

Tone Korth. Reflective note

My study started as one possible answer to a year long frustration and conundrum: how may a teacher of ESL convey a love of books and of reading to reluctant students? Over the years I have noticed that there is a distinct part of students who either hate or love reading books in English. Would the use of audio help overcome the reluctance? The project involved students of all grades and of all abilities of the lower secondary school in Norway, and this in itself presented a challenge when choosing the books, as the texts should neither be too challenging nor too easy. In hindsight I admit that the choices for eighth grade have been too easy for the majority of the students, and I will take that into consideration in my next project. Furthermore, one question that stands unanswered is the use of online books versus ordinary books. I have an unsubstantiated hypothesis that ordinary books are better, but this may only be prejudice on my part, and something for future studies to find out.

Another challenge has been the challenge of eighth grade as they can be immature, unfocused, and not used to prolonged sessions of concentrated reading and listening. There has been a distinct difference between the two cohorts, some of this may in part be due to the class learning environment which always differs, but also to the fact that the second cohort was more mature and adapted to the academic demands of lower secondary school than the first. The difference may have led me to underestimate the abilities of the first cohort. In addition to a consideration of the students' reading abilities, the curriculum dictates to a large degree the choice of texts based on the themes for each grade, I wonder whether this should be changed or disregarded in future RWL projects? If so, what other books and texts could be used? It might open a world of Global English texts for the students to explore.

With the positive results of this study in mind, I think future RWL projects are well worth the time. Ideally I would have liked to follow two classes from 8 till 10 grade to properly assess the development of language skills as well as attitude towards reading. I would also want additional tasks to challenge and expand all intelligences: auditive, visual and tactile. For the tasks to encompass all intelligences and further curiosity with drawings and possibly more literary discussions throughout the project. The success of the two more difficult texts indicate that students want to be challenged, not mollycoddled. The gradual development of the students' skills and comprehension has been very satisfying pedagogically. They have evolved in a positive manner, even the more unfocused and disinterested younger students. From my experience, RWL projects can have an important role in overcoming the bottleneck of developing adequate reading comprehension skills, especially for poorer students. This has been confirmed to a large degree by this study. With a continuous development of both language skills and willingness to read books, I will incorporate RWL in my ESL teaching regularly and plan to use RWL throughout all of lower secondary school.



MASTER THESIS

*Does extended and repeated Reading While Listening
impact on comprehension and
motivation for reading English?*

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10.11.2020

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ABSTRACT

Students' listening skills are a prerequisite for their productive skills. Furthermore, listening skill is presented as one of the core elements, basic skills and competence aims in the new Norwegian curriculum, the "Subject Renewal". Does reading while listening impact positively on students' comprehension of and motivation for reading books? This is a study on the possible impact of more extensive reading-while-listening of two whole literary texts over two semesters. The literary texts were presented by authentic English speakers. This study explores the impact of the use of extended reading-while-listening in two groups, where the same cohort participates in two reading-while-listening projects over two consecutive semesters. The study investigates how reading while listening can increase comprehension. That comprehension may lead to motivation is further conveyed in the students' perceived enjoyment and positive assessment of reading while listening. These results point to the possibility that reading while listening may be a very useful tool for language teachers. The responses are indicative of a positive impact of reading-while-listening on English language skills and motivation.

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1. INTRODUCTION

1.1. Background

Students in lower secondary school in Norway are increasingly reluctant to read books, and even more reluctant to read whole texts in English, as the study shows. Getting the students to read books voluntarily can be an uphill struggle – the students participating in this study may be divided into two groups: a small but voracious group of voluntary readers and an ever-expanding group of avid non-readers. In what follows I want to look into whether it is possible to develop a love of literature and encourage a liking for reading through reading while listening, RWL.

The oral skill of creating meaning-making through listening is one of the five general proficiencies in the general part of the new Norwegian steering document, the Norwegian “Subject Renewal” (udir.no, 2020). Furthermore, oral proficiency is and has been one of the Competence Aims for English year 10 in both the Subject Renewal as well as in the previous curriculum (udir.no, 2020, udir.no, 2006). However, the consistent use of audio as support in the English as a Second Language (ESL) classroom has not been a regular part of pedagogical practice in foreign language teaching (Kim, 2015). Furthermore, there has been limited research on the impact on students of RWL for ESL learners in the Norwegian and the other European school systems, and even less on any extended RWL, or repeated RWL, within the same cohort in low to medium proficiency students.

Whereas the importance of extensive reading is well documented, there are limited studies of extensive RWL. However, the studies that do exist, refer to a great deal of exposure to comprehensible oral output. Most of the research has been done in Asia (Aktar & Strong, 2019; Isozaki, 2018; Taguchi, Gorsuch, Lems & Rosszel, 2016; Webb & Chang, 2015; Chang, 2011), some in the Middle East (Eppard, Baroudi & Rochdi, 202; Polat & Eristi, 2019), some in Australia (Greaney, 2012), and some in Africa (Friedland, Gilman, Demeke & Johnson, 2017). The majority of these studies have dealt mainly with university students with a focus on fluency and language acquisition.

1.2. Aim

The aim of this study is to investigate how repeated and extended RWL impacts on lower secondary ESL students' experience of reading books in English and whether RWL helps with their comprehension and subsequent motivation for reading books.

The research questions this study will explore are the following:

R1: Do students experience extended RWL as a positive and motivating factor?

R2: Do students experience that extended and repeated RWL help them develop their reading and general English skills?

1.3. Overview of study

The thesis is structured on the CaRS research reports modeled in McKay (McKay, 2006, p. 146). Furthermore, it presents an explanation of how a study may make a contribution to second language teaching and learning. After this introduction the theoretical background follows. A literary review documents and discusses the research that has been done, and establishes the subsequent niche for the thesis research. Then comes the purpose of the research and the methodology chosen. After this follows a discussion of the results of the questionnaires and the interviews as well as limitations. The thesis ends with my conclusion.

2. THEORETICAL BACKGROUND

The use of authentic audio and/or video material shows effective results when it comes to listening skills for Turkish EFL University students (Polat & Eristi, 2019). Authentic audio or visual material presents a broad and rich range of expressions in real contexts, which motivates students and provides them with an opportunity to have rich learning experiences (ibid.). The development of listening skills in a foreign language helps students to distinguish sounds in genuine contexts, thus aiding them to understand the contents of speech by

recognizing the semantic changes and intonations in said context. This may alleviate any linguistic anxieties and foster interest and motivation (Kim, 2015). Authentic materials from beginner's level to high proficiency level will make students more familiar with the target language and contribute to the expansion of the students' vocabulary capacity. Polat and Eristi's study shows a strong relationship between the development of students' listening skills and their speaking, reading and writing language skills. They argue that the use of authentic audio and/or visual material is an effective tool for developing successful ESL learning strategies (ibid.). Struggling learners who focus too much on decoding the incoming speech may deprive themselves of the opportunity to compensate for their lack of linguistic knowledge through the use of cognitive and metacognitive strategies (Aktar & Strong, 2019). However, this may to some extent be remedied, as there is a strong positive correlation between reading and listening performances (Aktar & Strong, 2019), which uses the students' implicit knowledge of vocabulary and grammar to improve their fluency and comprehension (Taguchi, Gorsuch, Lems & Rosszell, 2016). A recent study of international and Asian university students in UK colleges (Aktar & Strong, 2019) found that the two influence each other positively. This study found that skilled listeners both rely on language knowledge and vocabulary, as well as their ability to integrate contextual knowledge into their comprehension of speech (ibid.), emphasising the importance of listening to authentic speech.

Furthermore, recent research has shown that audio can act as a form of scaffolding, or aid, to reading comprehension. According to Taguchi et al. (Taguchi, Gorsuch, Lems & Rosszell, 2016) RWL may be a useful aid to the more reluctant readers, who struggle to comprehend the meaning of whole sentences while struggling with decoding each word. Audio modelling can help ESL learners build comprehension by making units of meaning more salient through prosody (ibid., p. 111). Prosody is understood as the speaking intonation contours, or the music of the language. Prosody helps the reader read units as phrases, not word for word, thus avoiding that the words lose their integrity and become meaningless. Audio, or RWL, models prosody and supplies a division of the sentence into grouped words as well as modelling the pronunciation (ibid., p.103). Furthermore, Taguchi et al. claim, audio helps struggling ESL learners read faster, which means they get the experience they need for fluency development more efficiently and possibly with more pleasure (ibid., p.111). RWL can act as a motivational scaffolding for reading complex texts as it leads to increased prosody and automaticity, according to Reynolds and Goodwin (Reynolds & Goodwin, 2016).

In Krashen's pleasure hypothesis it is claimed that comprehensible input, whether oral or written, helps language acquisition (Krashen, 1994, p. 302). It is further argued that extensive reading, or RWL, increases proficiency in literacy and vocabulary. Being read aloud to is perceived as enjoyable by children, and those activities that are good for language acquisition are usually regarded as pleasant by the acquirees (ibid., p. 307). RWL in a second language teaching intervention may be regarded as a manner of immersion into the language for second language learners, which according to Krashen results in higher proficiency in the target language (ibid., p. 299).

De Naeghel, Van Keer and Vanderlende argue in a study that reading aloud, or being read to, must be recognised as an important strategy to encourage autonomous reading motivation (De Naeghel, Van Keer & Vanderlinde, 2014) as it fosters comprehension. Precisely the decoding of words and content in a second language with its unknown spelling, grammar and sentence building may be a hindrance to many learners. For second language teaching, comprehensible input-based classes induce increased comprehension and subsequently more pleasure, leading to increased motivation in learning (Kraschen, 1994). Thus, there is the possibility that the extended and repeated use of audio can provide a bridge between word recognition and comprehension. Audio thus increases fluency which is essential in language acquisition, and so it may lead to greater pleasure and increased motivation for reading.

RWL has several benefits as the enhancement of listening skills may promote struggling readers' literacy development, Moore and Cahill argue (Moore & Cahill, 2016). Further, it may encourage oral usage and increase comprehension, and even develop a love of reading (ibid.). Therefore, they claim that reading audiobooks may strengthen the link between oral and written literacies, supporting the development of all four language systems: phonological, semantic, syntactic and pragmatic (ibid., p. 4). Serafini finds that: "Listening deepens readers' interpretations and develops their ability to comprehend and analyze literature" (Serafini (2006, p. 91). Serafini adds that audiobook listening can develop readers' vocabulary, promote models for fluent reading and even provide exposure to materials beyond their independent reading abilities. The use of audiobooks has been shown to have a positive effect on young adolescents' comprehension as well as a positive attitudinal change towards reading (ibid., p. 7). Indeed, Serafini claims that for students learning a second language, comprehension tends to improve as a consequence of audiobook use (ibid., p. 8).

Current research in The United Arab Emirates on English as a Second Language (ESL) university students suggests that listening and reading fluency has a strong correlation to reading comprehension (Eppard et al., 2020). Effective comprehension does not become operational until the reader has acquired a reasonable level of fluency Eppard, Baroudi and Rochdi claim. Thus, reading fluency is a central component of reading comprehension. Eppard et al.'s study showed that reading fluency can be fostered through RWL in an assisted process, as the study registered an improvement in both reading rate and accuracy (ibid., p. 749). Studies have also shown a strong correlation in the development of listening, reading, writing and speaking skills. A study on ESL Turkish university students showed that the use of authentic audio and video has a positive impact on students' listening skills, an effect that increases with the students' improvement of proficiency (Polat & Eristi, 2019).

There have been several studies on RWL for second language learners which seem to confirm that the use of audiobooks can have a beneficial impact on ESL learning. Isozaki has investigated the effect on RWL and reading circles on second language fluency for Japanese university students at two universities. Her findings show that the use of audiobooks could offer a strong, positive experience for ESL learners (Isozaki, 2018). Isozaki finds that listening to audiobooks while reading improves the reading experience, suggesting that students can benefit from this bimodal option to support their language skills (2018). This is corroborated by a study by Chang on the effect of reading while listening to audiobooks on fluency, vocabulary gains and comprehension of university students (Chang, 2011). Fluency promotes comprehension, and comprehension is key to acquisition, according to Chang (ibid. p. 44). Audiobooks help the student to read text more rapidly, smoothly, effortlessly and automatically with little attention to the mechanics of reading, thus facilitating the decoding process. Chang argues that problems for ESL learning arise because of a general lack of exposure to normal speech rates with different accents, colloquial usages and slang which seldom appear in second language textbooks (ibid., p. 44). RWL helps second language learners match written form to spoken form to develop auditory discrimination and word recognition, enabling the students to understand larger chunks of texts. This may be particularly beneficial to lower proficiency learners as reading and listening at the same time is helpful to enhance reading speed, promoting concentration and interest (ibid., p. 46). Chang's study concludes that RWL impacts positively on ESL learners' comprehension, vocabulary and concentration. In fact, all the students tested in her study showed a marked gain in fluency, vocabulary, and listening skills, as well as an increase in their interest in

audiobooks. Indeed, her study reports an effect for the RWL students that is superior to that of the students only reading silently (ibid. p.58). These findings were further confirmed by a later study by Webb and Chang on the impact on vocabulary learning by extensive reading with audio-support (Webb & Chang, 2015), which found that students learned the highest number of words in a RWL mode of multiple texts over an extended period compared to reading only (ibid., p. 11). The reasons for these higher gains were threefold. Firstly, Webb and Chang claim, RWL contributes to superior comprehension compared to reading only (ibid., p. 11). Secondly, RWL helps learners access segments into larger chunks, allowing for greater working memory. Finally, learners usually have greater knowledge of the spoken form of a language, and this may help them make the link to form meaning making (ibid., p. 12). Webb and Chang conclude that audio, RWL, provides strong support for there being large vocabulary learning gains from reading multiple texts over an extended period of time, leading to more gains than the reading a single text would yield (ibid., p. 41). Furthermore, research on the impact of RWL shows an enhanced fluency in English for grade three students in rural Uganda (Friedland, Gilman, Demeke & Johnson, 2017). This is a limited study, but it indicates that RWL provides a bridge between word recognition and comprehension (ibid., pp. 83-84). RWL helps improve reading fluency, and consequently students who listened while reading scored higher on their word count than students who read silently (ibid.).

Listening comprehension and word decoding are the two major determinants of the development of readers' comprehension according to Lervåg, Melby-Lervåg and Hulme (Lervåg, Melby-Lervåg & Hulme, 2018). Their five-year study of Norwegian second to seventh grade primary school students' reading comprehension in Norwegian established that listening comprehension was a predictor of both early and later development of reading comprehension. Lervåg et al. claim that whereas reading comprehension is based on word decoding in the early stages of learning, the role of listening comprehension increases with age (ibid., p. 1822). For older children with proficient decoding skills, reading comprehension will be more heavily influenced by listening comprehension skills (ibid.).

Furthermore, Lervåg et al. continue by arguing that reading comprehension reflects a multiplicative relationship between decoding and listening comprehension, rather than an additive one (ibid., p. 1823). The association between reading comprehension, listening comprehension and decoding will change during the course of development, they claim. Multiple language-related skills are involved in reading and listening comprehension. For

students with poor decoding skills decoding will be a bottleneck for reading comprehension, thus any intervention to improve decoding can be expected to lead directly to improvements in reading comprehension. In general, Lervåg et al. argue, interventions that focus on a broad set of oral language skills are most likely to be effective in helping students develop adequate reading comprehension skills (ibid., p. 1835).

The use of audiobooks may contribute to students' listening comprehension, to their pronunciation as well as to their motivation, according to a study on first year university students in Turkey by Kartal and Simsek (Kartal & Simsek, 2017). An effective method is essential to EFL students. However, there is no clear single method that prevails, but rather a combination of all the different strategies which will develop proficiency according to Kartal and Simsek (ibid.). Listening is the least understood and most overlooked of the language skills. The students' receptive skills encompassing listening and reading, is a prerequisite for their productive skills, namely writing and speaking (ibid., p. 113). With a student's increased understanding, improved pronunciation and reading comprehension, an increase in motivation will follow. The students in the study indicated that the use of audiobooks motivated them to read and listen more than earlier (ibid., p. 119).

Matching the teaching method to a student's preferred learning style may have a positive influence on the individual student's learning gains. This, «the meshing hypothesis», postulates that instruction based on the students' preferred learning style, that is reading for visual learners and listening for auditory learners, may increase their comprehension and thus positively influence their learning gains (Pashler, McDaniel, Rohrer & Bjork, 2008). Contrary to this hypothesis, a more recent study by Rogowsky, Calhoun and Tallal found no statistically significant relationship between input preference and output (Rogowsky, Calhoun & Tallal, 2014). Indeed, visual learners scored higher on both listening and reading skills aptitude tests than auditory learners (ibid., p. 77). Rogowski et al. found that counter to current educational beliefs and practices, educators may be doing a disservice to auditory learners by continually catering to their auditory learning style preference instead of focusing on strengthening their visual word skills and decoding skills (ibid., p. 77). They continue by arguing that it is of major importance to strengthen the words skills of auditory learners (ibid.). As visual learners in general score higher on both reading and listening aptitude tests, auditory learners must be encouraged to learn to decode text through effective scaffolding, such as RWL. This scaffold would likely benefit sentence-level processing, leading to

improved prosody and automaticity, making text similar to oral language and make students pay attention to content, thus helping comprehension (Reynolds & Goodwin, 2016). Reynolds and Goodwin argue that comprehension must be encouraged, and audio as scaffold may prompt students to activate their preexisting strategy for reading and facilitate comprehension (ibid.).

Planned scaffolding such as RWL as a learning strategy has been shown to provide a foundation for reader support as it leads students to pay attention to content and helps with comprehension (Reynolds & Goodwin, 2016). A study by De Naeghel et al. in Belgium finds that being read to is a motivational strategy, as audio as scaffolding will likely benefit sentence-level processing as it improves both prosody and automaticity, it prompts students to activate their pre-existing strategy for reading and thereby facilitates comprehension, thus increasing motivation (De Naeghel et al., 2014). This study of strategies which foster students' reading motivation in ESL learning has shown that teachers can play a pivotal role in stimulating students to read for pleasure (ibid.).

In order to promote reading motivation in class, students need structure and scaffolding, and De Naeghel et al. found that reading aloud is one very valuable strategy in promoting autonomous reading motivation (ibid., p. 94). Indeed, they regard reading aloud such an important activity that they suggest teachers invest more time reading aloud in order to stimulate interest in reading (ibid., p. 95). These findings are corroborated by a study in New Zealand by Greaney, who found that using merely listening has particular limitations for students who are poor decoders, as only listening offers limited incentives to develop specific word identification strategies (Greaney, 2012). He found that although hearing a text being modelled fluently by a competent reader helps comprehension, poor decoders also need to be taught relevant spelling patterns (ibid., p. 46), thus RWL may be more useful to develop both listening and reading skills (ibid., p. 47). The benefits of RWL include overall language proficiency and a greater sense of the rhythm of a language, which helps reading skills and comprehension according to a study by Brown, Waring and Donkaewbua (Brown, Waring & Donkaewbua, 2008). Extensive RWL has led to successful learning of new vocabulary for ESL students. Brown et al. found that RWL led to extensive cumulative enrichment of vocabulary acquisition (ibid., p. 158). This input mode was also preferred by the students of the study, who found it the most comfortable, leading to increased comprehension and pleasure in reading (ibid., p. 156).

Audio may be seen to have a transformative potential as described in Puentedura's SAMR-model: Substitution, Augmentation, Modification and Redefinition of teaching and learning through technology (Puentedura, [2009, 2014] 2017), inasmuch as the use of technology may engage the learners in different ways that allow for a more student-centred, flexible approach. Middleton finds the impact of audio, specifically the recorded voice, so effective in his study that he regards it as a tool that can be used to transform pedagogy (Middleton, 2016). Furthermore, the use of audio as a teaching tool reaches goals that many students could not reach before due to the modification of the task the teacher can set out, he argues. Thus, the redefinition of a task by using audio for instance, can replace parts of or all of previous tasks with new tasks that are made possible with the introduction of the new technology. This new task, RWL for instance, can be a significant improvement of previous teaching tools and thus can be seen as a significant task redesign, thus it can be defined as transformative. The difference between augmentation and modification is whether the teacher essentially reproduces what has been done before in her practice, or whether the teacher significantly modifies the practice while keeping the core of it, thus engaging the students in an exploration of areas they would not otherwise encounter (Puentedura, 2017).

3. METHOD AND MATERIAL

In this study I work with two cohorts of students from grades eight to ten. As I will present below, they all participate in an RWL project conducted in the ESL classroom with different audiobooks combined with online books or regular books for reading. The project is a combined study with the main data analyzed obtained via three questionnaires (appendix II) supplemented by final interviews (appendix III) and quotations from short interviews (appendix V) and drawings (appendix IV) based on the guidelines of McKay (2006) and Swales and Feak (2012). Firstly, the methodology will be presented, secondly, the research design and, finally, the data collection.

3.1 Methodology

The project is conducted as teaching intervention action research over two semesters in two different cohorts. The first cohort is an eighth-grade class of 29 students who conduct two four-week RWL projects, one at the end of their first semester and one in the beginning of

their second semester at lower secondary school. There is only one survey for this first cohort, as the two projects are conducted within a very short timespan. For the second cohort there will be two surveys. The first project is based on the project paper (Korth, 2019) with a class of 26 students in a six-week RWL project in the second semester of their ninth grade. The second survey for cohort two is an eight week RWL project in the first and second semester of their tenth and final grade, with the class reduced to 23 students. The reason for defining it as teaching intervention action research is that it is carried out in the classroom, aiming to explore whether students experience RWL as a positive and motivating factor which helps them develop their reading and general English skills (McKay, 2006, pp. 29-35). As the students are from 12 to 16 years old, the parents as well as the students have given their informed consent (appendix I). The analysis is primarily based on a Likert-type questionnaire (appendix II) used for the whole class post-project (Swales & Feak, 2012, p. 186). This questionnaire is identical for all three projects apart from the title of the books in the three different RWL projects. Whereas the eighth-grade cohort one, and the tenth grade cohort two, answer a final written interview after finishing their RWL projects (appendix III), in the ninth-grade cohort two, the participants also give a short interview midway in their free listening-while-reading period (appendix IV). Furthermore, as an additional tool for observing their level of understanding, the ninth-grade students in cohort two are asked to make drawings of their personal impressions of parts of the story (appendix IV), chapters eight and twelve of *The Absolutely True Diary of a Part-time Indian* (Alexie, 2007). This is a combined case study, and thus the approach will mainly be introspective and qualitative (McKay, 2006, pp. 60-71). The students answer a questionnaire in English when they finish the book (appendix II). The questionnaire is conducted with a combination of open-ended questions as well as close-ended questions based on the Likert-scale (McKay, 2006, pp. 37-38) where they can check and rate whether they “like very much”, “like”, “like a bit” and “dislike” the topic. The categories are even numbered in order for the students to take a clear stand, as odd number options have a tendency for the students to consistently choose the middle choice (ibid., p. 38). The questionnaire asks about their reading experiences and attitudes after having listened while reading (appendix II). The questions are ordered with the intent to reveal their opinions about reading books in general, their views of the story itself and finally the majority of the questions are about how they experience reading while listening. The questions are formed to be as neutral as possible, neither biased or leading. The final written interview has open-ended questions with a focus on the students’ individual experiences of the two projects in order for the students to hopefully be able to convey their personal opinions and reflections.

To ensure that the students fully comprehend the questions and that they can successfully convey their personal opinions this interview is conducted in Norwegian. The questions and answers in the final written interviews are subsequently translated into English by me.

3.2 Research Design

The project consists of two cohorts, the first cohort is a class of 29 eighth-grade students who do two RWL projects relatively close in time, the first at the end of their first semester and the second at the beginning of their second semester. As the two projects are so closely linked, they answer only one questionnaire at the end. The second cohort is a class of firstly 26 students in ninth grade, and then 23 of the same students who do their second RWL project in tenth grade. The length of the study varies as it consists of two six week projects for the first cohort, and one six week and one eight week project for the second cohort, with the students having a minimum of two lessons a week reading and listening in class. Both cohorts conduct the two projects in the same two different manners: They read and listen individually in one project, *The Fantastic Mr. Fox* (Dahl, 1970) for the eighth grade and *The Absolutely True Story of a Part-Time Indian* (Alexie, 2007) for the ninth grade. They will be given free rein regarding the speed with which they RWL, and consequently they read as much or as little as they can manage for six weeks in the first cohort and four weeks for the second cohort, which in addition will read and listen together for two more weeks. To ensure that everyone takes part and listens, the reading is done in class, and the book is read online on the students' Chromebooks with the use of their personal earplugs. The second project for both of the two cohorts is conducted with the whole class reading and listening together, the eighth grade reading *The Diary of a Wimpy Kid* (Kinney, 2007) on their Chromebooks, the tenth grade reading the book version of *The Hunger Games* while listening to the audio version (Collins, 2008).

In their first project, the second cohort, the ninth-grade students, are interviewed after two weeks to obtain their initial reactions (appendix V). This is conducted as an informal literary conversation with several students participating, and with me transcribing their comments. Furthermore, they read and listen to chapters eight to twelve together during four sessions over two weeks, with the audio on loudspeakers and the online text on big screen, after the initial four weeks of free reading and listening to the book online. To get an indication of the degree of their understanding during the communal listening while reading of the chapters

eight to twelve, they are asked to draw what they have been reading after each session, and the drawings are collected (appendix IV). The ninth-grade students in cohort two are subsequently asked to reply to the questionnaire (appendix II). Cohort one in eighth grade and cohort two in tenth grade answer both the questionnaire and the final interview in writing (appendix III), providing an indication of their experience and attitude after having listened as they read.

3.3 Data Collection

The first cohort is asked to answer the questionnaire and give their opinion in their final written interview when they finish both of their six week RWL projects (appendix II). The second cohort is asked to answer the questionnaire twice, once in ninth grade and once in tenth grade, after their RWL projects (appendix II). In addition, the second cohort in its first project in ninth grade are interviewed briefly after the second week of the six week project (appendix V). The ninth graders are also asked to draw their impressions of chapters eight to ten of *The Absolutely True Diary of a Part-Time Indian* after each session of the last two weeks of the project (appendix IV). In tenth grade this same cohort, cohort two, convey their opinions through their final written interview after finishing the second eight week RWL project *The Hunger Games* (Collins, 2008) (appendix III). The questionnaire consists of 13 questions (appendix II), the two first asking about their views on reading in general, and of the story itself, and the last being an open-ended comment on the whole listening-while-reading experience. The other ten questions are specifically linked to the four- or six-week projects of reading while listening, with emphasis on comprehension, oral skills, language acquisition, individual learning preferences and reading and listening enjoyment. The final interviews (appendix III) are designed to provide the students with an opportunity to fully express and expand on their reflections of the experience of reading while listening.

4. RESULTS

The results obtained in the questionnaires (appendices 1-3) are presented as pie charts depicting the percentages for a clear visual indication of the responses. Results from the supplementary drawings and interviews are presented in the discussion (appendices 4-7).

Questionnaires : The results of the questionnaires (appendix II).

Table 1

Cohort 1,2nd semester of eight grade

| | Dislike | Like a bit | Like | Like very much |
|------------------------------------|---------|------------|------|----------------|
| 1. Like reading regular books | 16 | 4 | 8 | 1 |
| 2. Like story | 3 | 15 | 10 | 1 |
| 3. Enjoy RWL | 0 | 11 | 14 | 4 |
| 4. RWL help understand | 0 | 8 | 15 | 6 |
| 5. RWL help pronunciation | 3 | 12 | 12 | 2 |
| 6. RWL help learn new words | 4 | 14 | 8 | 3 |
| 7. RWL improve English skills | 3 | 13 | 11 | 2 |
| 8. Prefer reading | 16 | 9 | 2 | 2 |
| 9. Prefer listening | 4 | 10 | 11 | 4 |
| 10. Will others enjoy RWL | 0 | 8 | 14 | 7 |
| 11. Class to continue with RWL | 2 | 8 | 14 | 5 |
| 12. RWL make you want to read more | 8 | 13 | 8 | 0 |

The students of the first cohort answer this questionnaire after finishing the second RWL project, *The Fantastic Mr. Fox*, in the second semester in eighth grade.

Table 2

Cohort 2, 1st project, ninth grade

| | Dislike | Like a bit | Like | Like very much |
|------------------------------------|---------|------------|------|----------------|
| 1. Like reading regular books | 6 | 9 | 7 | 4 |
| 2. Like story | 0 | 5 | 17 | 4 |
| 3. Enjoy RWL | 1 | 4 | 9 | 11 |
| 4. RWL help understand | 2 | 3 | 7 | 14 |
| 5. RWL help pronunciation | 4 | 6 | 8 | 8 |
| 6. RWL help learn new words | 4 | 7 | 7 | 8 |
| 7. RWL improve English skills | 4 | 9 | 5 | 8 |
| 8. Prefer reading | 12 | 3 | 5 | 6 |
| 9. Prefer listening | 6 | 7 | 7 | 6 |
| 10. Will others enjoy RWL | 1 | 1 | 13 | 11 |
| 11. Class to continue RWL | 0 | 4 | 8 | 14 |
| 12. RWL make you want to read more | 7 | 8 | 6 | 5 |
| RWL: Summary | 47 | 66 | 99 | 99 |

The students of the second cohort answer this questionnaire after finishing their first RWL project, *The Absolutely True Story of a Part- Time Indian* in the second semester in ninth grade.

Table 3

Cohort 2, 2nd project, tenth grade

| | Dislike | Like a bit | Like | Like very much |
|------------------------------------|---------|------------|------|----------------|
| 1. Like reading regular books | 6 | 8 | 6 | 4 |
| 2. Like story | 0 | 2 | 13 | 9 |
| 3. Enjoy RWL | 2 | 3 | 15 | 4 |
| 4. RWL help understand | 3 | 8 | 9 | 4 |
| 5. RWL help pronunciation | 2 | 3 | 13 | 6 |
| 6. RWL help learn new words | 5 | 5 | 10 | 4 |
| 7. RWL improve English skills | 2 | 6 | 13 | 3 |
| 8. Prefer reading | 9 | 8 | 2 | 5 |
| 9. Prefer listening | 13 | 4 | 3 | 4 |
| 10. Will others enjoy RWL | 0 | 4 | 12 | 8 |
| 11. Class to continue with RWL | 3 | 3 | 11 | 7 |
| 12. RWL make you want to read more | 10 | 7 | 7 | 0 |

The students of the second cohort answer this questionnaire after finishing their second RWL project about *The Hunger Games* in the second semester of tenth grade.

5. DISCUSSION

In the following the results from each of the questions in the questionnaire are presented with the responses from the three questionnaires given by the two cohorts, and they are discussed and compared. As a supplement the results from the final interviews are presented at the relevant places where they shed light on the results from the questionnaires. Furthermore, some of the drawings used in the ninth grade-project of cohort two are also presented to further clarify the results. Finally, some limitations of the project are put forward.

5.1 Results and discussion

Question 1: Do you like to read books?

Reading books seems to be unpopular among lower secondary students, as is corroborated by the questionnaires. Whereas the second cohort was showing a remarkable homogeneity, as the ninth- and tenth-grade students were relatively evenly distributed on the dislike-like scale (figures 2,3), with a minority of 15,4% and 16,6% liking to read very much, whereas 23,1% and 25% of the students dislike reading books. This is quite at variance with the first cohort (figure 1), where a mere 3,4% of the students like very much to read books and a clear majority of 55,1% actively dislike reading books. In the second cohort, 34,6% in ninth grade and 33,4% in tenth grade liked to read books a bit. This was down to only 13,7% for the youngest students in the first cohort of eight-graders. However, the students who like to read books are more evenly distributed in the two cohorts, with 27,5% in eight grade and 26,9% in ninth, and 25% in tenth grade. Thus, a majority of more than half to nearly a quarter of the students do not like to read, which is rather a major obstacle to a teacher trying to entice students into loving books. On the positive side, the other half to two thirds of students like to read to a large or to some degree, which may lead one to refute the notion that young people dislike reading books. This bodes well for teaching young people the pleasure of reading, and of their future development. Some of the comments of the students may even suggest that audio may be the way forward to reach the reluctant readers (appendices 4-6):

“My thoughts about this RWL project is that I have enjoyed myself and understood much more than when I read” (cohort 1 student).

“I don’t normally like reading but I liked it when it was an audiobook”(cohort 2 project 1 student).

“Yes I think listening makes me more focused on the book. I like to listen to books. It makes me interested” (cohort 2 project 1 student).

“I like very much to listen and read, and it is much easier to envisage and take part in the story told” (cohort 2 project 2 student).

Question 1 in figures:

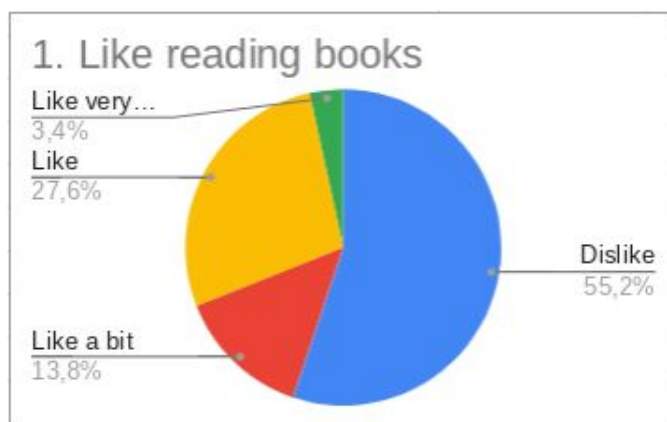


Figure 1: cohort 1 second semester

eighth grade

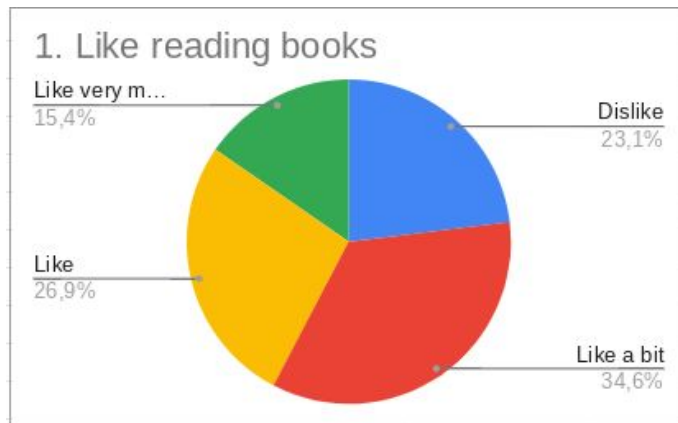


Figure 2: cohort 2 second semester

ninth grade

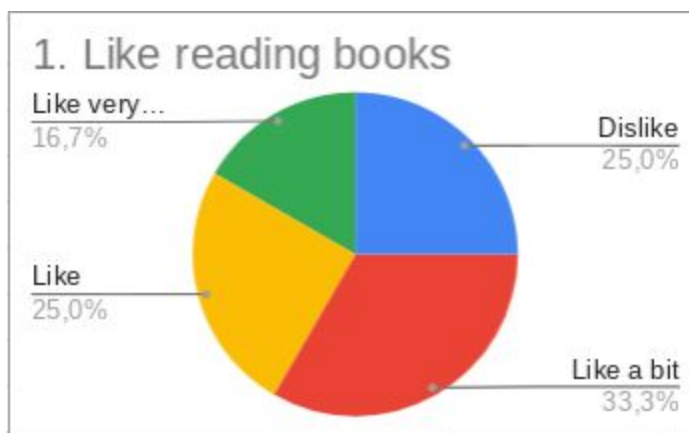


Figure 3: cohort 2 first semester tenth

grade

Question 2: Did you like the story the class has read?

The first cohort first did *The Story of a Wimpy Kid* (Kinney, 2007) as a RWL-project, then *The Fantastic Mr. Fox* (Dahl, 1970). As the English skills in an eighth-grade Norwegian lower secondary school vary quite significantly due to the variations of background from primary school, among other things, both books can cater to the weaker students, possibly putting the stronger students to a disadvantage. This fact was commented upon by the students themselves, as some of the students objected to the choice of books, whereas others found the books enjoyable. The somewhat lacklustre reception by some of the students of the choice of

books for the RWL-projects may have impacted on the results (figure 4). This is exemplified by what two of the students in the first cohort said about the choice of reading material:

“I think it’s okay to read while listening but I think Mr Fox was very boring”.

“It was a pretty nice book to read and listen to”:

The second cohort’s first RWL-project, *The Absolutely True Story of a Part-Time Indian* (Alexie, 2007) was received in a much more positive manner by the students (figure 5). The book is well written in a relatively easy language, with short chapters which include some childlike drawings of the events told. The story is in many ways harrowing, as it tells the story of poverty, bullying and substance abuse, but it is told in such a manner that it is never gory or repellant, but rather thought provoking. The students generally liked the author’s depiction of modern-day American Native Indian life on and off a reservation, as none reported disliking the story. In fact, 17 students, 65,4%, reported to like the story, five, 19,2%, liked it a bit and four, 15,4%, liked the story very much. Indeed, the story gripped even the most reluctant reader (appendix 2), who stated:

“It is a really good book”.

“I love the story and I want us to read more like this”.

Furthermore, the impact of the story in the book is made clear in the supplementary interviews, as the majority of the students commented positively on the narrative as early as in week two (appendix V), here are some of the comments:

“The book is good, I have finished reading it as I wanted to know what happened”.

“The book makes you think how lucky we are here in Norway. I didn’t know how it is to be so poor that you have to shoot your dog because you don’t have money for medicine”.

“I think the story in the book is very good, and i want to know how it ends”.

“the story of Junior is very interesting. I like this kind of books”.

The second RWL book-project for the second cohort was *The Hunger Games* (Collins, 2008), which was also well received by the class (figure 6). A majority of 54,16% liked it and 37,5% liked it a lot. None disliked it and only 8,3% liked it a bit. The very positive impact of this book is clear from the comment given by one of the students, as this quote conveys:

“This task was not my favourite because the task asked me to read a book, but it was a good book which made it a little easier to come true with the task” .

However, there is a distinct positive response to question 2, on the enjoyment of the actual book, concerning both projects for the second cohort. This positive response leads to further questions about the quality and genre of books presented to students of the young adult age. The implication may be that these particular books have qualities that stand out and make for interesting and captivating reading for most students, whether they be poor or strong readers. Thus, the positive results may have been less positive with a less accessible and captivating book. If captivating books lead to more enthusiastic readers then maybe teachers should put more effort into the selection of books to use in class. This is conveyed quite succinctly by some of the comments made by the students in the second cohort, who in general found both their books interesting:

“I prefer to read the book as the audio is too slow I think. I don’t like to read, but this book is interesting” (project 1, 9th grade).

“I prefer reading online not using the audio, it personalizes the story more. The story is very realistic I think” (project 1, 9th grade).

“I think it really depends on the book and the reader. I think RWL is great for people who might struggle to find joy in reading, but for me, who already like to read, I wouldn’t mind reading without listening. Because then I can control the pace I want to read in. When it comes to the Hunger Games, I actually enjoyed RWL, because the story is interesting and it was a good reader” (project 2, 10th grade).

“The Absolutely True Diary of a Part-Time Indian was a fun text, possibly a bit too childish for my part, On the other hand The Hunger Games is one of the best books I have read as it was not over the top or boring” (project 2, 10th grade).

“I found both books engaging and exciting, with good themes and messages. That they were different is not in any way negative” (project 2, 10th grade).

On the other hand, free choice may also be an important aspect of catching students’ enthusiasm for reading books, providing they are equipped with audio so they can be listened to when read. This point was put forward by students in both the first and the second cohort in the final interviews (appendix III)

“To improve on such a project we could vote on which book we would read and listen to with several choices to choose from” (cohort 1 student).

”We could choose ourselves which book to read and listen to” (cohort 1 student).

“One suggestion to how we could improve the project is for the class to decide which English books the class read. I think that would have made us even more engaged” (cohort 2 student 10th grade).

Thus, for any RWL project to succeed, it is important to ensure that the books chosen for the project are deeply engaging and even a bit challenging for the particular age group, or to let the students themselves choose the books for the class to read. If the teacher wants to ensure that some degree of competence aims are attained, then the choice could possibly be from a collection pre-selected by the teacher.

Question 2 in figures:

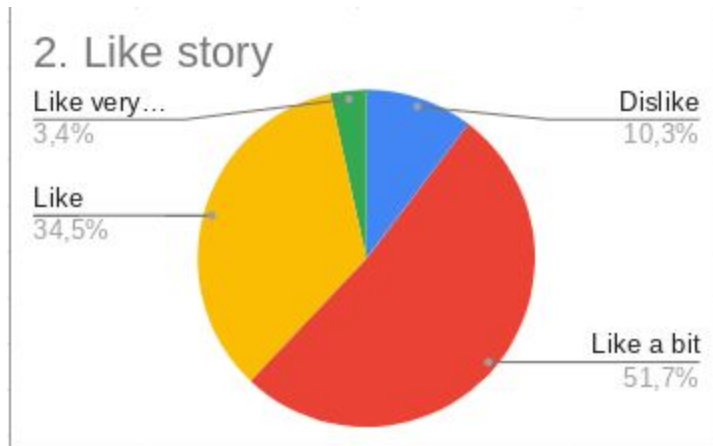


Figure 4: cohort 1 second semester

eighth grade

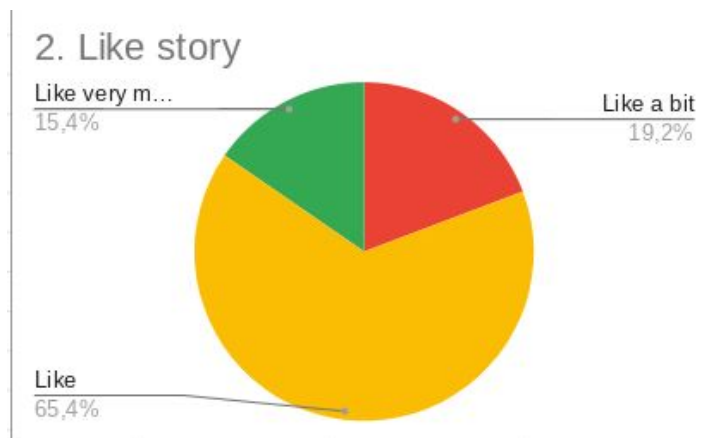


Figure 5: cohort 2 second semester

ninth grade

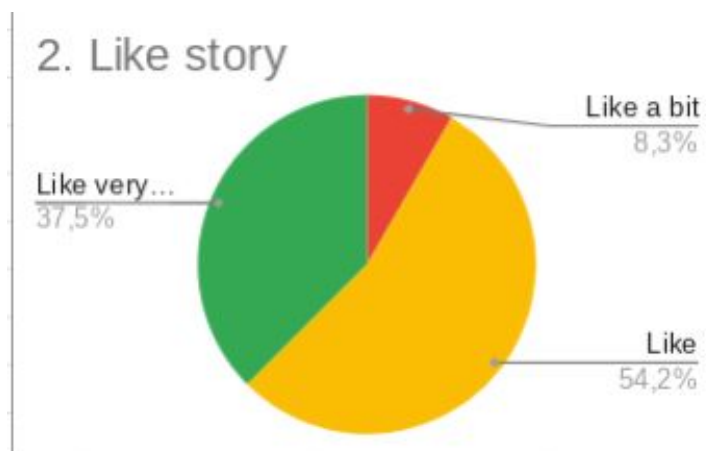


Figure 6: cohort 2 first semester tenth

grade

Question 3: Did you enjoy listening while reading?

Listening skills may contribute to literacy (Moore & Cahill, 2016). Learners have greater knowledge of the spoken form, thus listening while reading may help students link listening to form meaning, helping the decoding of the text (Webb & Chang, 2015).

All the students in the first cohort enjoyed RWL to some degree, as none disliked it (figure 7). This was in spite of whether or not they liked the books chosen for them, which was a bit surprising as some were quite negative of the choice of books in the two RWL projects. A large minority, 37,9% liked listening a bit, whereas a clear majority of 48,2% liked and 13,7% liked listening a lot.

For the second cohort, most of the students enjoyed reading while listening, but there was a negative decrease in enjoyment of RWL for the two projects as the 4, 0% disliking it in the first project (figure 8) increased to a dislike of 8,3% in the second project (figure 9). In the first project 16,0% liked reading while listening a bit, this decreased to 12,5% in the second project. However, whereas 36,0% of the students liked RWL in the first project, this was increased to a clear majority of 62,5% in the second project. Furthermore, the responses to the questionnaire show a shift in the degree of enjoyment, as although there is still a very clear majority of students in total who likes RWL (like and like a lot), this shifts from students liking it a lot with a majority of 44,0% to a decrease of students thoroughly enjoying RWL to 16,6% in the second project. Thus, it can be said that reading aloud, or the use of audio, may stimulate students' willingness to read. This theory seems to be validated by the students' answers, as they confirm that listening to a competent speaker model fluently helps the learner decode larger segments at a time, encouraging comprehension as well as pleasure, as these quotes confirms:

“I think it is a good method for reading where everyone understands more than they would have if they read on their own. It was fun and I would like to do it again” (cohort 1).

“I liked the RWL projects because I don't normally read books in my spare time. It is fun to read together” (cohort 1).

“I have enjoyed myself and learned and understood much more than when I read” (cohort 1).

“I find it enjoyable and educational. It may be one of the most enjoyable tasks we have done (as I love to read)” (project 2, cohort 2).

“Felt like this was so much better than just reading. When we’re also listening I can concentrate so much more than usual. I also learn a lot more English when listening and reading rather than just reading for myself and pronouncing the words wrongly. I also feel like just reading in class is much better because we are all on the same page and it’s easier to read and concentrate in class rather than at home where there are lots of distractions” (project 2, cohort 2).

Thus the results overall are a confirmation of the importance of being read to aloud by a confident speaker. The results seem to show that RWL is possibly an important strategy for encouraging reading and can be seen as motivational in and of itself, corroborating the findings of De Naeghel et al. (De Naeghel et al., 2014). Furthermore, RWL has the benefit of helping struggling students with their reading development, as Moore and Cahill found (Moore & Cahill, 2016).

Question 3 in figures:

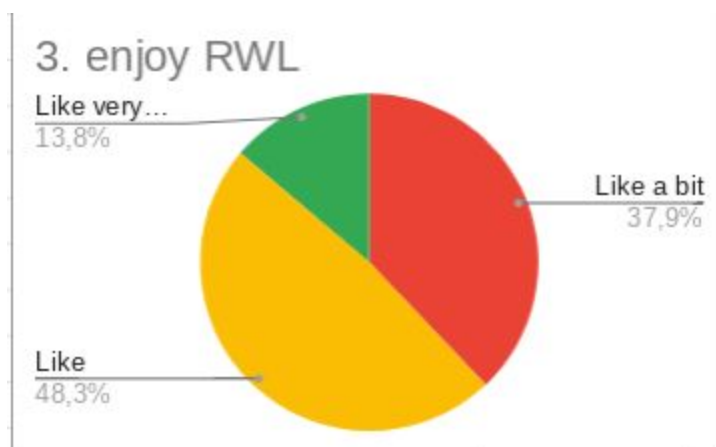


Figure 7: cohort 1 second semester

eighth grade

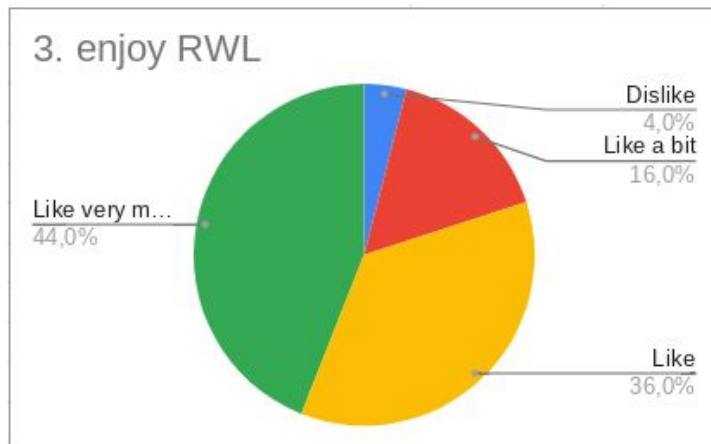


Figure 8: cohort 2 second semester

ninth grade

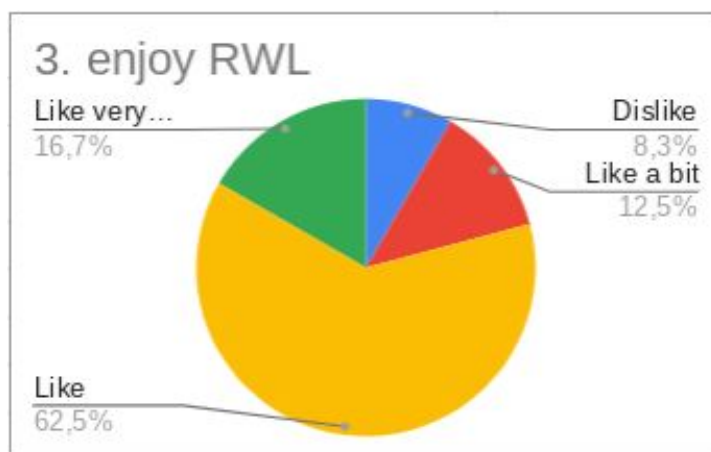


Figure 9: cohort 2 first semester tenth

grade

Question 4: Did listening while reading help you understand more of the story?

The use of audio as scaffolding can help second language learners build both fluency and comprehension as the learners can read units as phrases and not word for word, helping them read faster and thus increase their fluency (Taguchi et al., 2016). Reading while listening seems to have impacted positively on their experience of comprehension, as no one in the first cohort (figure 10) and only 7,7% (figure 11) and 12,5% Figure 12) respectively of the students in the second cohort found that reading while listening did not help their comprehension. The majority, however, found that RWL did help to some degree: in the first cohort 27,5% and 11,5%, and 33,4% consecutively in the second cohort found that it helped a bit. The first cohort saw a clear majority of 51,7% of students who found that RWL helped their comprehension, in the second cohort this varied from 26,9% for the first project and

37,7% for the second project. This positive yet varied feedback concluded with 20,6% of students in the first cohort feeling helped with their comprehension. For the students of the second cohort, 53,8% in the first project and 16,6% in the second project, felt that RWL helped their comprehension very much. Thus, listening while reading at the same time may be said to have helped the learner match written form to spoken form in order for them to develop auditory discrimination and word recognition. As they develop the ability to chunk texts, they have provided a bridge between word recognition and comprehension (Chang, 2011). The students' comments underline this fact:

“When I read and listen at the same time I can hear how the words are pronounced and I can understand more easily what I read” (cohort 1).

“I think these two projects have helped me to become better in English. That is because when I listen and read I learn how the English words are pronounced. If there are words I don't understand hearing them while I read helps me understand them better” (cohort 1).

“I understand the text more when I am listening while reading. And I understand the words better” (project 2, cohort 2).

“I like RWL better than ordinary reading because it is easier to follow the story and understand what is happening” (project 1, cohort 2)

“This is different, but it is also good because I feel I get more of the story when she is talking” (project 2, cohort 2).

Furthermore, these findings are corroborated by the interviews conducted in week two of the first project for the second cohort, where a large majority of students reported to like RWL: (appendix 5):

“Listening-while-reading is better than reading a book. I understand better and learn new words”.

“It’s ok with audio and reading online I think. It helped me read better and understand”.

Greaney’s study implies that audio aids the students in acquiring the skills of decoding spelling patterns thus increasing comprehension (Greaney, 2012). This is an indication that RWL is indeed superior to reading only, as formerly found by Chang (Chang, 2011) and corroborated by the findings of Reynolds and Goodwin (Reynolds & Goodwin, 2016). RWL increases the development of prosody and comprehension, as the students can access larger chunks of text more easily, helping memory and easing the link to meaning making. RWL may strengthen the link between oral and written literacies as Serafini found (Serafini, 2006, p. 91). He claims that audio may help develop all the four language systems, the phonological, the semantic, the syntactic and the pragmatic (ibid.). Indeed, a Norwegian five year project shows that listening helps ease the bottleneck of word decoding as the students increase their listening comprehension as shown in the study by Lervåg et al. (Lervåg, Melby-Lervåg & Hulme, 2018). The comments by some of the students corroborate this:

“My thoughts now that we have finished two RWL projects are that I have learnt more English. I think this is a good way to learn English as I learn more English words, how to pronounce them and so I understand more of the content and the story of the books” (cohort1).

“Even though I only like RWL moderately, it makes it easier to listen and to read, and I feel that I have learnt more English” (cohort1).

“I learn a lot more English when listening and reading together in class” (cohort 2).

“one learns more than one thinks by listening and reading at the same time” (cohort 2).

Thus RWL and the use of audio as a pedagogical scaffolding tool can be shown to have a positive impact on the students’ motivation as it helps enhance their fluency and comprehension. According to Serafini comprehension tends to improve as a result of the use of audio or RWL for ESL students (Serafini, 2006).

Question 4 in figures:

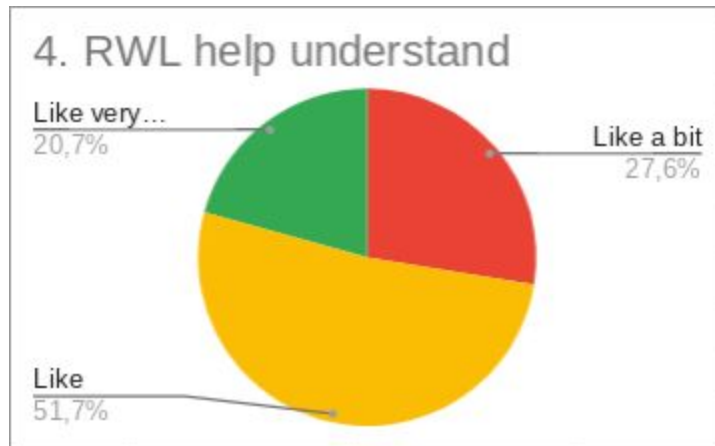


Figure 10: cohort 1 second semester

eighth grade

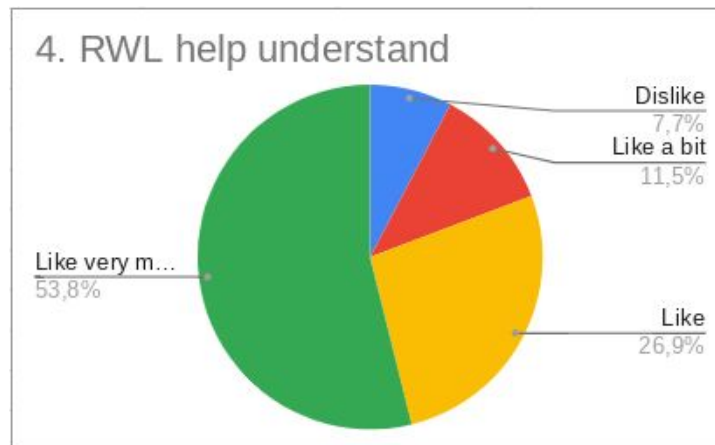


Figure 11: cohort 2 second semester

ninth grade

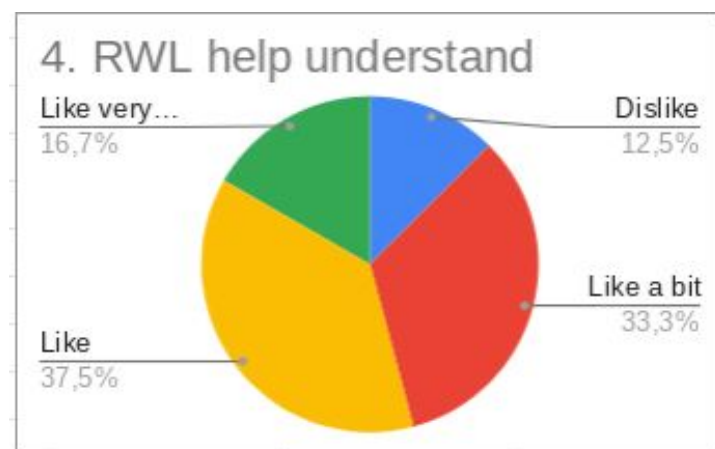


Figure 12: cohort 2 first semester

tenth grade

Question 5: Did listening while reading help with your pronunciation (uttale)?

Modelling through audio facilitates the learners' oral skills insofar as they are presented with a competent speaker's prosody (Taguchi, Gorsuch, Lems & Rosszell, 2016). Prosody, the speech intonation contours or the music of the language, supplies grammatical parsing points, or the division of the sentence into grouped words that helps learners in a way that silent reading cannot (ibid.).

In general, a clear majority claimed that reading while listening impacted favorably on their oral skills. For the first cohort, a minority of 10,3% failed to experience any help with their pronunciation, whereas an impressive 41,37% found that it helped them a bit and a further 41,37% found that RWL helped (figure 13). However, only a few, 6,8%, found that RWL helped them a lot with their pronunciation. Whether this is due to the fact that this cohort is quite proficient in speaking English is an open question. The fact is that the first cohort's experience contrasts quite clearly with the results from the second cohort. For this group there was a significant part, 30,8% in the first project (figure 14) and 25% in the second project (figure 15), who felt that RWL helped them a lot with their pronunciation. However, there was a distinct difference between the first and second RWL project for this cohort, as the percentage of students experiencing being helped increased from 30,8% in the first project to an impressive 54,16% in the second project. Subsequently the percentage being helped a bit decreased from 23,1% to 12,5%, and the students not being helped with their pronunciation decreased from 15,4% to 8,3%. This may be due to the extra time of the second RWL, the story itself and the perceived quality of the narrator, or there are other factors that the project failed to cover. The fact that several students specifically commented on how much they perceived to be helped with their pronunciation underscores the importance of audio as a valuable scaffold for second language teachers. In order for students to develop normal reading rates they need to be exposed to hearing a variety of different accents and use of the English language. Thus reading while listening may be a useful tool, as these comments clearly show:

“Reading and listening has helped me to say words I couldn't pronounce before”
(cohort 1).

“When I hear the characters in a movie talk, I think they talk very fast so then I like to have a text so I can read while listening” (project 2, cohort 2).

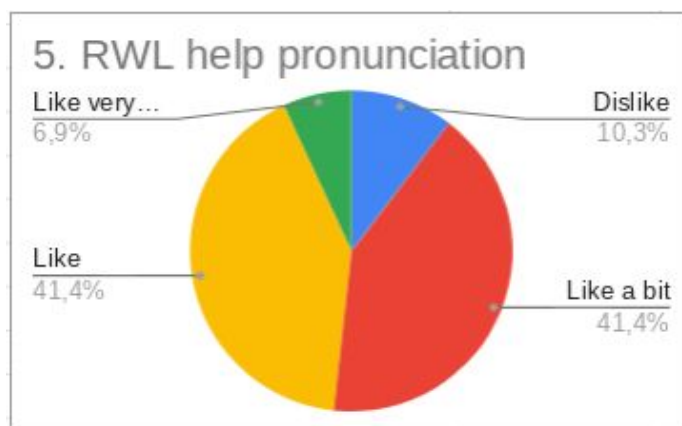
“I like to listen while I read because then I know how to pronounce the words and I understand different accents and dialects in English better. You don’t get as tired and it is easier to understand and pay attention” (project 1, cohort 2).

“It’s really nice to hear how words are pronounced. Maybe you understand the word when they say it. It also helps me learn how some words are written” (project 1, cohort 2).

“Listening while reading helped me with the pronunciation of many words” (project 1, cohort 2).

Thus the comments from the students of both cohorts seem to confirm the findings of earlier studies that the benefits of hearing a story modelled in an authentic voice leads to a better rhythm of language thus developing the students’ oral skills as well (Brown et al., 2008).

Question 5 in figures:



eighth grade

Figure 13: cohort 1 second semester

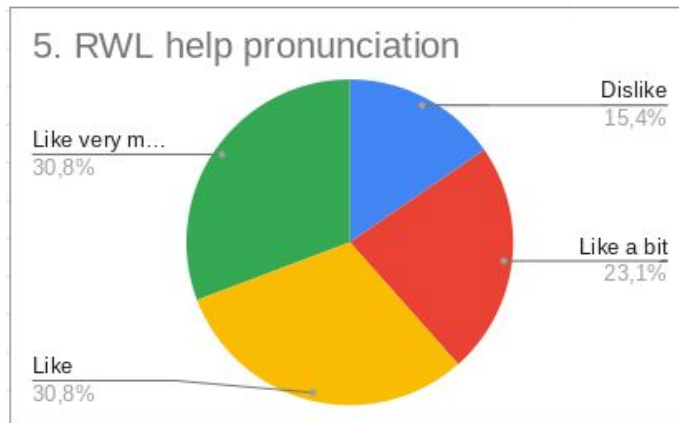


Figure 14: cohort 2 second semester

ninth grade

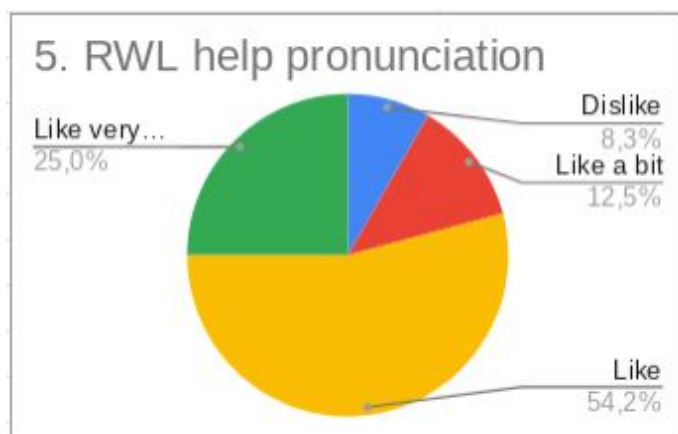


Figure 15: cohort 2 first semester tenth

grade

Question 6: Do you think listening while reading helped you learn new words?

Vocabulary is a necessary facilitator for second language learning strategies, indeed it is a key component of language learning (Chang, 2011). Hearing a competent speaker model English fluently encourages the learners' development of word knowledge and their decoding strategies, improving their fluency (Greaney, 2012). Fluency promotes comprehension, and comprehension is key to language acquisition (Chang, 2011). Furthermore, research has shown that oral reading fluency is a central component of reading comprehension (Eppard et al., 2020). Learners focusing too much on decoding may thus deprive themselves of the opportunity of integrating their contextual and general knowledge into their understanding of speech or writing (Aktar & Strong, 2019). As effective comprehension does not become operational until the reader has achieved a reasonable level

of fluency, the use of authentic voices in audio may be an effective tool for a quicker transcendence of the levels (Polat & Eristi, 2019). The use of audio has shown effective results on the students' listening skills, a positive effect that increases with students' improvement of proficiency (ibid.) Indeed, recent studies imply that as the use of reading while listening may lead to the highest gains in vocabulary, this tool should be used more extensively (Webb & Chang, 2015). Indeed, Serafini found that RWL or the use of audio in promoting models for fluent reading helped students transcend their independent reading abilities (Serafini, 2006). This view is to a large extent corroborated by this project, as most of the students agree that reading while listening helped their word acquisition (figures 16,16,18).

A sizable majority of students in the first cohort found that listening while reading aided their word acquisition. 13,7% found that RWL helped a bit, a large proportion of 48,2% found that it helped, and 10,3% of the eighth-graders found that it helped them a lot, with only 13,7% finding that RWL did not help them learn new words. This was confirmed by the second cohort, in which 30,8% in the first project and 16,6% in the second project found that it helped them very much with word acquisition. The 26,9% in the first project who found that RWL helped them learn new words increased to 41,6% in the second project. For the first project 26,9% found that it helped a bit and 20,83% agreed to this in the second project. However, a fairly large minority of 15,4% of students in the first project and 20,83% in the second project failed to see that reading while listening helped them learn new words. The response is corroborated by the comments from the students:

“Yes, I think RWL has helped quite a lot actually. I have learnt more words, how you pronounce them and many other things” (cohort 1).

“I think this was a very good idea and I think we all learned lots of new words and pronunciation. We haven't done these kinds of teaching methods and I like trying new things” (project 1, cohort 2).

“I think RWL helps with pronunciation of some words and helps me read a bit faster” (project 1, cohort 2).

“Everyone can learn a lot more English from this. The people who really need to learn pronunciation can also learn a lot from listening to someone who speaks proper English” (project 2, cohort 2).

Listening to a confident and capable authentic speaker model English can thus be said to be an important factor in the development of the students’ word acquisition and vocabulary.

Question 6 in figures:



Figure 16: cohort 1 second semester

eight grade



Figure 17: cohort 2 second semester

ninth grade



Figure 18: cohort 2 first semester

tenth grade

Question 7: Do you think listening while reading helped your English skills?

Listening comprehension and word decoding are two major determinants of the development of reading comprehension (Lervåg et al., 2018). Reading while listening may support the development of all the English language skills, as it firstly provides exposure to authentic voices, thus modelling pronunciation and prosody. Secondly it promotes readers' literacy development while helping to decode the text, incidentally teaching grammar and syntax as well as vocabulary (Moore & Cahill, 2016). Recent studies have shown that reading while listening improved significantly foreign language learners' listening and reading fluency and vocabulary (Chang, 2011; Webb & Chang, 2015; Polat & Eristi, 2019; Eppard et al., 2020). Furthermore, the use of authentic speakers will make learners from beginner's level to advanced proficiency level more familiar with the target language (Polat & Eristi, 2019). Thus, the students' improved listening skills impact positively on their other language skills, an effect that increases with increasing proficiency (ibid.).

A perceived experience of improvement, although not corroborated by testing, is nevertheless substantiated to a large degree by the respondents, as the majority of students in both cohorts thought that reading while listening helped them with their English skills at least to some degree : a majority of 44,8% in the first cohort (figure 19) and 34,6% (figure 20) and 25% (figure 21) in the second cohort found that it helped them a bit. For the first cohort 37,9% found that it helped their English skills. In the second cohort this was experienced by

19,2% in the first project, a number that increased to an impressive majority of 54,16% in their second project. A minority of students, 10,3% in the first cohort and 15,4% and 8,3% in the second cohort failed to find that RWL had helped in any way at all in improving their language skills when reading while listening. The reason for this may simply be that these students are already such proficient readers and listeners that the story does not challenge them sufficiently, and therefore they fail to learn anything new, or, the complete opposite, that they have not benefited from the project because they have not been able to fully access reading while listening as they have poor decoding skills. The positive impact on the students' English skills is commented on by most students as this comment confirms:

“RWL has helped me a lot and I have become better at speaking and writing English” (cohort 1).

Question 7 in figures:

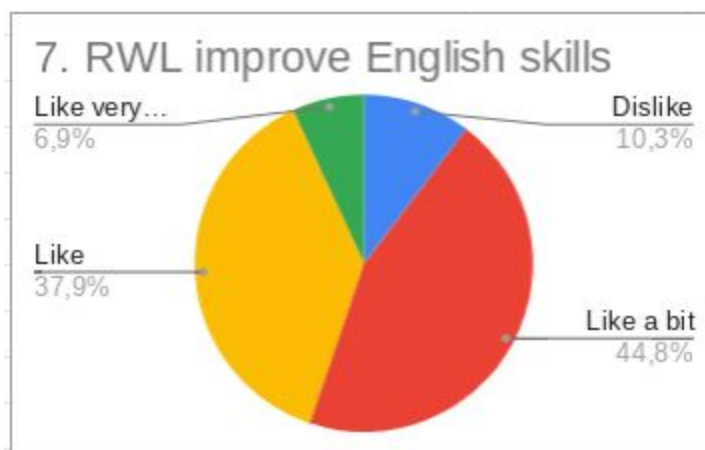


Figure 19: cohort 1 second semester

eighth grade

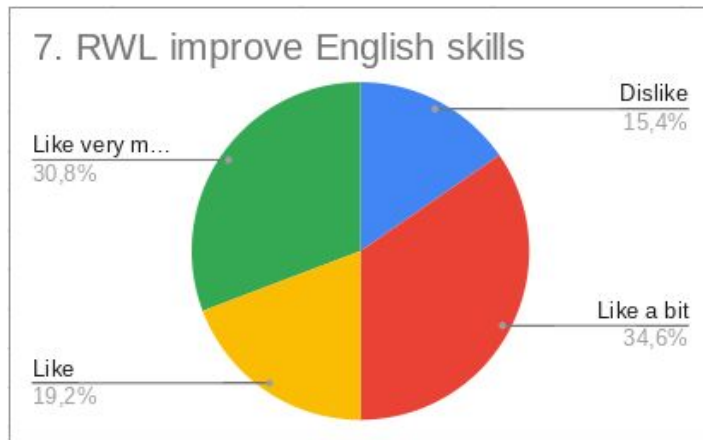


Figure 20: cohort 2 second semester

ninth grade

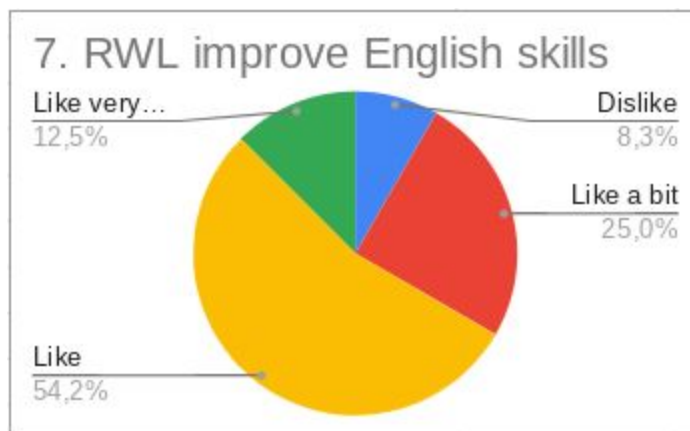


Figure 21: cohort 2 first semester tenth

grade

Question 8: Do you prefer reading without listening?

The generally accepted notion that young people do not like to read books was seemingly substantiated by the students' reply, as the majority did not prefer reading without listening to reading while listening: 55,1% in the first cohort (figure 22) and 46,2% (figure 23) and 37,5% (figure 24) in the second cohort disliked reading without listening. There is however a slight positive development in the second cohort, as the clear dislike decreases by nearly 10% during the two semesters. This may indicate that repeated teacher intervention projects may have a positive effect. Furthermore, the second cohort shows that there is an overall increase in liking to read books to some degree (only liking it a bit) from 11,5% to 33,3%. On the other hand, whereas 19,2% liked reading in the first project, this decreased to 8,3% in the second project. The fairly large percentage who truly liked to read books remained consistently above

20% plus. This confirms recent findings that strong readers often report reading rates that outpace the audiobook performer's (Isozaki, 2018). Nevertheless, the majority preferred reading while listening in both cohorts. However, there were some dissenting opinions as this comment shows:

“The voice is kinda slow and annoying, and as I said, the voice speaks slowly and I read really much faster myself” (cohort 2).

Question 8 in figures:

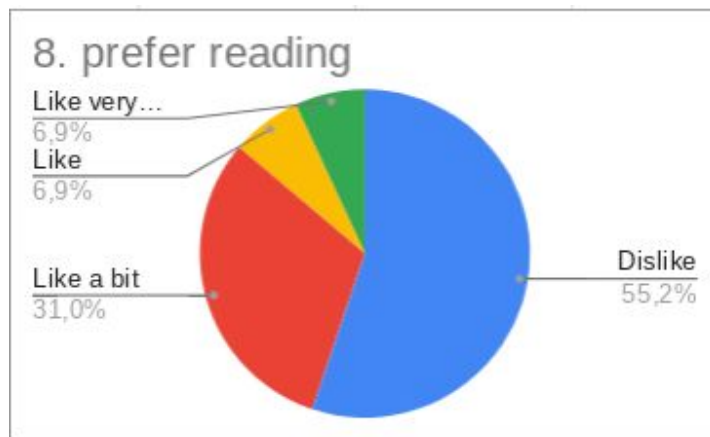


Figure 22: cohort 1 second semester

eighth grade

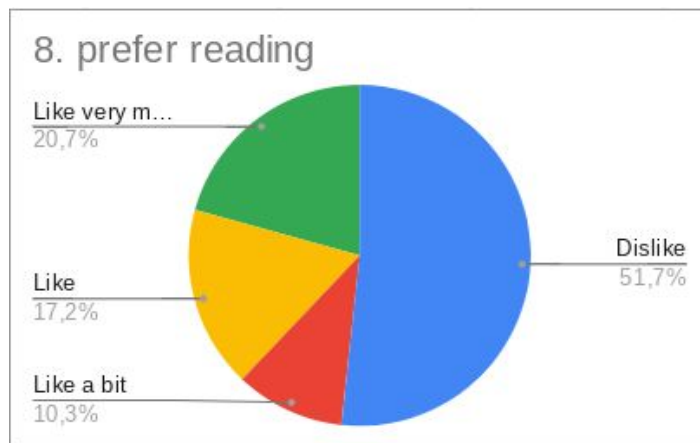


Figure 23: cohort 2 second semester

ninth grade

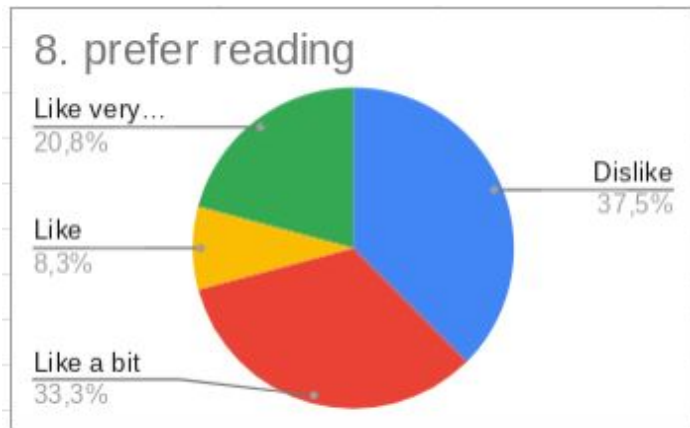


Figure 24: cohort 2 first semester tenth grade

Question 9: Do you prefer listening without reading?

The preference for listening matches the formerly discussed dislike of reading in the responses from the students. However, there is a distinct difference between the two cohorts. These results show the importance of the argument of Lervåg et al. (Lervåg et al., 2018), that reading comprehension reflects a multiactive relationship between decoding and listening comprehension. Thus the association between reading comprehension, listening comprehension and decoding will change during the course of students' development (ibid.). This seems to be confirmed by the differences of opinion in the two cohorts' answers. Furthermore, the intriguing development in the second cohort that bodes well for the use of repeated RWL projects. The first cohort showed an even distribution between dislike and strong like of listening without reading, with both scoring 13,7% (figure 25). This was replicated to a degree in the answers of whether they liked listening a bit, which scored 34,4%, and liked, which scored 37,9%. Overall the first cohort preferred listening without reading. The importance of repeated RWL projects for the development of listening skills becomes clear in the second cohort, which did an extended RWL project both in ninth and in tenth grade. In ninth grade the students were distributed relatively evenly on the dislike-like a lot scale of the questionnaire (figure 26), this changed radically in tenth grade (figure 27). Whereas in ninth grade 23,1% reported that they very much prefer listening to reading, this increased to 54,16% in tenth grade. Where 26,9% of the students in ninth grade preferred listening, this was reduced to 12,5 % in tenth grade. This was also the development for those who preferred listening a bit, going down from 26,9 % to 16,6%. However, there is a distinct

decrease in the number of students who dislike listening only, from 23,1 % to 16,6%. This may be because they have grown to appreciate that RWL has impacted positively on their comprehension, something that is reflected in some of the comments in the interviews:

“My thoughts are that I prefer listening to reading. I understand more and follow the story better when I listen and not read. I find more that is funny and get more excited when something intriguing is going on” (cohort 1).

“It helped me concentrate on the story and I definitely enjoyed listening to the story more than reading it” (project 1, cohort 2).

“I do not prefer listening without reading because then I wouldn't see how the words are written” (project 1, cohort 2).

“I prefer RWL to ordinary reading and ordinary listening because it makes it easier to understand and to follow the story” (project 2, cohort 2).

Indeed, RWL may omit the danger that learners with a preference for the oral learning style, “audio learners”, will not be helped with audio only as they need help to decode written text, as Beth Rogowsky et al. found in their study (Rogowsky, Calhoun & Tallal, 2014). In order to help develop students' decoding skills it may be necessary to use the audio scaffold while reading for prolonged periods. Furthermore, listening-while-reading increases prosody and automaticity, helping decode spelling patterns (Greaney, 2012). Listening may thus help ESL learners access the contents, as well as help model their pronunciation.

Question 9 in figures:

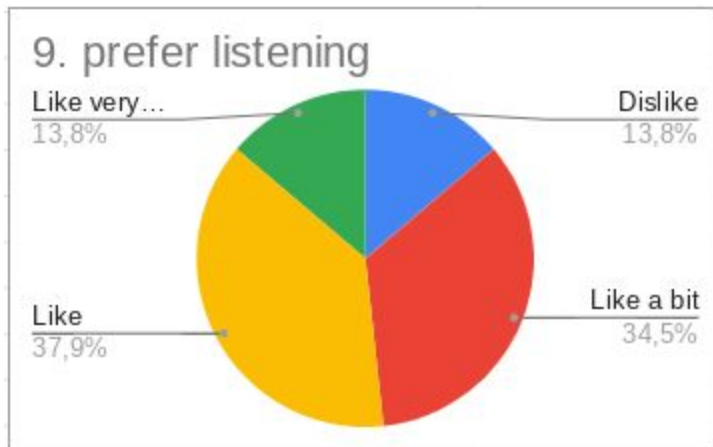


Figure 25: cohort 1 second semester

eight grade

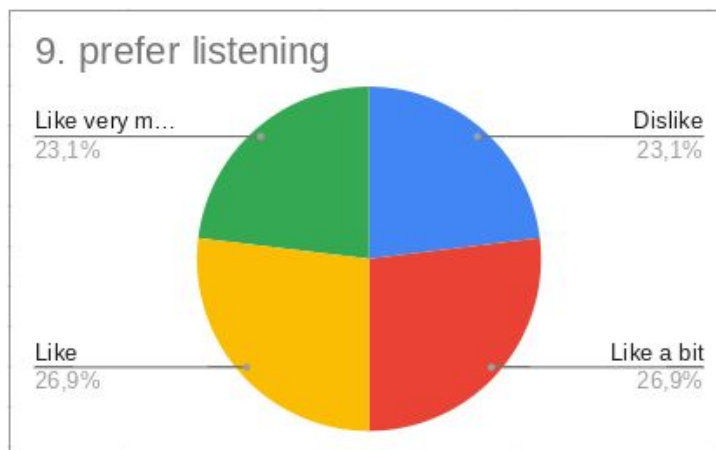


Figure 26: cohort 2 second semester

ninth grade

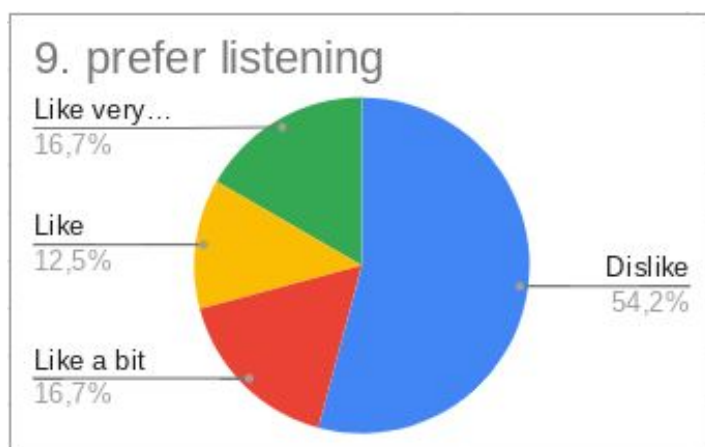


Figure 27: cohort 2 first semester

tenth grade

Question 10: Do you think others will enjoy listening while reading?

The answers to this question, whether other students may enjoy RWL, give a good indication on the reliability of the project, as they evaluate the perceived usefulness of reading while listening on behalf of others. The results seem to corroborate Kraschen's pleasure hypothesis, that being read aloud to is perceived as enjoyable (Kraschen, 1994, p. 307). The question of whether others will enjoy RWL demands that the mental, affective and contextual factor of each individual student must be put aside in order for the student to give a more objective consideration on behalf of others. Thus, the students give thought to their peers' needs in regard to what they perceive as useful and positive in the project, not merely their own personal experience of it. Since they have to set aside their own personal feelings and view it in a more neutral manner, the reliability of the results should increase.

Regardless of their own personal likes or dislikes of RWL, the question about others enjoying RWL gave a significantly positive result in both cohorts, inasmuch as the majority thought others would enjoy reading while listening). No one in the first cohort thought that other students would dislike RWL (figure 28), this was in contrast to the opinion of the second cohort. After their first project in ninth grade (figure 29), 3,8% of the students in the second cohort thought that others might dislike reading while listening. Interestingly the same student group had changed their views after the second project in tenth grade (figure 30), when no one thought others would dislike RWL.

For the first cohort, the majority of 48,2% of the students either thought others would enjoy reading while listening, or, even more positively, an impressive 29,1% thought they would enjoy it very much (appendix 1). This highly positive result was eclipsed by the second cohort, in which 50% in both the first and the second project thought others would enjoy RWL, and a significant 42,3% of the group after the first project and 33,5% after the second project were of the opinion that others would enjoy RWL very much (appendices 2 and 3). While 27,5% of the students thought that others would like RWL only a bit in the first cohort, this was reduced to 3,8% and 16,6% in the second cohort. The project thus yielded an overwhelmingly positive result ranging from 100% to 92% of the students thinking that reading while listening would help and enhance other students' book reading experience. This result is confirmed by some of the comments:

“I think it’s great for people who are struggling with reading english. It is a great opportunity to learn faster whilst having fun. I actually prefer reading without listening just because it is faster, but listening is also great” (cohort 1, project 2 student).

“I think it is a good way to make people want to read books. When I read and listen to the book I keep concentrated and do not get distracted” (cohort 2, project 1 student).

“I think listening while reading is great for people who might struggle to find joy in reading, but for me, who already like to read, I wouldn’t mind reading without listening” (cohort 2, project 2 student).

The results of the questionnaire seem to confirm the findings of DeNaeghel et al. (2014), that students enjoy being read to aloud and find this scaffold motivational. Furthermore, as commented by some of the students, listening-while-reading aids the comprehension particularly of lower proficiency learners as found by the study of Lervåg et al. (Lervåg et al., 2018):

“Listening-while-reading the book helps me understand the story better. Also I can read faster than on my own” (project 1, cohort 2).

“I like listening-while-reading, especially to hear the pronunciation. It helps me understand and learn how to say words” (project 1, cohort 2).

Question 10 in figures:

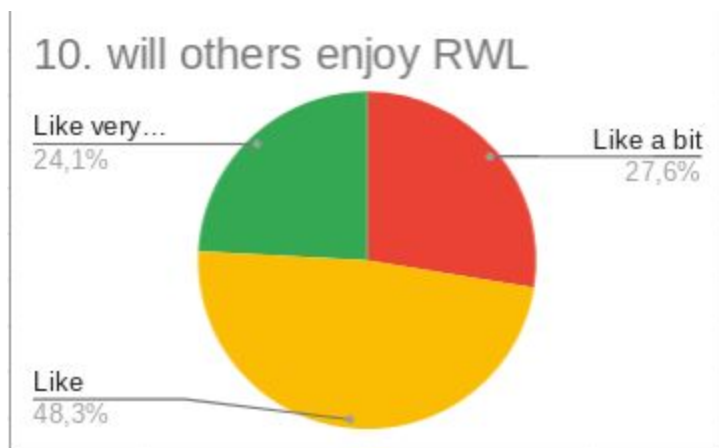


Figure 28: cohort 1 second semester

eighth grade

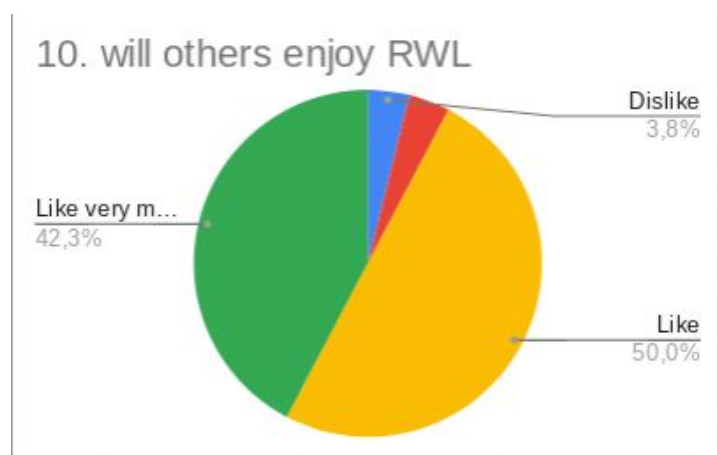


Figure 29: cohort 2 second semester

ninth grade

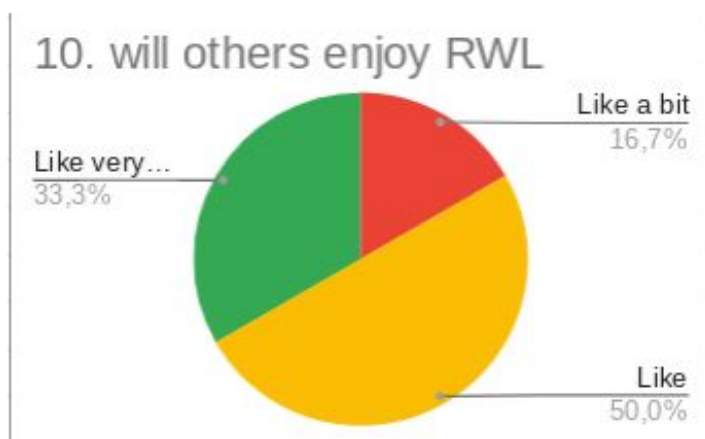


Figure 30: cohort 2 first semester

tenth grade

Question 11: Do you want the class to continue listening while reading books?

Audio has a transformative potential, giving teachers the opportunity to engage learners in different, more challenging ways (Middleton, 2016). As the majority of students in both cohorts prefer RWL to reading without listening, it comes as no surprise that they want to continue with RWL projects in the future. Even though a large portion of students had reported that they themselves preferred reading without listening, only a minority reported that they disliked the idea of continuing with RWL projects altogether in class, with 6,8% in the first cohort (figure 31) and 0% (figure 32) and 12,5% (figure 33) consecutively in the second cohort. For the students of the first cohort 27,5% liked the idea of continuing RWL projects only a bit. This was in contrast to the second cohort, where 15,4% and 12,5% liked the idea somewhat. However, the enjoyment of reading while listening becomes clear as the majority of 48,2% in the first cohort liked the idea of the class continuing with RWL projects and a significant 17,2% like it a lot. For the second cohort there was an interesting change and development, while 30,8% liked the idea after the first project, this was increased to 45,83% after the second RWL project. This corresponds to the reported decrease from a significant majority of 53,8% after the first project to 29,1% after the second RWL project who liked the idea of reading while listening very much. Nevertheless, from the surveys and the comments it is clear that the majority of students experience a reading session scaffolded with the use of RWL. This is corroborated by many of the studies, which note that listening-while-reading increases the receptive skills of listening and reading comprehension as well as the productive skills of speaking, all of which increases motivation (Kartal & Simsek, 2017; De Naeghel et al., 2014; Isozaki, 2018). The students in the project all see the value of audio as a useful scaffold, both for themselves as well as for others:

”I wouldn’t mind if we had more RWL projects, but not too often. For me personally it can be demanding to read and listen too long and too often” (cohort 1).

“I hope we continue reading and listening to English books” (project 1 , cohort 2).

“I think this idea and this project has helped me understand more English words. When i listen to the texts while reading i understand the story more, because the man that is telling the story tells it in a good way. I want to keep doing this, because it’s way more fun than just reading in a book” (cohort 2).

“I like reading while listening. I feel I understand more and it’s easier to keep up”
(cohort 2).

That the students’ experience improved their perceived comprehension supports the findings of Friedland et al., who found that the use of reading-while-listening as a learning tool provides a bridge between word recognition and comprehension, essential in language acquisition (Friedland et al., 2017).

Question 11 in figures:

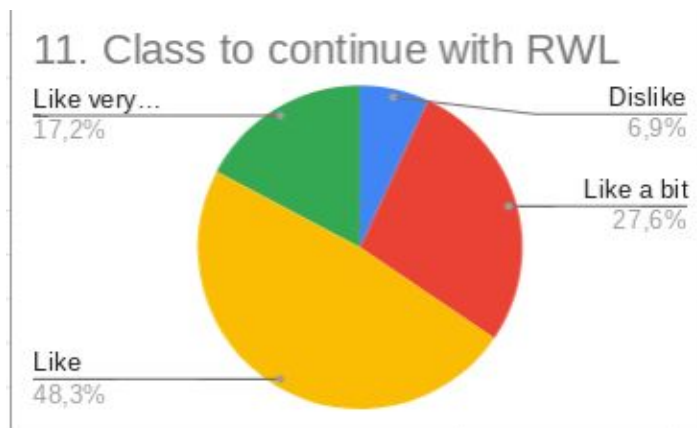


Figure 31: cohort 1 second semester

eighth grade

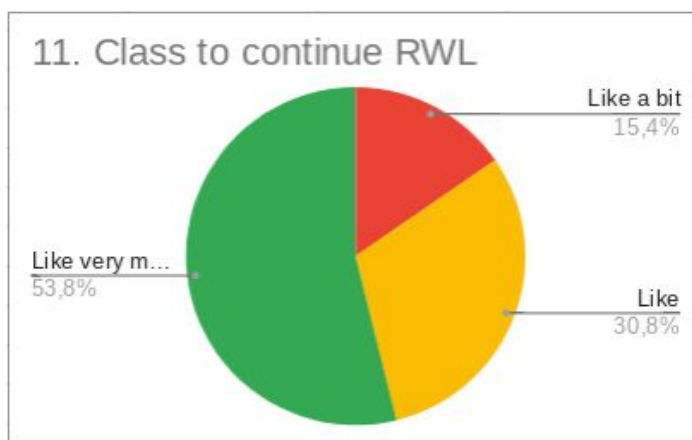


Figure 32: cohort 2 second semester

ninth grade

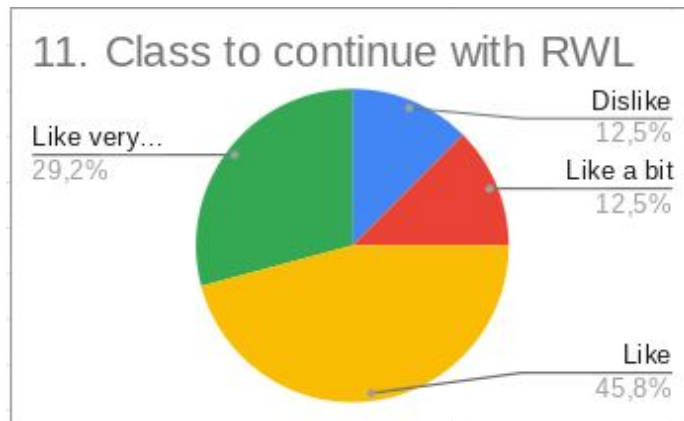


Figure 33: cohort 2 first semester tenth

grade

Question 12: Does listening while reading English books want you to read more?

Listening-while-reading should in theory induce positive attitudinal changes, developing a love of reading, since the development of listening skills contribute to literacy as found by Moore and Cahill (Moore & Cahill, 2016). However, in these projects there seems to be less of an impact on the students' attitudes towards future book reading, as 27,5% in the first cohort (figure 34) and 26,9% (figure 35) of the second cohort's first project did not think that reading while listening would make them want to read more. Disappointingly, this increased to 41,6% after the second RWL project for the second cohort (figure 36), more or less cementing the negative trend. Whereas 44,8% in the first cohort and 30,8% of the students in the first project of the second cohort thought RWL would make them want to read a bit more English books, this was confirmed by the response of 29,1% of students in the second questionnaire of the second cohort. The group of students who thought they would like to read more varied only slightly in the two cohorts from 27,5% to 23,1% and 29,1%. Whereas 19,2% of students in the second cohort's first response thought reading while listening would make them want to read English books very much, no one in the first cohort nor the second cohort's second project found that RWL would make them want to read more books. The two extended and repeated RWL projects seem to fail to change the reluctance to read among these two groups of Norwegian lower secondary students. Even though repeated twice, the six and eight weeks of the project may be too short a period to foster a lasting impact on the students' reading motivation.

Question 12 in figures:

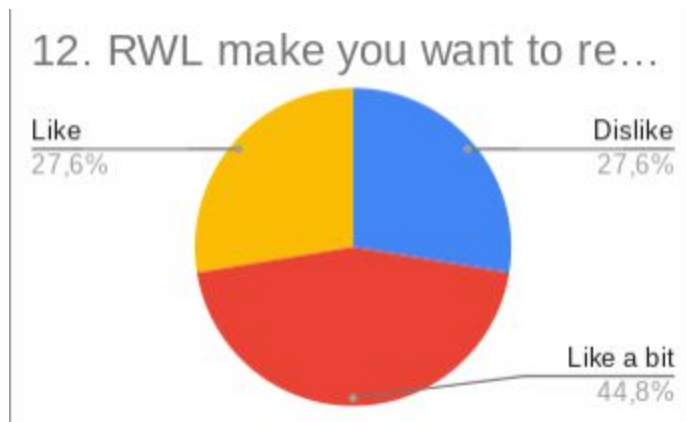


Figure 34: cohort 1 second semester

eighth grade

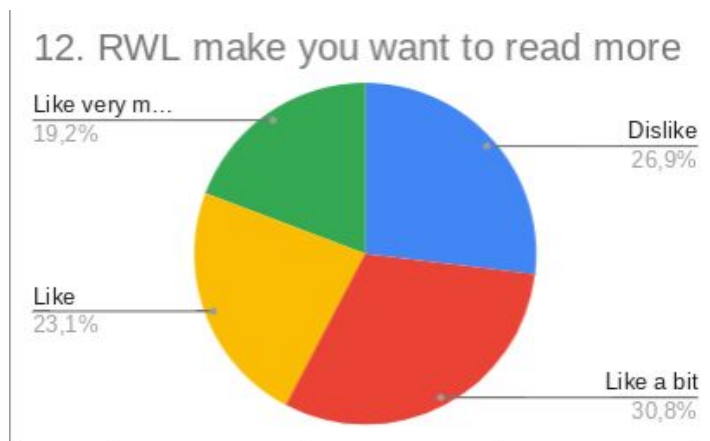


Figure 35: cohort 2 second semester

ninth grade

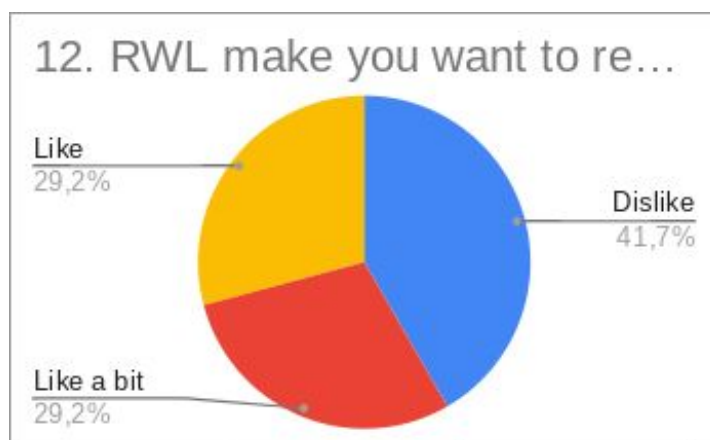


Figure 36: cohort 2 first semester

tenth grade

Question 13: Do you have any comments on listening while reading the books in the projects?

This open-ended question gave many different answers in the final interviews (appendix III, V), especially for the book *The Absolutely True Diary of a Part-Time Indian* (Alexie, 2007), where seven students had answers that ranged from no comments to quite negative, but very relevant, comments related to their own rate of reading compared to the speed of speech as well as the sound of the audio. Strong readers have already automated the decoding process even in their second language English. As their reading fluency is automatic, effortless and speedy, they may regard audio more of a hindrance as they usually outpace the audiobook performer, as Taguchi et al. found in their study (Taguchi et al., 2016). Let us look at some of the answers of some of the students who reported that they preferred reading which corroborates this finding:

“I preferred reading on my own because I found I was always ahead of the voice, even though it was at a faster listening speed” (cohort 2).

“I know most of the pronunciations of the books so I didn’t really learn more pronunciations and I speak English almost every day because I play games online where I talk to people that talk English” (cohort 2).

On the positive side, the comments fell into different categories of perceived enhanced word acquisition, comprehension, concentration and enjoyment for both cohorts. Reading while listening has been shown to be particularly beneficial to lower proficiency learners, as reading and listening at the same time is helpful in enhancing their fluency and reading speed as well as promoting concentration and interest (Chang, 2011). Simultaneous listening and reading help second language learners read more efficiently and subsequently enjoy reading more as the comments show:

“I prefer *Wimpy Kid* to *Fantastic Mr. Fox*. RWL has helped me a bit with my pronunciation and to understand more English when I read” (cohort 1).

“I think it’s fun to read *The Absolutely True Diary of a Part-time Indian*. It’s a good book, and I personally think it’s better when you hear someone else read it for you while you’re reading. It makes me learn new words and knowing how to pronounce words. And of course it’s fun” (cohort 2).

“I find it easier to listen and read at the same time, then I understand more of the story and how the words are pronounced” (cohort 2).

The importance of the choice of books used in the RWL projects is made even clearer by the response of the first cohort (figure 4). These students had only a moderate liking of the two books in general, some finding them too childish, some too taxing, as their comments convey:

“I think it’s okay to listen while reading but I think *The Fantastic Mr. Fox* was very boring”.

“No, I don’t like the book and I don’t have any further comments”.

“It was a pretty nice book to read and listen to”.

“The RWL projects have worked quite well. But to improve the project we could have been allowed to choose the book for the class to read”.

Furthermore, the importance of variation in the selection of books is evident in the comments of some of the tenth-graders in cohort two after completing both projects:

“It has made a big difference to read RWL-style two such different books because then you don’t have to read the same over again and variation is good” (cohort 2 project 2 student).

“I like to read different styles of books so it doesn’t get repetitive. It’s a lot more refreshing to read different styles of books now and then. There are also a lot of different styles of writing in these two hugely different styles of books” Cohort 2 project 2 student).

Thus, the quality of the literary text can be seen to be paramount to the outcome of RWL projects, and it is important to select the literature to be used carefully.

5.2 Drawings as manifestations of level of comprehension

The experience of a listener to a story is highly personal and it can be difficult to register in a manner that is reliable, quantifiable and comparative. However, in order to convey a personal experience, drawings may function as an artistic outlet, as drawing is an act of personal expression and as such it may be regarded as a useful tool for manifesting an experience, as one of the students noted in the comment:

“Some books are more exciting than others, like *The Hunger Games*. But the fact that we were asked to draw what we thought was important at the end of the lesson of *The Absolutely True Diary of a Part-Time Indian* made it much more enjoyable to me” (cohort 2).

Therefore, the project included three sessions of reading, listening and drawing. The students made three drawings each after the class listened-while-read chapters eight to twelve together. There were no artistic criteria beyond recording their impression of the story. Some of the drawings were simple, concrete depictions of a particular scene, some were interpretations of a feeling conveyed in the chapter (appendix IV). All in all, they showed a good grasp of the story told in the chapters, confirming that listening-while-reading increases comprehension. Thus, the task of drawing proved an additional tool for checking comprehension. Most of the students enjoyed the task, some more than others:

“I liked it when we listened and read a chapter and then started drawing, because I haven’t done this in a while. I felt more creative when I drew a specific scene in the chapter” (project 1, cohort 2).

One valid point for future projects that this study has revealed, is that RWL projects may benefit quite substantially from additional tasks that employ and engage the students' other various skills apart from the academic, such as drawing and acting for instance.

5.3 Limitations

Even though this is an extended RWL study with two projects for two cohorts, it is a relatively short study with a limited number of participants, and therefore the results are merely indicative. Another limitation is the use of only two texts, as for more reliability it will be necessary to use multiple texts over more prolonged periods of time in future projects. Further, due to format constraints, an aspect such as reading online as opposed to reading traditional books could not be included. An added limitation is the students' lack of input on the choice of texts in the project, as students may perceive this constraint as a demotivating factor that influences their response.

6. CONCLUSIONS

Does RWL impact positively on students' experience of comprehension and motivation for reading books? This short study may be seen as a preliminary study of the possible impact of RWL using two authentic literary texts for two cohorts over an extended, if limited period of time. The development of listening and reading skills of ESL students is vital as the students' receptive skills are a prerequisite for their productive skills, as well as for their motivation.

The project has given some intriguing results. The consistency in answers indicates that there is indeed a positive correlation for RWL as a positive and motivational factor. The students enjoy being read aloud to, it gives them pleasure quite simply. Furthermore, the study shows that the students experience that RWL helps develop the students' reading skills as well as their general English skills, and they express that they perceive an improvement both in their oral and in their written skills. The two extended and repeated RWL projects proved to be positive, and the majority of the students reportedly enjoyed the experience. This corroborates the results of other studies done in Asia, Africa and New Zealand, as well as

studies of RWL for first language learners in both the USA and in Norway. There are some answers that are particularly interesting: There is a marked congruence between the students' propensity for reading before and after the project, be it a love for reading or a distinct dislike for it. However, the majority of the students also claim to experience RWL positively, which may indicate that there may indeed be a link between extended and repeated RWL projects and the development of the love of books as advocated. What is clear, is that there is a clear correlation between the present theories on the benefits of students' comprehension and the positive answers from the students. RWL thus promotes reading motivation when conducted in a structured manner. The respondents' feedback of perceived improved understanding indicates that RWL may indeed increase comprehension. This underlines the importance of audio as a valuable pedagogical scaffold for second language learners. Furthermore, the notion that comprehension may lead to enjoyment is also corroborated by the students' perceived enjoyment of and generally positive assessment of RWL both on their own behalf and more significantly on behalf of other students. These findings may be significant, and point to the possibility that RWL can be a very useful tool for language teachers, indeed that it may act as an effective pedagogical tool. Furthermore, the benefits of RWL to the development of language skills may also be seen to be confirmed, as the majority of respondents report that they experience an increase in their skills related to pronunciation, word acquisition and overall English skills. This response is indicative of the positive impact of RWL on English language skills and motivation. The use of RWL projects online can thus be seen as a transformative redesign of the task of reading, leading, eventually, to enhanced comprehension and motivation.

In short, one answer to the question of "How do we promote the pleasure of reading to reluctant readers?" may well be to employ the use of extended and repeated RWL projects throughout all of the students' grades in the ESL classroom.

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APPENDICES

Appendix I : student/parent consent

Til elever og foresatte

Sola, 18.03.19

I forbindelse med at jeg tar master i fremmedspråk, engelsk ved Høgskolen i Østfold, skal jeg skrive en prosjektoppgave. Jeg ønsker å se på ulike måter å inspirere til å lese bøker, og hvor effektive disse måtene er. Jeg tar i bruk metoder og lærestoff vi uansett skal jobbe med i timene: en bok vi i felleskap lytter til/leser nå mens vi jobber med temaet USA og urbefolkning : “The Absolute True Diary of a Part-Time Indian”. Vi vil lese den på nett og samtidig høre den lest av en amerikansk fortellerstemme. Vi leser den samme boka/lytter til de samme lydfilene for at alle skal ha nytte av det.

Elevene er allerede muntlig informert om hva jeg tenker gjøre: klassen skal lese hele boka i løpet av semesteret, og helst også høre på lydfilen samtidig . Dette for å se om kombinasjon lyd/lesing har effekt på leselyst og leseforståelse. Elevene vil føre en “Reading Journal” og også svar på et spørreskjema.

Resultatene fra disse testene ønsker jeg å bruke som grunnlag for å skrive oppgaven min, og det kan også være aktuelt å gjennomføre noen intervjuer med enkeltelever. Resultatene vil selvsagt være anonymiserte i oppgaven, og bli behandlet i henhold til norsk lov. Se retningslinjer:

Jeg håper dette vil bidra til innsikt i om mer utstrakt bruk av lydfiler kan være et nyttig verktøy slik at jeg kan tilrettelegge undervisningen bedre.

Siden mange av elevene ennå ikke er fylt 15 år, er jeg pålagt å innhente foresattes samtykkeerklæring, i tillegg til elevens. Jeg håper dere vil godkjenne dette, og signere erklæringen så raskt som mulig.

mvh

Tone Korth

Faglærer i engelsk for klassen

Jeg/vi samtykker herved til at resultatene fra testene/eventuelt intervju kan brukes i prosjektoppgave/masterutdanning til
Tone Korth.

Foresattes underskrift

Elevens underskrift

Ved spørsmål, ta kontakt med meg: , med mine veiledere Eva Margareta Lambertsson Björk: , Kåre Solfjeld: på
Høgskolen i Østfold

eller rektor Lill W. Thomassen: .

Appendix II: Questionnaire

Listening while reading to *The Fantastic Mr. Fox**The Absolutely True Diary of a Part-time Indian**The Hunger Games*

| | Dislike | Like a bit | Like | Like very much |
|--|---------|------------|------|----------------|
| Do you like to read books? | | | | |
| Did you like the story of ...the class has read? | | | | |
| Did you enjoy listening while reading? | | | | |
| Did listening while reading help you understand more of the story? | | | | |
| Did listening while reading help with your pronunciation (uttale)? | | | | |
| Do you think listening while reading helped you learn new words? | | | | |
| Do you think listening while reading helped your English skills? | | | | |
| Do you prefer reading without listening? | | | | |
| Do you prefer listening without reading? | | | | |
| Do you think others will enjoy listening while reading? | | | | |
| Do you want the class to continue listening while reading books? | | | | |
| Does listening while reading English books want you to read more? | | | | |
| Do you have any comments on listening while reading the book the class read? | | | | |

APPENDIX III:

FINAL WRITTEN INTERVIEW QUESTIONS FOR GRADE 8 AND 10

(Conducted in writing due to Covid 19, and translated to English)

What are your thoughts about RWL now that we have finished 2 projects?

The books in the two projects have been different, has that made a difference to you?

We completed the two projects in two different ways, one where you RWL on your own at your own pace, and one which we RWL together in class. Which did you enjoy the most?

Why did you prefer this method?

What are your thoughts on the class continuing RWL?

Do you think that RWL helped you with your English skills?

Do you have any suggestions for how we could improve RWL projects?

Appendix IV: Drawings

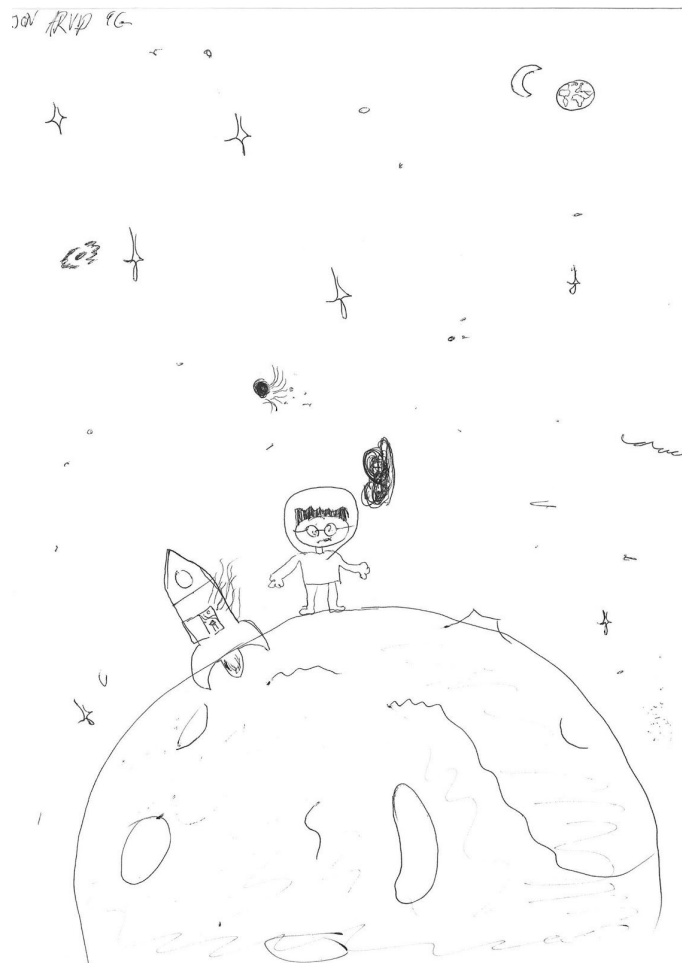
Example 1: student depicts the protagonist's sense of being an outsider



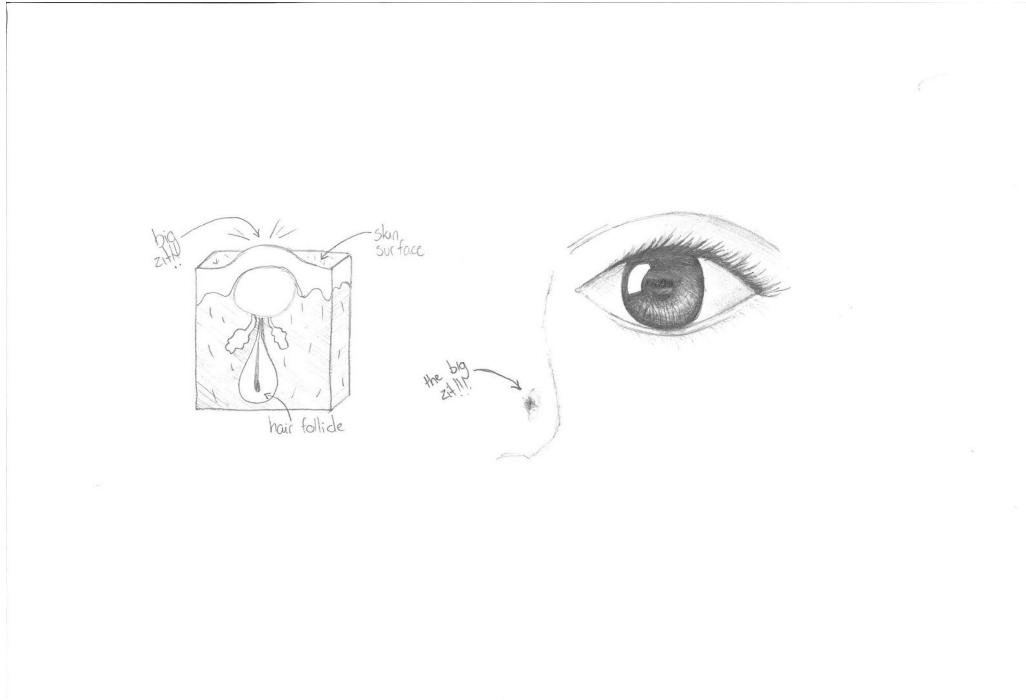
Example 2: Student depicts the protagonist being bullied



Example 3: student depicts the protagonist's sense of alienation



Example 4: Student depicts the effect of the protagonist's loneliness



Appendix V: Transcription of interviews in cohort two, ninth grade

Transcription of interviews with the students on the experience of listening-while-reading. The students were interviewed in pairs. The question was: After having done this for two weeks, how do you experience listening while reading *The Absolute True Diary of a Part-Time Indian*?

Pair 1

“I prefer reading online not using the audio, it personalizes the story more. The story is very realistic I think.”

“I truly enjoy listening-while-reading, it makes the story easier to understand and helps me learn how to say some words. The book makes you think how lucky we are here in Norway. I didn't know how it is to be so poor that you have to shoot your dog because you don't have money for medicine.”

Pair 2

“Listening -while-reading the book helps me understand the story better. Also I can read faster than on my own. I think the story in the book is very good, and I want to know how it ends.”

“I too prefer listening-while-reading, it helps me concentrate better. And I understand more and learn how to say the words too. The story of *Junior* is very interesting, I like this kind of books.”

Pair 3

“I prefer to read the book as the audio is too slow I think. I don't like to read, but this book is interesting.”

“I prefer the book too, I do not like the audio. But I do like the story.”

Pair 4

“I like listening-while-reading, especially to hear the pronunciation. It helps me understand and learn how to say words. I want us to continue with Listening-while-reading. I like the book, although it is a sad story I think. We have it so good here in Norway.”

“I like listening-while-reading too, it makes me understand more. And I like the book a bit.”

Pair 5

“Although it is practical, I prefer non audio. It is a good and weird book.”

“I find audio distracting, and online reading too. It makes me digress into other websites. But the butt is very good, I have finished reading it as I wanted to know what happened.”

Pair 6

“ I prefer to read a book, not to read online as I get distracted. Also I don't need to listen as I know how to speak English.”

“I prefer listening-while-reading but I don't much like the book. It is too sad.”

Pair 7

“I prefer reading, the audio is too slow. But the book is very good, I like the story and want to finish it.”

“I don’t like listening-while-reading, I find the voice too slow and kind of annoying. I prefer to read myself. The story is gripping, I have finished the book as I needed to know what happened.”

Pair 8

“I prefer online reading with audio, and I want us to continue. The book is all right.”

“I prefer to read the book, but I like the story.Q”

Pair 9

“I prefer to read online, not listen as I read faster than the voice, but I like the book itself.”

“I think listening-while-reading is better, it helps me understand more and helps with how the words are spoken. The story makes you think and learn how it is in the USA today”

Pair 10

“I don’t like to read books, but I like listening-while-reading online. I think the book is very realistic about bullying.”

“I too prefer online reading with audio. I understand more of the story although I don’t like this book.”

Pair 11

“Listening-while-reading is better than reading a book. I understand better and learn new words. The story is very good.”

“It’s ok with audio and reading online I think. It helped me read better and understand. The book is very good.”

Pair 12

“Although I like the book, I prefer to read a book, not to listen-while-reading online.”

“I like listening-while-reading, I understand more of the story and I hear how the words are said.”

Pair 13

“Listening-while-reading makes it easier to understand the story. I want us to continue with more like this.”

“I want to read a book, not online, but I like to listen as I read, it gets me more concentrated and I understand more words. I love the story and want us to read more like this.”



