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Students' Attitudes Towards Reading in Polish and English – the Case of ESL (English as a Second Language) Primary School Students. A Pilot Probe

*Postawy uczniów wobec czytania po polsku i po angielsku –
studium przypadku uczniów uczących się języka angielskiego
jako drugiego języka w szkole podstawowej.
Badanie pilotażowe*

Abstract: The aim of this article was to investigate students' attitudes towards reading in Polish and English. Two self-constructed questionnaires were administered to 48 ESL (English as a second language) pupils (26 boys, 22 girls) of primary school. The first questionnaire consisted of 15 questions about various attitudes, problems and opinions on reading books. The content of the survey's questions also raised issues related to reading in Polish and English, and emotions connected to reading. The second questionnaire consisted of 5 follow-up questions. The results indicate that pupils simply like reading for pleasure and reading makes them feel good. However, they do not fancy long and difficult words. They enjoy adventure books and stories about animals. Pupils like adults reading books to them. However, there is a significant difference between boys and girls – boys like when adults read to them, girls – do not. They prefer reading by themselves. Reading to children evokes in a classroom a nice and friendly atmosphere, combined with an effect of surprise. The children react positively to a teacher, listen to them with interest and get involved in a lesson by repeating the text that has been read to them. When it comes to

reading in English students confirmed that they read books in that language. The pupils enjoyed the lessons where the teacher read English books to them.

Keywords: pupils; reading books; emotions; English teaching

Abstrakt: Celem artykułu jest przeanalizowanie postaw uczniów wobec czytania w języku polskim i angielskim. Stworzono dwa autorskie kwestionariusze, którymi przebadano 48 uczniów (26 chłopców i 22 dziewczynki) szkoły podstawowej, którzy uczyli się angielskiego jako drugiego (obcego) języka. Pierwszy kwestionariusz składał się z 15 pytań dotyczących opinii, problemów i postaw uczniów względem czytania książek. W ankiecie starano się także uzyskać informacje związane z emocjami wywoływanymi przez lektury w języku polskim i angielskim oraz emocje związane ogólnie z czytaniem. Drugi kwestionariusz składał się z 5 pytań uzupełniających. Wyniki badania pokazują, że dzieci lubią czytać książki, ponieważ sprawia im to przyjemność. Badani szczególnie chętnie sięgali po książki podróżnicze oraz pozycje traktujące o zwierzętach. Większość dzieci potwierdziła, że czytają samodzielnie książki w języku angielskim. Dzieciom podobały się też lekcje, podczas których nauczyciel czytał im książki w języku angielskim.

Słowa kluczowe: uczniowie; czytanie książek; emocje; nauczanie angielskiego

INTRODUCTION

An attitude towards reading has been defined as “(...) a state of mind, accompanied by feelings and emotions, that make reading more or less probable” (Smith 1990, p. 215) or as “(...) a system of feelings related to reading which causes the learner to approach or avoid a reading situation” (Alexander, Filler 1976, p. 1). Positive attitudes towards reading have been associated with higher reading achievement (McKenna, Kear, Ellsworth 1995) and more frequent reading (Sainsbury, Schagen 2004). There has been a lot of studies on children’s attitudes to reading (Coles, Hall 2002; Hall, Coles 1999; Twist, Gnaldi, Schagen, Morrison 2004). Girls show more positive attitudes towards reading for pleasure than boys (Coles, Hall 2002; Sainsbury, Schagen 2004). They read more than boys (Coles, Hall 2002; Hall, Coles 1999) and have a better reading ability (Mullis, Martin, Gonzalez, Kennedy 2003; Logan, Johnston 2009; Mullis, Martin, Kennedy, Foy 2007).

Readers and storybooks are universal and powerful instruments of introducing and then practicing language in the classroom. Storybooks ensure the pupils’ enjoyment, involvement and motivation to listen to a foreign language (Cameron 2001; Ghosn 2002, 2013; Read 2007). Stories are especially successful in young learner classes because children love books and reading stories is an activity familiar to them (Bland 2013; Dunn 2012). Storybooks create an ideal situation for connecting language with an interesting activity (Szpotowicz, Szulc-Kurpaska 2009). Children acquire proficiency in listening and reading by listening to a teacher reading to them. One of the ways of using storybooks is reading them aloud to pupils and showing the illustrations to the class. A convenient way of integrating children into the reading process with the whole class is by using big books. Big books are large format editions of storybooks which are also

available in the regular size. The advantage of using big books is that children can see the pictures better. Moreover, an oversized book is an attraction because it is different from a normal book. Big books are especially recommended for big classes, where the use of regular-sized books would not allow all students to participate. There are two basic ways in which storybooks can be used in the classroom (Martinez, Harmon 2012; Salisbury, Styles 2012). The first one involves various story-related activities carried out with the whole class, and the second one motivates children to borrow books from class "library" to take home and read them on their own (Szpotowicz, Szulc-Kurpaska 2009). The educational and also social value of using storybooks has recently been widely discussed. Carefully selected stories from the rich world of children's literature provide a ceaseless source of material to expose children to varieties of English as spoken around the world and to discover other cultures. Storybooks can provide an ideal introduction to a foreign language as they present language in a repetitive and memorable context. Storybooks can also provide a good starting point for a wide variety of related language and learning activities (Ellis, Brewster 2014). Children of seven to ten are fascinated by English storybooks. If a teacher selects them properly for the class and chooses titles which are also popular among children originally from English-speaking countries, young learners of English begin to share these favourites. They appreciate being read a story which is partly supported by pictures and the teacher's gestures. The plot of the story should be simple, with some funny elements and it should have a witty ending (Szpotowicz, Szulc-Kurpaska 2009).

Teachers can help improve student's reading comprehension through instruction of reading strategies such as predicting, making connections, visualizing, inferring, questioning, and summarizing (Block, Israel 2005). Before reading, the teacher should learn to read the story at home and decide which language structures or sentences need to be simplified or shortened. They should decide which language can be repeated by the group and how children can be involved in the story. He or she may ask pupils to predict the story on the basis of the title or the book cover, pre-teach the words which will be the key to understanding the story and have the students seated in a circle or semicircle. While reading, the teacher should remember to read and show the book at the same time. They ought to get the children's attention and involve them in repeating after the teacher those phrases which are repetitive in the book. He or she should also ask the children questions about the story that may initiate their imagination and thinking. After reading, the teacher should organize some after-reading activities and ask the children about the moral of the book. They must encourage the students to re-tell the story and prepare a story-related activities. It is also important to practice a rhyme or an action song related to the story (Szpotowicz, Szulc-Kurpaska 2009). It is essential to model through the think-aloud process, group practice, partner practice, and independent use of the aforementioned strategies (Duke, Pearson 2005).

The long-term effects of using books are visible in children's approach to the written word (Day, Bamford 1998). They seem to be more confident at writing and to gain

a better consciousness of the pronunciation-spelling correspondence (Nation 2009; Schmitt 2008). Colin Davies (1995) claims that real and authentic materials contribute exceptionally well to pupils' overall language development in several ways. The first one refers to reading skills. Pupils are more positive about starting reading new texts. Their imaginative responses improve and their personal engagement with what they read is stronger. Their overall comprehension skills improve and they find it easier to read on other topics in L2 (level two of proficiency in English according to Reference Levels of the Common European Framework). Overall, they come to see reading as a pleasant rather than stressful activity. The second one are language skills – pupils develop a wider range of active and passive vocabulary (Anderson 2009; Grabe 2009; Nuttall 2005). They use more varied sentence structure, and get better at spotting and correcting grammatical mistakes in their writing and speaking. They show an overall improvement in writing skills and increased confidence and fluency in speaking. The third one is personal development – pupils show a more positive attitude to studying in general. They develop a wide knowledge of the world and an increased understanding of other people. They use thinking skills more effectively; their imaginative scope is enlarged and they are generally more mature (Szpotowicz, Szulc-Kurpaska 2009). All in all, reading to or with children makes them interact with English and activate a rich variety of processes. Depending on the story, the experience of being read the story to or reading silently enriches children socially, morally and cognitively. As usual, the success of storybooks among children is in the teacher's hands. It depends on teacher's sensitivity, tolerance for individual differences, reflectivity and ability to adapt to the changing needs of developing and maturing learners (Kane 2007).

AIMS

The aim of this study was to investigate students' attitudes towards reading in Polish and English and to find out which emotions accompany students during reading. Through this research, the authors would also like to check if the students enjoy the lessons in which the teacher reads the children's English-language literature to the students.

METHODS AND RESULTS

Study

Through learning to read in English, children develop positive attitudes, strong motivation and a sense of achievement. Reading in English provides an opportunity to build on and transfer skills from and to L1 (level one of proficiency in English

according to Reference Levels of the Common European Framework). For all these reasons, it is arguable that it would be doing children a disservice not to lay solid foundations in early foreign language literacy at primary school.

Participants

The subjects of the research were fourth-year students from the Primary School in Kłeco. The group consisted of 48 children (26 boys and 22 girls) aged 10 years old. All children were classified as ESL (English as a second or foreign language) students because they spoke Polish with their parents, siblings, and others who lived at home with them (e.g. grandparents) – this information was obtained through school records. Pupils were classified into a research group on the basis of their word reading, reading comprehension abilities and socioeconomic background – this information was obtained by their teachers. All of them had started learning English in kindergarten. None of them had an access to extracurricular activities in English or language camps. All students took English classes in the same school. None of their teachers were native-speakers. All of their teachers graduated from higher studies and had at least 3 years of work experience as an English teacher. All pupils could be characterized as children who enjoyed learning and thrived in nurturing and warm environments. They were encouraged by their parents and teachers to be more independent in how they learn, and depend less on their teacher's guidance.

Materials and procedure

To examine how reading affected students' attitudes towards reading and to find out which emotions accompanied students during reading, the authors constructed two questionnaires. The first questionnaire (pre-lessons questionnaire, QUESTIONNAIRE 1) consisted of 15 questions about various attitudes, problems and opinions on reading books. The content of the survey questions also raised issues related to reading in Polish and English and emotions connected to reading (e.g. Do you read books?, Do you like reading?, Have you ever read books in English?, Why do you read books?, Which books do you read most often/best?). The second questionnaire consisted of 5 follow-up questions (e.g. Do you like lessons during which the teacher reads English-language books?, Do you find it difficult to attend such lessons?, Would you like more lessons like that?, Does the teacher encourage you to read books in English?, What emotions do these lessons bring to you?). It focused on the students' perception of lessons including reading of original English literature for children and emotions connected to it. The content of the survey questions also raised issues related to emotions associated with reading books by the teacher. The idea of this questionnaire was based on the idea of introducing reading of original English literature to children. The second questionnaire (post-lessons questionnaire, QUESTIONNAIRE

2) consisted of 5 questions and it was conducted after the lesson. It focused on the students' perception of lessons which included reading of original English literature for children and emotions connected to it. The content of the survey questions also raised issues related to emotions associated with reading books by the teacher. The idea of this questionnaire was based on the idea of introducing reading of original English literature to children.

The study was conducted among pupils from the fourth grade in the Primary School in Kłeczek in May 2019. Before the examination, an application for permission to conduct the questionnaire was submitted to the headmaster and parents. The principal was informed about the purpose of the study, its anonymity and the rules for filling out questionnaires as well as the right to refuse. Firstly, students were asked to fill in the forms during their English lesson. They received a thorough explanation of the purpose and content of the questionnaire. Then they were given 25 minutes to complete the first questionnaire consisting of 15 questions. For the next three, carefully pre-planned English lessons children were read several stories from books: *The Very Hungry Caterpillar* by Eric Carle and *Brown Bear, Brown Bear, What Do You See?* by Bill Martin and Eric Carle. One week later, after being read several stories to by their English teacher, children were supposed to fill in the second questionnaire.

RESULTS

Pre-lessons questionnaire (QUESTIONNAIRE 1)

The collected responses of students were compared and analysed and became the basis for final conclusions. Table 1 presents the students' responses to nine questions to which the respondents should answer "Yes" or "No".

Table 1. Students' responses to questions 1–9

Number	Questions	% of answers	
		Yes	No
1	Do you read books?	79	21
2	Do you like reading?	71	29
3	Do you like adults reading books to you?	58	42
4	Do you read books for pleasure? (so-called recreational reading)	81	19
5	Do you enjoy reading?	77	23
6	Have you ever read books in English?	65	35
7	Would you like to read books in English?	83	17
8	Does the English teacher read you English-language books?	60	40
9	Do your teachers encourage you to read in English?	79	21

Source: Authors' own study.

The obtained results show that only 21% of children answered that they did not read books, while the majority of them (79%) responded by giving a positive answer. It is worth mentioning that only children's personal preferences were shown, as young students did not consider reading from textbooks at school as "reading books", because they did not do it on their own volition and treated it as a routine part of their school lives. Even when the textbooks included short stories or comics, they were generally not too eager to read them themselves at school or at home.

Most of the students, which was marked by 71% of the group, confirmed that they liked reading books. Both, boys and girls, read books and enjoyed reading books equally. Students liked to read books and often used the library. The idea for the study was to familiarize them with the original English literature for children and, thus, to show them that children's books written in English were interesting.

The results of the survey show that 58% of students liked when adults read books to them. However, in this case the differences between boys and girls were noticed – only 8 girls liked when adults read to them, 14 girls did not like it at all. On the contrary, when it came to the boys, 20 boys liked when adults read to them and 6 did not. Such a discrepancy between the boys and girls may have occurred as a result of girls becoming more fluid readers earlier than the boys. When the girls reach the level of ability which allows them to read independently and follow the text on their own, they are probably no longer interested in the adults reading to them. They value their own control over the reading material – establishing their own pace of reading, returning to the previously read paragraph when they feel that they need to, taking time to look at the illustrations and simply focusing on the text itself without any external stimuli (e.g., the loudness of parents' voices, their stumbling on the text or additional distractors such as coughing).

The total of 81% of the pupils acknowledged that they read books for pleasure in their free time (so-called recreational reading). The obtained results show that 77% of the responding students acknowledged that they enjoy reading. What is more, 65% of the interviewed students responded that they have read books in English, so they have some experience with reading books – the process of reading books in English for students is mainly about looking at illustrations and telling stories, translating words and drawing conclusions. Most of the students, which was marked by 83% of the group, responded that they would like to read English books. Young people are willing to take up challenges – as many as 83% of students would like to read a book in English.

The total of 60% of the respondents acknowledged that the teacher during English lessons read an English-language book. It clearly shows that school curricula and primary education syllabi do not give their students an opportunity to develop their English language and skills in this way on regular basis. Reading English children's literature in class shows the students the world of English literature and introduces them to the world of fantasy and imagination for a while. The vast majority of children

(79%) acknowledged that their teachers encourage them to read in English. Creating a library with English books in the classroom, setting an example and a model by reading books to students are ways to encourage students to read.

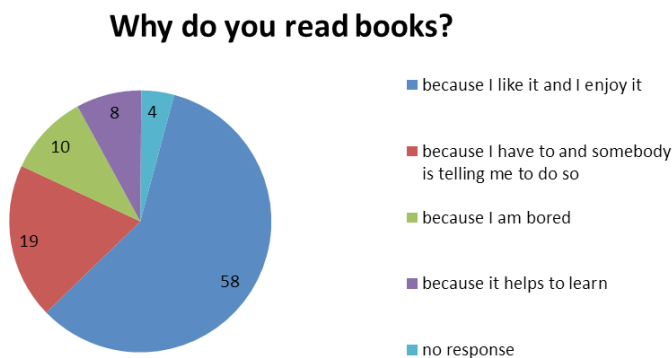


Figure 1. Students' responses to question 10: "Why do you read books?"

Source: Authors' own study.

When asked about reasons for reading books, 58% of the students stated that they like reading and enjoyed it, 19% of them replied that they have to read because somebody (parent, teacher) is telling them they have to read. 10% read because they are bored and have nothing else to do. 8% of the students are aware that reading helps them to learn, and 4% of the students gave no answer. It seems that the majority of the students takes up reading as for them immersing into a book is a positive experience. They read for pleasure as the action of reading activates and expands their imagination and they find it pleasantly stimulating. Worryingly, some of the students do not reach for the books themselves, but as a result of their parents', grandparents' or other authority figures' "nagging". It suggests that for 19% of the students reading is something that they are being forced to do and do not participate in it due to their own volition. If reading becomes one of their daily duties or chores, the children may easily start disliking this activity. The level of pleasure in such a situation drastically drops and one can notice some negative attitudes concerning the act of reading. Some of the children answered that they read in order to overcome their boredom – the origin of the impulse to read does not matter, if, as a result, they start enjoying the process of reading. The lowest percent of students do not know why they read – they probably have not been asked such a question earlier in their lives and, therefore, did not analyze what motivated them to start and continue reading.

Letting children choose what they want to read helps foster a lifelong love for reading. According to the study, 38% of the responding students acknowledged that they read adventure books, 29% of the pupils answered that they read fantasy books and fairy tales (*The Magic Tree*, *The Chronicles of Narnia*, *The Hobbit*), 19% of the students read

Which books do you read most often/best?

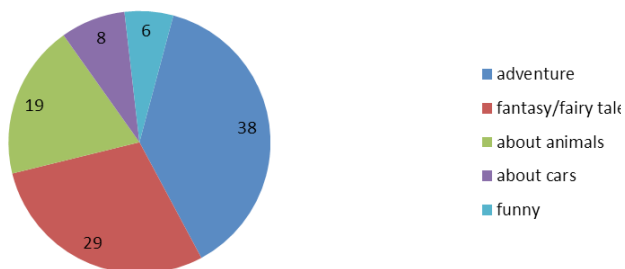


Figure 2. Students' responses to question 11: "Which books do you read most often/best?"
Source: Authors' own study.

books about animals. Children mostly love stories about horses and dogs. They also read about cats, fish and they love these stories; 8% read about cars and 6% like funny books. The most popular stories focus on the heroes' journeys, their unique experiences and contain magical elements. It seems that children are drawn to stories with likeable characters who have interesting adventures as they would like to take part in such exploits themselves. Children are looking for stories which will allow them to feel brave and fearless as those are the characteristics of the characters they admire. They mostly relate to and identify with the main characters, so they like reading books in which the protagonists are similar to them, be it through appearance or character traits. Basing on acquired data, it seems that their love of books about animals is a consequence of their positive feelings towards animals in the real life. Subjects which are previously known to children seem to attract them in a specific way as they are able to compare their real-life experiences with the worlds found inside the books. They respond positively to finding their favourite elements of their everyday lives in the book they listen to or read.

How much do you read?

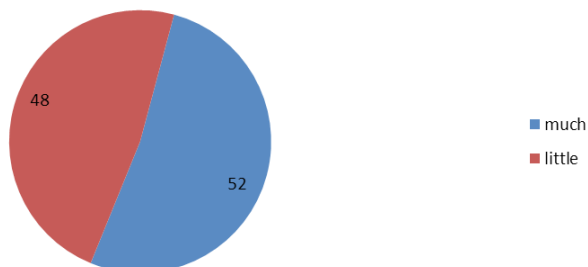


Figure 3. Students' responses to question 12: "How much do you read?"
Source: Authors' own study.

The obtained results show that 52% of the students declare that they read a lot, while 48% of pupils believe that they read only a little. The difference in the number of students who, in their own opinion, read much and who read rather little is not as significant as the differences noticed in the answers to the previous questions. It is only a difference of 4% of students. Such a close relation in numbers may have occurred as students had to evaluate themselves. Various children might have their own definition of “much” and “little” and, therefore, the results are not adequately comparable.

The majority of them is able to overcome the distractions, but some students cannot focus fully on the reading material as they are particularly vulnerable to the influence of their surroundings.

Table 2. Students' responses to questions 13 and 15

Feelings	Number of answers*	
	(13) What do you feel when reading in Polish?	(15) What do you feel when reading in English?
Interest	38	38
Enjoyment	28	24
Surprise	6	14
Anger	4	4
Sadness	4	3
Shame	3	2

* results were not given as a percentage because students could mark two answers in these questions

Source: Authors' own study.

According to the results shown in Table 2, most of the students (38 persons) answered that they felt interest and joy when reading in Polish. More than a half of the students (28) were surprised because the author had different ideas than the readers. Four students felt anger and sadness, perhaps the story made them sad or they gave such answers against all odds. Three students felt ashamed. However, positive emotions had a definite advantage over negative ones. While reading in English, 38 pupils answered that they felt interest and 24 of them felt joy. Some of them (14 persons) also felt surprised, four students felt anger, three students felt sadness and two students felt ashamed. Similarly, when it comes to reading in Polish, here also positive emotions have a definite advantage. Students' emotions are connected to two factors – the act of reading itself and the reading material. Some children have negative associations with reading in English as they are not confident in their linguistic abilities, hence they feel ashamed. If the material itself is of a sad or disturbing nature, students often became responsive to the presented atmosphere and express similar emotions. If their attitudes towards reading are positive as well as the reading material is full of positive content, students stay happy, pleased and interested.

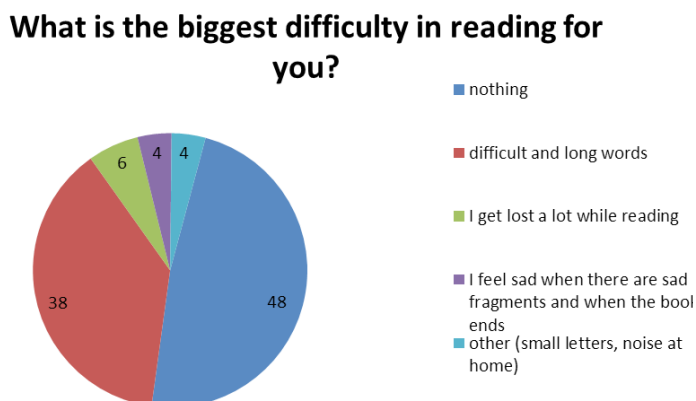


Figure 4. Students' responses to question 14. "What is the biggest difficulty in reading for you?"
Source: Authors' own study.

Half of the respondents (48%) said that they usually did not experience any difficulties during reading books or being read to. A large group of the pupils (38%) confirmed that difficult and long words could interfere with their reading. Some children (6%) could get lost a lot while reading, 4% of the kids felt sad when there were some sad fragments in the book and when the book ended, and 4% of the respondents also admitted that small letters and noise at home could disturb them during reading. Generally, the students were differently affected by different stimuli.

Post-lessons questionnaire (QUESTIONNAIRE 2)

The collected responses of students were compared and analysed and became the basis for final conclusions. Table 3 presents the students' responses to five questions to which respondents should answer "Yes" or "No".

Table 3. Students' responses to questions 1–5

Number	Questions	% of answers	
		Yes	No
1	Do you like lessons during which the teacher reads English-language books?	93	7
2	Do you find it difficult to attend such lessons?	9	91
3	What kind of emotions are associated with these lessons? (an answer to this question was a list of emotions)	–	–
4	Would you like more lessons like that?	98	2
5	Does the teacher encourage you to read books in English?	89	11

Source: Authors' own study.

The results of the study show that 93% of the students declare that they like lessons during which the teacher reads the English-language books to them. The teacher noticed during classes that the children were happy and they were smiling when the instructor read books in English to them. The students sat on the carpet in a circle, felt relaxed and safe. The majority of the students' reactions were positive. They were engaged in the process of listening and their positive emotions were heightened as the danger of mispronouncing words was not present when it was the teacher who read the foreign language material to them. They did not have to focus on producing the words themselves, which made them feel safer and calmer.

Most students (91%) claim that attending lessons during which the teacher read children's English literature to the students was not difficult for them. Such lessons, in contrast to traditional lessons, put students in a pleasant mood, students sit on the carpet, they can lie down, they listen to interesting stories in English, they look at the illustration full of colours and they can guess what will happen next, they repeat the chorus and they are drawn into the story. What is more, 98% of the pupils would like to have more lessons during which the teacher reads English-language books to children. The students enjoy listening to the stories and they like taking active part in the lesson.

According to 89% of the pupils' statements, they were encouraged by the teacher to read books in English. This high level of encouragement may suggest that they are not scared of possessing low levels of language competency and are more likely to approach books written in English with positive attitudes.

Table 4. Students' responses to question 4

	Number of answers*
Feelings	
Interest	37
Enjoyment	36
Surprise	7
Indignation	1
Anger	0
Fear	0
Guilt	0
Sadness	0
Shame	0

* results were not given as a percentage because students could mark two answers in these questions

Source: Authors' own study.

The data reveal that most of the students enjoyed their classes – 37 persons felt interest and 36 experienced enjoyment when they attended lessons during which the teacher read an English book to them. Some pupils (7 persons) were surprised for they had never experienced such lessons. One student was uncomfortable during

the lessons. The majority of the students reacted positively to such lessons as they felt intrigued by the lesson content which was focused on the books written in English and reading them, and they also felt excited at the prospect of trying something new. The feeling of displeasure of one student might be a reflection of shifting the boundaries of his or her comfort zone – it was a new experience, a previously unknown territory – for him or her and, therefore, something that could have awakened some negative feelings.

DISCUSSION AND CONCLUSIONS

Reading competence involves constructing meaning and making sense of a written text. It requires the complex interaction of knowledge and skills at multiple levels. These include, for example, the recognition of shapes of letters of the alphabet, grapho-phonemic correspondences and the direction of text. In developing initial reading skills in a foreign language, it is beneficial to read aloud regularly with the children or to children while they follow the pictures and the text in a story or a book. This provides an implicit opportunity for children to become familiar with conventions of print and text. It also enables the teacher to show and share his or her own pleasure and enthusiasm for reading, which is likely to be catching, and to model the processes and strategies involved (Read 2007).

The results of the research showed that the majority of the students were very much interested in reading. They did read and they enjoyed reading. They read because they simply like reading. They enjoyed adventure books and stories about animals. The students liked adults reading books to them. However, the differences between the boys and girls occurred – the boys liked when adults read to them, whereas the girls did not. They preferred reading by themselves. The students read books for pleasure and reading made them feel good. They read a lot and they felt joy and interest during reading. However, they did not enjoy reading long and difficult words.

When it comes to reading in English, the students confirmed that they read books in English and would like to read in that language. When reading in English, they felt interest and joy. Most students admitted that the teacher read English books to them in the classroom and encouraged them to read in English on their own. The results of the research showed that reading, even in English, is connected with positive emotions. Several children said that they felt uncomfortable when they were reading in Polish, but also in English. But generally, positive emotions were mentioned by the students more often than unpleasant ones. The students enjoyed lessons where the teacher read English books to them. They found such lessons easy because evoked joy, interest and surprise. The majority of the students would like to have more of such lessons.

During the lesson, when the teacher read to the students, there was a nice and friendly atmosphere, combined with the effect of surprise. The children reacted pos-

itively, listened with interest and became involved in reading by repeating the text. It seemed that since reading could evoke positive emotions, the teachers should sometimes leave their textbooks and offer their students something new, something they could like. Such lessons could also allow to build strong and positive bonds between the teachers and their pupils.

The design of this study dictated some limitations that need to be addressed when interpreting the results. The first weakness was related to the research methodology. The proposed method had its strengths and weaknesses. Generally, questionnaires, as a method, do not allow a researcher to determine a cause-and-effect relationship between given variables. Additionally, there appears social influence – in case of a school survey one can never be sure if participants provide responses truthfully or respond in a way that is considered desirable or in line with social norm. The second weakness was related to a sample size (which was small), and the control group (which was nonexistent). A control group is not obligatory in non-experimental methods but it is always a nice addition. The third limitation of the study was related to a research design, it would be interesting to have a follow up study on longitudinal effects of the group's reading comprehension, reading strategies, fluency in Polish and English, and their attitudes to reading. The fourth limitation of our research was related to the questions. Many questions in the questionnaires were phrased as “yes”/“no” questions, but some of them should be analysed in order to have a broader scale to define a reliable answer.

In the future research, it would be beneficial to add a quasi-experiment to methodology in order to be able to talk about the influence of students' emotions and attitudes on their ability of reading and reading comprehension. It could be also beneficial to rephrase some of the survey questions to better fit the purpose of the study. In addition, it would be helpful to extend a group with different kinds of ESL pupils and to investigate how their cognitive and verbal abilities, and different socioeconomic background, would influence the research results.

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