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Lifelong Learning Programme



СРЕДНО ОБЩООБРАЗОВАТЕЛНО УЧИЛИЩЕ "ВЪЗРАЖДАНЕ"
гр. Русе, ул. "Студентска" №2 ☎ Директор 082 813-870 e-mail: souvazraidane@abv.bg

Needs analysis

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Learn to Read and Read to Learn,

Comenius Project

LLP – 2013 – COM – MP - 068

Needs analysis

An enquiry, aiming at studying students' reading habits has been carried out among 914 students, aged 8 – 15; 769 parents and 9 librarians in 7 schools in 6 countries as follows:

1. Vazrazhdane Secondary School, Ruse, Bulgaria
2. Kodály Primary School, Salgótarján, Hungary
3. Korinos Secondary School, Korinos, Pieria, Greece
4. Mihai Eminescu National College, Oradea, Romania
5. Nuova direzione Didattica, Vasto, Italy
6. Lágymányosi Bárdos Lajos Két Tanítási Nyelvű Általános Iskola és Gimnázium, Budapest, Hungary
7. ÇANKAYA AYTEN ŞABAN DİRİ İLKOKULU Ankara, TURKEY

The enquiries contained the same questions in each of the schools. There were three target groups which gave us useful information on students', parents' and librarians' attitude towards children's reading habits. Each group has been asked a separate set of questions.

Students were asked 29 questions on different aspects of interest. A part of the questions asked about students' reading habits – how often they read, what they read and when they read.

Other questions give information about what the social impact on forming a taste for reading is. A third part of questions studied the difficulties which students experience when reading. Other questions dealt with the social support which students get at the process of building their reading habits. There were also questions which aimed at studying students' creativity

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skills and cultivated attitude to writing and acting, based on some reading material, as well as studying the trends of students' choice of literature.

The enquiry for parents was aiming at studying parents' attitude toward their children's reading habits, skills and tastes. The enquiry form was based on 15 questions regarding parents' point of view on their children's habits – how often their children read, how they study new words and what kind of problems or difficulties they have if any with respect of reading, writing and studying school subjects. Parents were also asked about their children's talents as well as their own readiness and attitude to getting involved in project and other school activities

School librarians were asked 10 questions which give information on how often students address to them for help when searching a book, what kind of books students prefer, how the librarian sees their role at school in the process of motivating student's interest in reading, as well as what the school library needs are.

The enquiry took place simultaneously in all the 7 partner schools in November and December 2013. As the number of the enquired implies, a great deal of students and parents are fond of taking part in the project work and activities. The aim of the project was largely presented to parents and students. The detailed data of the results is enclosed in Appendixes respectively for parents, librarians and students arranged by students' age as we find it important to have a clearer idea on the tendencies each age group imposes.

The enquiry shows that students from all age groups do not read sufficiently. They all prefer reading (fairy) tales, which comes to say that even older students aged 13-15 do not have a deeper interest into reading literature appropriate for their age. At that age they are supposed to be reading larger genres such as novels and novelettes. Thus, through work on fairy tales and other short texts we will make relations to bigger literature works on similar topics.

Following trends have been diagnosed:

1. The older the students, the less number of books they read and the rarer they read.

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2. The number of students reading e-books increases. (the traditional paper book is being slowly replaced by e-books. It is important to mention that we do not determine the trend as a negative one as long as students keep reading nonetheless what the device is unless it is harmful).

An alarming fact is that a great percentage of the enquired students have problems with understanding what they read, The current enquiry did not aim at studying what the reasons are but from the questions on their difficulties we reach to a conclusion that since their primary classes children have faced difficulties and inconveniences which later affect their cognitive reading skills. What the project could offer to deal with the problem is greater monitoring on the students who have weaker school results, attracting their parents in common activities and explaining the problem to them. We would suggest the schools which do have a speech therapist available to assign that to their specialist and those, which do not have such a specialist as staff, could either work together with an external one or ask parents to have their child consulted.

One of the project aims is developing skills of autonomous reading. The enquiry finds that a big number of students cope with learning new words and the number increases with the age. Others rely mostly on their parents' and teachers' help. For younger students we suggest reading sessions along with a more experienced reader as it will have a positive impact on the child and lessen the tension of that hard at times activity.

The enquiry finds interesting information. It shows that about 50% percent of students read because they like learning new facts. The other 50 % do not have conscious inner motivation for reading and read under external stimuli under the insistence of their parents and teachers, or the influence of classmates and friends. Younger students form their reading tastes and habits under the guidance of their parents and teachers. However, older are more influenced by their friends' circles and media. So, we will have to make more students speak their mind about what they like reading and what they have already read and thus indirectly to influence their peers who read less. To achieve this we suggest activities such as books

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exchange sessions when students could share their impressions of what they have read. This activity directly corresponds to the needs described in the project.

A curious fact is that a small percentage of students shared to have been influenced in their choice for books by the school librarian which means that further work in that direction is needed. So, activities in which librarians take active part are needed so that children to be encouraged to have closer relations. More visits in the library – individual or collective – would help children to adapt more easily to the school atmosphere, especially the youngest ones. Students need to be encouraged by librarians to share and feel more relaxed in the library so as to ease the process of familiarizing with the place and then forming their reading taste. That is why some of the activities are planned to take place in the school libraries.

Between 35-40 % of students stated that they experience problems with making up a written text. Work on creative writing is needed in two aspects – coming up with an idea based on some reading materials (reflections, ideas, new topics in descriptive, narrative or for the older students argumentative writing) and the procedural part – the writing itself – writing the letters and writing the words with their correct spelling. To improve students' writing skills various competitions could be organized – such as in calligraphy nominating the best-looking copied text, spelling competitions, competitions for short stories or tales on a certain topic, etc. It is up to the schools to choose how to run these activities and the way students will participate – individually or in teams. These kinds of activities are to stimulate students' creative skills and talents. Not only writing competitions but also text editing competitions can be organized aiming at dealing with orthographic, stylistic, spelling mistakes and ambiguities.

A significant part of the students state that they experience difficulties with retelling what they have read. In relation to that problem, we suggest activities such Storytelling nights at schools so that children will have the opportunity to tell each other stories, ask questions and comment, take part in role-play situations solving cases –using the principles of critical thinking.

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Students' answers show that they get thrilled and empathize to the characters they read about. A significant part of the older students understand the content of a written text, get the idea in deep and have an intrinsic image for the characters, their acts and actions. Expressing empathy is one of the educational aims which reading triggers so we suggest activities such as dramatizations, reading in roles, reading extracts of fictional literature on stage, illustrations, comic strips, and crosswords inspired by already read materials.

The enquiry results show that younger students, in their majority, like making up and writing stories and rhymes. They also like sharing what they have written so as to get their peers' and families approval. We believe that involving a larger number of students in the project activities will benefit them by inspiring them to try autonomous creative writing.

Older students tend to get shier and their readiness and desire to share their writing in public decreases with the age. Involving teenagers in such kind of activities would motivate their writing attempts and performances in public. We have planned a reading and writing workshop to take place in each school. In the enquiries students themselves stated their readiness to take part in various ways – through reading in public, drawing, costume making, script writing and so on. All these activities credit a positive attitude toward syncretic art what theatre is; dramatization based on a written text for instance.

A virtual library which will contain titles of books recommended by students and short information and book reviews written by students themselves, is a good tool to stimulate them to share information concerning interesting books with peers at national and international level.

An interesting and impressive fact is that the number of students who consider themselves to have good or bad school results corresponds respectively to the number of students who stated they have more or less difficulties with understanding a written text. That fact comes to say that a project like the current one is highly needed as work on students reading and writing skills must be continuous and permanent not only in the classroom but beyond. Only that way we could counter-fight functional illiteracy and the lack of interest in reading.

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Seven hundred and sixty-nine parents have completed the parents' enquiry form which consists of 16 question on their children's reading habits.

The analysis comes to say that the majority of the enquired parents have provided their children with the needed comfort and facilities of various kinds – books, computers and internet, which are actually needed for every child nowadays.

The results show that more than half of the enquired parents of students of all age groups (about 60 %) think that their children do not have difficulties with learning new words and do well at the learning process. The rest 40% though indicate that their children do experience difficulties with learning new vocabulary. We consider it a significant percentage and efforts are needed to find ways to develop students' cognitive skills and skills for a deeper reading.

The results say that the enquired parents of students aged 8-15 are satisfied with their children's school results and their achievements and they consider them to be successful at school subjects.

The results show that the majority of parents (68%) consider their children, aged 8-15 to be doing well at school with no significant problems with school subjects neither have difficulties with pronunciation. However, there are parents, 18%, who share their children to meet some problems with reading, writing and calculations. Other 14% think their children have difficulties with pronunciation .We suggest each partner school to provide a speech therapist at school or to send for consultation these students who have such kind of difficulties. Thus, our project comes to provide both parents and students with help and advice. The results show that the majority of the enquired parents of students aged 8-15 think that their children do well at school and at processing new knowledge. However, there is a significant part of parents - about 29% or almost 1/3 of all parents, who share that their children get confused while learning and they most often confuse letters, words and parts of

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stories. Further work on developing their reading skills and consultation with specialists is needed.

The Results show that most of the enquired parents think that their children do not have concerns regarding school subjects. A significant part of them about 24% of all enquired parents have shared that they think their children get upset with schooling- when they have to learn something new or when they have to read, or just their presence at school makes them nervous.

Obviously, most of the enquired parents think that their children have acquired reading skills and they have also got the required reading habits, which they have to develop and master through suitable for students’ age motivating activities. About 43% of all have stated that their children read clearly but with no specific intonation so further work on developing reading skills is needed. Such kind of activities is reading in roles, expressive reading, dramatization, competitions on these skills.

The enquiry results suggest that more than half of the enquired parents whose children are 8-15 years old think their children are usually concentrated when reading their lessons or a book. However, about one third – 29% of the parents- think that their children can easily get distracted and cannot focus on what they are doing or at the content of the reading material they are trying to read. We reach to a conclusion that work on concentration through activities stimulating autonomous silent reading in order to present later what they have read about is needed. Such post-reading activities could be comments, reviews, summaries, illustrations, casus solving etc.

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A significant part of the enquired parents of all age groups, about 39% , which more than one third, have shared that their children experience inconveniences and get stomach- or head- aches only at times when they have to read or learn something new and that way they aim at postponing the learning/ reading time. The results come to say that children do not feel comfortable enough at school so we will have to make schools a better place through optimizing the premises and the school facilities, what is more, involving students in creative school activities will work for a positive attitude to the school as an institution. We suggest facing that problem and sharing good practices and ideas. Based on shared experience teachers' and parents' guidance books are to be issued so as to provide both teachers and parents with useful hints.

The analysis shows that parents of younger students (8-11) make spelling mistakes which might be due to some distraction. A part of parents of older students (12-15 year olds) think that their children are literate but omit some mistakes in writing due to some orthographic problems or just due to the fact that everyone could get distracted. Almost half of the enquired parents of 8-15-year-old students think that their children do well at reading and writing with no mistakes. About 60% of parents though share that their children have difficulties with writing. Thus, more activities aiming at developing writing skills are needed. That kind of activities could be competitions on creative writing and performance in public. Issuing prizes and awards will stimulate students for further attempts and will work for higher self-estimation.

The results show that 30% which is about one third of children from the age of 8 to 15 love reading and read regularly. Nine percent of the enquired parents have shared that their

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children do not like reading, and other 60% of the enquired parents of students aged 8-15 have shared that their children do not have the desire to read. Thus, these students have to be encouraged to interact with books. We hope that the current project will motivate them.

About a half of the enquired parents of students aged 8-15 think that their children love reading and read a lot of books and are autonomous readers. The other half have shared that their children are not motivated enough and read only when needed or do not like reading at all. So, we have to work for developing extra class forms of reading and instigate greater interest in various reading materials and not only the compulsory reading list. We would like students to feel the thrill of reading for pleasure.

The results imply that about 63%, which is about two thirds of the enquired parents consider their children are not always well organized and they tend to waste their time on irrelevant activities. Taking part in the project will engage students’ free time providing useful and meaningful activities.

The enquiry also gives us the information that the majority of the enquired parents of students aged 8-15 are interested in their children’s reading habits and often buy them books and encourage them to read and search for new and interesting reading materials. Although they are not a large part, there is still a group of parents who share they do not supervise their children and do not know if they read books. We consider that involving both students and their parents in various activities which the current project provides will motivate students to be autonomous readers but also their parents to be more engaged of what their children read and to encourage them to speak on that more often.



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It is obvious that all parents think that they have talented children, which is a positive tendency. It is interesting that almost half of the enquired parents have stated that their children are talented in other but reading activities. Next come activities such as drawing and acting. We aim at developing children’s talents and skills but binding them to reading.

The analysis is indicative about the readiness parents show to join a common project as more than the half of the enquired parents of students aged 8-15 are ready to cooperate with the school in various ways so as to help their children to develop their reading skills. The fact that a great part of the parents are ready to get involved in the project’s activities and to work along their children is a positive one.

Nine school librarians from the seventh partner-schools also took part in the enquiry. All of the ten questions have been answered with more than one of the possible options.

The analysis shows that when visiting the school library students are interested in borrowing books of various genres. The school librarians think that students go to the library according to their needs – some of them borrow books daily, others only before school tests and exams.

The school library is a suitable place for reading and searching for any kind of information. According to the enquiry results, 63% of the librarians (7 out of 9) show that students do not use the alphabetical catalogue when searching for some book or author but ask the librarian. This makes us think that a great deal of students either cannot use it or have some difficulties using the alphabetical catalogue.

We think that students have to be familiarized with the alphabetical catalogues and how to use them. It can be done through class visits in the library. Students will need this skill in their further studies and experience as autonomous readers. For Younger students various



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competitive activities could be organized – such as a competition for the fastest finding of a particular book from the catalogue to its place on the book shelf.

All librarians think that the most reliable and accurate information about the services which the library offers can only be given by the librarians themselves.

Only one third of them think that teachers are able to give such kind of information. So, teachers could help in that process through organizing students and classes and fetch them to the school library and let the librarian specialists to provide students with the needed information.

Forty-four percent of the librarians (4 out of 9) have indicated that the students who have a reading file at the library are no more than 30% of all the students in the school; 22% of the librarians (2 out of 9) have stated that the registered readers are between 30 and 60 % of all students at the school; 33% of the librarians (3 out of 9) have stated that those who are registered in the school library are more than 60 % of all students at the school. These results imply that popularizing the school library with the students is needed as it is a good place for reading and finding information. With respect to that, the library itself should become a more attractive place to students.

All the librarians think that they possess a satisfying collection of books on humanitarian and social studies. They experience insufficiency of periodicals and books on informatics. So, the collection of books has to be enriched with that kind of titles. Each school should carry out their own needs analysis so as to satisfy the library deficiency. According to the librarians they would also renew the school library collection of books with titles from belletristic, scientific literature, dictionaries, encyclopedias and albums and works of art.

To sum up, the enquiry which took place in all partner-schools, in six countries, we can assume that students nowadays need external stimuli which to make students interested in reading as reading is not a priority among youth. All of us – teachers, parents, librarian workers and students have to work together so as to achieve that aim.

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Appendix 1

8-year-old students’

Enquiry Analysis

The Total number of the enquired children is 92.

Question 1: “How often do you read?” has received mostly answers A) every day – 39 students (42%). It is due to the fact students at that age read small well-illustrated books of comic strips of fairy tales which entertain and amuse them.

Answer B) often – once in two days has been chosen by 29 children (32%) this shows that they like the interaction with a book but to make it entirely useful further work on their reading skill and interests is needed.

Answer C) rarely – once in a week – has been chosen by 24 students (26%) which come to say that those children are either not enough motivated to read, or have some kind of problems with understanding the texts they read, may be due to their small reading experience.

Question 2 : “When do you read”, has been answered mostly with B) when I have free time – 34 students (37 %). We can assume that it is due to the quantity of time they need for school lessons preparation in grade two. Twenty-nine (32%) children have marked answer A) when I do not have anything else to do. The answer could have been triggered by either their small reading experience or a slight and insufficient reading motivation, due to difficulties with understanding written texts. Answer C) I always have time to read has been chosen by 26 students (28%). This means that children do really need that kind of

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motivating activities which the project aims in order to improve students’ reading skills and their abilities to process written information, thus a larger number of students will get more motivated.

Those various activities will most probably stimulate children with reading difficulties who have chosen answer D) I don’t like reading – 7 children (8%).

Question 3.”When you read you would leave ...?” has largely been answered with A) computer games – 23 students (25%). A great number of students - 21 (23%) have answered with B) watching TV and C) sports. It means that young students like spending time with books and are ready to leave their games behind to read.

Answer D) listening to music has been preferred by 17 students (18%) and E) the company of friends – 10 children (11%)

Question 4.”What do you like reading? That age group expressed their preference by choosing mostly answer A) fairy tales – 65 children (71 %) which undoubtedly says that children at that age love reading tales. Second comes answer C) comic strips, chosen by 34% (31 students) which is not a surprise as it is well known that children at that age rely on their visual intelligence and perception to get entertained and amused. Answer D) children magazines has been marled by 27 children (29%) and B) encyclopedias – 24 students (26%) , E) short stories/novels - 21 students (23 %). This indicates that young students begin to show interest in other genres of literature – science-fiction and periodicals.

Question 5 asked students to write three titles of books which their have recently read and liked. It is to mention that only 2 students have written NO title at all (2%). One title has



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been written by 4 students (4%), and 15 students (16 %) have written two titles. Seventy-one children have written three titles this means that young students have already discovered the world of books as readers and they seem to enjoy it.

Question 6: "How many books do you read?" – 54 students (59%) answered with A) more than 5 books. It is easily explained by the fact that students at that age read more often small richly illustrated books of tales of comic strips. Thirty-six students (39%) have marked answer B) between 3-5 books and answer C) I don't read has been marked by 2 children only (2%).

Question 7 "Where do you most often read from?" has received mostly answers B) from a paper book- 79 students (87%). Eighteen students (20%) have preferred answer A) a computer, and 4 children only (4%) read from an e-book and thus have chosen answer C). It means that work on motivating children to read paper books has been even more profound as exposing young children in front of the computer screen for longer periods of time is harmful considering their fragile age.

Question 8: "Do you understand what you read?" and question 9 : "Who explains to you the words you don't know?" give information for the reading and understanding process with eight-year-olds. Answering **question 8** 63 children (68%) have marked answer A) completely, 26 students (28%) have marked B) partly and only 3 students (3%) have answered C) very little. One child only has shared that they do not understand what they read and has marked answer D) not at all.



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The results are due to the fact that children at that age read mostly well-illustrated books or comic strips.

Question 9 has been answered as follows: 83 students (90 %) share that their parents explain them the words which they do not understand, as it is anticipated, as the process of reading occurs mainly at home. Those students have chosen answer A) parents. Secondly comes answer B) a teacher – 53 students (58%), which says that young children rely on their teachers’ competence and explanations. Sixteen children rely on their friends and have chosen answer C) a friend; 14 students (15 %) answer D) a classmate and 6 children only (7%) have marked E) nobody.

Thus the activities planned in the current project are of great need and are anticipated to stimulate children to discuss more with their parents, involving them actively in the process of reading and building their children’s reading habits as young children need sharing and close guidance. As the results show only half of the students rely on their parents to help them with their reading experience and parents should have a greater role in whole process.

Question 10:”Why do you read?” has given the following information: 51 students (55 %) answer C) because I find it interesting and I learn new things; 21 (23%) students say A) because my parents make me read; 10 students (11 %) B) because my teachers make me read, instantly show that there is only external motivation with those children. Twenty students (22%) have shared that reading is entertaining and have chosen answer D) and 6 children have marked answer E) because I find reading pleasant.

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This means that autonomous reading practice amongst younger children should be stimulated and guided through both most respected at that age- parents with their unconditional love and patience and teachers with their professional competence. It is once again proved that such a project aiming at working on students’ reading motivation is highly needed.

Question 11:”How do you choose the books to read? – 39 children (42 %) have chosen answer D) my teachers give me a list of compulsory titles; 26 students (28%) have answered E) the librarian gives me interesting books; 18 students (20%) have shared that they notice what their classmates read and have chosen answer A). Five percent (5%) have said that they are influenced by what they see on TV and marked F) watch the commercials on TV.

This proves, once again, that various factors influence children’s reading culture and extra school work is needed to be carried on so as to form it in a respected way considering students’ competence, understanding and autonomy. We think that the planned project activities will be beneficial in that aspect, too.

Question 12 :”From the last book I read I learned more about...” – 44 students (48 %) consider they have learned more about B) animals; 40 % (37 students) A) people; 30 students (33%) C)nature; 18 children (20%) D)something else , and 3 students (3%) have not learned anything new – answer F) I haven’t learned anything new.

Questions 13, 14, 15 give us the idea of what kind of problems, difficulties and concerns young students have with regard to reading, writing and calculation. Eighty-four students out of 92 enquired have answered question 13:” Do you have problems or



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difficulties with” - they have problems with C) calculations – 29 children (35%); 26 students (31%) B)writing ; 18 students (21 %) have said A) reading.

This means that children do experience serious problems understanding the instruction-text of mathematics problems, writing texts and writing under dictation.

Question 14:”Do you read a text several times in order to understand the main idea?”- the answers come as follows : B) when I am tired – 48 students (52%); 29 students (32%) A)often; 15 students (16 %) – C) never.

Question 15:”Do you have difficulties and concerns “43 students (49%) out of 87 have answered B) with writing compositions/ resume/ summary/ essay. It means that autonomous writing is the most difficult and complicated activity at school, which is largely seen as a problem and concern by young students. Twenty-seven students (31%) answered C) understanding mathematics problems and only 17 students (20%) answered with A) understanding a written text.

Question 16:”Do you tell friends of what you read?” and **question 17:** ”Do you find it difficult to tell what you read?” tell us how young students deal with interpretation of reading materials.

Question 16 has mostly been answered with C) sometimes – 44 students (48 %); 28 students (30 %) - answer A) yes; 19 students (21%) B) No.

Question 17 – most students have answered B) No – 36 students (39%); 32 students (35 %) C) sometimes; 23 students (25%) –answer A) yes.



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The analysis of those results implies that activities, leading to improving reading skills and further development of skills of processing written information are well needed and that it is the project, through its planned activities, that comes to help with this process.

Question 18: "Do you get excited of what you read?" - gives the following results: 67 students (73%) have marked A) yes; 18 children (20%) – C) sometimes; 5 % (5 students) have chosen answer B) No. It comes to say that 8-year-olds can understand and express empathy to what they read about and the all the activities planned in the project work will contribute to improving their taste for reading and the ability to read critically.

Questions 19, 20, 21 give us the information of what the young students' idea of the literature works and characters is.

Question 19: "Can you imagine the characters you read about?" - 68% of the enquired have answered A) yes; 20 students (22%) C) sometimes; 7% (6 students) – B) No.

Question 20: "Do pictures in the books help you imagine the characters you read about and their actions?" – 74% (68 students) have chosen option A) yes; 16 students (17 %) C) sometimes and only 7% (6 students) – B) No.

Question 21: "Do you like some of the characters you read about?" - 74 % (68 students) have answered A) Yes; 13 students (14 %) have answered B) No.

This comes to indicate that autonomous reading helps children understand and process the main idea of the literature pieces they read and works for their imagination and visualization.



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Question 22: "Do you read along with ..?" has been given more than one answer.

Most of the students – 58 (63 %) answered A) parent ; 22 children (24%) B) grandparent which tells us that ,as we had anticipated, family members play a significant role in developing the reading taste of their children.

Ten children (11 %) have preferred answer C) elder siblings, 6 children (7%) love reading to their younger siblings – D). An alarming number of 28 students (30 %) have shared that they do not read in anyone's company and have chosen E) nobody.

Question 23: "Do you talk to your family about what you read?"- 54 students (59%) answered A) Yes; 29 children (32%) have answered C) sometimes and 8 students (9%) answered B) No. This means that 8-year-olds love sharing their reading impressions with their families, which is of great importance as it helps them develop and improve their skills of communication and interpretation of written speech.

Question 24 : "Where do you get books to read?", has been answered with more than one answer. Most children 42 students (46%) have answered with C) the bookshop; 36 students (30%) have said A) the school library; 30 students (33%) have said that they visit the town library and have chosen answer B).

Nineteen children (21%) have chosen answer D) other people, and 42% (39 students) have answered E) a gift book.



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The analysis of these results comes to say that young students are not satisfied with their home library but look for other sources of interesting reading materials. It is a positive tendency and shows that there is a basic interest and motivation which should be developed and stimulated. The variety of activities which we plan to find place in the project work will keep them on the move of reading and finding new titles.

Answers to **questions 25, 26** speak about students’ autonomous creative activities and their desire to share what they have written. To the question: ”Do you try making up and write stories?”- 57 children (62%) have given answer A) yes; 30 students (33%) – answer B) No;

To question:”If you make up stories and do you tell me to anyone?”57 children (62%) have chosen option A) yes; and 32 students (35 %) answer B) No.

It means that young children, the majority of them, love making up stories and writing poems. They also love sharing what they have written and they look for encouragement from their families, friends and peers. We consider that through the planned activities we will encourage students’ creative attempts.

Question 27:”What would you take part in?“ has been answered mostly with B) reading in roles – 41 students (45 %); 34 students (37%) – C) dramatization; 30 students (33%) – painting the scenes for a play; 27 students (29 %) would take part in recitals and have chosen answer A) ; 19 students (21%) – D) making costumes for the characters in a play. Those results manifest young students’ interest in taking part in various activities, leading to improving their reading skills and motivating them for public performances.

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Question 28 asked students to read carefully the titles and authors and complete the columns with “I have read”; “I haven’t read”, “I would like to read it”. It almost instantly is distinguished that the 7th Title- National tales has been the most popular reading amongst young students and has been marked as “I have read” by 59 children (64%); 8 students (9%) have not read traditional folk tales and the ones who would like to read them are 16% (15 students).

Among the other mentioned tales, the most unknown with 8-year-olds are the Grimm’s tales – 45 students (49%) have read them, Charles Perrault’s tales have been read by 28 students (30%).

In the column “I haven’t read” the most marked title has been Charles Perrault’s tales – 37 students (40%). However, those who would like to read them are only 13 students (14%).

Andersen’s tales have been read by 41 students (45%), 19 students (21 %) have shared that they have not read them and those who would spend time reading them are 23 students (25%).

The most popular title with children at that age is the book: “The adventures of Tom Sawyer” which has been marked as “I have read it” by 9 students (10 %); 24 (26%) students have not read it and 51 students (55%) would read it.

Jack London’s “The White Fang” has been read by 13 students (14 %); 28 students have not read it and 49 students (53%) would like to read it.



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The second title: J. K. Rowling “Harry Potter” has been marked as “I have read” by 19 students (21%) ; 28 students (30 %) have not read it and 38 students (41 %) would like to read it.

The analysis of students reading interests shows that 8-year-old students have already developed their taste for other genres of literature. Adventure novels attract and impress young students with the plot and interesting fibula, the fantastic notes and the unexpected endings.

Question 29: “You think your school results are ...?” gives us the idea of how students at that age assess their own achievements at school and their satisfaction with the their school results.

Forty-three students (47 %) have marked answer A) excellent; 23 students (25 %) think their scores are very good and have marked option B); 24 % (22 students) answered with C) Good, and only 1 child has chosen answer D) poor.

This shows that literacy is of significant importance for everyone as it strongly influences their self-esteem and realization in society.



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Appendix 2

9 year-old-students’

Enquiry Analysis

The total number of the enquired students is 263.

Question 1:”How often do you read books?” - has most largely been answered with B) often-
once in two days- 103 students (39%); 89 students (34%) have marked answer C) rarely-
once in a week; 73 students (28%) have chosen answer A) every day.

The results show that 9-year-olds have greater reading experience but actually read less as it can be assumed they spend more time on extra-class activities and doing their homework.

Question 2:”When do you read?” has been answered as follows : 112 students (43%) have answered B) when I do have some free time; 87 students (33%) A) when I do not have anything else to do; 49 students (19%) – C) I always find time for reading and 17 students (6%) do not like reading and have chosen D) I don’t like reading.

This means that less than half of the students at that age read regularly so measures need to be taken so as to increase students’ interest in reading. All the activities, planned in the project, such as book exchange or reading in public and dramatization could help motivate those less intrigued in reading students and develop their reading skills.

Question 3:”When you read you prefer leaving behind ...”94 students (36%) have answered A) computer games; 91 students (35 %) answered B) watching TV; 63 (24%) D)



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listening to music; 71 (27%) are ready to go without their friends’ company while reading – answer E); 49 students (19%) – C) sports.

The results show that except for reading, students at that age have already developed interest in various activities; however it is still a preferred and important activity. They show that they are ready to leave other favourites to devote themselves to reading.

Question 4: “What do you like reading?”- 158 (60 %) have answered A) fairy tales; second comes B) encyclopedias – marked by 76 students (20%) which is to say that there is a tendency the most popular with students at that age fairy tale slowly to get replaced by other genres – fiction and periodicals as 74 students (28%) have chosen C) comic strips; 71 students (27%) – E) short stories/ novels; 52 students (20%) D) children’s magazines.

Question 5 asked students to write three titles of books which they had recently read and liked or were impressed by. A good sign is that column “ no titles” remained empty which means that students at the age of 9 have some motivation for reading – 229 students (87%) have written three titles; 23 students (9%) – 2 titles; 11 students (4%) -1 title.

Question 6 : “How many books do you read a year?” the majority, 144 students (55%) have answered A) more than 5 books; 114 students (43%) – B) between 3-5 books and 31 students (14 %) have answered C) I don’t read books.

We think that the percentage of those who do not read as they say it (14%) is alarming, so a project like that, which aims at motivating students to read more and involving them in interesting reading in supportive atmosphere is highly needed.



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Question 7: "Where do you usually read from?" - 219 students (83%) have chosen answer B) paper book; 62 students (24%) A) a computer; 19 students (7%) read electronic book and have answered C). This means that young readers do appreciate the paper book it still unknown if it is due to the fact that their parents explain to them or insist that they should not be exposed to the harmful screen impact or there is other reason, or it could be just the tradition and that paper books are more easily accessible.

Question 8: "Do you understand what you read about?" gives the following results: 153 students (58 %) have answered A) completely; 87 students (33%) B) partly; 37 students (14 %) C) understand very little ; 5 students (2%) D) not at all.

The results are really alarming with the percentage of students who do not understand what they read. The results once again prove the need of this project with all its planned activities. Further work on diagnosis what the reasons are and even harder pedagogical work in class and as extra-class activities is needed as students' further development depends on their abilities to read and process the written information.

Question 9: "Who explains to you the words you don't know when you read?" 234 (89%) students have answered A) a parent. It is easily explained by the fact that students' individual reading practice is presumably their parents' responsibility. Second comes answer B) a teacher- 225 students (44%) as the primary teachers through their work on students' reading skills in class and extra-class activities helps to develop qualities of a well-motivated reader.



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Question 10 :”Why do you read?” has been answered as follows: 61 students (23%) have answered with C) because I like learning new things, the same percentage 23% (60 students) with E) because I think reading is a pleasure. It is an indicator that children have already got their habits and taste for reading and experience in autonomous reading. It is maybe the main reason for another 37% of students to choose answer D) because it entertains me; 29 students (11%) answered that they read because A) their parents make them read; 15 students (6%) B) because their teachers make them read; 17 students (6%) do not actually know why they read chose F) I don't why.

It comes to say that most of the students are intrinsically motivated to read but there is also a large number of students who need external motivation carried either by their parents or teachers. Thus, further work on developing students' interest in reading is needed.

Question 11 :”How do you choose which books to read?”- 123 students (47 %) have answered D) that their teachers give them lists of recommended / obligatory titles. Second comes answer E) the librarian gives me interesting books – 113students (34 %).

This means that on the first place those young readers firstly rely on their teachers to recommend them books and then on the librarian's recommendations according their professional choice and taste. 28 % (73 students) have marked answer B) my friends share about books that they have read, which means that their peers' opinion is very important for young readers' taste; 70 students (27%) have marked C) their parents buy them books which they choose for them; 39 students (15%) - A) watch what their classmates read; 13 % (34 students – F) watch commercials on TV.



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Question 12:” From the last book I read I learned more about...”- 74 students (32%) have stated C) nature; 72 students (27%) A) people and their lifestyle. The greater percentage - 47% (124 students) have marked B) animals. Only 3 students (1%) have marked F) nothing or they think they have not learned anything new from the last book they read.

These results imply that 9-year-old-students read mostly science-fiction.

The next three **questions 13, 14 and 15** give information about students’ problems and difficulties with reading and getting ready for their lessons.

Question 13:”Do you have difficulties or problems with .. ?”- 208 students (90%) have chosen answer B) writing, which was an anticipated result as creating a text is considered the most difficult part in language development; 60 students (26%) have marked C) calculations; 38 students (16%) have difficulties with understanding the texts they read and have marked A).

Question 14:”Do you read a text several times because you don’t understand the main idea?” - 55 students (24%) have said C) never – which comes to say that those students completely understand and process the written information and the results is satisfying. However, 46% (121 students) have marked B) sometimes, when tired; 62 students (24%) – A) often. As the results imply nearly a quarter of the enquired students need more time and several readings to read and understand written information. It means that work on reading and understanding (text analysis) must be a priority in their first language class activities.



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Question 15: "Do you have difficulties and problems with ...?" 148 students (56%) have shared that C) they find it difficult to understand the texts and exercises in mathematics; 143 students (54%) with B) writing of a composition, résumés, summary or essay; 31 students (14%) A) with understanding a written text. Once again the number of those who find it difficult to understand written text suggests that a project on students' reading habits is of great importance as well as the awareness on the problem among teachers, parents and society.

Answers of **Questions 16 and 17** give information on how 9-year-olds cope with retelling a text they have read.

Question 16: "Do you tell your friends about what you have read?" – 111 students (42 %) have marked C) sometimes; 55 students (21%) B) No, 61 students (23%) A) Yes.

Question 17: "Do you find it difficult to tell what you have read?" - 44 % (115 students) have chosen B) No; 58 students (22%) – C) sometimes; 13% (35 students) have shared that A) they find it difficult to retell a text

So, the results show that most of 9-year-old students can retell and interpret written information, but they still need improvement of their reading skills and then as a result to their productive skills as well.

The answers to Questions 18, 19 and 20 give information on students' perceptive skills and the impact of autonomous reading.

Question 18: "Do you get excited of what you read?" - 189 students (72 %) – A) yes;

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40 ученици (15%) have answered C) sometimes, which means that 9-year-old students empathize with the characters they read about. Only 16 students (6%) have marked B) No.

We believe that through the project activities those children will improve their reading taste and the ability for a creative reading.

Question 19: "Can you imagine the characters you read about?" - 207 students (79%) have marked A) Yes; 50 children (19%) – C) sometimes; 16 students (6%) – B) No.

Question 20: "Do the pictures in the books help you to imagine the characters and their actions when you read?" 72% (189 students) have marked A) Yes; 50 students (19%) – said C) sometimes; 10 % (25 students) have chosen B) No.

The results imply that reading practice of students at the age of 9 has develop their imagination and have some image and visualization of the characters they read about which help them for a better understanding and processing the stories.

Question 21 - : "Do you like some of the characters you read about?" - 203 students (77%) have chosen answer A) Yes; 59 students (23%) - B) No. It comes to say that young readers have already got their taste for reading and criteria on categorizing characters and their actions.

Questions 22 and 23 tell us more about the role that families play on students' reading habits.

Question 22: "Do you read along with ..?" young readers have given more than one answer. Most students 143 (54%) read with their A) a parent; 57 students (22%) B) grand



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parent; 32 students (12 %) have stated that they read with their elder siblings and those who read with their younger siblings are 42 students (16 %). A notable 120 students (46 %) have stated they read with E) no one.

We consider that involving parents in the project activities will benefit our students and they will have a greater role in developing their children's reading habits. It will also be beneficial for better communication between them and most importantly, children will have the opportunity to get their parents support in school activities.

Question 23: "Do you talk with your family about what you read?" 124 students (47%) have marked answer A) Yes; 112 students (43%) C) sometimes speak to their families about what they read; 15 students (6%) have marked answer B) no;

Question 24: "Where do you get books to read from?" – most of the children have given more than one answer. Most of them 160 (61%) answered C) a book shop; 59 % (156 students) E) a gift book; 112 students (43 %) A) get books from the school library; 87 students (33%) go to B) the town library; 45 students (17 %) D) borrow books from other people. The results imply that young students use various ways to get interesting books and do not rely on their home bookshelf.

Questions 25 and 26 tell more about students' creative abilities and motivation.

Question 25 : "Do you try to make up and write stories?" - 187 students (71 %) have answered A) yes; 28% (74 students) have answered B) No.



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Question 26: “If you make up stories, do you read/ retell them to anybody?”- 151 students (61 %) have chosen A) yes and 33 % (87 students) – B) No.

We think that reading motivating activities will benefit the students by giving them more ideas and motivation to express their thoughts on paper and share them with family and peers as the more students read, the more creative personalities students have.

Question 27: “What would you take part in?” –most students 109 (41 %) would take part in painting the decors for a play; 103 (39 %) would take part in B) role reading; 88 students (33%) C) dramatization; 80 students (30 %) expressive reading; 65 students (25%) D) making the costumes for the characters in a play.

The results show that children do have the desire to take part in the artistic activities planned in the project. Though them (dramatization; role-reading, plays) they will work on their reading skills and they will have the opportunity to perform in public –in front of their peers, teachers and parents.

Question 28 explores what is students’ knowledge on world literature heritage – a short list of considered as Literature Classics for children was given to students and they had to mark the titles as “I have read it”, I have not read it’ and “I would like to read it”. 225 students (86 %) are aware of the national folk heritage and have read folk tales, 21 students (8 % have) not read them and 23 students (9%) would read them.

Among the authors of fairy tales – the most popular with 9-year-olds are the Grimm’s Brothers fairy tales – 162 students have read them; 44 students (17 %) would like to read them, a group of 51 students (19%) are those who have not read them.

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One of the most unfamiliar author of fairy tales among 9-year-olds is Charles Perrault and his tales – 125 students (48 %) have not read them, 66 students (25 %) would read them and 27 % (71 students) have already read those tales.

Andersen’s tales have been read by 121 students (46 %), 63 students (24 %) would like to read them and 76 students (29%) are unfamiliar with them.

The results once again prove the fact that fairy tales are the most favourite reading for young students. It is due to the fact that fairy tales have a plot in which fantasy and the unusual take place as well as the large number of editions and beautifully illustrated paper books make them an attractive and loved reading.

We were surprised to find out that Mark Twain’s “The adventures of Tom Sawyer”, 126 students (48%) have not read the novel, is a book which 9-year-olds know less than J.K. Rowling’s “Harry Potter”, 79 students (30 %) have not read it.

“The adventures of Tom Sawyer” was read by 41 children (16%), 37 % (97 students) would like to read it. “Harry Potter” was read by 62 students (24%) and those who would like to read it are 104 (40%).

Only 14 % (38 students) have read Jack London’s “The white fang” and 97 students (37%) have shared that they would like to read it.

The results clearly show that at the age of 9, students have already had a taste for other literature genres such as adventure novels.



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Question 29 is very important as it measures how students assess their success and how successful they feel at school. The question is: "You think that your school results are...?" . The answers of that question are as follows: 83 students (32 %) A) excellent; 105 students (40 %) consider that they have very good school results B) ; 70 students (27%) – C) good and 10 students (4%) have marked D) poor.

As the results imply the majority of the students are satisfied with their school results.

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Appendix 3

Enquiry analysis

10-year-old students

194 students have been enquired.

Question 1: How often do you read a book?”, the most marked answer is A) every day – 70 students (36 %)

It is due to the fact that at the age of 10, students have already built their reading habits and higher reading autonomy. Answer B) often- once in two days has been marked by 67 children (35%), this indicates that they find the interaction with a book, a pleasant activity, but they still need their reading habits to be developed as well as their interest into reading. Answer C) rarely – once a week has been chosen by 57 students (30%). It shows that involving children into their preparation for the school work, their participation in extra curricula classes and activities is a priority for 10-year-old students, so the variety of activities planned as project work and leading to improving their skills for reading and processing written information will enhance students’ interest into books and will develop their reading habits.

Question № 2: „When do you read?”, 85 children (44%) have chosen A) when I have nothing else to do . That option shows that 10 year-old children are not motivated enough to read. The reason for that could be not only their insufficient experience as they are young enough, but also potential problems connected with understanding written texts.



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Answer B) when I have free time has been marked by 78 students (40 %). The reason could be that they need more time for preparation for school and afterschool activities. Answer C) I always have time for reading has been chosen by 33 children (17 %). This means that students really need activities for higher motivation and activities which the project offers to develop students’ reading skills and the process of working with written information could motivate and be beneficial to even a larger number of children that had been considered.

Those activities will most probably stimulate another group of students with reading difficulties and understanding written texts, who have chosen Answer D) I don’t like reading – 15 students (8 %)

Question № 3: “When you read you prefer leaving” .The mass of enquired 10-year-old students have marked answer A) the computer games - 68 students (35%) and answer B) watching TV – 66 students (34 %). This means that these students use electronic means for relaxation and playing, which for their young age is considered unhealthy.

The next most chosen options have been answers D) listening to music – 58 students (30 %) and C) sports – 48 children (25 %). Answer E) friends’ company has been chosen by 39 students (20 %). The result shows that interacting with books is a pleasant activity for that age and our work on enhancing students’ interest in reading has to go on using a variety of motivating activities.

Question 4 “What do you like reading? “- the most marked option is answer A) fairy tales, which is not a surprise as fairy tales have always been considered favourites for that



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age – 105 children (54 %) have chosen that option. The second comes answer E) short stories/ novels – 84 students (43 %) it means that children are most attracted by fiction.

Another 39 % (75 students) have chosen answer C) comic strips and that option comes to the third position. The next to the last option has been answer B) encyclopedias – 64 students (33 %) and the last in the list is answer D) children’s magazines – 27 % (53 students). That comes to show that 10-year-old’s interest in science fiction and periodicals begins to grow.

Question 5 asked students to put down three book titles which ate enquired had recently read and liked. The vast majority of students 177 (91 %) have put 3 titles, 6 (3%) have put 2 titles and 7 (4 %) have put one title only. 4 students (2%) have not written any titles. The analysis shows that the primary teacher has to create preconditions for forming a personality possessing qualities of a reader who is capable to feel and reveal the good quality fiction books amongst all those on the book market; to create and develop the need for reading into a conscious need of the contemporary child, although they are constantly under the influence of various visual and audiovisual means of mass media.

Question 6 “How many books do you read in a year?” most of the enquired students have chosen answer A) more than 5 books- 89 students (46%), 76 children (39 %) have marked answer B) between 3 and 5 books, and answer C) I don’t read books has been marked by only 9 students (5%). That means that work on enhancing students’ interest in reading must go on using various motivating activities.

Question 7 “Where do you read from?” - most of the ten-year-old students have chosen answer B) a paper book – 145 students (75%). The second comes answer A) from



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the computer – 73 students (38%) and answer C) from an e-book has been chosen by 20 students (10%). As it is believed that reading paper-book has more advantages than reading e-books or imposing children for longer periods of time to the harmful impact of the computer screen, we will have to work even harder on motivating students to read paper-books.

Question 8 “Do you understand what you read?” 109 children (56%) have chosen answer A) completely. Answer B) partly has been given by 51 students (26%), 3 % (5 students) have chosen answer C) very little, 2 % (4 students) have marked answer D) nothing at all. It comes to show that students need a better understanding of what they read so as to learn more in the school subjects. Thus, work on developing and forming reading skills so as to fully understand what they read must a priority for that age group.

Question 9 asked “Who explains to you the words you don’t know?”, 162 children (84 %) have chosen answer A) a parent; 112 students (57%) answer B) a teacher

This comes to say that it is really important to motivate parents to get involved into the project activities as they have their vital role in forming children’s attitude toward reading.

Another 29 (15 %) students have chosen answers C) a friend and D) a classmate and only 10 children have chosen answer E) nobody.

Question 10 : “Why do you read?”, 97 of the enquired (50%) have preferred answer C) because it I find it interesting and I learn new things; 74 students (38%) have marked answer D) because I have fun this way, and 49 students (25%) have answered with answer



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E) because I have pleasure while reading. Ten percent (20 students) and 5 % (10 students) have chosen respectively answers A) because my parents make read and B) because my teachers make me read. Only 2 children (1%) have chosen answer F) I don't know why. The analysis of those results shows that we will have to keep on working on developing students' autonomous reading habits as they have a significant role in their personal realization, helping children to get to know better themselves and their own potential.

Question 11 : “How do you choose a book?” – ten-year-olds have put on the first place answer B) my friends share about books they have read – 98 students (51%), 68 students (35 %) have marked answer D) my teachers tell me which are the obligatory books, 34% (66 students have answered with C) my parents choose books which to buy for me

57 students (29%) have answered with E) the librarian gives me interesting books; 56 students (29%) have chosen answer A) I notice what my classmates read. Only 17 students (9%) choose their books under the influence of advertisements – answer F) I watch the commercials on TV. This shows that there is a vast range of influences on students' reading culture and thus the project activities will help developing students' reading habits and taste.

Question 12 “From the last book I read I learned about..” most students 86 (44%) have answered answer A) people and their lives; 72 students (37%) have marked answer B) animals; 9 students (5%) have marked answer F) I haven't learnt anything.

This comes to say that we will have to work more in a collaboration with the librarians on enlarging the students' reading lists through various forms (games, quizzes, crosswords), which to find place in literature classes, discussions and the extra-class reading activities.



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Question 13:”Do you experience any problems or difficulties with “ has been answered by 169 out of 194. Most students 77 (40%) have answered B) writing; 45 children (27%) have marked C) calculations and the least number of students, 35, (21%) have chosen A) reading.

It means that 10-year-olds are aware that reading is important for their success at school no matter which of the field of science is questioned. They just need to understand what they read about and learn in the school subjects.

Question 14:”Do you read a text several times in order to understand the main idea?”, 111 students (57%) have chosen answer B) sometimes when I am tired, 55 students (28%) pointed out answer C) never , and 51 (26%) say A) often.

The results show that children do have problems with understanding written texts sue to the insufficient life and respectively reading experience. Thus, the Project work will develop their reading skills and handling with written information.

Question 15 :”Do you have difficulties and concerns?”- 165 students answer that question and the results show that on the first place 112 students (58%) have difficulties with B) writing compositions, summaries, essays. Answer A) understanding a text comes next – 24% (39 students), and answer C) understanding mathematics exercises is on the third position – 17% (28 students)

Thus, the analysis shows that reading skills is crucial for students’ realization. Reading practice makes them better at school, learning their lessons, communicating on various topics connected with everyday life and their environment.



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Questions 16, 17, 18 give us information on how students interpret what they read.

To the question: "Do you tell friends about what you have read?", 90 students (46%) have said C) sometimes, 16% (31 students) have chosen answer B) no.

The question: "Do you find it difficult to retell what you have read?" has been answered mostly with B) No – 116 students (60%), which means that those students, aged 10, can successfully interpret written information. However, 45 students (23 %) have marked answer A) Yes, which means that they are aware of the problems they have with interpreting written information.

The question :"**Do you usually get excited about what you read?**" has been answered as follows : 87 students (45 %) have chosen answer A) yes; 70 students (36 %) have chosen answer C) sometimes, and only 7% (14 students) have chosen answer B) No, which might most probably be due to the fact that they have some problems with understanding written texts.

Questions 19, 20, 21 give us the idea about the selection of books preferred by children and the characters they like.

The question :"**Can you imagine the characters you read about?**", 65 % of the enquired have chosen answer A) Yes, and 29 students (15%) answered with C) sometimes, which means that children have distinctive images, in response to what they have read. Only 7% (13 students) have chosen answer B) No.



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The question: "Do pictures in the books help you imagine the characters and their activities?", has been answered as follows : 58% (113 students) have preferred answer A) yes. It is due to the fact that visualization is best developed with children at that age group. Only 10% (20 students) have answered with B) No, and 17% (33 children) have chosen answer C) sometimes.

The question: "Do you like some of the characters you have read about?" most of the enquired have chosen answer A) yes – 140 students which 72%, 26 children (13%) have answered B) No.

Question 22: "Do you read along with ...", 82 students (42%) have chosen answer A) Mum/Dad. This come to say that part of parents are really committed to the reading habits of their children and spend time together in order to help them and discuss what younger children have read.

34 % of the enquired (67 students) share that they read alone, so they have chosen answer E) 16 % (31 children) have chosen answer B) grandparents ; 11% (22 students) have answered that they read with their C) older siblings, 14% (27 students) like reading to their younger siblings and they have chosen answer D).

Question 23:"Do you tell your family what you have read? ", 89 students (46%) have marked answer A) yes, 69 students (36%) have answered C) sometimes. The results imply that students' attitude toward reading is not only build at school, but in the family as well, so that is why it is of great significance to involve parents in the project work. However, 20 students (10 %) have chosen B) No.

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Question 24: “Where do you get books from” has been answered as follows : 123 students (63 %) gave answer C) the bookshop, 81 students (42%) answered A) school library, 78 students (40%) – answer E) a gift book, 66 students (34 %) have chosen answer B) the town library, and 43 students (22%) chose answer F) I borrow books

The fact that 10-year-old students look for book beyond their home library is a positive one and it shows motivation for reading.

Questions 25 and 26 are about students’ creative experience.

The question: “Do you try making up and writing stories?” has been answered with A) Yes by 110 children (57 %) , 59 students (30%) have chosen B) No.

The question : “Do you read to someone the stories you make up” has given the following answers: 88 students (45 %) have shared that they love telling or reading their own stories to their friends and relatives and pointed out answer A) yes, 68 students (35%) have chosen answer B) No.

Question 27: “Would you take part in...? “ provided us with the following results : students have put option B) role reading on top – 94 students (48%), 81 children (42%) have preferred answer A) recitals. 70 students (36%) have answered C) dramatization; 64 students (33%) prefer painting the decors for a play and chose answer E); 55 students (28 %) have answered with D) making the costumes for the characters of a play. Children have chosen more that one answer to this question, which means that they are ready to take part in a variety of motivating activities, which the project offers to them.



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Question 28 presents seven titles and their authors, which the enquired students define as familiar (already read), unfamiliar (not read yet) and they show their readiness to read those books.

On the first place in the column “I have read” 10-year-olds have put the national folk tales – 142 students (73 %). Then the Grimm’s tales come with 120 students (62%) who have read them and the Anderson’s tales -98 students (51 %).

Fairy tales are children’s favourite type of reading at that age. However, they are not well familiar with Charles Perrault’s tales – 52 students (27%). Ninety-one students (47%) have not read them at all, and those who would like to read them are 35 % or 67 students.

Mark Twain’s “The adventures of Tom Sawyer” has been marked as follows: 86 students (44 %) have read it, 83 students (42 %) are not familiar with it, 60 students (31 %) show their readiness to read it.

The most unknown titles and authors to the enquired students are J.K. Rowling’s “Harry Potter”, manifested with equals in the columns “have read” and “haven’t read”- 67 students (35%). Those who would like to read the book are 42% (82 students).

The other unknown title is Jack London’s “The White Fang”- 96 students (49 %) have not read it at all, 47 students (24%) have read it and the ones who would read it are vastest part 84 students (43%).



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All that comes to say that 10-year-olds' reading preferences change and the desire to read fairy tales is being replaced by the desire to read more adventure novels, which grab them through their interesting and catchy plots.

Question 29 :"You think your results at school are ..?", has been answered as follows : 60 students (31 %) have define it as B) very good, 58 students (30 %) as C) good, and only 6 % (11 students) think they have poor results at school D) poor. And 55 students (28%) define it as excellent and have chosen answer A) excellent.

The analysis of those results shows how important is reading for students' school realization. Once they feel they can read, they become more self-confident and autonomous in all school subjects. Once good reading skills achieved, students discover even a larger scope of topics to explore and study.

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Appendix 4

11-year-old students’

Enquiry Analysis

An important note has to be made here – each question has been answered by different number of students..

Question 1: “How often do you read books?” has been answered by 166 children as follows : 50% (72 students) have marked option B) often – once in two days; 32 % (54 students) – C) rarely – once a week; 24% (40 students) A) every day.

The results come to say that almost half of the enquired students read twice or three times a week. We can assume that it is due to the fact that 11-year-olds are mostly engaged with their school preparation or extra-class activities.

Question 2 : “When do you read?” has been answered by 171 students – 50 % of them (85 students) stated that they read B) when they have free time; 23% (39 students) A) when I don’t have anything else to do; 12% (21 students) D) I don’t like reading.

Those who love reading and always find time to read are C) 24 students (14%). The results show that 11-year-old students are not very motivated readers. We believe that involving those students in various project activities will encourage them to read and will help them develop their reading skills and processing written information. Thus, they will find more time for books.



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Question 3: “When you read, you prefer leaving... behind” – has been answered by 175 students.

The most chosen answer has been B) watching TV 49 students (28%); A) computer games has been chosen by 48 students (27%); 37 students (21%) have stated that they would prefer to read rather than listen to music D); 35 students (20%) C) would leave sports behind; 32 students (18%) are ready to go without their friends to read (E).

Question 4: “What do you like reading?” – 193 students have answered the question – 44% (84 students) have stated A) fairy tales; 41% (80 students) love reading comic strips (C) ; 89 students (46 %) which the grater number, have chosen E) short stories, novels

This is to show that 11-year-old readers have more reading experience and their passion for tales and comic strips steps back to bigger literature genres – short stories and novels.

Twenty-five students (13%) prefer reading B) encyclopedias and 37 students (21%) love children magazines D).

Question 5 asked the students to write on the paper three titles of books they had recently read and liked. One hundred sixty-six have answered the question as follows: 86% (143 students) have written 3 titles; 10% (17 students) – 2 titles and 1% (2 students) have written only one title. Pitifully, 4 students (2%) have not written even a title of a book they have read.

Question 6: “How many books do you read a year?” has been answered by 165 students.

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97 students (59 %) have marked A) more than 5 books; 60 students (36%) - answer B) between 3 and 5 books; 8 students (5%) have shared that they don't like reading – option C).

It comes once again that that age group students strongly need motivating activities which to promote their reading interests and skills.

Question 7: “Where do you most often read from?” has been answered by 176 students. Most students, 126 (72%) B) read paper books; 34 students (19%) read C) mostly electronic books; 29 students (16%) read from the computer (A).

The results imply that due to various reasons students still prefer the paper books to the electronic ones. However, the percentage of those who impose themselves on the harmful radiance of the computer screen is not to be underestimated.

Question 8: “Do you understand what you read?” has been answered by 166 students. Among whom 106 (64%) stated that they fully understand what they read and have chosen option A); 53 students (32%) B) partially; 5 students (3%) have shared that they understand little of what they read and 2 students (1%) have stated D) nothing at all.

We think that a large number of students have problems with understanding written texts so further step in that direction are needed. Texts should be analyzed and “experienced” for better understanding. Dramatizations would help in that aspect.

Question 9: “Who explains to you the words you don't know while reading?” has been answered by 223 students.



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147 students (66%) are helped by their parents A); Second comes B) a teacher with 57 students (26%); 27 students (12%) are helped by D) a classmate; 24 students (11%) rely on C) their friends to explain the words they do not know ; 19 students (9%) have answered E) nobody. It is not surprising that the first two in the chart are the parents and teachers as students tend to read at home or at school where both parents and teachers are easy to be reached and asked. Actually it is their main responsibility for students’ reading habits and skills.

Question 10:”Why do you read?”- answered by 180 students.

Most of the students – 73 (40%) find some fun in it and have marked D); second comes C) because I find it interesting to learn new things – the answer has been chosen by 54 students (30%), which means that at the age of 11 students are aware of the benefits of reading and are intrinsically motivated to find interesting books to read. Other 18 students (10%) have stated A) because my parents make me read; 10 students (6%) are made to read by their teachers B); 28 students (16%) have shared that they are pleased to read and have chosen E).

Question 11:”How do you choose the books to read?” – has been answered by 202 students amongst whom 82 (41%) have shared that B) their friends recommend them books; 49 students (24%) -A) watch what their classmates read. It is to show that 11-year-olds have already become autonomous readers with their own taste for reading and trust their peers’ recommendations and taste. 42 students (21 %) have marked D) teachers make a list of compulsory to read books; 23% (46 students) rely in the librarian’s opinion and have chosen E); 38 students (19%) make their choice under the TV commercial influence – option F); 10 % (21 students) have answered C) rely on their parents’ choice to buy books for them.

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Question 12 :”From the last book I read I learned more about...” has been answered by 193 students. Most students 116 (60%) have stated A) people and their lifestyle. Second comes B) animals – 44 students (23%); 31 students (16%) have learned more about C) nature; 7 students (4%) have chosen answer E) I haven’t learned anything new.

This shows that students appreciate the benefits of reading activities and they are aware that there are always new things to be learned.

Question 13:”Do you have any problems or difficulties with...”has been answered by 131 students as follows: 54 students (41%) have stated they experience problems with C) calculations; 41 (31 %) B) writing; 18 students (14%) A) reading.

Question 14:”Do you read a text several time because you do not understand the main idea?” has been answered by 161 students.

Most of the students – 76% (124 students) have chosen B) sometimes, when I am tired; Twenty-five students (15%) have answered C) never read a text several times as they can get the main idea; 9 % (14 students) have answered A) often.

The results show that it is often the case when students do not get the main idea and misunderstanding causes further difficulties in the other school subjects. Once again it is to say that hard work on reading skills and understanding is needed. The project offers various activities to counter the problem.

Question 15:”You have difficulties and problems with...”- 142 students have answered.

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As anticipated, most students have stated B) writing an essay, summary, composition. This option has always been regarded as the most difficult task to students. Secondly comes C) understanding mathematics problems – 51 students (36%) have come up with that option. Eighteen students (13%) have shared that they have problems with A) understanding written texts.

Questions 16-18 give the idea how the enquired students interpret what they read and their retelling skills.

Question 16: “Do you tell your friends about what you read?” - 64 % (107 students) have chosen A) yes; 21 students (13%) – B) No. It comes to say that 11-year-olds are often intrigued by what they read and they need to share their book-based impressions with friends.

Question 17: “Do you find it difficult to retell what you read?” has been answered by 162 students. 84 students (52%) have stated answer B) No; 57 students (35%) have shared C) that sometimes they experience difficulties retelling what they have read. Other 17 students (10%) have answered A) yes.

As the results imply, most of the 11-year-old students have developed the basic skills to retell texts which they have read.

Question 18: “Do you get excited of what you read about?” has been answered by 165 students. The question has been answered as follows: 57 students (35%) – C) sometimes; 8 students (5%) have shared B) No - that what they read doesn't usually thrill them. This



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comes to say that the majority of students at that age understand and get into what they read about,

Questions 19-20 are on students’ imagination based on what they have read.

Question 19: “Can you imagine the characters you read about?” has been answered by 165 students. The results are: 80 % (132 students) have marked A) Yes; 19 students (12%) – C) sometimes; 5% (8 students) B) –No.

Question 20: “Do you find the illustrations in the books helpful to imagine the characters and their actions?” - 162 students have answered as follows: 112 students (69%) have stated A) yes; 39 students (24%) have chosen C) sometimes; 14 students (9%) have chosen B) No.

Question 21 has been answered by 163 students: “Do you like some of the characters you read about? “and it got the following results : 86% (140 students) have answered A) Yes; 19 students (12%) – B) No.

The results tell us that at that age – 11 years old, students have greater reading experience and they can visualize the characters and their actions. They can easily distinguish between the notions “good” and “bad”.

Question 22: Do you get along with ...” has been answered with more than one answer and by 167 students. An interesting fact is that 68 % of the enquired have marked option E) with nobody. This means that 11-year-old-readers have already become independent and prefer the contact with the book not to be disturbed by other people. Second position comes answer A) a parent, chosen by 27 students (16%); 20 students (12%) have shared D) that



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they love reading to their younger siblings. Reading along with B) a grand parent has been preferred by 8 students (5%) and answer C) older siblings by 6 students (4%).

Question 23: “Do you speak with your family about what you read?” has been answered by 162 children and the following are the results: 52% (83 students) have marked answer C) sometimes; 53 students (33%) have chosen A) Yes; 12% (20 students) have answered B) No. The analysis shows that students, aged 11, need to share their reading impressions with their close relatives.

Question 24: “Where do you get books to read from?” has been answered by 224 students. They have answered as follows: 54% (131 students) C) a bookshop; 74 students (30%) E) a gift book; 59 students (24%) D) other people; 22% (54 students) have shared that they borrow books from the school library A); further 20 students (8%) borrow from the town library, which means that 11 year-olds seek for various sources of interesting books.

Questions 25-26 give light on students’ autonomous creative attempts and their desire to share them with other people.

Question 25: “Do you try to make up and write stories?” - 163 students have answered. 67% of them (109) have chosen A) yes; 33% (54 students) – answer B) No.

Question 26: “If you make up stories, do you read them to anyone?” has been answered by 158 students among whom 97 (61%) have stated A) Yes; 338% (60 students) – B) No. The results show that the majority of enquired students, 11-year-old, love to create stories and need to share with their families what they have written. We consider that the



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motivating activities which the project suggests will stimulate a larger number of students to make their first attempts in creative writing.

Question 27: “What would you take part in?” has been answered by 191 students. 38% of them (73 students) have preferred E) painting the decors for a play; 67 children (35%) would take part in C) dramatization; 50 students D) making costumes for the characters in a play; 24% (45 students) – A) expressive reading. The results show that 11-year-old-students are willing to participate in the suggested activities.

Question 28 tells us what the popularity of 7 books (by titles and authors) with the 11-year-old students is.

An interesting fact is that an even number of students 72 (43%) have put National Folk tales and J.K. Rowling’s “Harry Potter” as have read. 53 students (32%) haven’t read National folk tales and those who would read it are 43 students or 26%.

The children novel “Harry Potter” has not been read by 44 students (26%) and the ones who would like to read it are 51 students (31 %). Which is show that children at that age still love reading tales but they also find adventure novels interesting as well.

Charles Perrault’s collection of fairy tales is the title that has been marked as the most unfamiliar one. It has been read only by 11 students (7%). Other 65 % (106 children) have shared that they have not read them and 44 students (27%) would like to read.

The collection of Grimm’s fairy tales has been read by 62 students (38%), 69 children (42%) have not read and the ones who would read are 32 students (19%).



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The collection of Andersen’s fairy tales have been read by 39% (63 students); 60 children (37%) have not read them, 36 students (22%) would like to read them.

Mark Twain’s “The adventures of Tom Sawyer” has been read by 57 students (35%). It is unfamiliar to 68 students (42%) and those who would read it are 40 (24%).

Jack London’s “The white fang” has been marked as “I have read” by 43 students (26%). It has not been read by 79 students (48 %) and the children who would like to read it are 45 (27 %).

Question 29 :”You think your school results are ...” gives us the information about students’ self-assessment.

Among the enquired 158 students 60% have indicated answer B) very good; 57 students assess their school achievements as C) good; 23 students think they are excellent students and have marked option A), yet 4 students (3%) consider their school results to be D) poor. We can assume that at the age of 11 students have already established a fair and realistic scale to assess their own school achievements.



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Appendix 5

Analysis of Enquiry for 12-year-old students

A different number of students have answered each of the questions in the enquiry form for 12-year-old students.

Question 1: “How often do you read a book?” has been answered by 103 children, 39% of whom (40 students) have marked B) often- once in two days; 17 students (17%) have shared that they read every day and have marked A). The majority of students 45 (45%) actually have stated that they read rarely – C) rarely- once a week.

All this means that whatever the reason is, either they spend too much time on their school lessons and extra-class activities, they hardly find time for books. This means, that work on students’ reading interest and motivation is needed. Various motivating activities need to be applied so that the percent of reading students increases.

Question 2 : “When do you read?” has been answered by 105 students , 48% of them (50 students) have answered B) when I have free time; 27 students (26 %) - A) when I do not have anything else to do; 19 students (18%) have stated that they always find time for reading and have chosen option C).

This comes to say that project activities, aiming at improving students’ reading skills would motivate even a larger group of children to find time for books.



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Question 3: "When you read you prefer leaving behind ..." has been answered by 112 students. The larger percentage -35% (39 students) have marked answer B) watching TV. Second comes A) computer games, chosen by 26% (29 students); Option C) sports has been preferred by 16 students (14%); 19 students (17 %) – D) listening to music; 9 students (8%) prefer when they read to leave E) their friends' company

This comes to show us that at the age of 12, students are ready to leave some of their favourite activities to read books.

Question 4 : "What do you like reading?" has been answered by 122 students. Half of them -50% (61 students) answered A) fairy tales; 35 students (29%) have stated B) encyclopedias; 36 students (30%) – C) comic strips; 33 students (27 %) – E) short stories/ novels; 14 students (11%) – D) children's magazines.

The results show that 12-year-olds still love reading fairy tales, but they also have an interest into science-fiction and periodicals. It is at this age when students get interested in larger readings – novels.

Question 5 asked the 12-year-old students to write 3 titles of books which they had recently read and liked. 104 students answered the question. 75 % of them (78 students) have written 3 titles; 13 students (13%) have put down 2 titles; 2 students (2%) have not written even a single title; 11 students (11%) have written 1 title only.

The results show that at the age of 12, students understand and get involved in what they read. They have already got reading habits and taste.



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Question 6: "How many books do you read a year?" has been answered by 102 students.

Answer B) between 3 and 5 books has been given by 63 students (62%); 32 students (31%) have stated A) more than 5 books; 7 children (7%) A) do not read books. It comes to say that reading is one of the pleasant activities but for 7 % of the enquired.

Question 7: "Where do you most often read from?" has been answered by 107 students; 74 of whom (69%) read from B) a paper book; 34 students (32%) read from A) their computers and those who read C) from e-books are 16 students (15%). Which says that although the majority of them still read paper-books, the deal of those who prefer electronic devices steadily increases,

Question 8: "Do you understand what you read?" has been answered by 104 students. 62 students (60%) have stated A) completely; 40 students (38 %) have answered B) that they partially understand what they read; 9 students (9%) have stated C) very little of it; 1 students (1%) have answered D) do not understand at all.

The results show that it is essential for 12-year-old readers to understand the texts content and to process the message which books bring.

Question 9: "Who explains to you the words you don't know while reading?" has been answered by 131 students.

82 students (63%) have answered A) a parent; 36 students (27%) – B) a teacher;



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These two are the leading answers as students trust their parents’ and teachers’ competence and experience.

16 students (12%) have marked C) a friend; 11 students (8%) – D) a classmate and 10 students (8%) have shared that E) no one explains to them the words they do not know

The project activities are to stimulate more students to read alone and autonomously search explanation and definitions to words they do not know.

Question 10:”Why do you read?” has been answered by 116 students.

First comes answer C) because I find it interesting to learn new things with 36% (42 students). Second comes D) because I get entertained that way has been chosen by 41 students (35%).

This means that at the age of 12, students have already developed good reading skills which make them more self-confident and autonomous readers. The results outline that students read for various reasons – reading for the reading itself; reading for gist; reading for details; reading for pleasure; reading as a means of studying school subjects.

9 % of the enquired students (10 children) have stated that they read because A) their parents make them; another 9% (11 students) – E) because they get pleased when reading; 1 child (1%) has answered they F) do not know why.

Question 11:”How do you choose the books to read?” has been answered by 116 students - 44 of them (38%) have chosen D) my teachers give me list of the books compulsory to read; Second comes B) my friends share what books they have read with 30



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% (35 students); 32 деца (28%) have stated that F) they watch the commercials on TV; 20 students (17%) trust E) the librarian's recommendations; 15 students – A) watch what their classmates read.

The results show that 12-year-old readers look for various sources to get information about interesting readings and are not satisfied with the books at home.

Question 12: "From the last book I read I learnt more about..." has been answered by 106 children - 63 students (59%) have marked A) people and their lifestyle; 19 students (18%) – B) animals; 17 students (16%) C) the nature; 2 students (2%) have shared E) haven't learnt anything new.

Question 13: "Do you experience problems or difficulties with...?" has been answered by 72 students.

Most students – 26 (36%) have shared B) they have difficulties with writing; 22 students (31%) – C) calculations; 13 % (9 students) - A) reading.

Question 14: "Do you read a text several times because you do not understand the main idea?" has been answered by 104 students. Among them, 68 of them (65%) have shared that they B) sometimes, when they are tired; 19 students (18%) C) never; 7 students (7%) – A) often.

It comes to say that students experience difficulties with understanding written texts and it is of great importance as they gain knowledge through reading not only fiction books but their school subjects textbooks.

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Question 15 : "You have difficulties and problems with..." has been answered by 82 students 49 % (40 students) of whom have stated C) understanding maths exercises; 19 students (23%) have marked B) writing compositions, summaries, essays; 5 students (6%) A) understanding a written text.

Questions 16-18 give us information about 12-year-olds' abilities to retell a written text and share what about that gets them thrilled

Question 16: "Do you tell your friends about what you read?" has been answered by 103 students. Answer C) sometimes has been marked by 58 of them (56%); 30 students (29%) have.



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Appendix 6

Analysis of enquiry

13-15-year-old students

The total number of the enquired students is 95.

Question 1: “How often do you read books?” has been answered as follows:

- 66 of the enquired (69%) have answered with C) rarely – once a week;
- 22 children (23%) have chosen B) often – once in two days;
- 7 students (7%) have answered A) every days.

The results might be due to the fact that at that age 13-15-year-old students are busy with the preparation of their lessons and extra-class activities and are not motivated enough to read.

Question 2: “When do you read?” has been answered as follows:

- 41 % of them (39 students) have given answer B) when I have free time;
- 31 students (33%) have chosen answer A) when I have nothing else to do;
- 5 students (5%) have circled answer C) I always find time for reading;
- 19 students (20%) have answered D) I do not like reading.



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The results show that 13-15-year-old students are not very motivated readers. We think that through the current project we will be able to stimulate them to read more and find more time to spend on reading.

Question 3: "When you read you prefer leavingbehind" has been answered as follows:

- most children 29 (31%) have chosen answer B) watching TV.
- second comes A) computer games, marked by 25 % (24 students).
- option C) sports has been preferred by 9 students (9%).
- 21 children (22%) have chosen answer D) listening to music;
- 15 students (16%) have marked E) my friends' company.

It is obvious that work on keeping students' interest in reading must go on through various motivating activities suitable for that age group.

Question 4 : "What do you like reading?" has been answered as :

- 45 % of them (47 children) have preferred answer A) tales;
- 47 students (45%) have chosen C) comic strips;
- 13 students (14 %) have shared that they like reading encyclopedias and have circled option B) ;
- 18 students (19%) have expressed their preference to E) short stories/novels

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-13 students (14%) have chosen option D) children's magazines.

The results show that 13-15 year-old students are not as motivated as desired if they still prefer reading tales and comic strips which are usually printed in small well illustrated editions.

Question 5 asked students to write 3 titles of books which they had recently read and liked.

-76% of them (72 students) have put down 3 titles;

-7 students (7%) have written 2 titles;

-7 students (7%) have written just 1 title;

-9 students (9%) have written no titles.

Involving those students in the project work would help them improve their reading skills as well as their skills for processing written information. We think that stimulation for looking for various reading materials suitable for their age group is needed.

Question 6 : "How many books do you read a year?" has been answered as follows:

-56 of them (59%) have chosen answer B) between 3 and 5 books;

-27 students (28%) have answered A) more than 5 books;

-12 students (13%) have circled C) I don't read books.

The results show that these students find reading pleasant, especially those aged 12.



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Question 7: "Where do you read from?" has been answered as follows:

- 48 of them (51%) have marked B) a paper book;
- 38 students (40%) have shared that they read from their computers – answer A);
- those who read e-books are 19 (20%)- option C) .

The results show we have to work more stimulating students to read more printed books than e-books as electronic books still have their disadvantages concerning children's health.

Question 8: "Do you understand what you read?" has been answered as follows:

- 53 % (50 students) have marked A) entirely;
- 24 students (25%) have shared that they partly understand what they read and have marked option B);
- 7 children (7%) have answered C) very little;
- 3 students (13%) have answered D) nothing.

The analysis show that it is crucial for 13-15 year old students to understand and think over what they read so as to be more confident and autonomous readers

Question 9 : "Who explains to you the words that you do not know while reading?" has been answered as follows:

- 62 children (65%) have answered A) a parent;
- 16 students (17%) have chosen B) a teacher;

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-10 students (11%) have answered C) a friend;

-3% (3 students) have marked D) a classmate;

-23 students (24%) have shared that that no one explains to them the words they do not know and have marked E).

The results imply that reading and comprehension make students more autonomous not only when reading texts in their students; books on school subjects but also on topics related to everyday life and the surrounding world.

Question 10: "Why do you read?" has been answered as follows:

- first comes answer C) because I find it interesting and I learn a lot of new things; has been chosen by 30 children (32%).

-26 % (25 students have chosen E) because reading is pleasure

- option D) because I get entertained while reading has been chosen by 23 students (24%).

-8 % of the enquired students (8 children) have stated A) because my parents make me read;

-4 students (4%) have marked B) because my teachers make me read.

Question 11: "How do you choose which books to read?" has been answered as follows:



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- answer B) my friends share about books they have read; has been chosen by отговор 61 students (64%);
- 24 children (25%) have answered F) I watch the commercials on TV;
- 11 of them (12%) have chosen answer D) my teachers tell me which are the compulsory books to read;
- 18 students (19%) rely on the librarian's recommendation and have chosen answer E);
- 16 children (17%) have chosen A) I see what my classmates reads.
- 5 students (5%) have answered with C) my parents buy books for me on their choice.

It means that 13-15-year-olds have already become autonomous readers, but further work on their reading motivation is needed so as to develop their good taste for reading.

Question 12: "From the last book I read I learnt about ..." has been answered as follows:

- 46 children (48%) have marked answer A) people and their lifestyle;
- 22 students (23%) have stated B) animals;
- 23 students (24%) have marked C) nature;
- 10 students (11%) have shared that they haven't learnt anything new and have marked F).

Question 13: "Do you have problems or difficulties with" Has been answered as follows:

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-26 students (27%) have shared that they have problems and difficulties with writing and have marked answer B);

-11 students (12%) have marked C) calculations;

-17% (16 students) have marked A) reading.

Question 14: "Do you read a text several times in order to understand the main idea?" has been answered as follows:

-55 students (58%) have marked answer B) sometimes when I am tired;

-33 students (35%) have answered C) never;

-7 children (7%) have answered A) often.

Question 15: "You experience difficulties and problems ..." has been answered as follows:

-32% of them (30 students) have answered option C) with understanding mathematics exercises;

-37 children (39%) have marked answer B) writing compositions/ summaries/essays;

-7 students (7%) have shared that they have difficulties with understanding written texts and have marked A).

The results of the last three questions show that students realize how important is reading comprehension for students so as to do well at their school subjects. These students



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aged 13-15 need better understanding for better learning. Students who cannot read in a way appropriate for their age could not develop their learning potential and the feeling of being failure at school could be demotivating.

Answers to **Questions 16 and 17** give us information on students' retelling skills.

Question 16 : "Do you tell your friends what you read?"

-46 of them (48%) have answered C) sometimes;

-30 students (32%) have marked A) Yes;

-9 children (20%) have answered B) No..

Question 17: "Do you find it difficult to retell what you have read?" has been answered as follows:

-64 students (67%) have answered B) No;

-24 students (25%) have answered C) sometimes;

-7 children (7%) have shared that they find it difficult to retell a text which they have read and have chosen A).

The results show that the enquired 13-15-year-old students have the required skills and can successfully retell the content of a text but they do not always want to share with their relatives and friends what impressions they get when reading.

Question 18: "Do you get thrilled of what you read?" has been answered as follows:

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-32 students (34%) have marked option A) Yes;

-48 students (51%) have answered with C) sometimes;

-15 students (16%) have marked B) No.

Question 19: "Can you imagine the characters you read about?"

-75 students (79%) have marked A) Yes;

-13 children (14%) have answered C) sometimes;

-7 students (7%) have answered with option B) No.

Question 20: "Do the illustrations in the books help you to imagine the characters and their actions?" has been answered as follows:

-61 students (64%) have chosen option A) Yes;

-28 children (29%) have circled C) sometimes;

-6 students (6%) have answered B) No.

Question 21: "Do you like any of the characters you read about?" has given the following results:

-86% of the enquired (86 students) have answered A) Yes;

-13 students (14%) have answered B) No.

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The results imply that these students aged 13-15 years old, are intrigued and experience empathy to the characters they read about. A great part of the students understand the content in depth and get the main idea, they have built their own vision and idea of the characters and their actions.

Question 22: "Do you read along with anyone?" has been answered with more than 1 answer.

- first comes answer E) I read with no one else, 71 children (75%).
- second comes A) Mum/Dad, chosen by 15 students (16%).
- answer B) grand- parent has been chosen by 5 children (5%).
- answer C) elder brother/sister has been marked by 11 students (12%).

Question 23: "Do you tell your family about what you read?" has given the following results:

- 48% (46 students) have marked B) No;
- 39% (37 students) have answered with C) sometimes;
- 12 students (13%) have chosen A) Yes.

The results show that the enquired students have already become autonomous readers who rarely speak to their families about what they read. We think that involving parents and students in the project would motivate students to share with their parents about the literature they read and so, their parents would recommend classy literature to their children.

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Communication between students and their parents is of crucial importance in the process of building good reading taste.

Question 24: “Where do you get books to read?” has been answered with more than 1 answer.

-58 children (61%) have marked C) from a bookshop;

-36 students (38%) have marked answer E) gift books;

-22 students (23%) have shared that they A) borrow books from the school;

-answer D) from other people has been chosen by 22 students (23%);

-5 students (5%) have preferred B) the town’s library.

This means that 13-15-year-old students look for various ways to get interesting books and they are not satisfied with their home book collections.

Answers to Questions 25 and 26 give us information about students’ creativity.

Question 25: “Do you try making up and writing stories?” has received the following answers:

-44 children (46%) have answered A) Yes;

-51 students (54%) have marked B) No.

Question 26: “If you make up stories, do you read/ retell them to anyone?” has been answered as follows:

-42 students (44%) have marked A) Yes; 56 % (53 students) have answered B) No;



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The results imply that at that age- 13-15 years old, students are not interested in autonomous creative writing. We believe that students’ participation in the project’s activities will motivate them and provide them ideas for writing and performing in public.

Question 27: “What would you take part in?” has been answered as follows:

- 42% of them (40 students) have answered with option B) reading in roles;
- 25 students (26%) have answered with E) painting decors for a play.
- 24 students (25%) have expressed their preference to answer C) dramatization;
- 24 students (25%) would take part in D) making the costumes for the characters of a play;
- 21 students (22%) have marked A) expressive reading.

This shows that these students would eagerly take part in the project’s activities.

Question 28 presents 7 titles and students’ answers give us the idea of how popular with teenagers they are.

J.K Rowling’s “Harry Potter” is the most popular with 13-150year-olds and has been marked as “I have read it” by 40 students (42 %).

The most unpopular with them is the “Collection of fairy tales” of Charles Perrault, which has been read by 9 students only (9%) , and 68 haven’t read it (72%).

Grimm’s “Collection of fairy tales” is also unpopular with teenagers. It has been marked as “I have read” by just 17 students (18 %) and 66 have not read it (69%). Just 10 students have stated that they would like to read it.



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“National folk tales” and Charles Perrault’s tales have been marked as “I would like to read it” by an equal number of students – 16, which is 17 % of the enquired students.

Andersen’s “A Collection of fairy tales” has been read by 36 students (38%) , 45 children (47%) have not read them and 14 students (15%) would read it.

Mark Twain’s “The adventures of Tom Sawyer” has been read by 21 students (22%) , 51 students (54%) have not read it and those who would read it are 20 students (21 %). Jack London’s “The white Fang” has been read by 29 students (31%), 43 students (45 %) have not read it, and the ones who would like to read it are 21 students (22%).

The results imply that work on students’ reading interest must go on. Some innovative techniques are required so as to make students read more classics.

Question 29:”You think that your school results are ...”gives information about students aged 13-15-year-old self-assessment skills.

-47 students (49%) have chosen C) good;

-25 students (26%) have marked B) very good;

-15 students (16%) consider their school results to be A) Excellent;

-8 of the enquired (8%) have marked D) poor.

The results show that at the age of 13-15, students can be realistic and make fair self-assessment of their school achievements.



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Appendix 7

Parents' Enquiry analysis

Question 1: “ At home my child has “: has been answered as follows:

- By 116 parents of 8-year-old students
 - 74% of them (86 parents) have chosen option A) personal library and B) computer
 - Answer C) internet has been chosen by 84 parents (72%)
- By 253 parents of 9-year-old-students
 - 68% (173 parents) have chosen A) ;
 - 174 parents (69%) respectively B);
 - 66% (168 parents) have chosen answer C).
- By 156 parents of 10 year old students
 - 69% (107 parent) have chosen A) personal library;
 - 111 parents(71%) have chosen B) a computer;
 - 113 parents (72%) have answered C) internet.
 - 111 parents have chosen A);
 - 42 of them (38%) have answered with B);

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-40 of them (36%) have chosen C).

- By 78 parents of 12 years old students

-50% (39 parents have answered with A)

-31 parents (40%) have answered with C).

- By 55 parents of 13-15 -year-old students

-45% of them (25 parents) have preferred A) personal library;

-38 parents (69%) have chosen B) a computer;

-24 parents (44%) have answered with C) internet.

The analysis comes to say that the majority of the enquired parents have provided their children with the needed comfort and facilities of all those kind – books, computers and internet, which are actually needed for every child nowadays.

Question 2: "My child can learn new words" has been answered as follows ;

- By 116 parents of 8 year-old students

-60% of them (70 parents) have chosen option A) easily;

-51 parents (44%) have chosen answer B) after repeating them several times;

-12 parent (10%) have chosen C) with difficulty.

- By 254 parents of 9 year-old students

-60% (152 parents) have answered A);

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-94 parents (37%) respectively B);

-3% (8 parents) have chosen C).

- By 156 parents на 10 –year-old students

-62% (97 parents) have chosen A);

-59 parents (38%) have marked answer B);

-5 parents (3%) have marked C).

- By 65 parents of 11-year-old students

-39 of them (60%) have chosen A);

-24 of them (37%) have chosen B);

-2 of them (3%) have marked C)).

- 56 parents of 12 –year-old- students

-70% (39 parents have answered A);

-15 parents (27%) have chosen B);

-4% (2 parents) have marked C).

- By 55 parents of 13-15 year-old students

-71% of them (39 parents) have answered A) easily;

-17 parents (31%) have answered B) after repeating them several times;

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-2 parents (4%) have answered C) with difficulty.

The results show that more than half of the enquired parents of students of all age groups (60 %) think that their children do not have difficulties with learning new words and do well at the learning process. The rest 40% though indicate that their children do experience difficulties with learning new vocabulary. We consider it a significant percentage and efforts are needed to find ways to develop students’ cognitive skills and skills for a deeper reading.

Question 3.” My child’s school results are:” has been answered as follow:

- By 116 parents of 8-year-old students
 - 60% of them (70 parents) have answered A) very good ;
 - 44 parents (38%) have answered with B) good;
 - 4 parents (3%) have marked C) poor.
- By 254 parents of 9-year-old students
 - 45% of them (114 parents) consider their children’s results at school to be very good and have marked A);
 - 120 parents (47%) have marked B) good;
 - 8 parents (3%)- option C) poor;
- By 156 parents of 10-year-old students
 - 51% of them (80 parents) have answered A) very good

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-71 parents (46%) have marked B) good;

-7 parents (3%) have given answer C) poor.

- By 66 parents of 11-year-old students

-60% of them (19 parents) have answered A);

-41 parents (62%) have chosen answer B) good;

-5 parents (8%) have marked C) poor.

- By 55 parents of 12-year-old students

-25% of them (14 parents) have answered A) very good;

-36 parents (65%) have answered B) good;

-5 parents (9%) have answered C) poor).

- By 55 parents of 13-15-year-old students

-44% of them (24 parents) have answered A) very good;

-26 parents (47%) have marked B) good;

-3 parents (5%) have answered C) poor.

The results say that enquired parents of students aged 8-15 are satisfied with their children's school results and their achievements and they consider them to be successful at school subjects.

Question 4: "My child" has been answered as follows:

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- By 116 parents of 8-year-old students
 - The answer which has been chosen by most of the enquired is:” has none of the above mentioned problems” – chosen by 58% (67 parents)
 - secondly comes answer A) has difficulties with reading, writing and calculations’ – marked by 28 parents (24%);
 - 19 parents (16%) have marked B) has difficulties with pronunciation.
- By 254 parents of 9-year-old students
 - 174 of them (69%) have marked answer C);
 - 49 parents (19%) have marked answer A) ;
 - 32 parents (13%) have answered B).
- By 156 parents of 10-year-old students
 - 105 of them (67%) have answered C);
 - 28 parents (18%) have chosen A);
 - 26 parents (17%) have marked B).
- By 65 parents of 11-year-old students
 - 69% of them (45 parents) have answered with option C);
 - 12 parents (18%) have answered with A);
 - 8 parents (12%) have chosen B).

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- By 57 parents of 12-year-olds
 - 77% of them (44 parents) have chosen C);
 - 8 parents (18%) have marked B);
 - 4 parents (7%) have answered with option A).
- By 55 parents of 13-15-year-olds
 - 84% of them (46 parents) have answered with C) does not have either of the above mentioned problems;
 - 6 parents (11%) have marked A) has difficulties with reading, writing and calculations;
 - 3 parents (5%) have answered with B) has difficulties with pronunciation;

The results show that the majority of parents (68%) consider their children, aged 8-15 to be doing well at school with no significant problems with school subjects neither have difficulties with pronunciation. However, there are parents, 18%, who share their children to meet some problems with reading, writing and calculations. Other 14% think their children have difficulties with pronunciation. We suggest each partner school to provide a speech therapist at school or to send for consultation these students who have such kind of difficulties. Thus our project comes to provide both parents and students with help and advice.

Question 5: "My child" has been answered by:

- 55 parents of 13-15-year-old students
 - 43 parents (78%) have marked C) never gets confused with the new knowledge s/he gets

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-11 parents (20%) have marked B) s/he usually mixes letters or words or parts of stories;

-1 parent (2%) has chosen A) s/he usually mixes the numbers.

- 58 parents of 12-year-old students

-48 parents (82%) have chosen C) never gets confused with the new knowledge s/he gets;

-7 parents (12%) have marked B) s/he usually confuses letters, words or parts of stories;

-3 parents (5%) have answered A) s/he usually confuses numbers;

- 63 parents of 11-year-old students

-36 parents (57%) have marked C) never gets confused ;

-25 parents (40%) have marked B);

-2 parents (3%) have marked A).

- 156 parents of 10-year-old students

-90 parents (58%) have answered with C) never gets confused;

-58 parents (37%) have marked B);

-10 parents (6%) have answered A).

- 25 parents of 9-year-old students

-138 parents (54%) have marked C) does not get confused with the new knowledge;

-94 parents (37%) have answered with B) usually confuses letters, words or parts of stories;

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-17 parents (7%) have marked A) confuses numbers.

- 116 parents of 8-year-old students

-67 parents (58%) have expressed preference to C) never gets confused with the new knowledge s/he gets;

-41 parents (35%) have marked B) s/he usually confuses letters, words or parts of stories;

-7 parents (6%) have marked A) s/he usually confuses numbers.

The results show that the majority of the enquired parents of students aged 8-15 think that their children do well at school and at processing new knowledge. However, there is a significant part of parents -about 29% or almost 1/3 of all parents, who share that their children get confused while learning and they most often confuse letters, words and parts of stories. Further work on developing their reading skills and consultation with specialists is needed.

Question 6: "My child gets upset..." has been answered as follows:

- 116 parents of 8-year-old students

-87 of them (75%) think that their children do not get upset and have chosen answer C);

-14 parents (12%) have marked B) when reading;

-15 parents (13%) have stated A) when s/he is at school

- 254 parents of 9-year-old students

-177 of them (70%) have chosen C) ;

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-127 parents (50%) have marked B);

-106 parents (42%) have stated A).

- 156 parents of 10-year-old students

-90 of them (58%) have answered with C) do not get upset;

-58 parents (37%) have marked B) when reading;

-31 parents (20%) have chosen A) when s/he is at school.

- 63 parents of 11-year-old students

-46 of them (73%) are firm in their response answering that their children do not get upset in either of the cases and have chosen C);

-12 parents (19%) think that their children get upset when at school and marked A)

-5 parents (8%) think that their children get upset when reading and have marked B) .

- 57 parents of 12-year-old students

-37 of them (65%) have chosen answer C);

-14 parents (25%) have answered A);

-6 parents (11%) have marked B).

- 55 parents of 13-15-year-old students;

-27 of them (49%) have shared C) does not get upset when learning;

-14 parents (25%) have marked B) when reading;

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-15 parents (27%) have answered A) when at school.

The Results show that most of the enquired parents think that their children do not have concerns regarding school subjects. A significant part of them about 24% of all enquired parents have shared that they think their children get upset with schooling- when they have to learn something new or when they have to read, or just their presence at school makes them nervous.

Question 7 : "My child reads": has been answered as follows:

- By 55 parents of students aged 13-15
 - 34 of them (62%) have preferred A) clearly, expressively with a distinguished intonation;
 - 20 parents (36%) have marked B) clearly with no specific intonation;
 - 1 parent (2%) has marked C) slowly, syllable by syllable
- By 56 parents of students aged 12
 - 40 of them (71%) have marked A);
 - 12 parents (21%) have marked B);
 - 4 parents (7%) have answered with C).
- By 65 parents of students aged 11
 - 33 of them (51%) have answered with A);
 - 26 parents (40%) have marked B);

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-6 parents (9%) have chosen C).

- By 156 parents of students aged 10 years

-64 of them (41%) have preferred A) clearly, expressively with a distinguished intonation;

-78 parents (50%) have answered with B) clearly with no specific intonation';

-14 parents (9%) have answered C) slowly, syllable by syllable;

- By 254 parents of 9-year-old students

-106 of them (42%) have preferred A);

-127 parents (50%) have marked B);

-21 parents (8%) have stated C).

- By 116 parents of 8-year-old students

-34 of them (29%) have marked answer A) clearly, expressively with a distinguished intonation;

-62 parents (53%) have marked B) clearly without specific intonation;

-18 parents (16%) have answered C) slowly syllable by syllable.

The results come to say that most of the enquired parents think that their children have acquired reading skills and they have also got the required reading habits, which they have to develop and master through suitable for students' age motivating activities. About 43% of all have stated that their children read clearly but with no specific intonation so further work on



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developing reading skills is needed. Such kinds of activities are reading in roles, expressive reading, dramatization, competitions on these skills.

Question 8: "My child is..." has been answered as follows :

- By 116 parents of students aged 8.

-83 parents (72%) have answered C) usually concentrated on his/her lessons and the content of the reading material;

-20 parents (17%) have chosen A) a dreamer, s/he cannot concentrate when someone is talking to him/her;

-14 parents (12%) have chosen B) a dreamer, who cannot get concentrated on a book.

- By 254 parents of 9-year-old students

-176 parents (69%) have marked C);

-43 parents (17%) have chosen B);

-37 parents (15%) have answered A).

- By 156 parents of students aged 10

-107 parents (69%) have answered with C);

-31 parents (20%) have marked A);

-23 parents (15%) have chosen B).

- By 63 parents of 11-year-old students

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-47 parents (75%) have marked C);

-10 parents (16%) have stated B);

-6 parents (10%) have chosen A).

- By 57 parents of 12-year-old students

-50 parents (88%) have answered C);

-4 parents (7%) have marked B);

-3 parents (5%) have stated A).

- By 55 parents of students aged 13-15

-36 parents (65%) have marked C) usually concentrated on his/her lessons and the content of the reading material;

-14 parents (25%) have answered B) a dreamer and cannot concentrate when reading;

-5 parents (9%) have chosen A) a dreamer and cannot concentrate on a single activity when someone is talking to him/her.

The analysis show that more than half the enquired parents whose children are 8-15 years old think their children are usually concentrated when reading their lessons or a book. However, about one third – 29% of the parents, think that their children can easily get distracted and cannot focus on what they are doing or the content of the reading material they are trying to read. We reach to a conclusion that work on concentration through activities stimulating autonomous silent reading in order to present later what they have read about is



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СРЕДНО ОБЩООБРАЗОВАТЕЛНО УЧИЛИЩЕ "ВЪЗРАЖДАНЕ"

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needed. Such post-reading activities could be comments, reviews, summaries, illustrations, casus solving etc.

Question 9: "My child complains of headaches or stomachaches:" has been answered as follows:

- By 116 parents of students aged 8
 - 70 of them (60%) have answered C) never;
 - 38 parents (33%) have marked B) sometimes with no specific reason;
 - 6 parents (5%) have answered A) when s/he has to read or study.
- By 253 parents of 9-year-old students
 - 144 of them (57%) have marked C) ;
 - 136 parents (54%) have chosen B);
 - 8 parents (3%) have stated A).
- By 156 parents of students aged 10.
 - 53 of them (34%) have marked C) never;
 - 57 parents (37%) have chosen B) sometimes with no specific reason;
 - 10 parents (6%) have chosen A) when s/he has to read or study.
- By 62 parents of students aged 11
 - 42 of them (68%) have stated C);

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-17 parents (27%) have chosen B);

-3 parents (5%) have answered A).

- By 57 parents of students aged 12

-36 of them (63%) have marked C);

-19 parents (33%) have stated B);

-2 parents (4%) have chosen A).

- By 55 parents of students aged 13-15

-42 of them (76%) have marked C);

-10 parents (18%) have marked B);

-3 parents (5%) have stated A).

These results show that as a whole, these 8-15-year-old students are healthy and have a serious approach to their school responsibilities. A significant part of the enquired parents of all age groups, about 39% , which more than one third, have shared that their children experience inconveniences and get stomach- or head- aches only at times when they have to read or learn something, thus aiming at postponing the learning/ reading time. The results come to say that children do not feel comfortable enough at school so we will have to make schools a better place through optimizing the premises and the school facilities, what is more involving students in creative school activities will work for a positive attitude to school as an institution. We suggest facing that problem and share good practices and ideas. Teachers' and parents' guidance books are to be issued based on the shared experience.

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Question 10: "My child..." has been answered as follows:

- By 55 parents of students aged 13-15

-29 of them (53%) have marked B) reads and writes well but experience some orthographic problems;

-23 parents (42%) have marked C) reads and writes correctly with no mistakes;

-3 parents (5%) have given answer A) sometimes misses or mixes letters, numbers and words;

- By 58 parents of students aged 12

-23 parents (40%) have marked option C) reads and writes correctly with no mistakes

-28 of them (48%) have marked B) reads and writes correctly but experiences some orthographic problems;

-7 parents (12%) have answered A) usually misses or mixes letters, numbers or words.

- By 64 parents of students aged 11

-31 parents (68%) have marked C) reads and writes correctly with no mistakes;

-31 of them (68%) have marked B) reads and writes well, but experiences some orthographic problems;

-12 parents (19%) have given answer A) usually misses or mixes letters, numbers or words;

- By 156 parents of students aged 10.

-53 parents (34%) have stated C);

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-63 parents (40%) have answered B)

-40 parents (26%) have marked A).

- By 252 parents of students aged 9

-87 parents (35%) have marked B);

-87 parents (35%) have answered with C);

-60 parents (24%) have stated A).

- By 116 parents of 8-year-old students

-42 parents (35%) have marked C) reads and writes correctly with no mistakes;

-40 parents (34%) have chosen A) usually misses or mixes letters, numbers or words

-27 parents (23%) have marked answer B) reads and writes well but experiences orthographic problems;

The analysis shows that parents of younger students (8-11) make spelling mistakes which might be due to some distraction. A part of parents of older students (12-15 year olds) think that their children are literate but omit some mistakes in writing due to some orthographic problems. Almost half of the enquired parents of 8-15-year-old students think that their children do well at reading and writing with no mistakes. About 60% of parents though share that their children have difficulties with writing. Thus, more activities aiming at developing writing skills are needed. That kind of activities could be competitions on creative writing and performance in public. Issuing prizes and awards will stimulate students for further attempts and will work for higher self-estimation.

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Question 11 : "Except for his/her school lessons, my child...." Has been answered as follows:

- By 116 parents of students aged 8
 - 27 of them (23%) have chosen option A) love reading;
 - 80 parents (69%) have stated B) reads from time to time ;
 - 6 parents (5%) have marked C) doesn't read;.
- By 254 parents of students aged 9
 - 98 of them (39%) have marked A) loves reading;
 - 136 parents (54%) have answered with B) reads from time to time;;
 - 14 parents (6%) have marked C) doesn't read;.
- By 156 parents of students aged 10
 - 86 of them (55%) have answered with B);
 - 51 parents (33%) have marked A);
 - 18 parents (12%) have marked C)).
- By 66 parents of students of the age of 11
 - 36 of them (56%) have answered B);
 - 27 parents (41%) have chosen A);
 - 1 parent (5%) has answered with C).

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- By 55 parents of 12-year-old students
-35 of them (64%) have marked option B);
-17 parents (31%) have stated A);
-2 parents (4%) have circled answer C)).
- By 55 parents of students aged 13-15
-35 of them (64%) have marked B) reads from time to time ;
-10 parents (18%) have stated answer A) loves reading ;
-10 parents (18%) have shared C) doesn't read .

The results show that 30% which is about one third of children from the age of 8 to 15 love reading and read regularly. Nine percent of the enquired parents have shared that their children do not like reading, and other 60% of the enquired parents of students aged 8-15 have shared that their children do not have the desire to read. Thus, these students have to be encouraged to interact with books. We hope that the current project will motivate them.

Question 12 : "My child..." has been answered as follows:

- By 55 parents of students aged 13-15
-40 parents (73%) have marked A) reads only when needed;
-13 parents (24%) have chosen B) reads a lot of books;
-1 parents (2%) has shared that their child doesn't read and has chosen C).

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- By 56 parents of 12-year-old students
 - 36 parents (64%) have answered B) reads a lot of books ;
 - 20 parents (36%) have answered A) reads only when needed;
 - None of parents has marked C)
- By 64 parents of 11-year-old students
 - 36 parents (56%) have preferred option B) reads a lot of books;
 - 26 parents (41%) have chosen A) reads only when needed;
 - 1 parent (2%) has answered C) doesn't read.
- By 156 parents of 10-year-old students
 - 91 of them (58%) have marked B) ;
 - 89 parents (57%) have marked A);
 - 8 parents (5%) have chosen C).
- By 25 parents of students aged 9
 - 124 of them (49%) have chosen B) reads a lot of books;
 - 109 parents (43%) have marked A) reads only when needed;
 - 13 parents (5%) have shared that their children do not read and have marked option C).
- By 116 parents of students aged 8
 - 80 of them (69%) have chosen option B);

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-27 parents (23%) have answered with A);

None of the enquired parents has given answer C)

About a half of the enquired parents of students aged 8-15 think that their children love reading and read a lot of books and are autonomous readers. The other half have shared that their children are not motivated enough and read only when needed or do not like reading at all. So, we have to work for developing extra class forms of reading and instigate greater interest in various reading materials and not only the compulsory reading list. We would like students to feel the thrill of reading for pleasure.

Question 13: "My child..." has been answered as follows:

- By 116 parents of 8-year-old students
 - 62 of them (53%) have chosen B) is sometimes short of time;
 - 30 parents (26%) have marked C) is well organized;
 - 23 parents (20%) have answered with A) often wastes his/her time.
- By 254 parents of 9-year-old students
 - 142 of them (56%) have answered B) is sometimes short of time;
 - 64 parents (25%) have stated C) is well organized;
 - 53 parents (21%) have stated A) often wastes his/her time.
- By 151 parents of students aged 10
 - 83 of them (53%) have marked B) ;

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-47 parents (30%) have chosen C);

-31 parents (20%) have marked A).

- By 63 parents of students aged 11

-35 of them (54%) have given answer B) ;

-21 parents (32%) have answered C);

-7 parents (11%) have circled option A).

- By 52 parents of students aged 12

-28 of them (51%) have chosen B) is sometimes short of time;

-23 parents (42%) have marked C) is well organized;

-4 parents (7%) have answered with option A) often wastes his/her time.

- 52 parents of students aged 13-15

-23 of them (42%) have chosen B) is sometimes short of time;

-21 parents (38%) have preferred C) is well organized;

-8 parents (15%) have given answer A) often wastes his/her time.

The results imply that about 63%, which is two thirds of the enquired parents consider their children are not always well organized and they tend to waste their time on irrelevant activities. Taking part in the project will engage students' free time providing useful and meaningful activities.

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Question 14: "As a parent I ..." has been answered as follows :

- By 53 parents of students 13-15-year-old
 - 27 of them (49%) have chosen B) do not buy books but still encourage him/her to read;
 - 23 parents (42%) have preferred A) often buy books to my child
 - 3 parents (5%) have stated C) do not supervise him/her if s/he reads
- By 56 parents of students 12
 - 43 of them (77%) have answered A) often buy books for my child;
 - 10 parents (18%) have preferred answer B) do not buy books but still encourage him/her to read;
 - 3 parents (5%) have marked C) do not supervise him/her if s/he reads.
- By 64 parents of students aged 11
 - 42 of them (66%) have answered A);
 - 17 parents (27%) have preferred B);
 - 4 parents (6%) have marked C).
- By 158 parents of students aged 10
 - 112 of them (72%) have chosen A);
 - 40 parents (26%) have marked B);
 - 6 parents (4%) have answered C).

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- By 227 parents of students aged 9
 - 183 of them (72%) have answered A);
 - 59 parents (23%) have circled B);
 - 10 parents (4%) have stated C).
- By 116 parents of 8-year-old students
 - 84 of them (72%) have chosen A);
 - 28 parents (24%) have preferred B);
 - 3 parents (3%) have marked C).

The results imply that the majority of the enquired parents of students aged 8-15 are interested in their children's reading habits and often buy them books and encourage them to read and search for new and interesting readings. Although they are not a large part, there is still a group of parents who share they do not supervise their children and do not know if they read books. We consider that involving students and their parents in various activities which the current project provides will motivate students to be autonomous readers but also their parents to be more engaged of what their children read and to encourage them to speak on that more often.

Question 15: "My child has talents in..."

- By 114 parents aged 8 years old
 - 59 parents (52%) have answered A) drawing;

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-45 parents (39%) have answered C) other activities;

-18 parents (16%) have answered B) acting.

- By 227 parents of students aged 9

-103 parents (41%) have chosen A) drawing;

-125 parents (49%) have answered C) other activities;

-47 parents (19%) have answered B) acting;

- By 158 parents of students aged 10

-87 parents (56%) have marked C) ;

-66 parents (43%) have marked A);

-36 parents (23%) have answered B) acting.

- By 76 parents of students aged 11

-34 parents (45%) have stated C);

-26 parents (34%) have answered A);

-19 parents (25%) have marked B) acting.

- By 61 parents of students aged 12

-29 parents (48%) have answered C);

-18 parents (30%) have marked A);

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-14 parents (23%) have marked B) acting.

- By 53 parents of students aged 13-15

-28 parents (51%) have chosen C) other activities;

-16 parents (29%) have marked A) drawing;

-10 parents (18%) have circled option B) acting.

It is obvious that all parents think that they have talented children, which is a positive tendency. It is interesting that almost half of the enquired parents have stated that their children are talented in other activities. Next come activities such as drawing and acting. We aim at developing children's talents and skills but binding them to reading.

Question 16: "I am interested in ..." has been answered

- By 115 parents of students aged 8

-49 parents (43%) have chosen answer C) taking part in the project along with my child even though s/he does not have problems with reading;

-43 parents (37%) have chosen A) taking part in the project with home activities so as to help in developing my child's reading skills;

-31 parents (27%) have marked option B) finding new methods for developing my child's reading skills;

- By 249 parents of students aged 9

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-100 parents (49%) have answered C) taking part in the project along with my child even though s/he does not have problems with reading;

-31 parents (76%) have chosen A) taking part in the project with home activities so as to help in developing my child's reading

-69 parents (28%) have answered B) finding new methods for developing my child's reading skills.

- By 155 parents of students aged 10

-58 parents (37%) have answered C) taking part in the project along with my child even though s/he does not have problems with reading;

-62 parents (40%) have circled A) taking part in the project with home activities so as to help in developing my child's reading

-50 parents (32%) have answered with B) finding new methods for developing my child's reading skills.

- By 63 parents of students aged 11

-15 parents (24%) have chosen answer C) taking part in the project along with my child even though s/he does not have problems with reading ;

-29 parents (46%) have marked A) taking part in the project with home activities so as to help in developing my child's reading

-20 parents (32%) have marked B) finding new methods for developing my child's reading skills.

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- By 51 parents of students aged 12

-13 parents (25%) have marked C) taking part in the project along with my child even though s/he does not have problems with reading ;

-25 parents (49%) have answered A) taking part in the project with home activities so as to help in developing my child's reading

-21 parents (41%) have marked B) finding new methods for developing my child's reading skills.

- By 55 parents of students aged 13-15

-28 parents (51%) have marked C) taking part in the project along with my child even though s/he does not have problems with reading;

-13parents (24%) have chosen option A) taking part in the project with home activities so as to help in developing my child's reading

-10 parents (18%) have marked B) finding new methods for developing my child's reading skills.

The analysis is indicative as more than the half of the enquired parents of students aged 8-15 are ready to cooperate with the school in various ways so as to help their children to develop their reading skills. The fact that a great part of the parents are ready to get involved in the project's activities and to work along their children is a positive one.