projects.

When asked if the students’ favourite reading materials are available to students in the classrooms and the school library, Ms. Smith responded affirmatively. She believes that the library has a good selection of books and that it has greatly improved over the years.

Promoting Reading and Reading for Pleasure in French

According to Ms. Smith, her students do a book exchange once a week for 40 minutes. She allows them to borrow two books, one in French and one in English. She

believes that students learn how to determine what books are appropriate for their reading level by letting them experiment by trial and error. She also stated that she helps students select books by recommending reading materials in French that are similar to those they read in English, by promoting books that are related to what is taught in class, and by referring the students to websites that they might like to explore and read. In addition, she said that the French author/illustrator visits to the school motivate the students to read in French.

Student and teacher read-alouds were identified by Ms. Smith as the best strategy to motivate her students to read. She stated that she has no set times for read-alouds during the week, but that when she notices the students are tired or when it is close to the end of the day, she reads to them in either English or in French. The students draw as they listen to her. She expressed that, “it is amazing how the brain and hand/eye coordination work together, sometimes the students get so involved in the story that they stop drawing and stare at me as I read.” Ms. Smith also encourages student read-alouds because they learn how to use different tones of voice as well as improve their pronunciation. Although she asks the students to voice their opinions during read-alouds, she does not require them to do so, preferring that oral discussions be low key and incidental.

Ms. Smith does not have a scheduled time for silent reading in class. She explained that when students have a few moments, either when they arrive first thing in the morning or when they finish their work, they can read French books that interest them. She believes that it is important for students to select their own books because, “if you are forever prescribing, you risk the chance of having [them] totally turned off.”

Furthermore, she is of the opinion that there is merit in reading 'light literature' such as comic books. Ms. Smith explained how:

Some individuals put their noses up and say that it is not proper literacy. I beg to differ because there are innuendos, there are play on words, there are so many figures of speech when you are doing that type of literature, you cannot deny the child from that.

Ms. Smith stated that when students read silently in class, she sits down and models good reading behaviour. She ensures that read-alouds and silent reading sessions occur approximately two to three times per week because, "some students learn better at reading on their own silently whereas others learn better when it is oral." In addition, she explained that she does not provide any extrinsic rewards in her classroom for reading because she, "wants children to read because they want to read."

Ms. Smith also does not have a home reading program. She explained that:

To force a parent to sit down with a child at quarter to seven when they know that in five minutes they have to take off with the next child, you know that is stress. It does not make it a pleasurable experience.

Moreover, she is of the opinion that book reports are the best way to, "kill interest in a book." She prefers that students have informal oral discussions with her about their book. For example, she will ask the students what they are reading and have them explain in 10 words what their book is about. She also mentioned that she promotes reading by having students research particular subjects studied in class.

However, Ms. Smith feels that she frequently faces many challenges teaching reading in French immersion. For example, she stated that there is a lack of French

student reading materials and teacher resources in the program because they are not as available in British Columbia and that they are more expensive than English resources. She explained that, “The programs that come forefront in English take about a year for the French to have. So that is a struggle.” She also commented that none of the books in French have been leveled in the school making it more difficult to determine which ones are appropriate reading materials for the students. In addition, Ms. Smith stated that she is left on her own to find the books she needs for her classroom.

All in all, Ms. Smith believes that the French language is not sufficiently promoted in the school. Ms. Smith said that she would like to have French speaking administrators, an increase in the number of French assemblies and more French resources. Ms Smith “hope[s] that the administration be more active concerning the French.”

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

Ms. Smith’s classroom was situated in a portable and it was quite a small and cramped space. Most of the classroom’s walls displayed her students’ English and French Social Studies projects. The teacher stated that, “They take pride in going over their stories that are up on the bulletin board and I encourage that.”

One computer was in the classroom but it was not connected to the internet. When using computers in school, she explained that she discourages students to press the translate button and tells them to use the French Google website. Ms. Smith would like to have more computers in the portable because it would increase the number of resources that would be available to the students without having to buy French books. In addition, having easy access to the internet in the classroom would motivate her to find on-line

teaching resources. One tape player and a speaker were found in the classroom and she stated that she has no stories or music tapes in French.

The classroom library was situated on one rolling book shelf. Ms. Smith stated that she has approximately 25 to 30 French books and a few English books available to her students. She explained that she rotates the collection using books from the library about once a month. There was a variety of books in her collection including magazines, cartoons, novels and non-fiction books. Students were expected to read at their desks.

Her classroom library would be considered basic according to Fractor, Woodruff, Martinez and Teale's (1993) criteria for Grades 3 to 5 classroom libraries because students sit in their desks to read, there is one book for each student to read, the classroom is well lit and three students at a time could be selecting books. However, there was no carpet in the classroom for the students to read on, no classroom books were leveled and no books were openly displayed.

Ms. Illing's Case

Ms. Illing has been the teacher librarian at the school for 2 ½ years and has a total of 6 years of teaching experience. She stated that she is bilingual and speaks mostly in French to the French immersion students. At the time of the research, she worked .42 at McMabb Elementary School a week and was also a teacher librarian at another school.

During the school year, Ms. Illing stated that she focuses mostly on professional reading related to completing her Master's in Education degree and on reading many of the library new book arrivals. She explained that she reads for pleasure in English, at home, during the holidays. She said that:

I really don't read French outside of school. Once in a while I will read a little bit of a section in a chapter book in French and get an idea of what it is about. Once in a while I will actually want to finish it, but not very often. It is not enough.

She stated that she finds it hard to read in French at home because her outside influences are in English. According to her, French, "is almost like a separate world."

Beliefs and Knowledge of Students' French Reading Habits

According to Ms. Illing, it is very important for French immersion students to read in French because they discover different cultures, learn new French expressions, and make connections between what they have learned in school and the real world.

Ms. Illing stated that students often tell her during their library book exchanges that they prefer reading in English than in French. She believes that the main reason is because, "A lot of the parents cannot share a French book with them. They are used to reading books with their parents and if they bring home a French book that their parents cannot read, then it is a bummer." She also explained that, "[French] is not part of their life, their movies, or their games. All of the other [home] influences that affect them are in English," making them less inclined to want to read in French than in English.

According to the librarian, the most popular books in the library are comic books and book translations. She encourages students to select 'light literature' such as magazines because she has observed that they motivate students to read, which in turn improves their reading. She also stated that students usually find what they like to read in the library; however, some books are in such high demand that they are sometimes not available to the students for months.

Ms. Illing explained that she selects French library books by replacing very popular ones that need refreshing, by making connections with the learning objectives in the curriculum, by talking to teachers, and by ordering reading materials from the author/illustrator visits to the school. However, she stated that she does not typically ask students what books they would like in the library.

Promoting Reading and Reading for Pleasure in French

The librarian stated that all English and French classes do a book exchange for 25 to 40 minutes depending on their weekly library period. In addition, every class, except the Kindergarten students, goes to the library nine extra times a year to be taught library skills. During these sessions, they learn how to find their way around the library, search for specific books and do research on the internet or a database. Ms. Illing noted that these sessions are, “all about books but not reading for pleasure” and that, “nine more classes in the year... is nothing when I put it like that.” Ms. Illing also explained that teachers vary in their book signing out requirements for students in the library. However, she specified that she always encourages the French immersion students to select at least one French and one English book.

Ms. Illing stated that she uses read-alouds most frequently with the younger students but rarely with the Grades 4 and 5 students because she is often not present at the school when they do their book exchanges. She also said that most of the stories in French are too long to read in one library session, whereas, in English, she has many short stories to choose from. According to Ms. Illing, read-alouds with the younger children promote student reading because they often ask to borrow the book that was just read or inquire about other books written by the same author. Further, Ms. Illing believes

that visits by French authors and illustrators motivate the students to read. She also reported that she encourages Grades 4 and 5 students to read in English by running the BC's Red Cedar Book Award Club. She mentioned that a similar program is available in French, called the 'Je lis tout.'

According to Ms. Illing, she faces many challenges promoting reading in French immersion. She explained that there is a lack of French books available to the students in the library because they cost almost twice as much as English books. Hence, when she purchases books, she typically gets fewer French books and explained that more money is needed to increase the number of French library books available to the immersion students. Ms. Illing also stated that it is difficult to find appropriate reading materials for the French immersion students because the language is often too difficult for their reading levels, due to vocabulary, verb tenses and French expressions. She realizes that when Grades 4 and 5 students do research:

They need to be able to understand [what they are reading] and paraphrase it, so that is the challenge because they do not want to go to the easy non-fiction section. They want to go to the big kids non-fiction section but then it is too hard.

In addition, Ms. Illing stated that the library has huge demands on it because of the increased student population and lack of space in the school. She explained that, "The resource room is using it in the mornings so then it is difficult to do a book exchange if other kids are working in the corner. I don't know what the resolution is to that."

Furthermore, she expressed that she does not have enough time to set up the library as she would like. For example, Ms. Illing stated that she has been trying to label her non-fiction books over the last year and a half to help the students find them more

easily; yet, has not been able to finish her project because of a lack of time. She also mentioned that, “There are a lot of books that are waiting to get processed, but we do not have enough time to process them.”

Organizing the School Library in Ways to Encourage Reading

According to Ms. Illing, the library is quite small for the student population. “It is about half the national standard size considering the number of students we have in our school.” When I entered the library, it was bright and colourful and felt inviting. Mostly English posters were up on the library’s walls. New English and French books arrivals were openly displayed around the library; however, few were displayed because of space constraints. Ms. Illing stated that she exhibits books because she believes that it motivates students to read. The school library also had a carpet for teacher-librarian read-alouds, and tables and chairs for students to work on and read at.

Ms. Illing reported that there are approximately 10,000 English books and 6,400 French books available to students in the library. She explained that:

It is never going to be exactly half and half because French immersion students are also using English books starting in Grade 3 because they start learning [English] in school. We have a program called ‘Accelerated Reader’ that monitors their level in reading comprehension in English. That is only done in English.

She also stated that the number of books available to students is in the average range for a library of this size but that number is misleading because a lot of the books should be removed from the collection since they are out of date. At the time the research, she was in the process of weeding the books that are too old and that are no longer useful to students.

According to Ms. Illing, the strongest area in the French collection is beginning fiction and picture books because it is the largest section of books in the library. When evaluating Grades 4 and 5 French reading materials, she stated that non-fiction was definitely the weakest area.

Ms. Illing explained that students can find French books in the library by selecting those that have a purple dot on the book binding. The French books are also separated from the English books. For example, students will find all of the easy non-fiction French books in one area of the library, whereas, all of the intermediate non-fiction French books would be found in another section of the library.

In terms of technology, the library has a total of 12 computers for students to use for research and to find library books. Ms. Illing stated that French Google is the only available current tool for students to search for articles. However, she expressed reservations about this site. She said:

I am trying to not have them Google things all of the time because you always get too much information and most of the time it is not appropriate and it is not even what they need. I really had a struggle finding stuff in French, there is tonnes of stuff for kids in English on the internet invented by people, filtered by people so you know it is safe and you know it will answer their questions for the curriculum, but there is just little to find in French, especially in immersion.

The librarian reported that she has finally found a French database called Encyclopedie Découverte by World Book that will help students find research articles in French.

All in all, Ms. Illing is of the opinion that she could do more to improve the school's library. She believes that she needs more time to label the books and weed out

old materials, more money to buy resources (replace old copies with newer attractive copies, increase the non-fiction section, and purchase more French resources), and more French software to help students look for research articles suitable to their needs.

Summary of McMabb Elementary School/ École Primaire McMabb

The following section summarizes the findings of McMabb Elementary School/ École Primaire McMabb. Readers are reminded that each individual in the study has a unique position in the school. Hence, comparisons are made between the common general themes that emerged from the participants' beliefs and teaching practices around reading in the French immersion program.

- The classroom teachers and the librarian are bilingual French speakers, and the principal speaks mostly in English to the students.
- All of the participants make reading a part of their daily lives.
- All four participants talked about the importance of students reading in French if they are in the French immersion program. The principal was the only individual who mentioned that reading is important because it is a pleasurable activity.
- The classroom teachers and librarian believe that French immersion students prefer reading in English, and the principal believes that they prefer reading in French.
- Many similarities were found between the teachers' and the librarian's responses when asked about the book genres that are popular with students. Ms. Wilson said that there are differences between the boys' and the girls' reading preferences, whereas Ms. Smith does not believe so. The two teachers and librarian stated that they allow the students to read 'light literature' in the classroom and library.

- Both Ms. Illing and Ms. Smith said that the students' favourite reading materials were available in the library.
- According to the participants, students have the same accessibility to the library, and the teachers and the librarian work together as a team to encourage students to read in both languages.
- Teacher read-alouds were identified by both teachers as the best strategy to motivate their students to read in French.
- According to the librarian, placing books on display is the best strategy to motivate students to read in French.
- Ms. Wilson schedules 30 to 40 minutes of silent reading a day, whereas Ms. Smith allows her students to read silently when they have a few moments of free time.
- Both teachers model good reading behaviour by reading aloud to their students and by reading themselves when their students read silently.
- Both teachers agree that students will more likely read and enjoy their experience if they select books that interest them.
- The classroom teachers stated that they reassure their students that it is acceptable to be at a different reading level than their peers. The teachers and librarian also teach the students a number of strategies to help them find books that are appropriate for their reading levels.
- Neither classroom teacher has an official French home reading program.
- Ms. Wilson has her students write book reports, whereas Ms. Smith does not.

- The Grades 4 and 5 teachers encourage their students to read in French by having them write research projects and short texts related to what they have read.
- The classroom teachers and the principal endorse more intrinsic forms of reading rewards and, Ms. Wilson also provides her students with books as an extrinsic reward for their good reading behaviour.
- Ms. Wilson organizes the French author and illustrator visits at the school. All of the participants mentioned that these visits motivate students to read in French.
- The principal stated that the school provides information to the parents regarding how they can support reading in both languages at home and that someone in the School District is in the process of leveling the French immersion student books.
- The teachers and the librarian expressed that they experience many challenges teaching reading in a French immersion school. All of the participants agreed that there is a lack of French student reading materials in the program and that it is difficult to find appropriate books for the students. In addition, both classroom teachers said that they are left on their own to find the resources they need for their classroom. The principal is aware of these challenges but is of the opinion that the French immersion program is improving over time and is aligning itself with the English track.
- According to the librarian, the library has 10,000 English books and 6,400 French books and is small for the student population. She expressed that she would need more time to organize it, more money to purchase French books, and more French software to help students find research articles suitable for their needs.

- At the time of the research, Ms. Wilson's classroom library had approximately 180 French books and would be classified as a basic to a good library using Fractor, Woodruff, Martinez and Teale's (1993) criteria for the Grades 3 to 5 classroom libraries.
- At the time of the research, Ms. Smith's classroom library had approximately 30 French books and would be considered basic according to Fractor, Woodruff, Martinez and Teale's (1993) criteria for Grades 3 to 5 classroom libraries.

Sir Wilford Laurier Elementary School/École Primaire Sir Wilford Laurier

Sir Wilford Laurier School has been a dual track school for four years. At the time of the research, 320 students attended the school and approximately one-half of the student population was enrolled in the French track. According to the principal, Ms. Gatrill, the majority of the student population comes from mid-socioeconomic backgrounds.

Ms. Gatrill's Case

Ms. Gatrill has taught for 20 years and has been an administrator for 12 years. It was her second year as the principal at Sir Wilford Laurier School. When I conducted the study, she stated that she speaks English to the French immersion students and will occasionally say a few words to them in French. She expressed that, "If I had a true inner goal, it would be to speak the language." Until then, she explained that she would continue to rely on the language skills of the French immersion teachers. When asked about her reading habits, Ms. Gatrill said that she reads in English and focuses most of her attention on professional reading at school and reads for pleasure at home. During school hours, she explained that she occasionally walks around the classrooms and listens

to students read and/or watches them do their work. From time to time, she said that she reads in English to the primary grades. She expressed that she would love to read to the French immersion students but cannot due the language barrier.

Beliefs About Reading and Knowledge of Students' French Reading Habits

Ms. Gatrill stated that it is critically important for French immersion students to read in French, especially at school because the majority of them do not come from French backgrounds and do not get a lot of French reading support at home. Ms. Gatrill said that the school's ultimate goal is to have students learn that reading is pleasurable. She explained that when students read in French, they improve their second language skills, which in turn creates many future opportunities for them.

Promoting Reading and Reading for Pleasure in French

Throughout the interview, Ms. Gatrill commended the staff for organizing the opportunities that promote student reading at Sir Wilford Laurier School. She explained that the librarian and teachers initiated a whole school reading initiative of 1 million pages to be reached by the end of June, 2008. Throughout the school year, the students recorded the number of pages they read everyday in French and in English, at school and at home. The librarian then tallied the numbers and with the help of the teachers, organized many events to celebrate the students' collective reading achievements. For example, Ms. Gatrill explained that one event was a Hall-Read In. At the end of the school day, all the students were invited to read in the hallway individually or with their reading buddies for 30 minutes. Another activity was the Family Read-In Evening. Students came to school in their pyjamas with their parents and listened to community members read English books to them. The principal also mentioned that when the

students collectively read over 300,000 pages, they were rewarded by watching their teachers and librarian performed an English Reader's Theatre in front of the whole school. In addition, Ms. Gatrill explained that students are rewarded individually by receiving certificates, medals and small prizes for their reading efforts. She stated that, "I come from a place where I do think that it is honorable to recognize kids for their achievement."

According to Ms. Gatrill, the school's staff work as a team to help each other promote reading and other subject areas in the school. For example, she reported that the librarian formed a Professional Book Club at the school, in which all teachers read and discussed Adrienne Gears 'Reading Power's' book. The principal also stated that she provides teachers with opportunities to team teach, which facilitates them sharing and learning new reading strategies and other teaching techniques from each other.

Even though both the administrators and the teachers work together to promote reading in the school, the principal is aware that the French immersion teachers face many challenges when teaching reading. For example, the principal stated that, "The French immersion teachers, at times, from my observations, have been really challenged to provide quality opportunities based on lack of resources." According to her, the shortage of French resources is partially due to the program only been present in the school for four years; therefore, the school has had little time to develop its French collection. Ms. Gatrill continued stating that, "French immersion resources are currently more expensive and will always be more expensive." She explained that the Federal Government provides money to the French program to compensate for the costly French materials and that she ensures that the school budget is equally shared amongst the

French and English stream. However, she mentioned that more funds are needed to increase the number of books available to the French immersion students.

Another challenge that Ms. Gatrill is aware of is that, “French immersion is a program that has come into an English Western world, and a lot of resources are not available or ready for them, or when they are, they are direct translations from English into French, and that is not the mandate to teach French immersion.” Hence, she recognizes that it is difficult for teachers to find quality resources that are appropriate for the French immersion students.

In addition, she acknowledged that a bilingual school administration would be an asset to the school:

I know that some of the staff feels this way. That modeling would be very powerful for kids. I also think the same for our teacher librarian, as much as I care for our teacher librarian, we are in the same boat, we are not bilingual and I just think that that modeling would be so valuable.

However, she believes that it is also important for all students to be exposed to English in a dual track school; hence, she relies on the French immersion staff to promote the French language and on the English staff to promote the students’ first language in the school.

Another challenge mentioned by Ms. Gatrill is her awareness that some French immersion students perceive they are lagging behind their peers who are in the English program. This perception creates concerns for both the students and their parents. The principal explained that:

Students defeat themselves in their thinking that they are not as good or not as smart because their rate of acquisition is just that much slower for them because they are working so hard in another language, acquiring a new language as well as learning skills for reading, so I think that there is a tension there.

Ms. Gatrill explained that the school is helping parents and students understand that they cannot compare English and French students' reading and academic achievements.

All in all, the principal believes that the French immersion staff and the entire school work effectively as a team to promote reading. She stated that the French immersion program is improving every year because the number of French resources is increasing, helping teachers promote reading in their classrooms.

Mr. Starlinni's Case

Mr. Starlinni, whose native language is French, teaches Grades 3 and 4 French immersion, has seven years of teaching experience and at the time of the research had been at Sir Wilford Laurier School for four years. He stated that reading is his number one hobby and does so in both languages for about 2 to 3 hours a day.

Beliefs About Reading and Knowledge of Students' French Reading Habits

Mr. Starlinni stated that it is crucial for French immersion students to understand French reading materials if they are to succeed in the program. He also believes that, "Reading and reading for pleasure go together...if it is pleasurable, we learn by reading."

Mr. Starlinni is of the opinion that French immersion students generally prefer reading in English than in French because it is their first language, it is easier and at the time of the study none of his 22 students speak French at home. However, he noted that the students also enjoy reading in French as long as the text is easy. He reported that

many boys in his class enjoy reading sports' books and that many girls gravitate towards relationship stories. He also believes that both sexes enjoy reading comic books and prefer fiction over non-fiction. When asked if the students' preferred reading materials are available in the school library, Mr. Starlinni responded negatively. He explained that:

There is a huge lack of books in French here. Most of the books are in English and often the students do not find the books they want in French, either because they have already been taken out or either because they do not exist in the library. It is a problem in this library.

Promoting Reading and Reading for Pleasure in French

Mr. Starlinni stated that he goes to the school library with his students for 30 minutes a week. Students can borrow up to four books from the library, two which must be in French. Mr. Starlinni is adamant that students select books at their reading level because:

Often, it is students who have [problems reading] that fail/drop out of the French immersion program. Not because they do not like French, they simply get too frustrated with the materials they read. So, if we give them a chance to read at their reading level, they will all have the chance to succeed.

He explained that he helps his students find books at their independent reading level by teaching them the Five Finger Rule. Students must randomly select a page and if there are more than five words that they do not understand, they know that the book is too hard. He noted that students find it difficult to apply this strategy regularly because they often select a book by looking at its cover page rather than by determining its reading level.

When students select more challenging books, Ms. Starlinni explained that he reminds them:

To look at the pictures because they often help the students better understand the text. Sometimes, when I see students trying to read a book that is too hard, I ask them to change it. I tell them that that they will read it next month when they will have improved their reading skills.

In addition, Mr. Starlinni teaches the students at the beginning of the year that students will be at different reading levels. He explained that:

I ask them get in line, ranging from shortest to tallest. I ask them, do you notice anything different in terms of height, hair colour, eye colour, and I compare these differences to the reading levels that they are at. Everyone is different. They understand right away that if someone is reading at a level 9 next to someone who reads at a level 30 that is OK. We are all different.

Mr. Starlinni reported that he expects his students to read their library books at home. He explained that he does not have an official French home reading program because parents often cannot support their children's reading due to the language barrier and/or because the students who dislike reading do not do so at home. Mr. Starlinni expressed frustration because he can control only the amount of reading students do at school.

Mr. Starlinni believes that the best strategy to motivate students to read in French is by letting them choose their own reading materials, be it "cartoons, magazines, [or] novels" because "once they have chosen their own book, they really work hard to read it and understand it. I hardly ever have to push them because they are motivated by their choice." He is of the opinion that:

It is a waste of time to have the same book for everyone to read in class because many students will not enjoy the topic, [and] others will not be able to read it successfully. I believe that that is what causes students to become not interested in learning French in French immersion. Some teachers have still not understood that that strategy causes more problems than benefits.

Mr. Starlinni explained that he does not have a scheduled time for French sustained silent reading (SSR) because, "I have noticed that at that age, many students do not read during those periods." Even so, he stated that he allows for SSR for about 2 to 10 minutes, three times a week and models good reading behaviour by also reading silently during this time.

Mr. Starlinni stated that he prefers when students read in French with partners because then he is sure that they are reading. He explained that he has his students read-aloud to each other in groups of two to three for 40 minutes a day. Sometimes students are grouped together who are at the same reading levels and other times he organizes multi-leveled groupings. During the read-aloud sessions, a leader guides the group, asking his/her peers to make predictions, answer questions and orally summarize the story. As students are reading, Mr. Starlinni explained that, "I often stay with one group and I ignore the rest of the class because I can make sure that they are doing their reading activity properly and have the feeling that we have accomplished something together." Once the read-aloud period is over, the students are provided with another 40 minutes to work together and summarize what they have read in written form. Mr. Starlinni stated that he tries to read all of the books in his class in order to help students write their summaries.

Mr. Starlinni also mentioned that he reads stories aloud to his students. Before beginning to read, he provides the students with background information about the book and asks them to make predictions and form personal connections with the story line. According to him, these strategies improve students' reading comprehension and increase their interest level.

In addition, he organizes Buddy Reading sessions. During this time, students read to either older or younger students depending on their reading levels. For example, strong Grade 3 readers read to Grade 5 students and weaker students read to Grade 2 students. According to Mr. Starlinni everyone is happy in this situation. He also stated that the students complete book related activities (summaries, book writing, drawings, opinion sharing) with their buddies.

Mr. Starlinni prefers that the students read for intrinsic versus extrinsic reasons. He stated that:

The prize they get is when they have successfully read a book of their choice to their partner, when they have successfully summarized the main ideas of their book to their partner, and when they have successfully written their summary and have successfully read it to me. Their prize is their pride, to go from one reading level to the next.

However, Mr. Starlinni stated that he occasionally rewards students extrinsically for their good reading behaviours by letting them watch French DVD's.

Mr. Starlinni explained that he receives some support from the school to teach reading to the French immersion students. For example, he mentioned that the school's principal allows teachers to team teach, "promoting the sharing of resources and

knowledge and pedagogical skills between teachers.” Another form of support mentioned by Mr. Starlinni is that the French stream has a French Learning Resource teacher who provides Guided Reading lessons to French immersion students struggling with reading. In addition, the Learning Resource teacher, with the help of the school District, has been leveling the French books in the school and organizing them in a centralized room for easy and equitable access. The District has also created an internet website that lists all of the leveled French titles, enabling teachers to independently level their classroom books.

Despite all of the strategies that Mr. Starlinni implements in the classroom and the support that he receives from the school, he identified many challenges teaching reading in the French immersion program. Mr. Starlinni stated that there is a lack of French student reading materials and teacher resources in the school and that, “It is difficult to find resources for French immersion students. Often, we buy books from a program, and then we realize that they do not work with our students because they are either too difficult for them or not interesting enough for them to read.” Mr. Starlinni explained that he often creates his own reading resources to meet his students’ needs. In addition, Mr. Starlinni stated that it is often very difficult to teach English students how to read in French and learn all of the other subject matter in five hours a day. Furthermore, he believes that it is unfortunate that the administrators do not speak French; and are thus unable to fully promote reading in French.

According to Mr. Starlinni, even though some improvements have occurred in the French immersion program, many more still need to take place. He believes that more funding is required to purchase French books and invite French authors to the school. In addition, he would like more support to find appropriate French immersion reading

materials and believes that students would benefit greatly if they were exposed to French speaking administrators.

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

Mr. Starlinni's classroom was very organized during my observation session. A variety of fiction and non-fiction reading materials were leveled and accessible to students in the classroom and many were openly displayed. He stated that he has approximately 400 French books and only about 10 English books in the classroom because, "I try and promote French to the maximum; it is the only place that they can read and speak in French." Mr. Starlinni mentioned that he changes his collection throughout the year when he notices that the students have read most of the books. He believes that students have a big selection of books to read in his classroom; yet, it could be bigger. He reported that most of the books in his class were purchased by the school and bought using Scholastic Book Club points.

Many French posters were posted on his classroom walls, including a sound dictionary and posters relating to the students' French reading materials. The classroom had one computer, one projector, some French CD's and DVD's, one television and a tape recorder. Mr. Starlinni stated that the French Google is the only software available to the students to do research on in the school.

Using the criteria developed by Fractor, Woodruff, Martinez, and Teale (1993) to evaluate classroom libraries for Grades 3 to 5, Mr. Starlinni's classroom library has elements from all three categories (basic, good and excellent). His library has at least eight books per student, the books are organized by genre and levels and many are openly

displayed. However, a library corner with partitions allowing students to read on a carpet or a sofa would be needed for his library to be considered excellent.

Mr. Bordeau's Case

Mr. Bordeau is a Grades 4 and 5 bilingual French immersion teacher and has been working at Sir Wilford Laurier School for 4 of his 20 years of teaching experience. He stated that he reads for about 1 ½ to 2 hours a day and enjoys reading a variety of literature in both languages.

Beliefs About Reading and Knowledge of Students' French Reading Habits

Mr. Bordeau believes that reading is the most important skill that French immersion students need to learn because it enables them to acquire a second language, to develop feelings of independence and self-worth, and to gain cultural knowledge. However, he stated that the French immersion students prefer reading in English because they often struggle with vocabulary when reading in French. In addition, he mentioned that only 2 of his 29 students have parents who speak to them in French at home; hence, most students do not get French reading support at home, probably decreasing their motivation to read in their second language at home.

When asked about the Grades 4 and 5 French immersion students' preferred reading materials, Mr. Bordeau stated that both sexes like non-fiction more than fiction, that boys tend to enjoy reading high interest, low vocabulary books such as comics and animal stories, and that many girls prefer reading books that focus on interpersonal relationships. In addition, Mr. Bordeau explained that even though the school's library collection is growing every year, students find French books that interest them about 60% of the time, which in his opinion is not a very good percentage.

Promoting Reading and Reading for Pleasure in French

Mr. Bordeau said that his students go to the library once a week for an hour, select up to four books, of which two must be in French, and then read silently for the remainder of the time. During the library book exchange, Mr. Bordeau explained that he helps struggling readers select their books because, “The children who are independent readers have no problem, they are quickly able to scan a text, read a couple of pages, know if it too hard or too easy, and make their choice. They have spent time at it.” He stated that he usually sits down and listens to struggling readers read or simply looks at their book selections. Mr. Bordeau stated that he does not mind if the students read ‘light literature’ such as magazines and cartoons, as long as they can successfully read the materials on their own. However, if he notices that the books chosen are too challenging, he recommends easier ones and/or warns the students that if they sign them out, they may struggle reading them. Mr. Bordeau reported that the students’ self-esteem is often affected negatively when he interferes with their book selection because, “They want to be cool, they want to be with it, and show that they can read. It is a little difficult for them.” Once all students have found appropriate books, Mr. Bordeau said that he models good reading behaviour by reading silently in the library. Furthermore, he stated that students have the opportunity to read their library books silently in class once they have finished their work.

Mr. Bordeau reported that the students’ home reading program consists of having them read their library books. He said that, “The kids who can read just fly with the library books. I have tried to implement reading programs with some of the kids who are struggling readers and there is not much follow up at home, so I can only do so much

here.” He expressed frustration about how little control he has over some students’ French reading habits at home.

According to Mr. Bordeau, read-alouds are the best strategy to motivate students to read. He explained that throughout the school year, he provides the students with a copy of three French novels that he believes are of interest to them and that are not too challenging for them to read. During the teacher and student read-aloud sessions, he encourages them to discuss the story, make predictions, ask questions and examine new vocabulary. He stated that students enjoy these books because he sees many of them regularly selecting other books from the same series at the library.

Once each book has been read in class, students individually write a book report, which includes a summary, a critique and a list of vocabulary definitions. Mr. Bordeau explained that towards the end of the year, when the students are more independent, he expects them to read two books of their own choice and write French book reports. No student presentations derive from the book reports.

Mr. Bordeau also promotes reading in French by having students perform French plays. Once a year, students record their written text on tape, create puppets and present their plays to other classes. He stated, “I have not yet had a way to find kids practice the same text over and over to perfection. They will do this for this, not for anything else.”

Another strategy that Mr. Bordeau uses to promote reading is to have students read teacher-selected texts every week. He explained that students first read the text independently and then listen to him read it, focusing on the content, vocabulary and sentence structures. Afterwards, they complete comprehension questions, read other materials related to the same topic and then write their own text in the same style. He

stated that, “We get a lot of mileage out of one of those assignments.... Those are basically part of my reading program. We do the same type of thing when we pick up a Social’s book. I will have them pre-read, I read it, and then we discuss the vocabulary and they go on.” Mr. Bordeau also has his students read documents on the internet to complete French research projects. He explained that he determines the amount of French reading students do in school and at home by having them complete book reports, research projects and reading assignments. In addition, he stated that he does not provide them with extrinsic reading rewards because he believes, “That the benefits of reading are felt as you learn to read.”

Mr. Bordeau identified some forms of school support that help him promote reading in the French immersion program. For example, he stated that the librarian runs a French and English reading book club that encourages all students to collectively read 1 million pages by the end of June 2008. However, he observed that, “It is the same kids that are checking out books from the library that are the ones who are going for that [goal]. It tends to be the kids that enjoy reading.” Hence, he noticed that not all students are motivated to read in this club.

Even though Mr. Bordeau mentioned that the French immersion staff receives some support, he is of the opinion that not enough is provided to promote reading in French. For example, he explained that that there is a lack of French reading materials in the school and that increasing the number of resources, “Is something that needs to be a priority. Reading is the skill. The books need to be in the library. All of those things are very slowly coming.” He expressed that he would like to see how the budget is spent in the school to ensure that this goal is progressively being met. Furthermore, he stated that

French books are more costly than English books and that finding the right reading materials for Grades 4 and 5 students is difficult because:

At this age, there is a great potential to have a big difference between their ability level and interest level. And their interest level is increasing at a faster rate than their ability is. So, you need to find materials that are really interesting but that are not technically challenging.... Those are rare novels.

In order to compensate for a lack of resources, Mr. Bordeau said that he uses the resources that he has accumulated over the years and adapts them to meet his students' needs.

Mr. Bordeau made a few suggestions that he believes would help French immersion teachers promote reading in school. He stated that having a French speaking librarian would encourage students to read more in French and that it would be beneficial to have a French immersion department head in the school to organize French activities, such as French author visits and French book orders as well as to help teachers find French resources. He also stated that the library would need about \$100,000 in order for it to purchase enough books to make the French collection equivalent to the English collection. Overall, Mr. Bordeau stated that more support is needed in order to effectively teach reading in the French immersion program.

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

During my observation period, Mr. Bordeau's class was organized, neat and welcoming. French verb posters and students' book critiques were displayed on the walls. Mr. Bordeau's library consisted of a rolling cart, one side containing English books and the other side French books, all of which were purchased by the school or with Scholastic

Book Club points. He explained that he leveled the French books with a black sticker for stronger readers and a yellow sticker for weaker readers and does not rotate the collection throughout the year. A number of published leveled books were also found along the windowsill. He stated that students have approximately 800 books in French and 400 books in English to select from in the classroom, including both fiction to non-fiction. In terms of technology, one overhead projector, one CD player and two computers were found in the classroom. Mr. Bodeau expressed that he would like to see more technology purchased for the French immersion program since students have only French Google to use to conduct research.

Mr. Bodeau's classroom library is considered basic to good according to Fractor, Woodruff, Martinez and Teale's (1993) Grades 3 to 5 criteria. Even though students have many leveled books to select from, there was not a designated area for the classroom library. Although the teacher stated during the interview that books were usually openly displayed, none were presented in this way to the students when I conducted my observation.

Ms. Griffith's Case

Ms. Griffith has been the Sir Wilford Laurier's School librarian for the last 5 of her 15 years of teacher librarianship experience and worked 1.5 days/week at the school at the time of the research. She stated that she speaks mostly in English to her students but will occasionally say a few French words to them. However, she said that she can read French to herself and understands the French language quite well. She voiced that she would like to improve her oral reading skills in order to read in French to the French immersion students.

When asked about her personal reading habits, Ms. Griffith stated that she tries to read many of the new French and English library books in order to promote them during book talks and read-alouds. She also expressed that she is an avid reader during her leisure time, stating that, “I probably have about six different English books on the go at home right now.... I could not imagine my life without reading, it would be like not breathing.”

Beliefs About Reading and Knowledge of Students' French Reading Habits

Ms. Griffith stated that the French immersion students' academic success depends largely on being able to read; hence, she is of the opinion that it is very important for them to read regularly in French. She believes that one-half the French immersion population prefers reading in English and that the other half prefers reading in French because some students receive reading support at home and/or enjoy reading in French because they are proficient at it.

According to Ms. Griffith, she has learned from experience that many Grades 4 and 5 boys love to read comic books, that many girls prefer reading novels and that both sexes like non-fiction. When asked if the students' favourite reading materials are available in the library, Ms. Griffith responded affirmatively. She also stated that she does not mind if they read 'light literature' because “I just want them to read, and I encourage non-fiction, fiction, magazines, even graphic novels to a point, comic books, whatever, just read. And then, as time goes by, I do try to steer them towards more quality books and things like that.” She explained that she selects the French library books by looking for ease of the language, by examining the quality of the illustrations, by determining if the content will appeal to the students, and by identifying if the subjects

are taught in school. She also stated that she occasionally asks the French staff to purchase French books for the library if she knows they are going to a conference.

Promoting Reading and Reading for Pleasure in French

Ms. Griffith reported that all classes visit the library at least once a week for a 30 minute book exchange session and that some classes go for additional classes to be taught library skills. During the book exchanges, she encourages French immersion students to select both French and English books and she teaches all students a number of book selection strategies such as the Five Finger Rule. Furthermore, she reminds them to look at the book covers and ask themselves the following questions when selecting books: Is it cool? Does it appeal to me? Have I heard about this author or read this author before? Is it a subject that interests me? Was it published not too long ago or is it really old? She also stated that she reads English books aloud to her students and recommends French books, with the occasional help from the French teachers. According to her, the best strategy to motivate students to read is book talking during read-alouds because, “if you get excited about what you are reading or what you are talking about, then they get excited too and they all want to read it.”

Ms. Griffith reported that she has initiated a number of reading activities and reading goals with the help of the teachers to promote reading at school and at home, in both French and in English. As stated previously, she runs a school wide Reading Book Club in which all students and staff members try and collectively read 1 million pages by the end of the school year. She believes that, “The main reward is that they read and become more literate, and hopefully, they become more excited about books.” In addition, she explained that she has organized a Hall Read-In, a Family Read-In Evening

and an English Teachers' Reader's Theatre to reward students for having collectively reached mini-reading goals throughout the year. She made an observation that, "Next year when I do [the Family Read-In] again, I will make sure that I have at least one French reader." In addition, she provides students with prizes when reaching individual reading goals (e.g., a bookmark for reading 250 pages, a pencil for reading 500 pages).

Furthermore, Ms. Griffith stated that she runs a Teachers' Book Club to examine Adrienne Gear's 'Reading Power' book. She said that even though the discussions are in English, the book is now available in French. During these sessions, the teachers and librarian talk about the strategies that they want to collectively use in the school to promote reading.

Organizing the School Library in Ways to Encourage Reading

During the observation period, the school's library appeared spacious, organized and inviting. The library had two couches, an area for teacher librarian read-alouds, many chairs and tables, some French stories on tape and two computers for students to use to do library book searches. Many English and French reading posters were displayed on the walls as well as posters indicating the students' rewards for reaching reading goals. Ms. Griffith expressed that she would like to have more French posters in the library but that they are not as available as the English ones. She also stated that she puts literature on display to entice her students to read; however, more English than French books were found to be openly displayed on the shelves.

According to Ms. Griffith, the library has approximately 10,000 English books and 2,000 to 3,000 French books. She stated that there is a lack of French student reading materials in the library because the school has been a dual track school for only four

years and typically French books cost more money than English books. She mentioned that since French books are so costly, she would need double the French budget to make the library book collection equitable between both the English and French tracks. In addition, she noted that since students' reading levels are a couple of years behind regular French speakers, it is difficult for her to find French books that are interesting and yet not too difficult for students to read.

Ms. Griffith believes that the strongest area of the French library collection is for the more proficient readers because there is a greater selection of books to choose from compared to the younger students' selection. She also stated that the library has a variety of non-fiction and fiction books; non-fiction being the weakest area in both the English and the French streams. Although the French and English reading materials are mixed together in the library, students can identify the French books by looking for red tape on the book bindings.

All in all, Ms. Griffith is of the opinion that a greater budget is needed to increase the number of French reading materials available to the students in the library and that more support is required from the District to help teachers and librarians find appropriate French immersion resources. Furthermore, she stated that improving her French reading skills would help her purchase French books and promote them more effectively. Until then, she said that she will continue collaborating with the French staff to meet the French immersion students' reading needs.

Summary of Sir Wilford Laurier Elementary/School École Primaire

Sir Wilford Laurier

The following section summarizes the findings of Sir Wilford Laurier Elementary School/ École Primaire Sir Wilford Laurier.

- The classroom teachers are bilingual French speakers. The librarian and school principal speak mostly in English to the students but stated that they would like to learn French in the near future.
- All of the participants in the study were adamant about the importance of French immersion students reading in French. Mr. Starlinni and Ms. Gatrill were the only two individuals who mentioned that reading is important because it is pleasurable.
- All of the participants stated that they enjoy reading and do so regularly at school and at home.
- When asked if French immersion students prefer reading in English or in French, answers varied amongst the teachers and librarian.
- Many similarities were found between the classroom teachers' and the librarian's responses when asked what book genres are popular with the students. However, some differences were found when identifying what boys and girls like to read. According to Mr. Bordeau and Ms. Griffith, many girls tend to select more novels than boys and stated that both sexes prefer reading non-fiction more than fiction. However, Mr. Starlinni said that both sexes enjoy reading fiction more than non-fiction. In addition, all three individuals stated that it is acceptable for students to read 'light literature.'

- Both classroom teachers believe that there are not enough of the students' favourite reading materials in the library. However, the librarian is of the opinion that students generally find the material they are interested in reading in the library.
- All French and English classes visit the library for at least 30 minutes a week and both the teachers and librarian encourage students to select French and English books during this time.
- Both teachers and the librarian use a number of strategies to encourage students to select books that interest them and that are at their reading level.
- Mr. Starlinni identified student choice, Mr. Bordeau stated that read-alouds and Ms. Griffith mentioned book talking during read-alouds as the best strategies to motivate students to read in French.
- The librarian and the two teachers said that they frequently use read-alouds to promote student reading.
- Both classroom teachers have no scheduled silent reading sessions in their classrooms. Yet, when the students read, the teachers model good reading behaviour by either reading or helping their students read.
- Mr. Bordeau selects many of the students' reading materials during student and teacher read-alouds and reading activities; whereas, Mr. Starlinni generally has the students select their own reading materials.
- Mr. Starlinni has his students read-aloud in small groups for 40 minutes a day and then they complete writing activities related to their reading.

- Both classroom teachers require their students to do a number of oral and written activities that demand a certain amount of reading, such as book presentations and written book reports.
- The teachers stated that their classroom home reading program consists of having the students read their library books.
- No French authors or illustrators have visited the school this year due to a lack of funds.
- All of the participants prefer that the students read for intrinsic versus extrinsic reasons; however, the school rewards students both intrinsically and extrinsically (book-related incentives and unrelated-reading rewards) when achieving certain reading goals.
- The librarian is mainly responsible for organizing the schools' reading goals and reading activities. She is also responsible for running a teachers' book club that focuses on promoting the use of reading strategies in the school.
- All of the participants expressed that some improvements have occurred in the French immersion program over the last four years, such as the leveling of French books. However, the teachers and the librarian stated that they still experience many challenges teaching reading in French. They explained that there is a lack of French student reading materials, that French books are very difficult to find at the students' reading levels and that they feel left on their own to find them. The principal is aware of these challenges and commends the staff for their team effort and commitment in creating reading opportunities for the students with the current resources at the school.

- According to the librarian, the library has 10,000 English books and 2,000 to 3,000 French books. She expressed that a greater budget is needed to increase the number of French reading materials available to the French students in the library.
- At the time of the research, Mr. Starlinni had approximately 400 French books and about 10 English books in his classroom. His classroom library has elements from all three categories (basic, good and excellent) based on the criteria generated by Fractor, Woodruff, Martinez and Teale's (1993) for Grades 3 to 5 classroom libraries.
- At the time of the research, Mr. Bodeau had approximately 800 books in French and 400 books in English in his classroom library, which is considered basic to good according to Fractor, Woodruff, Martinez and Teale's (1993) Grades 3 to 5 criteria for classroom libraries.

Saint-Anthony's Elementary School/École Primaire Saint-Anthony

Saint-Anthony's School is classified as an inner city school and has been a dual track school for over 25 years. During the present study, 260 students attended the school of which 43% of the student population was enrolled in the French immersion program.

Ms. Cruda's Case

Although, at the time of the research, Ms. Cruda had been Saint-Anthony's School principal for only six months, she has been an administrator for six years and has 25 years of teaching experience. She stated that she speaks mostly in English to the French immersion students and occasionally says a few words and sentences to them in French. She mentioned that even though she understands most of what French speakers say, she intends to improve her spoken French by taking courses over the summer, stating

that, “I would feel much happier if I was able to speak back.... That would be really great.” When asked about her personal reading habits, Ms. Cruda said that she is a member of a professional book club as well as a leisure book club. She expressed her love for reading in English and said that, “My favourite day would be having a whole day to read. That would be great.” During school hours, Ms. Cruda explained that she does not typically read-aloud to the students; however, she mostly listens to Reading Recovery students read in English and occasionally listens to the French immersion students read when visiting their classrooms.

Beliefs About Reading and Knowledge of Students’ French Reading Habits

Ms. Cruda believes that it is very important for French immersion students to read in French in school and at home. She stated that reading in their second language promotes their oral language development, improves their reading comprehension and teaches them about different cultures. However, she learned from having talked to the librarian that French immersion students typically prefer reading in English than in French because most children come from English backgrounds, find the English language easier to comprehend and have more access to English literature outside of school.

Promoting Reading and Reading for Pleasure in French

According to Ms. Cruda, the school focuses on the everyday reading that students do in the classroom and at home, and explained that no special school days or school activities were designated towards reading. She stated that teachers decide on the individual or collective reading goals they want their students to achieve and the rewards given when those goals are met. For example, Ms. Cruda mentioned that in some classes,

teachers provide their students with reading certificates or have a pizza party when students have read a certain number of pages.

When asked about her personal philosophy about offering reading rewards, Ms. Cruda stated, “I am not real keen on the food idea. I would rather have it internalized. We all want that.... The pizza is an exception. It is just a lunch.” She is not fond of providing students with reading certificates or other extrinsic forms of reading rewards because:

We found that they do not seem to have as much meaning to the kids as what we had thought. We started thinking about that too.... Are they behaving because of the certificate or because they are actually doing the right thing? And so for reading and for other things like that, we don’t rely heavily on big incentives and certificates.

However, she said that, “If the whole class wants to read a certain number of books for a class incentive that is great, but individually, I would hope that we would do not have to give rewards for just reading.”

According to Ms. Cruda, many school and district initiatives help French immersion teachers promote reading. For example, she stated that she writes literacy tips in the school’s monthly newsletter to help parents support the students’ home reading programs. Ms. Cruda also reported that the School District has hired a French Learning Support teacher to help French immersion teachers level all of the students’ reading materials and make them more accessible and identifiable to students and staff by placing them into bins. In addition, the Learning Support teacher is also in the process of conducting a District wide study to identify the reading levels that French immersion students should be reading at at each grade level and describe how fast the students

should progress through the reading levels. Ms. Cruda stated that, “The teachers are so excited about this... because that is what research says. I went to a Richard Allington conference this summer and he said to have kids read at their level. So, that is what we are doing in the French immersion program.”

Furthermore, Ms. Cruda stated that she provides both the French and English teachers with collaboration time one afternoon a month. During this time, she takes their classes to the gym or hires substitute teachers to allow them to plan together. She explained that:

The teachers were so excited about [the leveling of books] last Friday that they have asked me for another afternoon and I just pulled money from our school to give them the afternoon to work together on leveling books. I am supporting them because they are really keen about this right now.

In addition, if a teacher wants to observe another teacher in the District, Ms. Cruda said that she will support this collegial observation by hiring a substitute teacher. She is of the opinion that the French immersion staff know their needs better than she does; hence, she lets them guide her and supports them as best she can.

Despite these forms of support, Ms. Cruda realizes that the French teachers face challenges teaching reading in the French immersion program. She explained that even though the French stream receives additional funding from the Federal government to cover the extra cost of French books, the teachers believe they do not have enough money to buy the resources and reading materials needed to teach the students how to read. She expressed that, “That is the challenge, finding enough money to support this leveled book program, guided reading, right now in French, because they want to do it, they are keen

about it, but Ms. Scannel is saying, I need more books. And we kind of divvied up the money, [and] it is kind of spent.” In addition, Ms. Cruda reported that the Reading Recovery Program does not exist in French at the present moment and that more learning assistance time goes towards the English track because they have greater needs for this service than the French track. Ms. Cruda stated that she is aware that the French immersion teachers would like to have these services available to them; however, due to budget constraints and lack of availability, the services were not presently accessible to the French program.

Ms. Cruda believes that even though the French immersion teachers face challenges teaching reading, improvements are occurring within the program. She is also of the opinion that the teachers overcome these difficulties by cooperating and communicating effectively together, and by using their resources and skills to successfully meet their students’ reading needs.

Ms. Leving’s Case

Ms. Leving, whose native language is French, is the Grades 3 and 4 French immersion teacher, has 32 years of teaching experience and has been teaching at Saint-Anthony’s School for nine years. When asked about her personal reading habits, Ms. Leving stated that she loves reading in both English and French; however, she reads a lot for her work and would really love to find more time to simply read for pleasure at home.

Beliefs About Reading and Knowledge of Students’ French Reading Habits

Ms. Leving believes that it is essential for French immersion students to read in French because it helps them master the language, learn the curriculum and discover new cultures. Yet, she has noticed that the students generally prefer reading in English

because French books are often above their reading level, making them too challenging to read. In addition, she stated that only 2 of her 20 students speak French at home; hence, most students are not provided with reading support at home, often making them less interested in reading in their second language. When asked about the Grades 3 and 4 French immersion students' preferred reading materials, Ms. Leving stated that many girls like reading books about friendships, boys typically prefer sports themes, and both genders enjoy reading cartoons, adventure stories and non-fiction. She mentioned that the students generally find their preferred reading materials in the library and classroom; however, some books are not always available due to their popularity with the students.

Promoting Reading and Reading for Pleasure in French

According to Ms. Leving, the best strategy to motivate students to read is by bringing them to the library once a week and allowing them to choose two French library books. During these visits she reminds the students to select books at their reading levels by looking at the length and the size of the print (although she noted that the smaller the writing does not always mean the more challenging the book) and by choosing non-fiction literature that was taught in class, making the content easier to understand. Ms. Leving explained that students often do not use these strategies because they frequently select books based on the illustrations and not on their reading levels. When she notices this situation, she tells the students to either skip the words they do not understand in order to get the gist of the story, to read the story again, or to simply find another book at their appropriate level.

Ms. Leving reported that her students also select two to three classroom library books a week in one of the three reading levels (red: beginner; green: intermediate; and

yellow: advanced) assigned to them for their home reading program. She explained that some students, “believe that [being appointed reading levels] is extremely unfair, because it is only at the third level, the yellow level, that there are cartoons. They would love to read those books, but many of them are not able to read at that level yet.” She explained that the home reading program consists of having students read French books from September to December and then English books for the remainder of the school year because 20% of the Grade 3 curriculum must be taught in English. She also stated that she rarely lets her students read the books silently in class because they are weak readers; however, she allows them to read with a partner for 30 minutes, three times a week, for one-half of the school year. After every reading session, students record the number of pages they have read on their Reading Record Sheet and once they have finished reading their book, they complete a brief book study, which includes identifying the title, the author(s), and the illustrator(s), and writing a short summary and critique of the book. Ms. Leving reported that when students read in class, she waits for them to approach her to review their written reports and sign their Reading Record Sheet. She stated that few discussions arise from the home reading or from the pleasure reading done in the classroom.

Furthermore, every time students read 20 books, Ms. Leving rewards them with prizes, such as stickers and small toys. She also gives them a ribbon indicating the number of books they have read and has them display it under their name on the classroom wall. Ms. Leving is of the opinion that the extrinsic rewards motivate her students to read.

Ms. Leving stated that she often reads aloud the students' textbooks because they frequently find them difficult to understand independently. In addition, she said that she occasionally reads stories to the students when there is some free time in the day.

Another strategy that Ms. Leving believes promotes student reading is having them learn new songs. She explained that:

When the songs are written, the students look at the words, they pay attention to what is written and sing along. I also like to have them sing songs with missing words and they have to figure out what word goes where. They really get motivated to learn and read these songs.

She also encourages student reading in her classroom by having them perform French and English plays. She stated that the students, "are extremely motivated to read the plays because they have to learn their lines by heart." Moreover, Ms. Leving stated that the students individually read a rhyming text to her every week that focuses on a specific phonetic sound. She explained that the students get very motivated because the rhythm of the text helps them successfully read them to her.

Despite all of her efforts promoting reading in her classroom, she finds teaching reading in French immersion to be challenging. For example, she stated that it is very difficult to find reading materials that both interest the students and that are at their reading levels because the texts are frequently either too hard to read, or are not interesting for the students' age. She stated that she finds the students' reading materials by looking for them in catalogues or on the Internet on her own free time and/or with the help of other French immersion colleagues during school hours. She also occasionally borrows French and English books from the School District when she needs extra

resources that are not available in the school. However, when she does not have the reading materials necessary to teach the curriculum, she uses what she has by selecting sections in the textbooks that students can read independently and/or creates her own student resources by “rewriting [a certain section of a book], shortening it, and simplifying it so that my students can read and understand the material written,” which is, according to her, a very time consuming process.

Other challenges that she presently faces teaching reading in French are that the school does not have enough funds to purchase the number of leveled French books necessary to implement a Guided Reading Program in her class, does not have the money to increase the library’s French book collection, and cannot afford to invite French authors and illustrators into the French immersion classrooms. In addition, due to budget constraints and greater English stream needs, she stated that the school allocates .3 learning resource teacher time for struggling French immersion students compared to 1.5 for the English program. She explained that the unfortunate result is that when the French immersion students are not successful readers or language learners, “we have no resources, so we send them to the English stream.”

Ms. Leving proposed a solution to all of these budget problems. She believes that it would be beneficial for French immersion teachers and students to be centralized into one French immersion school in the district. She explained that, “Everything would be in French, this is an ideal world, the administration would need to speak French, the assemblies would be conducted in French, the Pro D days and meetings would be in French, plays would be in French... It would be easier for teachers.” In this way, all of

the resources, school budget, Federal funding and programs would be united, further supporting teachers to promote French reading and language development in the school.

Ms. Leving is of the opinion that the school's administration is very supportive towards the French immersion program. However, she believes that the government should increase the French budget in order for French immersion teachers to implement a more pedagogically sound reading and language program in the school.

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

In Ms. Leving's classroom, she had a carpeted area for up to four students to read on, books openly displayed around the classroom and many French posters from a variety of subject areas displayed on the walls. In addition, student ribbons were located on a board indicating the number of books that each student had read since September 2007. It was observed that some students had three ribbons under their names, showing that they had read 60 books, whereas, other students had no ribbons placed under their names.

Ms. Leving explained that she organized the classroom's library books into three reading levels: a red sticker for weaker readers, a green sticker for intermediate readers, and a yellow sticker for advanced readers. It was observed that most of the reading materials were fiction with few non-fiction books. She stated that she has approximately 300 French books and a few English books in her class; however, she mentioned that, "Even though I have many books in my classroom library, I would say that 50% of my books are old and outdated." She also said that she does not rotate the library book collection during the year and that most of the books were purchased with her own money and with the school's yearly budget.

In terms of technology, there was one CD player, one overhead projector, some French tapes and three computers available to students in the classroom. Ms. Leving stated that the computers are the most useful forms of technology because, “Whenever we need information about something, the students go on the internet. Students are motivated to read because they want to find the information they are looking for.”

Using the criteria for the Grades 3 to 5 classroom libraries developed by Fractor, Woodruff, Martinez, and Teale (1993), Ms. Leving’s classroom library would include elements from the basic, good and excellent library criteria because even though it has at least eight books available for each student and has a carpeted area for students to sit on, it does not offer privacy with partitions and displays no specific posters related to reading.

Ms. Scannel’s Case

Ms. Scannel teaches Grades 4 and 5 French immersion, has 23 years of teaching experience and has been at Saint-Anthony’s School for 20 years. She considers herself completely bilingual. She expressed that she loves to read in both English and French and does so religiously every night. Ms. Scannel also said that she tries to read every book she purchases for her students to better inform them about the classroom’s library collection.

Beliefs About Reading and Knowledge of Students’ French Reading Habits

Ms. Scannel stated that it is essential for French immersion students to read in French because they gain knowledge allowing them to succeed in the program and discover that reading is pleasurable. However, Ms. Scannel is aware that the students generally prefer reading in English because it is easier for them and more English books

are available to them in school and in the home environment. She also stated that none of her 22 students speak French at home; hence, they do not get the French reading support from their family, decreasing their motivation to read in French at home.

When asked about the Grades 4 and 5 students' favourite reading materials, Ms. Scannel stated that she has observed that many boys enjoy reading cartoons and that they usually prefer reading non-fiction over fiction. She explained that many girls gravitate towards animal tales, adventure stories and relationship themes, and that they generally prefer reading fiction more than non-fiction. Ms. Scannel stated that the library does not have many of the students' favourite reading materials and that few French books are available in their community. She said that she solves this problem by purchasing numerous books with her personal funds and Scholastic Book Club points to ensure that the students have high interest literature to read in her classroom.

Promoting Reading and Reading for Pleasure in French

Ms. Scannel expressed that since she is passionate about reading:

I try and make a really big deal about books and how special they are, and how much fun you can have with them. The students seem to really enjoy that.

Reading is something that I really, really push in this class, in both languages. I feel good about the fact that I have many very, very weak students leave this class that at least have enjoyed a good book. It is great to learn that they know a title or an author, that they have told me, 'Wow Madame, this is so good!' someone who may have never picked up a book before.

Ms. Scannel said that she brings her students to the library once a week for a 30 minute visit and allows them to select up to three books, of which one must be in French. She

explained that she reminds the students to select French books that interest them by looking at the book covers and illustrations and then determine if the books are at their reading level by using the Five Finger Rule. She also said that she instructs the students about how to use a dictionary and thesaurus to help them with new French vocabulary. However, she stated that even though she teaches them these strategies, “I find that most kids choose books that are way too hard to read and struggle with the French reading materials.”

Ms. Scannel is of the opinion that silent reading is the best strategy to promote student reading because:

If they miss it, they ask for it. And, if the substitute does not do it for whatever reason, boy do I hear about it the next day. ‘We missed our silent reading time!’

So, they really cherish that time.

She explained that the students read silently both English and French books of their choice after recess for 20 to 30 minutes a day. During this time, students can read ‘light literature’ and they do not complete reading assignments because she said that, “If I had to do that, I would not enjoy it as much.... This is a sacred fun reading time.” She also stated that she reads or works individually with them as they read; however, she tries to “not disturb [them] too much because they love their time and it is not really the time to bother them.”

Once the students have finished reading silently in French, Ms. Scannel requires them to record the book title and the number of pages they have read on their French Reading Record Sheet. At the end of every week, parents sign their children’s sheets and Ms. Scannel collects them to evaluate how frequently they have read in French,

explaining that three reading records is minimal work, four is good and five is excellent. She then privately discusses the record sheet with her students and gives them rewards for their reading efforts, such as a weekly sticker and a book prize at the end of every semester. However, all the students receive a bookmark at the beginning of a new term regardless of the number of entries they have recorded on their sheets. She explained that the Reading Record Sheet is not a home reading program; yet, if the students have not read enough in French at school and want to meet her reading requirements, they must do so at home.

Ms. Scannel also has her class participate every year in the English and French Scholastic Book Challenge. She explained that she begins by, “talking [to her students] about how much they enjoy reading and how this will make someone else enjoy reading” because if the class reads 100 books, Scholastic will donate the same number of books to students in need. She stated that once the students have finished reading a book, they sign their name on the Scholastic poster. Ms. Scannel also extends the activity by having them write the book title and their name on a coloured post-it note (yellow for French and blue for English) and place it on the wall, making a train all around the classroom. She explained that the students love this visual representation because they can easily identify if they have read more English or French books and can see the progress they are making as the train gets longer. She reported that, “All students end up contributing a little bit, but each to their own. And those who read a lot, well, they are keen on getting their names up there as many times as they can, so it is an incentive also for them to read.” Once the class has reached its reading goal, Ms. Scannel said that she writes a paragraph

in the school's newsletter congratulating her students for their collective reading efforts and asks the school principal to praise them publicly during a school assembly.

In addition, every time a student finishes a French or English book in class, Ms. Scannel stated that she encourages the student to rate it out of 10 and write the score on a cue card, placing it in the classroom's Card Book Profile. Students can then use this resource to help them choose their next book.

Ms. Scannel communicated that she occasionally has her students complete novel studies, which consist of them reading a book of their choice; creating a poster identifying the authors, the illustrators and the main characters; writing a summary of the story; and then presenting the poster to the class, stating if they would recommend it to others. Another technique that she uses to promote reading is to have her students pack a suitcase for the main character from a book of their choice. They must write why they selected the items and then present their book and the suitcase to the class.

Ms. Scannel said that she reads-aloud in both languages to her students mostly around the holiday seasons and special events. She also allows students to read-aloud to each other once in a while in French. She encourages them to read in French by book talking, explaining that she sometimes, "Hooks them on English stuff first, and then I sneak the French stuff in, and then they do not even noticed, 'Oh, look at the cool story I found about dragons in French!'"

Ms. Scannel believes that the school's administration is very supportive towards the French immersion staff. She also mentioned that there have been some improvements teaching reading in the French immersion program over the last couple of years. For example, she explained that the School District has hired a French Support Teacher to

organize and level the students' French books. Nevertheless, Ms. Scannel stated that even though she uses many strategies to promote reading and has the administrative support to do so, very few improvements have taken place in the French immersion program, considering its popularity and growth, to help teachers teach reading. For instance, she explained that the teachers are responsible for finding appropriate student reading materials in catalogues, on their own free time. According to her, this task is very challenging because French books are often either interesting but too difficult for the students to read due to challenging vocabulary or they are written at the students' reading level but the subject matter is boring for their age. She is of the opinion that someone should be hired either at the school or the district level to find good resources for the French immersion students. According to Ms. Scannel, the biggest challenge experienced by the French immersion staff is that the Federal government does not provide the school with sufficient funds to purchase the reading resources necessary to teach reading. For example, she said that she would love to implement a Guided Reading Program in her classroom but:

Well guess what? We cannot do it because we do not have the books to teach reading with. Plain and simple, we cannot afford it! We have to teach back in the 80s with all of our old textbooks because that is all we have. My materials for teaching reading, my recent materials, probably date back to the 80s or 90s.

She expressed extreme frustration with this problem because, "That is what is pushed at you from every direction, 'Oh, you should be doing shared reading, shared reading, shared reading!'" but she cannot because the school does not have the budget to purchase

the books. In addition, she stated that no French authors visit the school because of a lack of school funds.

Organizing the Classroom and Classroom Library in Ways to Encourage Reading

Ms. Scannel is of the opinion that:

To teach kids to love to read, you have to show them how. And you have to have books all over the place, and you have to have different kinds of books all over the place, you have to show them why you want to read.

Ms. Scannel's statement was exemplified during my observation of her classroom. The students had access to French and English fiction and non-fiction books in every corner of her classroom and many were openly displayed. She estimated that she has approximately 1,000 books in French and about 1,500 books in English; however, she stated that most of them are old and outdated and were purchased using her own money. She explained that she places the harder books on top of the shelves and the easier ones below and said that, "I try and make the books look inviting. And I change them around throughout the year so they do not look all stagnant.... I will take new books out from time to time throughout the year to catch their eye a little more, and to change the variety." She also places seasonal books on a special shelf in the classroom, stating that, "The kids know that they are only going to be there for a very short time, they are extra special, so they tend to gravitate towards them." In addition, she reported that she takes out a special box of books every year after Spring Break and allows the students to borrow them, explaining that, "I make a really big deal about them, and they are kept until the end of the year because these are the bigger chapter books now and harder books to read, and some of them are French, although most of them are in English."

In addition, there was a library corner in the classroom that had room for four to five students to read either on the sofa or the carpet. She explained:

I set up a comfortable place to read. And I highly encourage the kids to not just sit in their desks to read. Not everybody likes to do that. Sometimes, kids will come and sit at the table, sometimes they will sit on the sofa, lie on the carpet... To me, that is a really big deal, I love to read and I do not like to sit in a stiff chair to read, so I want to try and encourage the kids to spread out, get comfortable, within reason, of course.

Ms. Scannel had some French posters on the classroom walls as well as students' written work promoting books. Some drama props were also found relating to seasonal books. In terms of technology, there were three old computers in the classroom and Ms. Scannel said that the students use them periodically to read and research projects. The only French software available to the students was purchased by the teacher. One overhead projector and one stereo were in the classroom during my observation period.

Using Fractor, Woodruff, Martinez and Teale's (1993) criteria for Grades 3 to 5 classroom libraries, Ms. Scannel's classroom library would be considered a good to an excellent library because it had at least eight books per child; the books were organized according to their language, difficulty and genre; many were openly displayed; and there was a carpet for the students to read on. However, it does not offer privacy with partitions and displays no posters related to reading.

Mr. Lowen's Case

At the time of the research, Mr. Lowen had been the Saint-Anthony's School librarian for the last four months of his 10 years of librarianship experience. He spends

1.5 days/week at the school and is a librarian at another institution. He is new to the dual track system and hopes to gain more experience in the French domain. He stated that he speaks English to his students 90% of the time and wants to rebuild his French language skills that he knew in his past. When asked about his personal reading habits, Mr. Lowen explained that he reads mostly in English, does very little personal reading at home and tries to read most of the new students' reading materials at school.

Beliefs About Reading and Knowledge of Students' French Reading Habits

Mr. Lowen stated that it is vital for French immersion students to read in French because it helps them learn a second language, it improves their writing and teaches them about different cultures. Mr. Lowen explained that the challenge for the teachers and himself is that the French immersion students naturally gravitate towards English books because they find them easier to read.

According to Mr. Lowen, most boys and girls tend to enjoy reading the same types of reading materials, explaining that the most popular books in the library are fiction or non-fiction animal books. He stated that the students generally find French books that interest them; however, some of them are not always available due to their popularity.

Mr. Lowen explained that since he is new to the dual track system and does not speak French fluently, he relies on teacher input when purchasing French literature by asking them to fill out reports listing the library collection's weaknesses, and by having informal talks with them at school. In addition, he stated that there is a library suggestion box for both students and staff to make recommendations.

Promoting Reading and Reading for Pleasure in French

Mr. Lowen explained that all classes go to the library for 30 minutes a week, with or without him being present. When the classes do their book exchanges, the teachers decide how many French and English books students are allowed to borrow; however, he is not always in agreement with teachers' guidelines. He stated that, "If it was up to me, I would allow [the students] to take more than they are currently allotted, but I am relying on the experience of the teachers. Some will allow as many as three or four books per students, a combination of both French and English."

The librarian stated that book talks and read-alouds are the best strategies to promote student reading because, "It is amazing how once you start to focus on something, anything, all of a sudden, it is flying off of the shelves." During these sessions, he explained that he introduces students to a variety of genres, gets them involved by making predictions and connections, and builds excitement around the new materials. He specified that he presents both English and French books in English, tends to talk more about the new English book arrivals and does not read in French to the students. However, as stated previously, he intends to improve his language skills in order to make his book talks and read-alouds more equitable for both tracks in the school.

In addition, Mr. Lowen stated that he gives students mini-lessons, teaching them how to search for information on the computers, how to find books using the call numbers and how to navigate around the library. He believes that it is important for the students to learn these skills in order to help them find reading materials of interest.

Organizing the School Library in Ways to Encourage Reading

I noted during my observation period that Saint-Anthony's School library was very big and spacious, had many tables and chairs, and had an area for teacher-librarian read-alouds and book talks. Some books were openly displayed and a number of reading posters were on the walls; however, most of the featured library materials were in English. In addition, although a recommendation box was found on the library desk, it was not very visible. In terms of technology, there was one television, three overhead projectors and five computers.

Mr. Lowen stated that there are approximately 8,200 English books and 3,300 French books in the library, that they are organized by themes, and that they are adjacent to one another but the students can easily identify the French books by looking for yellow stickers on the book spines. He believes that there are not enough French books available to the students and that the French library collection is very weak, in both fiction and non-fiction. He stated that the reference section is the weakest and that the French picture books for beginner readers is the only reasonable section in the French collection. He is also aware that many of the French books in the library are far above the students' reading levels. He expressed that, "At this point I am not overly excited by a lot of the books that I see in the library, so it is difficult for me to motivate [the students] when I am, myself, not overly motivated by what I see."

When asked about the library budget, he said that he was uncertain about the amount of money he had to purchase new books since he was recently new to the school. However, he assumed that he would spend it according to the number of students enrolled in each track. Therefore, he would buy fewer French books because the French

immersion population is smaller than the English population and because French reading materials cost more than English books. He hopes that in the near future he will have the funds to inject the library collection with new resources because, “You have to revitalize the collection to revitalize the interest.” He also wants to purchase more French reading posters and invite French illustrators and authors to promote reading in school.

Furthermore, he would like to host a Scholastic Book Fair at the school; however, “Due to the nature of the school being inner city, I worry it might become a financial burden to parents, so that is a bit of a concern for me as well, just the general catchments area, I think you have to be somewhat cognizant of that.”

Mr. Lowen expressed that it is difficult for him to organize school wide reading activities because he is at the school only 1.5 days a week. He explained that:

The day-to-day administration of the library, in and of itself, regardless of anything else, is huge. It is absolutely huge, just adding books to the collection, weeding the collection, just maintaining the returns and the renewals, is quite the task.

Despite his lack of time at the school, he mentioned that he will run the English Chocolate Lily Book Club in the spring.

Thus, Mr. Lowen believes that he could considerably improve the library for the French immersion students by improving his own French skills, by having more time to organize and manage the library, and by being given more money to purchase new resources and create more student reading opportunities.

Summary of Saint-Anthony's Elementary School/ École Primaire Saint-Anthony

The following section summarizes the findings of Saint-Anthony's Elementary School/ École Primaire Saint-Anthony.

- Both classroom teachers are bilingual. The school's principal and librarian mostly speak in English to the students, stating that they plan on improving their French language skills in the near future.
- All participants said that it is important for French immersion students to read in French. Ms. Scannel is the only individual who mentioned that reading is important because it is pleasurable.
- The teachers, the librarian and the principal stated that they enjoy reading.
- All of the participants were aware that the French immersion students prefer reading in English rather than in French.
- Many similarities were found between the teachers and the librarian responses when asked what book genres are popular with the students.
- Both Mr. Lowen and Ms. Leving believe that the students usually find their favourite reading materials in the library; however, they stated that some books are less available because of their popularity. On the other hand, Ms. Scannel is of the opinion that few books interest the students in the library. All three individuals agree that there are not enough French books available to students in the school.
- All the students have the same accessibility to the library, and the teachers and the librarian work together as a team to encourage students to read in both languages.
- Ms. Scannel stated that silent reading is the best strategy to motivate the students to read in French. Students silently read for 20-30 minute everyday in her class.

Ms. Leving allows her students to read with a partner in French three times a week for 30 minutes, from September to December and in English from January to June.

- Ms. Leving believes that the best strategies to motivate students to read in French are having them visit the library and selecting their own books.
- Mr. Lowen believes that book talks and read-alouds are the best ways to motivate the students to read.
- Both classroom teachers occasionally use teacher and student read-alouds in class.
- In both classes, students choose the books that interest them at their reading level. Ms. Leving puts a few restrictions on her students' selection by telling them that they can choose classroom books in one of three assigned reading levels; whereas, Ms. Scannel reminds students that the harder books are found on the top shelves and the easier ones are below them in her classroom. Both teachers allow their students to read 'light literature.'
- Both classroom teachers and the librarian use a number of strategies to encourage students to select books that interest them and that are at the students' approximate reading levels.
- Ms. Leving implements a French and English home reading program. Ms. Scannel encourages her students to read at home but does not have a formal home reading program.
- Ms. Leving encourages reading by teaching her students French songs and by having them perform French plays. Ms. Scannel promotes reading by implementing a Scholastic book challenge program, doing novel studies and by

having her students evaluate their books in a Card Profile to help others select books that interest them.

- The school principal prefers that students be intrinsically rewarded when reading. However, the classroom teachers promote both intrinsic and extrinsic reading rewards in their classroom (literary-related rewards and unrelated-reading rewards).
- The classroom teachers believe that the administration is very supportive towards the French immersion staff.
- All of the participants stated that the French immersion staff face challenges teaching reading in French. They explained that the school does not have adequate funds to purchase enough French books for the students in the classrooms and library, to invite French authors or illustrators to the school, nor to provide sufficient Learning Assistance to struggling French readers. In addition, both classroom teachers stated that it is difficult to find reading materials that both interest the students and that are at their reading levels.
- Ms. Scannel suggested that a French immersion coordinator be appointed to help the teachers find French resources. Ms. Leving proposed to have all French immersion teachers and students centralized in one French immersion school so that all of the French resources be united, further supporting teachers to promote French reading.
- At the time of the research, Mr. Lowen stated that the library's collection consisted of approximately 8,200 English books and 3,300 French books. He

hopes that in the near future he will have the funds to inject new French resources in the library collection.

- Using Fractor, Woodruff, Martinez and Teale's (1993) criteria for Grades 3 to 5 classroom libraries, Ms. Leving's classroom library was considered between a basic and an excellent library. She stated that she has approximately 300 French books and a few English books in her classroom.
- Using Fractor, Woodruff, Martinez and Teale's (1993) criteria for Grades 3 to 5 classroom libraries, Ms. Scannel's classroom library was considered a good to an excellent library. She said that she has approximately 1,000 books in French and about 1,500 books in English in her classroom.

In conclusion, all classroom teachers, librarians and school principals use a variety of strategies to promote student reading in French. In Chapter Five, the cross-case analysis is presented to show the commonalities and unique aspects of the participants within the schools and between the schools. Integrated into the cross-case analysis are pertinent aspects of the literature review on reading and reading for pleasure in elementary schools. Also, Chapter Five includes the recommendations made by the teachers, the librarians and the principals to help them teach reading in the French immersion program; my recommendations for practice and research; and my personal reflections.

CHAPTER FIVE

Cross-Case Analysis and Recommendations

The first section of this chapter presents the findings of the cross-case analysis. The analysis compares the reading practices and beliefs of the participants in the three schools as well as examines the similarities and differences amongst the schools. Aspects of the research and literature on reading and reading for pleasure are integrated into the analysis and the information is presented in accordance with the categories in which the data were examined in Chapter Four. The second section of this chapter presents my recommendations for practice and further research.

Cross-Case Analysis of the Three Schools and the Participants Within the Three Schools *Participants' Language Abilities and Reading Habits*

All of the French immersion teachers in the three schools were found to be bilingual; however, only one librarian communicated to the students in French and all administrators spoke in English to the French immersion students in the schools. Two of the three principals and both librarians stated that they intended to learn the language in the near future in order to be better role models and to meet the French immersion students' language needs more effectively.

When asked about their reading habits, 100% of the participants in the three schools stated that they enjoy reading in either English or French, and read mostly for professional reasons at school and for pleasure at home. This finding is positive because Mueller (1973), Scott (1996), and Seals (1985) found that if educators wish to teach readers effectively and be good role models, they must firstly be avid readers. In addition, this finding differs from Draper et al.'s (2000) study that found that pre-service teachers

expressed discomfort with their reading ability, did not like reading, and rarely read during their leisure time. Thus, it appears that the participants in the present study are good reading role models for their students because they enjoy reading and do so on a regular basis.

Beliefs About Reading and Knowledge of the Students' French Reading Habits

All of the participants in the three schools believe that it is very important for French immersion students to read in French. The most common reasons given by the participants were that reading in French improves students' vocabulary and teaches them about different cultures. Many studies have shown that the participants' beliefs are founded. Research by Angelos and McGriff (2002), and Anderson, Wilson, and Fielding (1988) revealed that reading, in English, improved students' reading comprehension, vocabulary and overall reading abilities. Further, Romney et al. (1995) found that the more students read in French, the more that they learn about French culture. As a result, the reading materials can become easier to understand.

Interestingly, only one or two individuals in each school mentioned that reading is not only important because it is a learning tool, but because it is pleasurable. Both Rosenblatt (1976) and Karolides (1997) noted that teachers often focus more on the efferent stance rather than the aesthetic stance, requiring students to answer informational questions and complete factual assignments. However, all six teachers in the present study appeared to encourage a combination of both stances in their classrooms. Perhaps, some participants forgot to mention that reading is pleasurable because the teaching practices they described and their classroom environments indicated that they promote the pleasures of reading in French using a variety of strategies.

All of the participants at Saint-Anthony's school and most of the participants in the other two schools agreed that the French immersion students prefer reading in English more than in French. They explained that the students are typically less drawn to French books because their availability is much more limited in school and in their home environment, and that French books are often difficult to read because of the complex vocabulary and cultural differences. These findings concur with Romney et al.'s (1995) study that revealed that French immersion students generally prefer reading in English because it is easier for them. However, Yamashita (2004) found that students who have a positive attitude about reading in their first language tend to maintain the same attitude when reading in their second language, regardless of experiencing challenge. Perhaps the teachers in the present study could draw upon this research and identify the students in their classrooms who require more support and encouragement to read in French.

Many similarities were found between the six teachers' and the three librarians' responses when asked about the French book genres that are popular with the students. Comic books, adventure stories, animal stories, sports books, science fiction and book translations were mentioned by the participants, which are similar to the preferred French genres identified by the students in Romney's et al. (1995) study. Interestingly, the students' favourite French genres identified by the teachers in this study are also similar to the students' favourite English genres, identified in the research by Dungworth et al. (2004) and Worthy et al. (1999). Many of the participants stated that they know what their students like to read from observing them and interacting with them in the classroom and library. None of the participants stated that they gave their students a

reading attitude survey test to find out their feelings about reading and their reading interests (McKenna & Kear, 1990).

Yet, some differences were found among the participants' responses when specifying what boys' and girls' prefer reading and if fiction or non-fiction are the more popular student genres. One teacher and one librarian also stated that there are no differences between boys' and girls' reading interests. It is my belief that the differences in the participants' responses are due to the diverse student populations present in each classroom and school, and are also perhaps influenced by the teachers' reading preferences and perceptions. However, it is important to note that Martino and Kehler (2007) warn educators to not treat boys as a homogeneous group, naturally and essentially different from girls. Boys are different from one another and teachers should be careful not to categorize boys' literacy interests too narrowly because they could be limiting their interests and learning abilities. The above warning should also be applied to girls.

One teacher, Ms. Scannel, mentioned that the Grades 4 and 5 boys like to read cartoons because they do not want to read long texts, such as novels. This finding coincides with the research by Dungworth et al. (2004), who found that males were more selective about what they read and did not like reading books as much as girls. Another teacher, Mr. Bordeau, stated that many boys at this age prefer reading high interest, low level books (referring to 'light literature'), such as comics and the Guinness World Records books, because the boys tend to lag behind the girls in terms of their reading ability. Research by both Moss (2000) and Martino and Kehler (2007) supports Mr. Bordeau's statement that many elementary school boys tend to be less proficient readers

than girls. In addition, McKenna, Kear and Ellsworth (1995) found that reading ability also affects students' attitudes towards recreational and academic reading. Perhaps the two teachers' statements indicate that some Grades 4 and 5 boys have less positive attitudes towards reading than girls because they are less proficient readers. Although the subject of gender is related to my study, it is not a salient issue with regards to my research questions and thus is not examined further.

Six teachers and the two librarians from the three schools believe that there is merit in letting students read 'light literature,' such as comic books and magazines. This finding contradicts the findings of Clark and Rumbold (2006) who found that many adults view these forms of literature as not acceptable student reading materials. Most of the participants in the present study stated that they are happy as long as the students are reading. Some teachers went further by explaining that the illustrations often support students' reading comprehension and that they learn many French idioms and expressions by reading 'light literature.' Allowing their students to read 'light literature' is a positive finding in this study because the research by Worthy et al. (1999), Romney et al. (1995), and Dungworth et al. (2004) revealed that many students' favourite reading materials are comic books and magazines. According to Sweet and Guthrie (1998), when students are provided with reading materials that interest them, their reading motivation increases, often resulting in students reading more frequently and for longer periods of time. However, two teachers, each from different schools, put restrictions on the amount and when the students could read these types of literature in the classroom and during home-reading. For example, one of the teachers explained that in order to encourage students to read various kinds of material, he removed the comic books from the shelves from time

to time throughout the year. His statement coincides with Worthy et al.'s (1998) study that found that teachers often place restriction on choice in order to encourage students to read a variety of literature.

A number of different responses were provided by the teachers and librarians in the three schools when discussing if the students could access their favourite reading materials in the libraries. Three librarians and two teachers said that these books are available to the students in the library, with the exception of perhaps very popular books. However, this statement appears to be a contradiction since all of the participants said that there are not enough French reading materials in the school. It is possible that students simply settle for what is available in the library, giving the teachers the impression that they find what they are interested in reading. If students' reading interests are not available in the library, the negative result may be a decrease in students' motivation to read for pleasure (Gambrell, 1996; Worthy, 1998). A further study would be necessary to discover if students do have access to their favourite French books in the school libraries.

Promoting Reading and Reading for Pleasure in French

All participants in the three schools use a variety of strategies to encourage the French immersion students to read in French. Readers are reminded that every participant implements strategies that work best for him/her and his/her students; hence, each individual's reading practices vary from classroom to classroom and library to library. The following section identifies the similarities and differences among the individuals' reading strategies in the three schools and discusses if, and how, they are consistent with the research on promoting students' reading and reading for pleasure in French.

All of the schools schedule approximately 30 minutes a week for every French and English class to visit the library. This finding is positive since the research conducted by Powell (1966) and Romney et al. (1995) revealed that student accessibility to the library promotes student reading. In addition, the French immersion teachers and the librarians in each school work as a team to ensure that the students select at least one French book during their library visit. According to Braxton (2008), one of the librarians' roles is to help teachers ensure that students select books that interest them and that are at their reading level. Worthy's (1996) study also found that librarians typically provide this form of assistance to classroom teachers in schools. Hence, all students in the three schools have the same accessibility to the library facilities and are encouraged by both the teachers and librarian to choose books written in French.

Student and teacher read-alouds were identified by three teachers as the best strategy to promote student reading in French. In addition, two librarians explained that book-talks with read-alouds are the most effective strategies to encourage students to read. Hence, read-alouds were the most popular strategy identified by the participants. These participants stated that they know this strategy motivates students to read in French because the students will often ask to read the same book or will inquire about the availability of other books written by the same author or that focus on the same theme. In addition, all teachers and librarians in the three schools stated that they read-aloud to their students in their classrooms and library. According to the Romney et al. (1989), Feitelson et al. (1986) and Routman (1991), read-alouds can improve students' comprehension, vocabulary, recall of information and ability to communicate. In addition, teacher read-alouds have been found to contribute to students' reading enjoyment; hence, teacher and

librarian read-alouds are excellent strategies to use to promote reading in French. Furthermore, pairing book-talks with read-alouds is a positive finding because the research conducted by Droop and Verhoeven (1998) revealed that second language learners' reading comprehension and motivation improve when they are taught the background knowledge and vocabulary necessary to reading text written in their second language. Perhaps, more teachers in the present study should pair the two strategies together to further promote French immersion students' reading comprehension and reading motivation.

However, I identified a few concerns when examining the three librarians' read-aloud practices. The bilingual librarian stated that she typically reads aloud in French to the younger students in the school, but rarely does so for the Grades 3, 4 and 5 students. This finding coincides with Welther's (2002) study that found that not all students have the same access to read-alouds and that younger grades are typically read to more often than older grade level students. Furthermore, since the other two librarians do not speak French, they do not read-aloud or conduct book-talks in French, which may influence the effectiveness of the strategy to promote reading in French.

All of the classroom teachers in the three schools stated that they have their students read silently in French. One teacher identified it as being the best strategy to encourage students to read in French. According to Johnson and Blair (2003) and Routman (2003), silent reading improves reading achievement scores and the development of positive attitudes towards reading for pleasure. However, only two teachers, each from different schools, schedule silent reading sessions for approximately 30 minutes a day. The other four teachers allow their students to read silently when they

have finished their work or when they have a few minutes of free time in class. This finding coincides with Angeletti (1996), Reutzel and Hollingsworth (1991), Worthy et al. (1998) and Worthy's (1996) research as they found that silent reading does not occur as frequently as it should in classrooms because most of the reading time is spent on skill instruction rather than on pleasure reading. In addition, Ivey and Broaddus (2001) had 1,765 students complete a survey asking them what they valued in their language arts classes, and the favourite activity identified by the students was silent reading. Hence, it appears that the four teachers in the present study are not providing the students with opportunities to gain from the academic and recreational benefits of silent reading. However, some teachers explained why they do not schedule silent reading sessions in their classrooms. One teacher stated that he prefers that the students read with partners because then he is sure that they are reading. Another teacher said that she rarely lets her students read silently because they are weak readers and she wants them to read with a partner to support their reading. These explanations differ from Worthy et al.'s (1998) findings that showed that many teachers do not implement silent reading on a regular basis because of a lack of time.

Only 1 of the 6 teachers in the three schools has an official French home-reading program. According to the studies conducted by Angelos and McGriff (2002) and Anderson, Wilson, and Fielding (1988), at-home reading programs in English have shown to improve students' reading comprehension, vocabulary and overall reading abilities. The other five teachers encourage the students to read their library books and their classroom books at home; however, it is not a requirement. Several of the teachers explained that they do not enforce a French home reading program because the students

do not have parents who can support their French reading at home. A French home-reading requirement can create stress in the household making it an unenjoyable experience for the students, and the books in the school are often too delicate to send home. In addition, several of the teachers stated that they cannot control the amount of reading that students do at home, especially with the students who do not like to read. Most teachers expressed that they prefer managing the amount of reading the students do by implementing a number of reading activities and reading strategies in the classroom. However, some researchers such as Morrow and Young (1997) have successfully implemented a French-home-literacy program that had the parents read and listen to their children read and help them record what they read. Perhaps the five teachers in the present study need more assistance and information regarding how to successfully implement a French home-reading program in their classrooms. Further research is needed to investigate this hypothesis.

Many studies have shown that when students are offered a choice, reading motivation and engagement increase, promoting life-long reading (Edmunds & Bauserman, 2006; Gambrell, 1996; Mercurio, 2005). The present study found that all of the teachers allow their students to select their own reading materials during book exchanges and silent reading sessions, and that two teachers, each from different schools, also let their students select their own books during student group read-alouds. Furthermore, 2 of the 6 teachers in the study are of the opinion that offering choice in the classroom is the best strategy to motivate students to read in French. The thesis findings concur with the research by Dungworth et al. (2004), Worthy et al. (1998), and Sweet and Guthrie (1998), as they found that the majority of teachers allow their students to self-

select their reading materials, especially during silent reading sessions because it increases student reading engagement and reading motivation. In addition, it appeared that the teachers in the present study spent a lot of time thinking about why and how they offer choice in the classroom. This finding coincides with Flowerday and Schraw's (2000) study who found that teachers carefully planned on how to provide choice in reading to their students in their classrooms.

However, even though all of the teachers allow students to self-select books, 2 of the 6 teachers, each from different schools, place certain constraints on the books that students can choose during silent reading, read-alouds, book exchanges and reading activities. For example, one teacher places restrictions because she wants her students to read materials at their reading levels. The other teacher explained that he often selects the students' books because he believes that the books are quality literature, are interesting topics and are easy for everybody to read successfully. These two teachers also warn and/or tell their students to select other books if they deem the materials too challenging for students to read. These reasons for restricting student choice are similar to the ones identified in the study by Worthy, Turner, and Moorman (1998). Since research has found that student choice increases students' amount of reading and reading engagement, these teachers may be negatively affecting their students' reading motivation by placing restrictions on what they can read in the classroom.

All of the teachers and librarians use a variety of strategies to help students select books that interest them and that are at their reading levels. The main strategies identified by the participants were the following: teaching the students the Five Finger Rule to determine if the books are too difficult for them; looking at the size of the font because

typically the smaller the writing, the more challenging the text; reminding students to look at the illustrations and author's name to see if the book interests them; asking their teacher and librarian if they think that the book is at their reading level; instructing them how to use a dictionary to help them learn new French vocabulary; cueing them to select reading materials that have been taught in class making the books easier to understand; and prompting students to use their predicting, analyzing and inferring skills to improve their reading comprehension. According to Johnson and Blair (2003), teaching students book selection strategies is essential in creating a positive reading environment. The researchers suggested very similar strategies to help students select books such as looking for literature that has received awards and honors and using the Five Finger method. Hence, multiple effective strategies are used by the nine participants in the present study, all helping students select interesting books that are at the students' reading levels, further promoting the development of life-long readers.

In addition, the teachers and the librarians in the three schools are very good reading role models for their students. The teachers stated that when their students read, they either read themselves or listen to the students read or talk to the students about what they are reading. Also, all teachers and librarians said that they read-aloud to the students in either French or English and have discussions with them about what was read. Some teachers also mentioned that when they read-aloud to their students, they model how to make predictions, inferences and analyses. According to Draper et al. (2000) and Moser and Morisson (1998), teacher and librarian modeling can greatly influence students' attitudes towards reading; hence, modeling is an excellent strategy used by all teachers in the present study to motivate students to read in French.

The students in four of the teachers' classrooms are also good reading role models for each other. For example, one teacher mentioned that he organizes Buddy Reading with older and younger students from other classes, depending on his students' reading levels. Turner's (1992) research found that when students read books together, they increased their reading fluency and reading comprehension. The study by Johnson and Blair (2003) also showed that Buddy programs allow older, younger and same age students to take more risks because they are in a supportive, interactive environment that nurtures and develops a community of readers. The same four teachers also have their students read-aloud to each other in small groups, either in similar or mixed-reading ability groupings. According to Wentzel (1996), students' level of engagement increases when they believe that their work is socially valued by their peers and teachers. Wentzel also found that when the students are provided with opportunities to read and work together, they tend to cooperate, comply and participate better in class, resulting in increased learning.

Furthermore, 4 of the 6 teacher participants in the study also encourage students to talk about the books they read either during class discussions, Buddy Reading sessions and/or library book exchanges. Vygotsky (1992) and Burner (1986) wrote about how student talk is important in developing thinking and learning. In addition, Guthrie et al. (1995) found that students who converse about books with their classmates tend to read more often than those who do not. Furthermore, Swain and Lapkin (1998) found that collaborative dialogue creates opportunities for second language learning and building of new knowledge, and Shaaban's (2006) research demonstrated that students tend to be more motivated to read when working in collaborative learning environments than in

whole class instructional settings. Hence, the social interactions among the students and teachers in these classroom and libraries create a dynamic reading environment that can motivate students to read in French.

One teacher in each school uses literature-based instruction to promote their students' literacy development by immersing them in high-quality French literacy environments. During the interviews, these teachers stated that their students are exposed to a wide variety of French literature (fiction, non-fiction and poetry); are provided with many opportunities to communicate in French to purposefully create meaning from text; and participate in authentic French learning experiences such as drama, art, shared reading, writing, book studies and puppetry that incorporate all of the language arts (Bainbridge & Pantaleo, 1999). Both the social constructivist theory and the transactional theory support literature-based instruction (Gambrell et al. 2002; Karolides, 1997). According to the research by Gambrell et al., students in literature-based classrooms, compared to those in other reading instructional programs, showed improvements in their vocabulary, comprehension, and fluency; spent more time reading; and developed better attitudes towards reading. Hence, one-half of the teachers in the present study should incorporate more literature-based instruction in their classrooms to fully promote their students' French reading and French language development.

All of the teachers and librarians seemed to create opportunities for their students to read from both the aesthetic and efferent stance (Rosenblatt, 1976). This finding is positive because according to Rosenblatt and Karolides (1997), both stances should be taught in school since they serve different functions. In addition, Rosenblatt (1997) believes that teachers should use the students' natural tendency to read aesthetically to

encourage reading for pleasure and promote life-long reading and learning. However, when examining the teachers' and librarians' reading practices in the present study, only 2 of the 6 teachers seemed to create more opportunities for their students to read for aesthetic reasons because they allow the students to choose their own reading materials and do not require them to write book reports or summaries after silent reading sessions and home readings. Rosenblatt and Karolides have both written about how teachers often focus more on the efferent stance and require students to answer informational questions and complete factual assignments based on reading. Perhaps the French immersion teachers focus more on the efferent stance in the classroom because they are aware that second language learners require more instruction on the key components of reading such as on text comprehension and vocabulary (August & Shanahan, 2006). However, the implication of this focus may be that they are negatively affecting their students' motivation to read in their second language; hence, a more balanced approach may be the best solution to promote second language learning and student motivation to read. The other four teachers seemed to use a combination of the two stances in their classrooms as they require the students to write books reports and answer comprehension questions based on their readings, allow the students to select books that interest them, and implement a number of other activities, such as readers' theatre, song rehearsals, doodling during read-alouds and buddy reading to promote reading from a more aesthetic stance. Two librarians also promoted the aesthetic stance by reading-aloud to the students and having them make connections with their own lived experiences during book-talks and discussions.

Only 1 of the 3 schools initiated a reading activity that involved the entire school population. Students and teachers were challenged to collectively read 1 million pages by the end of the school year. By organizing reading activities and reading incentives that went beyond the immediate classroom, the librarian and the teachers modeled to the students that reading is a valuable social activity. According to Guthrie and Wigfield (2000), Guthrie et al. (1995), and Wentzel (1996), students become socially motivated when they believe that their work is valued by their peers and teachers. These researchers found that social motivation affected the breadth and amount of student reading; moreover, it increased student efforts and reading achievement. In the current study, the positive outcome of the entire school's dedication to reading was that the 1 million page goal was achieved.

The three schools endorse more intrinsic rather than extrinsic forms of reading rewards. The three principals explained that they want the students to read because they enjoy the experience and not because they will receive a reward or a certificate in exchange. Their belief concurs with the findings of Wang and Guthrie (2004) who found that students who are intrinsically motivated read more frequently for pleasure than students who are extrinsically motivated.

Even though the participants at the schools asserted that they are proponents of intrinsic reading rewards, two schools also have either entire school reading incentive programs or individual classroom reading incentives to increase the students' reading motivation. More specifically, one principal, three teachers and one librarian use tangible rewards, such as stickers, certificates and ribbons to encourage student reading. As noted previously in the literature review, studies have reported conflicting results about the

effects of reading incentive programs on student motivation to read. Several studies, such as those by Edmunds and Tancock (2003), and Cameron and Pierce (1944), found that incentive programs do not significantly affect motivation to read; whereas, other studies, such as the one by Deci, Koestner, and Ryan (1999) have shown that tangible rewards do indeed produce negative effects on intrinsic motivation. Edmund and Tancock (2003) suggested that a possible compromise would be to provide students with books as rewards. Interestingly, two teachers in the present study, each from different schools, give their students literacy-related gifts, such as books and bookmarks, as rewards for their reading efforts. Perhaps the other participants could make the same compromise by using literacy-related rewards rather than unrelated-reading rewards when implementing reading incentives in their school.

In completing the cross-case analysis of the three French immersion schools, I created Table 3, which includes the instructional strategies and approaches shown to promote reading in schools and the names of three schools participating in the present study. Table 3 lists the number of participants who stated that they use the instructional strategies and approaches in the schools as well as identifies the instructional strategies and approaches deemed appropriately used according to the research conducted in my literature review. The table is meant to provide myself and readers a general idea about the similarities and differences between the schools. It is important to remember that the sample size is very small in my study.

Table 3 Instructional Strategies and Approaches Identified by the Participants and Deemed Appropriately Used in the Schools According to the Research						
Instructional Strategies and Approaches to Teaching Reading	McMabb Elementary School		Sir Wilford Laurier Elementary School		Saint-Anthony's Elementary School	
	Identified by the participants	Used Appropriately According to the Research	Identified by the participants	Used Appropriately According to the Research	Identified by the participants	Used Appropriately According to the Research
Read- Alouds – 3/3	3	2	3	2	3	2
Silent Reading in Class – 2/2	2	1	2	0	2	1
Home Reading Program – 2/2	0	0	2	0	1	1
Choice – 3/3	3	3	3	2	3	2
Intrinsic Rewards – 4/4	4	4	4	4	4	4
Extrinsic Rewards Related to Reading – 4/4	1	1	1	2	2	1
Literature- Based Instruction – 2/2	2	1	2	1	2	1
Total – 20	15	12	17	11	17	12

After counting the number of strategies and approaches that each participant says he/she uses in the school, Table 3 reveals that the three schools use approximately the same number of reading strategies to promote reading in French immersion. The only differences were found in the home-reading and the extrinsic rewards related to reading categories. After identifying and calculating the number of strategies that were used appropriately according to the research, it was found that the three schools use approximately the same number of strategies effectively. Table 3 also reveals that the teachers and librarians believe that they are using more strategies effectively than they actually are to promote reading. It appears that the three schools need to implement silent reading, home reading, and literature-based instructional practices more effectively in the classroom. Perhaps professional development could focus on how to more effectively use these instructional strategies and approaches in the classroom and library setting.

When examining the principals' statements regarding reading, they all appear very supportive of the teachers' and librarians' efforts to promote student reading in French. Further, the principals take an active role in encouraging students to read at school and at home. For example, one principal stated that he congratulates the students for their reading achievements over the PA system, two mentioned that they write literacy tips in the schools' newsletters for the parents to support the students' home reading programs, and two reported that they provide their teachers with substitutes if they want to team teach, enabling them to share and learn new reading strategies and other teaching techniques from each other. The three principals explained that their staff work as a team to solve students' reading problems and to ensure that everyone's needs are met. In addition, one principal commended the staff multiple times during the interview for

organizing the opportunities that promote student reading at Sir Wilford Laurier Elementary School/École Primaire Sir Wilford Laurier. Hence, it appears that the principals in this study are supportive of their teachers' reading practices, are experienced educators, and are effective leaders in promoting reading in the school. These findings concur with the research by Chance (1991), and Mackey, Pitcher, and Decman (2006), who found that principals' educational backgrounds and leadership skills can positively affect a school's reading program. However, my findings also differ from the study by Chance (1991) who found that principals were more involved in managing and evaluating schools' reading programs than operating and planning for them since it seems that the three principals in the present study play an important role in all aspects of the school reading program.

In addition, two teachers and two principals in the study mentioned that the School District has hired a French Learning Support teacher to help French immersion teachers level all of the student reading materials and make them more accessible and identifiable to students and staff. In addition, the Learning Support teacher is also in the process of conducting a District wide study to determine the reading levels that French immersion students should be reading at for each grade level and to describe student progress through the reading levels. According to Brabham and Villaume (2002) and Clay (1991), it is important to provide reading materials that are at the students' instructional level because these texts "provide the context for successful reading work and enable readers to strengthen their processing power" (Fountas & Pinnell, 1999, p. 3). In addition, the District initiative will help French immersion teachers ensure that their

students are reading in their zone of proximal development by matching their students' reading abilities with books that reflect their reading levels (Vygotsky, 1978).

Despite the support provided by the School District administration, all of the participants stated that they face a number of challenges teaching reading in the French immersion program. The major complaints expressed by all of the teachers, librarians and principals were the lack of French reading materials and teacher resources in the schools due to insufficient school funds. The participants stated that even though the Federal government provides supplementary funds to the French immersion program to compensate for the extra cost of French books, the schools' budgets are not sufficient to purchase enough French books for the students. It is important to note that starting in Grade 3, students learn 20% of the curriculum in English; therefore, these classrooms need both English and French resources, further stretching the French immersion budget. Three teachers stated that they have bought many of the reading materials with their own money, due to a lack of funds given to them by the school. One teacher explained that it may take several years to buy an entire collection of French books for a class because of budget constraints, which she finds unacceptable. In addition, 2 of the 3 schools do not have the funds to invite French authors or illustrators to the schools. Two teachers at one school stated that the school does not have money to provide sufficient Learning Assistance time to struggling French readers, resulting in students being transferred into the English program. The three principals explained that they divide the budget equally among the French immersion program and the English stream and do their best to meet their teachers' and students' needs with the available resources. Thus, it appears that the budget problem lies at the Provincial or Federal level. One teacher explained that since

the French immersion program is very popular and is growing in British Columbia, the government should provide the schools with more funds to buy the French reading materials and teacher resources necessary to effectively teach reading in the schools.

Accessibility of French reading materials was identified as another challenge faced by the teachers, the librarians and the students. The teachers and librarians stated that it is very difficult to find French reading materials that both interest the Grades 4 and 5 students and that are at their reading levels. Often the French books are either too easy but not interesting or are captivating but are written above the students' reading levels. In addition, since the students' home environment is located in a predominantly English speaking province, French books are less accessible in public libraries or bookstores. Teachers and librarians have difficulties finding appropriate reading resources for their students because of accessibility issues. A few principals and teachers mentioned that more publishers are catering to French immersion schools these days; however, the new challenge is to identify the resources that meet B.C.'s curricular requirements, that are interesting and that are at students' reading levels. The teachers and librarians explained that it is their responsibility to find these resources for the school and that they work with other French staff to find the resources and/or are left on their own to do so, which is sometimes a very stressful and time-consuming process. The two librarians who do not speak French stated that they rely on the French immersion teachers to help them select appropriate French reading materials for the students. A few teachers also said that when they do not have the reading materials needed to teach a particular subject, they create their own texts by simplifying the verb tenses and sentences to meet their students' reading needs. However, once again, the teacher-made resources take time and effort.

Hence, the French immersion staffs need more support finding appropriate reading materials for their students so that they can focus more of their time and energy on teaching reading.

Two of the three librarians also explained that they do not have enough time to organize the library as they would like. They stated that the day-to-day administration of the library takes a lot of time and that when they work only 1.5 days/week, it is difficult to process the books, label them appropriately, buy new resources, help teachers with their requests, and conduct book-talks and read-alouds with the students. Hence, the librarians need to be given more time by the schools to organize their libraries in order to promote student reading to the best of their abilities.

Three teachers believe that the administration supports their reading practices in the school, and three said that the administration could be doing much more. Four of the teachers explained that it is difficult for the administration to relate to the French immersion program because they do not speak French. In addition, three teachers and one librarian stated that they were uncertain about how the budget is spent; hence, more communication needs to occur within the schools to better inform teachers and librarians about budget expenditures.

Organizing the Classrooms, Classroom Libraries and School Libraries in Ways to Encourage Reading

During my observation periods, all three school libraries appeared organized and inviting, with an area for teacher-librarian read-alouds and many tables and chairs for the students to work at and read on. Books were openly displayed on the shelves; however, two libraries had more English books openly displayed than French books. In addition,

the three libraries had more English reading posters displayed on the walls because, according to two librarians, French posters are less accessible than English posters. The French books in all three libraries were identifiable by a little sticker on the binding. All in all, the libraries' set-up were similar in all three schools.

Romney et al. (1995) stated that the number of books that are accessible to students affects their choice and interest levels. In the present study, the three school libraries all have about two to three times more English books than French books available to their students. This finding parallels Romney et al.'s study that showed that five French immersion schools in Calgary had 25% to 40% of French books in their libraries. Thus, the lack of availability of French books may negatively affect students' motivation to read due to a lack of choice. It is also important to note that in 2 of the 3 schools in the present study, 50% or more of the student population was enrolled in the French immersion program; hence, the students' choice is probably even more restricted due to the large number of students signing out these books from the library. The three librarians are of the opinion that more money is needed to purchase French books to rejuvenate and improve the French library collection.

Differences were found among the librarians with respect to the French collections' strengths. Ms. Illing, at McMabb Elementary School, indicated that the strongest French section was the beginner fiction and picturebooks; Ms. Griffith, at Sir Wilford Laurier Elementary School, stated the best selection was for the stronger French readers; and Mr. Lowen, at Saint-Anthony's Elementary School, said that if he had to pick a section, it would be the French picturebooks. These differences are to be expected since each library has a different librarian ordering books depending on the students' and

teachers' needs. However, the three librarians stated that the weakest area in their libraries is non-fiction. The librarians in the present study expressed a need for more support to find appropriate non-fiction books and more money to purchase resources that are at the students' reading levels. This finding connects with the study by the Morrison (1993), who found that the majority of the school libraries in Illinois have a poor selection of science education books available to students due to the libraries' outdated collections and a lack of money to purchase new non-fiction resources.

Observations of the teachers' classrooms revealed that they were organized and comfortable. Most classrooms had French and English books openly displayed, and posters in both languages were posted on the walls. They all had a tape player and between 1 – 3 computers for the students. The teachers and one librarian explained that the students have access to only French Google when they needed to read or do research. One teacher explained that she does not even have access to the internet because her classroom is in a portable. Many participants noted that the French immersion program needs more French software available to students to help them find information written in French on the internet.

When comparing the classroom libraries, only 2 of the 6 classrooms had a library corner where students could sit on a carpet and read. Using the criteria developed by Fractor, Woodruff, Martinez and Teale's (1993) to assess Grades 3 to 5 classroom libraries, one classroom library was rated as basic, two classroom libraries were rated basic to good, one was rated good to excellent, and two were found to have elements from all three levels, ranging from basic to excellent. Although 5 of the 6 classroom libraries in the present study were rated above the basic category, Fractor, Woodruff,

Martinez, and Teale (1993) found that most of the 185 classroom libraries they evaluated were rated as basic. The schools need to have better classroom libraries in order to promote reading for pleasure in French. The teachers should organize their books into themes, create a space where four to eight students can read on a carpet, place partitions to separate the library space and have more French posters that focus on the pleasures of reading.

Summary

In conclusion, the participants in all three schools use proven strategies and approaches to promote student reading in French. During the interviews and observation periods, the teachers', librarians' and principals' dedication and determination to encourage students to read was most apparent. I discovered that each participant in the study uses a variety of strategies and approaches that he/she believes works best for him/her and his/her students.

In Chapter Two, I identified several theoretical perspectives that were foundational to my research. Analysis of the data revealed that most teachers are concerned about their students' ZPD by finding books that are at their students' reading levels and by pairing their students with more capable peers when reading books, such as during Buddy Reading sessions (Vygotsky, 1978). The data also revealed that many teachers and librarians adopt a social constructivist view by incorporating literature-based approaches to teaching reading in the classroom and by providing many opportunities for students to talk about books (Vygotsky). In addition, the participants in one school challenged the students and teachers to collectively read 1 million pages. By organizing both classroom and school-wide reading activities, the participants in this school modeled

that reading is important and valuable. From these interactive and dynamic experiences, the students, according to the participants, became socially motivated and excited about reading. A community of readers was created and according to social constructivist theorists, these types of social experiences can influence both individual and group reading attitudes and reading behaviours (Helper & Hickman, 1982; Watson, 2001).

With respect to Rosenblatt's Transactional Theory (1978), the teachers and librarians seemed to create opportunities for their students to read from both the aesthetic and efferent stance. The data revealed that two participants seemed to create more opportunities for their students to read for aesthetic reasons, which according to Rosenblatt (1997), is the best approach to take when developing students' positive attitudes towards reading. Finally, the participants' responses indicated that they were aware of Motivation Theory because they repeatedly mentioned how motivation affected students' French reading habits. The teachers, librarians and school principals explained that they prefer promoting intrinsic forms of motivation; however, all participants stated that they also use extrinsic forms of motivation to promote student reading. Thus, the analysis of the data revealed that the participants' beliefs and use a variety of strategies and teaching approaches are supported by various theoretical perspectives.

Furthermore, the study showed that all participants face similar challenges when teaching reading. However, they overcome the challenges as best they can by using their expertise, the resources they have accumulated over the years, and their team efforts to effectively meet their students' French reading needs.

After analyzing the collected data, it appears that participants in the three schools could make small changes to improve how they promote reading in French. If teachers

and librarians implement specific reading instructional strategies in their classrooms and libraries, it is important that they use them in the most effective ways possible to promote reading. Also, one school appeared to promote reading more than the other two schools because the librarian and teachers created a reading program that encouraged all students and staff members to reach a collective reading goal. Perhaps the other schools can learn from this school and do the same to show their students that reading is important and pleasurable!

Recommendations

In the following sections, I identify the teachers', librarians' and principals' recommendations to help them teach reading in French, my own recommendations to the schools and School District and finally, my recommendations for future research.

Teachers', Librarians' and Principals' Recommendations for the School District to Help Them Teach Reading in French

- Request the School District and/or Federal Government to provide French immersion schools with more funds to purchase reading resources, create additional reading related opportunities for the students, and buy French software for the classrooms and libraries.
- Allocate a bilingual teacher at the School District level to find appropriate reading materials for the French immersion students.
- Hire a French immersion coordinator at the schools to organize French reading opportunities and other subject matter activities.
- Provide more time for the librarians to organize their libraries.

- Hire French speaking administrators and librarians or encourage the school's administration and librarians to learn French.
- Create a French immersion school in the District in order for all of the French resources, school budget, Federal funding and programs be united, further supporting teachers to promote French reading and language development in the school (suggestion made by one participant).

Researcher's Recommendations for the School District and/or Federal Government

- Provide the French immersion schools with the necessary funds and human resources to effectively teach reading in French.
- Conduct French Professional Development Days that focus on how to effectively implement reading strategies in the classrooms and libraries to motivate students to read in French.
- Praise, thank and encourage the teachers, the librarians and the principals for their conscientious efforts at promoting reading in French in an English speaking province.

Researcher's Recommendations for the Classroom Teachers and Librarians

- Promote reading in French by including silent reading, teacher and student read-alouds, book-talks (focusing on cultural background knowledge and vocabulary), a home-reading program, intrinsic and extrinsic-book related rewards, student choice of reading materials, literature-based instruction, Buddy reading, plays, and song rehearsing.
- Implement a collective reading goal in the school to show the students that reading is important and pleasurable!

- Increase the number of excellent classroom libraries by designing a space where students can select a variety of books, read on a sofa or carpet, and enjoy their reading experiences.

Researcher's Recommendations for the School Principals

- Provide additional support to the teachers and librarians with funds and encouragement to promote reading in the school as well as learn the French language.

Recommendations for Research

The three case studies examined the participants' beliefs about the importance of reading in French and their knowledge of their students' French reading habits, the reading strategies they use to promote reading in French, and how they organize their classroom and school libraries to encourage reading. Since I interviewed only 12 participants, and very few studies have investigated this topic, I recommend that more qualitative case studies examine the reading practices of teachers, librarians and principals in French immersion schools. Dual track schools have become very popular in British Columbia and more research needs to determine how schools can best meet their students' French reading needs in an English speaking province.

I also recommend that further case study research examine the attitudes, beliefs and reading habits of French immersion students in order to develop a broader understanding about how to motivate students to read. Comparing both teachers', librarians' and principals' reading practices with the students' attitudes, beliefs and reading habits will provide educators with a more comprehensive picture of reading and reading for pleasure in French immersion schools.

In addition, I recommend that future research evaluate students' reading performances in different French immersion classrooms to determine if, and how, the instructional strategies used by teachers and librarians affects students' reading achievement scores in French immersion schools.

Finally, I recommend that further research examine how schools could further support and help families motivate their children to read in French at home.

Personal Reflections

Conducting this study has had a positive effect on me as a French immersion teacher. Investigating what prominent researchers have written about reading has reinforced my beliefs about how best to promote reading in schools. It is important for teachers and school staff to love reading if they want to help students develop a passion to read in French. They must be open to using multiple reading instructional strategies to meet students' learning needs, and they should do their best to create classroom environments that are comfortable and motivate students to want to read in French. By conducting this research, I developed an understanding of what some French immersion teachers, librarians and school principals are doing in schools to promote reading. Each individual has a unique approach and uses strategies that he/she feels works best for him/her and his/her students. I will use what the research has found to promote reading as well as the suggestions made by the participants as I develop my own practices. I plan to include the following in my program: silent reading sessions, teacher and student read-alouds, a home-reading program, intrinsic reading rewards, extrinsic rewards related to reading, plays, song rehearsals, Buddy Reading, weekly library visits, and student self-selection of materials. Furthermore, I will encourage the students to talk to each other

about the books they have read. I hope to have adequate room in my classroom to design a library corner with a carpet or a sofa for students to sit on, provide a great selection of French fiction and non-fiction books for them to choose from, and make the classroom as inviting and motivating as possible for the students to want to read in French. I also want to initiate a school-wide reading initiative and get students involved in reaching a collective reading goal. My objective will be to teach them that reading is important and pleasurable.

I have also learned that since French immersion teachers face many challenges teaching reading in French, it is very important for a school's staff to work as a team to share resources and expertise to help each other overcome these difficulties.

In conclusion, I have become a better teacher of reading because I have increased my awareness of the instructional strategies that encourage and motivate students to read. I hope to make a positive difference in many students' lives by teaching them that reading in French is educational and, more importantly, pleasurable!

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APPENDIX B:
SUPERINTENDENT CONSENT FORM

Dear Superintendent:

I am currently completing a Master's of Arts degree from the University of Victoria in the Department of Curriculum and Instruction. I have completed all of the necessary course work for this degree and am now working under the supervision of Dr. Sylvia Pantaleo towards the completion of my Master's thesis. To this end, I am writing to provide you with the details of my research and ask for permission to conduct my study entitled "Reading for Pleasure in Three French Immersion Schools: The Perspectives of Teachers, Librarians, and School Principals" in School District No. XX.

The Purpose of my Study

The purpose of this study is to investigate the strategies that French immersion teachers, librarians and school principals use to motivate students to read in French in school and at home. Research of this type is important because this group of students often only learns the second language in the school setting. As educators, we are very much aware that reading and reading for pleasure are essential elements if students are to develop literacy in French. However, the majority of the research done on pleasure reading has focused on English students' and teachers' experiences rather than those of French-speaking students and teachers. I am interested in addressing this apparent gap in the research.

Steps in Seeking Permission

My research proposal has already received ethical approval from the University of Victoria's Human Research Ethics Office (see attached forms in the application document). I have also recruited four elementary schools that were interested in participating in my study and have randomly selected three. The three school principals have signed the 'Principal Form for Research'. With your permission to conduct my research in School District No. XX, I will then ask the participants to sign a consent form (see attached letters) and begin my study.

What My Research Study Will Involve

Sometime after the _____, I will conduct interviews in English with one Grade 4 and one Grade 5 French immersion teacher, the librarian and the school principal in each of the three schools. Each individual interview will last for approximately 60 minutes and will be scheduled at a time that best suits the participants. The interview questions will be provided to the participants a week before the interview session, and they may decline to answer any of the questions during the interview. With their consent, the interview will be recorded and transcripts will be given to them to review for accuracy and make corrections if necessary. With the participants' consent, I will observe and take pictures

of the Grade 4 and Grade 5 classroom settings, classroom libraries, and the school library without the students, teachers or others being present in the pictures. The teachers and librarians will have the choice if they want to be in the classroom or library when I conduct my observations. Each observational session will occur at a time most convenient to the participants and will take approximately 50 minutes. I intend to have collected all of the data in the schools by ____.

Participation in this research is completely voluntary. If a participant wants to withdraw from the study, he/she may do so at any time either by phone or by email without any consequences or explanation. Any data collected from him/her will not be used. However, the data collected from the other participants at the school site will be included in my study.

I will use pseudonyms throughout the study and in my final thesis to protect the schools' and the participants' anonymity and confidentiality. In addition, the data will remain confidential as it will be stored in a locked filing cabinet at my residence. Only I will have access to this information. At the end of the study, all data, audiotapes and pictures will be destroyed, electronic data (if any) will be erased, and paper copies not used in the thesis will be shredded. The results of this study will be shared with others in the form of a thesis, and a summary of the research results will be provided to the participants and School District No. XX.

The Potential Benefits of the Study

There are no known or anticipated risks to the participants in this research. The potential benefits to the participants in this research include providing them with the opportunity to reflect on their teaching practices regarding the importance of reading in French. In addition, the participants and School District No. XX will receive a summary of the findings at the end of the study so that they may learn more about the various strategies that promote reading in French.

Contact Information

If you have any questions about my research, please contact me by phone at xxx-xxxx or by email at xxxxxx@xxxx.xxx. You may also contact my supervisor, Dr. Sylvia Pantaleo at (xxx)-xxx-xxxx or at xxxxxx@xxx.xx for information. In addition, you may verify the ethical approval of this study by contacting the Human Research Ethics Office at the University of Victoria ((xxx)-xxx-xxx or xxxxxx@xxx.xx).

Once I receive your permission, I look forward to beginning my research in School District No. XX.

Sincerely,

Sarah Deblois

APPENDIX C:
SCHOOL PRINCIPAL CONSENT FORM

Dear Principal:

You are being invited to participate in a study entitled “Reading for Pleasure in Three French Immersion Schools: The Perspectives of Teachers, Librarians, and School Principals” that is being conducted by Sarah Deblois.

I am a graduate student in the Department of Curriculum and Instruction at the University of Victoria and you may contact me if you have further questions by phone at (xxx) xxx-xxxx or by email at xxxx@xxxx.xxx.

As a graduate student, I am required to conduct research as part of the requirements for my Master’s of Arts degree in Language and Literacy. It is being conducted under the supervision of Dr. Sylvia Pantaleo. You may contact her at (xxx)-xxx-xxxx or at xxxx@xxx.xxx.

The purpose of this study is to investigate the strategies that French immersion teachers’, librarians’ and school principals’ use to motivate students to read in French in school and at home. The majority of the research on pleasure reading has focused on English students’ and teachers’ experiences rather than on French-speaking students and teachers. I am interested in addressing this apparent gap in the research.

This research is important because French immersion students often learn their second language from only school. Reading and reading for pleasure are essential elements to students’ developing literacy in French and it is important to discover the strategies employed by teachers, librarians and school principals to motivate students to read in French.

You are being asked to participate in this study because you are a School Principal in a French immersion school.

If you agree to voluntarily participate in this research, your participation will include a 30 to 45 minute interview session conducted in English with me during a time that best suits your schedule. You will receive the interview questions a week prior to the interview session which is planned to occur after the _____. You may decline to answer any questions during the interview. With your consent, the interview will be tape-recorded. The transcripts will be given to you to review for accuracy and make corrections if necessary and you will be asked to initial the consent form to indicate your ongoing consent to conduct my study.

The potential benefits of your participation in this research include providing you with the opportunity to reflect on your educational practices regarding the importance of reading in French. In addition, you will receive a summary of the findings at the end of

the study so that you may learn more about the various strategies that promote reading in French.

There are no known or anticipated risks to you by participating in this research. Your participation in this research must be completely voluntary. Once the study has begun, you may withdraw at any time by contacting me by phone or email without any consequences or any explanation. If you do withdraw from the study your data will not be used. However, the data collected from the other participants in your school will be used in my study.

Pseudonyms will be used to protect your anonymity and privacy throughout the study; neither the name of your school nor your name will be used or mentioned in my final thesis.

To protect your privacy and the confidentiality of the data, I will store the data in a locked filing cabinet at my residence. Only I will have access to this information. At the end of the study, all data, audiotapes and pictures will be destroyed, electronic data (if any) will be erased, and paper copies not used in the thesis will be shredded. The results of this study will be shared with others in the form of a thesis, and a summary of the research results will be provided to you at the end of the study.

In addition to being able to contact me and my supervisor at the above phone numbers and emailing addresses, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Xxxx ((xxx)-xxx-xxxx or xxxxx@xxx.xxx).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.

APPENDIX D:
TEACHER CONSENT FORM

Dear Teacher:

You are being invited to participate in a study entitled “Reading for Pleasure in Three French Immersion Schools: The Perspectives of Teachers, Librarians, and School Principals” that is being conducted by Sarah Deblois.

I am a graduate student in the Department of Curriculum and Instruction at the University of Victoria and you may contact me if you have further questions by phone at (xxx) xxx-xxxx or by email at xxxx@xxxx.xxx.

As a graduate student, I am required to conduct research as part of the requirements for my Master’s of Arts degree in Language and Literacy. It is being conducted under the supervision of Dr. Sylvia Pantaleo. You may contact her at (xxx)-xxx-xxxx or at xxx@xxxx.xxx.

The purpose of this study is to investigate the strategies that French immersion teachers’, librarians’ and school principals’ use to motivate students to read in French in school and at home. The majority of the research on pleasure reading has focused on English students’ and teachers’ experiences rather than on French-speaking students and teachers. I am interested in addressing this apparent gap in the research.

This research is important because French immersion students often learn their second language from only school. Reading and reading for pleasure are essential elements to students’ developing literacy in French and it is important to discover the strategies employed by teachers, librarians and school principals to motivate students to read in French.

You are being asked to participate in this study because you are a Grade 4 or 5 French immersion teacher. Your grade level best suits my study since students are expected to be able to read independently on their own in French at this point in their education.

If you agree to voluntarily participate in this research, your participation will include a 3- to 45 minute interview session conducted in English with me during a time that best suits your schedule. You will receive the interview questions a week prior to the interview session which is planned to occur after the _____. You may decline to answer any questions during the interview. With your consent, the interview will be tape-recorded. The transcripts will be given to you to review for accuracy and make corrections if necessary and you will be asked to initial the consent form to indicate your ongoing consent to conduct my study. In addition, with your consent, I also want to observe and take pictures of your classroom setting and classroom library, without the students, yourself or others being present in the pictures. However, you will have the choice to be

in the classroom when I do my observations. The observational session will occur at a time most convenient for you and will take approximately 30 minutes.

The potential benefits of your participation in this research include providing you with the opportunity to reflect on your teaching practices regarding the importance of reading in French. In addition, you will receive a summary of the findings at the end of the study so that you may learn more about the various strategies that promote reading in French.

There are no known or anticipated risks to you by participating in this research. Your participation in this research must be completely voluntary. Once the study has begun, you may withdraw at any time by contacting me by phone or email without any consequences or any explanation. If you do withdraw from the study your data will not be used. However, the data collected from the other participants in your school will be used in my study.

Pseudonyms will be used to protect your anonymity and privacy throughout the study; neither the name of your school nor your name will be used or mentioned in my final thesis.

To protect your privacy and the confidentiality of the data, I will store the data in a locked filing cabinet at my residence. Only I will have access to this information. At the end of the study, all data, audiotapes and pictures will be destroyed, electronic data (if any) will be erased, and paper copies not used in the thesis will be shredded. The results of this study will be shared with others in the form of a thesis, and a summary of the research results will be provided to you at the end of the study.

In addition to being able to contact me and my supervisor at the above phone numbers and emailing addresses, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of XXXX ((xxx)-xxx-xxxx or xxx@xxxx.xxx).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.

APPENDIX E:
LIBRARIAN CONSENT FORM

Dear Librarian:

You are being invited to participate in a study entitled “Reading for Pleasure in Three French Immersion Schools: The Perspectives of Teachers, Librarians, and School Principals” that is being conducted by Sarah Deblois.

I am a graduate student in the Department of Curriculum and Instruction at the University of Victoria and you may contact me if you have further questions by phone at (xxx) xxx-xxxx or by email at xxx@xxxx.xxx.

As a graduate student, I am required to conduct research as part of the requirements for my Master’s of Arts degree in Language and Literacy. It is being conducted under the supervision of Dr. Sylvia Pantaleo. You may contact her at (xxx) xxx-xxxx or at xxx@xxxx.xxx.

The purpose of this study is to investigate the strategies that French immersion teachers’, librarians’ and school principals’ use to motivate students to read in French in school and at home. The majority of the research on pleasure reading has focused on English students’ and teachers’ experiences rather than on French-speaking students and teachers. I am interested in addressing this apparent gap in the research.

This research is important because French immersion students often learn their second language from only school. Reading and reading for pleasure are essential elements to students’ developing literacy in French and it is important to discover the strategies employed by teachers, librarians and school principals to motivate students to read in French.

You are being asked to participate in this study because you are a school librarian in a French immersion school.

If you agree to voluntarily participate in this research, your participation will include a 30 to 45 minute interview session conducted in English with me during a time that best suits your schedule. You will receive the interview questions a week prior to the interview session which is planned to occur after the _____. You may decline to answer any questions during the interview. With your consent, the interview will be tape-recorded. The transcripts will be given to you to review for accuracy and make corrections if necessary and you will be asked to initial the consent form to indicate your ongoing consent to conduct my study. In addition, with your consent, I want to observe and take pictures of your library without the students, yourself or others being present in the pictures. However, you will have the choice to be in the library when I do my observations. The observational session will occur at a time most convenient for you and will take approximately 30 minutes.

The potential benefits of your participation in this research include providing you with the opportunity to reflect on your teaching practices regarding the importance of reading in French. In addition, you will receive a summary of the findings at the end of the study so that you may learn more about the various strategies that promote reading in French.

There are no known or anticipated risks to you by participating in this research. Your participation in this research must be completely voluntary. Once the study has begun, you may withdraw at any time by contacting me by phone or email without any consequences or any explanation. If you do withdraw from the study your data will not be used. However, the data collected from the other participants in your school will be used in my study.

Pseudonyms will be used to protect your anonymity and privacy throughout the study; neither the name of your school nor your name will be used or mentioned in my final thesis.

To protect your privacy and the confidentiality of the data, I will store the data in a locked filing cabinet at my residence. Only I will have access to this information. At the end of the study, all data, audiotapes and pictures will be destroyed, electronic data (if any) will be erased, and paper copies not used in the thesis will be shredded. The results of this study will be shared with others in the form of a thesis, and a summary of the research results will be provided to you at the end of the study.

In addition to being able to contact me and my supervisor at the above phone numbers and emailing addresses, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of XXXX ((xxx) xxx-xxxx or xxx@xxxx.xxx).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.

APPENDIX F:

INTERVIEW QUESTIONS FOR THE TEACHERS

(Most questions come from Worthy, Turner, and Moorman's 1998 study and Romney, Romney and Menzies' 1995 study)

Interview Protocol

Thesis: Reading for Pleasure in French Immersion Schools: The Perspectives of Teachers, Librarians, and School Principals

Time of interview: _____	Date: _____
School: _____	Interviewer: _____
Interviewee: _____	Grade and subjects teaching: _____
Gender: _____	
Years of teaching experience: _____	Degree: _____
# of students in class: _____	Native language: _____
# of students who speak French at home: _____	

T1. How important do you think it is for students to read in French? Please explain your answer.

Probes: What are the benefits of reading in French?

T2. What are the strategies/resources/materials you use to motivate your students to read in French?

Probes: (Sustained Silent Reading, read-alouds, choice, incentives, volunteers, home reading programs, library visits, technology, teaching book selection strategies)

1. How do you use these strategies? How often? For what purpose?
2. How involved are you in the process?
3. How are the resources organized in your classroom?
4. How do students perceive these strategies?
5. What strategies/resources/materials have worked best for you to promote reading in French and why?
6. What are you typically doing while students are reading?

T3. What physical elements in your classroom promote reading in French? How do the students interact and/or use them in class?

Probes: Classroom library, word walls, open-faced books, variety of books with different ability levels, open-faced books on display, constant new supply of reading materials...

T4. In your opinion, do students prefer reading in English or in French?

How do you know?

What are the challenges that students face when they read in French?

How do they succeed at overcoming these challenges?

T5. What reading materials do students enjoy reading the most in French?

How do you know?

Are these materials available to read at school and if not, why and where do they find them?

T6. What are the reading expectations for your students both in school and at home?

Probes: 1. Who chooses the students' reading materials?

2. Are students expected to read at home? For how long?

3. How do you determine the amount of reading they do?

4. Do they discuss/complete assignments related to their readings? Why or why not?

T7. What kind of support do you receive from the school in order to teach reading in French? (meetings, conferences, budget for books and field trips).

Do you think it is sufficient? Why or why not?

T8. Would you change anything in your program, if you had different resources and time, to encourage students to read more in French, at school and at home?

T9. What are your reading habits in the classroom and at home?

Do you enjoy reading for pleasure? Explain or elaborate.

T10. Do you have any additional comments that you would like to make on the subject of reading for pleasure in French immersion schools?

Cataloging the Classroom Library:

T11. Where do you keep your reading materials here in the classroom? May I spend a few minutes cataloguing them? [accompany the teacher to the classroom bookshelf and catalogue the materials]

____ Approximate number of French books

____ Approximate number of English books

____ Number of books in all

APPENDIX G:
INTERVIEW QUESTIONS FOR THE LIBRARIANS

Interview Protocol

Thesis: Reading for Pleasure in French Immersion Schools: The Perspectives of Teachers,
Librarians, and School Principals

Time of interview: _____ Date: _____
 School: _____ Interviewer: _____
 Interviewee: _____ Subjects teaching: _____
 Gender: _____
 Years of librarianship experience: _____ Degree: _____
 Language spoken to French immersion students: _____

About the Library:

- L1. Approximately how many English books are there in the library? Approximately how many French books are there in the library?
- L2. Are you provided with the same budget to buy English and French reading materials? Do English or French reading materials cost more?
- L3. How do you select the books you buy for your French collection?
- L4. What is the strongest area in the French collection? What is the weakest area in the French collection?

Availability and Expectations:

- L5. How many times does each class go to the library a week? Are there differences in the number of visits between French and English classes?
- L6. Are the French immersion students expected and/or encouraged to take out French books by their classroom teacher? By you? If yes, how so?
- L7. What are the student expectations when taking out books at the library?

Probes: Are they expected to take out a minimum of books in each language a week?
 How many English books can students borrow from the library? How many in French?

L8. How do you help students with book selection?

L9. What would you do, if you had the resources and time, to improve the library for French immersion students?

Student Preferences:

L10. In your opinion, do students prefer taking French or English books home? How do you know? Please explain your answer.

L11. In your opinion, what are the students' favourite French reading materials? Are they available in the library? Explain or elaborate.

Methods to Encourage Reading:

L12. How important do you think it is for students to read in French? Please explain your answer. (Benefits?)

L13. What methods do you use to motivate students to read and take out books in French? Which method has proven to be the best and why?

Probes: Read-alouds, book displays, book discussions, visits from French authors, French storytellers...

L14. Have you attended any conferences and/or school meetings that discussed strategies that promote reading in French/English? If yes, what did you learn? How useful were they to you?

Other:

L15. What are your reading habits in the library and at home? Do you enjoy reading for pleasure? Why or why not?

T16. Do you have any additional comments that you would like to make on the subject of reading for pleasure in French immersion schools?

APPENDIX H:
INTERVIEW QUESTIONS FOR THE SCHOOL PRINCIPALS

Interview Protocol

Thesis: Reading for Pleasure in French Immersion Schools: The Perspectives of Teachers,
Librarians, and School Principals

Time of interview: _____ Date: _____
 School: _____ Interviewer: _____
 Interviewee: _____ Gender: _____
 Years of teaching and administrative experience: _____
 Degree: _____
 Language spoken to French immersion students: _____
 Number of classes in the English mainstream
 program: _____
 Number of classes in the French immersion program: _____
 Percentage of English to French classes: _____

- P1. How important do you think it is for students to read in French? Please explain your answer.
- P2. What activities and/or incentives do you organize with your staff to promote reading in school?
- P3. Are there conferences and/or school meetings that focus on the strategies that promote pleasure reading and that increase teachers' knowledge about children's literature? How often and who gives them?
- P4. How much of the school budget is allocated towards buying French reading materials in the library and classrooms?
- P5. What are the challenges, if any, that you face with regards to 'reading' in the French immersion program? How does your school staff resolve them?
- P6. What are your reading habits in the classroom and at home? Do you enjoy reading for pleasure? Explain or elaborate.
- P7. Do you have any additional comments that you would like to make on the subject of reading for pleasure in French immersion schools?

APPENDIX I:
OBSERVATION PROTOCOL SHEET

LENGTH OF OBSERVATION: 20 MINUTES	
DESCRIPTIVE NOTES	REFLECTIVE NOTES
Classroom/Library Walls:	
Classroom Library Corner/ Library Set-Up:	
General Classroom/Library Atmosphere:	
Classroom/Library Resources in French:	
Classroom/Library French Software:	

- Photographs of each classroom and library will be attached to these protocol sheets to have a visual record of each setting.

APPENDIX J:
CLASSROOM AND LIBRARY CHECKLIST

Classroom and Library Checklist	YES	NO
Word walls		
French posters		
French stories on audio		
Tapes		
Library corner		
Approx. # of books available for children to read in French		
Different level of books		
Variety of books		
Poster indicating the books students enjoyed reading		
Student written books		
Posters with rewards for # of books read		
French dictionaries		
Drama props related to books		
Other:		

APPENDIX K:

FRACTOR, WOODRUFF, MARTINEZ AND TEALE'S (1993) CRITERIA FOR
EVALUATING GRADES 3 TO 5 CLASSROOM LIBRARIES**A Basic Library:**

- Contains at least one book per child
- Is quiet and well lighted
- Has carpeting or seating
- Has sufficient room for at least three children

A Good Library:

- Has at least four books per child
- Comfortably accommodates at least four children
- Offers privacy with partitions
- Displays some of the books in an open-faced fashion
- Has attractive book jackets, posters, or bulleting boards related to reading

An Excellent Library:

- Has at least eight books per child
- Organizes the books in some manner
- Names the area in some way
- Comfortably accommodates at least five children