

USE OF CLASSROOM LIBRARY TO PROMOTE EXTENSIVE READING: A
CLASSROOM ACTION RESEARCH

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A Dissertation

Submitted to
School of Education

in Partial fulfilment of the Requirements of the Degree of
Masters of Education in English Language Teaching

Kathmandu University
Dhulikel, Nepal

June 2026

AN ABSTRACT

of the dissertation of *Shreejana Bajracharya* for the degree of *Masters of Education in English Language Teaching*, presented on 23 June 2026 entitled *Use of Classroom Library to Promote Extensive Reading: A Classroom Action Research*.

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Extensive reading is widely recognized as an effective approach for developing reading fluency, vocabulary, comprehension, and positive reading habits. In the Nepalese context, however, students' reading is very limited to the prescribed textbooks and shows a lack of interest in voluntary reading. Students may lose the habit of reading due to limited access to reading materials, examination-oriented practices and lack of a strong reading culture in classrooms. This study examined how classroom library practices might be implemented for promoting extensive reading in grade 5 students.

Classroom Action Research (CAR) was used in this study, as proposed by Kemmis and McTaggart (1988), it was a cyclic process that involved planning, acting, observing, and reflecting. The study was carried out in a private school in Kathmandu, for 22 grade 5 students for seven weeks. Classroom observation, reflection exercises by students, book logs and reading participation records were used to gather data. This intervention was executed in three cycles of CAR, refining the intervention for each of the cycles based on reflections from the preceding cycle.

The results showed that giving students books was not enough to promote reading for pleasure. Student engagement was higher when they were given the choice of books to read based on their interests. The study also revealed that personalized reflection exercises (such as summary writing, illustrations, vocabulary collection, moral lessons, and book review videos) have a significant positive impact

on students' textual engagement. The use of book logs and positive reinforcement using the “Reading Star of the Week” helped to foster consistent reading. The classroom library intervention changed the motivational climate, improved students' engagement with reading, promoted learner autonomy and fostered positive reading behaviors among students.

Based on this study, it is suggested that classroom libraries become an effective and practical classroom strategy to encourage extensive reading in the English language classroom. It emphasizes the importance of student choice, reflective reading activities, student progress monitoring and recognition systems in the development of students' reading habits. The results can be beneficial for educators, administrators, and policymakers interested in developing instruction that fosters a love of reading in elementary students and provides them with a foundation for ongoing reading habits.

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23 June 2026

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शोध सार

अंग्रेजी भाषा शिक्षणमा स्नातकोत्तर उपाधिको लागि सृजना बज्राचार्यको शोधप्रबन्धको शीर्षक, “व्यापक पठनलाई प्रवर्द्धन गर्न कक्षाकोठा पुस्तकालयको प्रयोग: एक कक्षाकोठा कार्यमूलक अनुसन्धान” ९ असार २०८३ मा प्रस्तुत गरिएको थियो, ।

.....
सुरेन्द्र प्रसाद भट्ट
शोध निर्देशक

व्यापक पठनलाई पठन प्रवाह, शब्दावली, समझ र सकारात्मक पठन बानी विकास गर्न प्रभावकारी दृष्टिकोणको रूपमा व्यापक रूपमा मान्यता दिइएको छ। यद्यपि, नेपाली सन्दर्भमा, विद्यार्थीहरूको पठन निर्धारित पाठ्यपुस्तकहरूमा धेरै सीमित छ र स्वैच्छिक पठनमा रुचिको कमी देखाउँछ। पठन सामग्रीहरूमा सीमित पहुँच, परीक्षा-उन्मुख अभ्यासहरू र कक्षाकोठामा बलियो पठन संस्कृतिको अभावका कारण विद्यार्थीहरूले पढ्ने बानी गुमाउन सक्छन्। यस अध्ययनले कक्षा ५ का विद्यार्थीहरूमा व्यापक पठनलाई प्रवर्द्धन गर्न कक्षाकोठा पुस्तकालय अभ्यासहरू कसरी लागू गर्न सकिन्छ भनेर जाँच गर्यो। केमिस र म्याकट्यागार्ट (१९८८) द्वारा प्रस्तावित यस अध्ययनमा कक्षाकोठा कार्य अनुसन्धान (CAR) प्रयोग गरिएको थियो, यो योजना, अभिनय, अवलोकन र प्रतिबिम्ब समावेश गर्ने एक चक्रीय प्रक्रिया थियो। यो अध्ययन काठमाडौँको एक निजी विद्यालयमा २२ कक्षा ५ का विद्यार्थीहरूको लागि सात हप्ताको लागि गरिएको थियो। कक्षाकोठा अवलोकन, विद्यार्थीहरूद्वारा प्रतिबिम्ब अभ्यास, पुस्तक लग र पठन सहभागिता रेकर्डहरू डेटा सङ्कलन गर्न प्रयोग गरिएको थियो। यो हस्तक्षेप CAR को तीन चक्रमा कार्यान्वयन गरिएको थियो, अघिल्लो चक्रबाट प्रतिबिम्बको आधारमा प्रत्येक चक्रको लागि हस्तक्षेपलाई परिष्कृत गर्दै। मेजिरोवको (१९९०) रूपान्तरणकारी सिकाइ सिद्धान्तले अध्ययनलाई मार्गदर्शन गर्‍यो।

नतिजाहरूले विद्यार्थीहरूलाई आनन्दको लागि पठनलाई प्रवर्द्धन गर्न पर्याप्त नभएको देखाएको छ। उनीहरूको रुचिको आधारमा पढ्नको लागि पुस्तकहरूको छनोट दिइँदा विद्यार्थीहरूको संलग्नता बढी थियो। अध्ययनले यो पनि पत्ता लगायो कि व्यक्तिगत प्रतिबिम्ब अभ्यासहरू (जस्तै सारांश लेखन, चित्रण, शब्दावली संग्रह, नैतिक पाठहरू, र पुस्तक समीक्षा भिडियोहरू) ले विद्यार्थीहरूको पाठ्य संलग्नतामा महत्वपूर्ण सकारात्मक प्रभाव पार्छ। "हप्ताको पठन तारा" प्रयोग गरेर पुस्तक लगहरू र सकारात्मक सुट्टीकरणको प्रयोगले निरन्तर पठनलाई बढावा दिन मद्दत गर्‍यो। कक्षाकोठा पुस्तकालय हस्तक्षेपले प्रेरणादायी वातावरण परिवर्तन गर्‍यो, विद्यार्थीहरूको पठनमा संलग्नता सुधार गर्‍यो, विद्यार्थीहरूको स्वायत्ततालाई बढावा दियो र विद्यार्थीहरूमा सकारात्मक पठन व्यवहारलाई बढावा दियो।

यस अध्ययनको आधारमा, यो सुझाव दिइएको छ कि कक्षाकोठा पुस्तकालयहरू अंग्रेजी भाषाको कक्षाकोठामा व्यापक पठनलाई प्रोत्साहित गर्न प्रभावकारी र व्यावहारिक कक्षाकोठा रणनीति बनेछन्। यसले विद्यार्थीहरूको पठन बानीको विकासमा विद्यार्थीको छनोट, प्रतिबिम्बित पठन गतिविधिहरू, विद्यार्थी प्रगति अनुगमन र पहिचान प्रणालीको महत्त्वलाई जोड दिन्छ। प्राथमिक तहका विद्यार्थीहरूमा पढ्ने प्रेम जगाउने र निरन्तर पढ्ने बानीको लागि आधार प्रदान गर्ने निर्देशन विकास गर्न इच्छुक शिक्षक, प्रशासक र नीति निर्माताहरूका लागि परिणामहरू लाभदायक हुन सक्छन्।

९ असार २०८३

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सृजना बज्राचार्य

उपाधि उम्मेदवार

This dissertation, entitled *Use of Classroom Library to Promote Extensive Reading: A Classroom Action Research*, was presented by *Shreejana Bajracharya* on 23 June 2026.

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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any scholar upon request for academic purpose.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

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DEDICATION

This dissertation is lovingly dedicated to my beloved parents, Sidhi Ratna Bajracharya and Indra Kumari Bajracharya.

ACKNOWLEDGEMENTS

My sincere and deepest thanks is to my supervisor, Surendra Prasad Bhatt, who constantly guided me, gave me valuable feedback, encouragement and never wavered from supporting me throughout this dissertation process. I learned a great deal from his clear guidance and helpful feedback to develop this study.

I would like to thank the Head of the Department, Assoc. Prof. Tikaram Paudel, PhD, for his encouragement and academic guidance throughout my master's program. I would also like to express my sincere gratitude to the external examiner Assoc. Prof. Laxman Prasad Bhandari, for his useful and insightful comments on this dissertation that significantly enhanced its quality.

I would like to express my deep gratitude to all of my teachers from Kathmandu University School of Education, M.Ed. ELT program. They have helped me in many ways with their knowledge, inspiration, guidance and dedication in my academic and professional life.

A special thanks to my dearest colleague and friend Sabina Tamang. I am deeply grateful for her constant encouragement, support and assistance in completing this dissertation. It would have been much more difficult to complete this dissertation without her timely help and motivation.

Last but not least, I owe a special debt of gratitude to my dear parents, Sidhi Ratna Bajracharya and Indra Kumari Bajracharya, for their love, sacrifice, faith and support throughout my life and education. Their encouragement has always been my greatest source of strength. I also owe a debt of gratitude to my brother, Yogesh Ratna Bajracharya, for his love, encouragement and support. Finally, I would like to express my gratitude to all of my family members and well-wishers who have been accompanying me on this journey through prayer, understanding and support.

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ABBREVIATIONS

CAR	Classroom Action Research
ELT	English Language Teaching
ER	Extensive Reading
FVR	Free Voluntary Reading
KUSOED	Kathmandu University School of Education
M.Ed.	Master of Education
TLT	Transformative Learning Theory

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CHAPTER I

INTRODUCTION

In this chapter, I highlighted the overall introductory section including the background of the study (where I describe my personal experience with student's reading reluctance), rationale, problem statement, purpose, and research questions for the benefits of the readers.

Background of the Study

Being a primary-level English teacher with a working experience of more than nine years, a significant issue in student behavior and reading habits has always been noticed. Although my fifth-grade students are able to decode words and respond to literal comprehension questions on the assigned texts, they are significantly reluctant to read on their own or volitionally. They have become more realistic concerning their unwillingness to read other than what is prescribed by the textbooks and their recurring habit of evading reading material that is challenging. This lack of connection between basic reading and actual reading is where one can see a major problem with English language teaching (ELT) in Nepal: students are learning how to read but not to read with pleasures and purposes. The program was expected to develop reading skills and make the students acquainted with various literature other than the textbooks.

Nevertheless, in our expectation, students showed great hesitation in using these books. They would always lean towards books with little text especially those that did not contain challenging or substantial reading information despite the fact that they would be present in the school library. This tendency to avoid reading was not unique to poor students; even high-achieving students were not keen on reading exceeding what they were explicitly tested on during examinations. The meaning of this tendency was worrying. Students treated texts as machines and mostly worked on word-level decoding, without being concerned with meaning-making or enjoyment. They did not have plans of how to interact with unfamiliar texts on their own and hardly read to have fun.

The observations in classrooms have shown that on requesting reading silently, most students simply turned pages without being engaged, whereas some students have appeared restless and tried to find other activities that please them. This

was great concern to me because extensive literature has indicated that the reading habits are fundamental in enabling students to be life long learners (Day & Bamford, 1998). On the same note, voluntary reading has also been cited as a major aspect towards developing a positive relationship with literacy (Krashen, 2004). Considering this issue, I started to look at the systemic variables that lead to the process of students becoming lifelong learners (Day & Bamford, 1998).

In addition, I looked at how these factors lead to a good relationship with literacy (Krashen, 2004) The physical separation between classrooms and school library posed a great obstacle; students were not able to do impromptu reading as they only accessed libraries during the scheduled times once or twice a week. The students were not able to choose the right type of books within this short time limit and most of them went away with no books or with books that they never opened. The strict borrowing processes and short term lending did not encourage involvement either.

Moreover, since reading materials were not available within immediate classroom setting, reading was an isolated and special process as opposed to an integrated and natural aspect of day-to-day learning. My cognition on these concerns was greatly enhanced when I was present in one of the professional development sessions on extensive reading by Prof. Laxman Gyawali in Kathmandu University. It was a transformative experience that exposed me to the idea of extensive reading (ER) which is quite the opposite of intensive, teacher-led reading instruction that was the predominant methodology that I followed. Prof. Gyawali emphasized that learners should read extensively as much readable and interesting reading material as they can, at their own pace and based on their interests (Krashen, 2004).

Similarly, Waring, (2011) points out the importance of extensive reading as a way of developing long-term reading habits. More importantly, he emphasized the importance of accessibility: to support extensive reading, books should be easily accessible in the classroom, not locked away in the faraway libraries. And it is based on this discovery that I decided to create a classroom library to support extensive reading in my students. I selected about 50-60 books of different genres, difficulty level, and topics thoroughly to make sure that each student could find texts which are in their interests and reading skills. The books were put in a convenient basket in the classroom, and this is an inviting reading experience, which was visible. Another change I implemented was the use of 20 minutes of daily reading time in the classroom schedule and creation of reading journals where students could document

their experiences and thoughts related to reading. The change that occurred was beyond what I had expected. Students started independently choosing and reading books during specific reading time, and more often during other periods of the day such as starting lessons, during breaks and even lunchtime. Unplanned peer conversations of books took place naturally, as students would suggest books to other students and discuss the aspects of the stories. There was a significant enrichment of their involvement in texts and their reading interest showed itself in the classroom.

Above all, the attitude of students to reading turned into more of a pleasure than an obligation; students started defining themselves as readers and looking at books as the sources of pleasure instead of a scholarly assignment. It also, however, posed some critical implementation questions: What particular strategies resulted in the classroom library being effective? What might be done to narrow the gap to even the more resistant readers? What will be some obstacles other teachers could encounter during the development of similar initiatives? The following questions inspired the current study.

Extensive reading as defined by Day and Bamford (1998) is the reading of large amounts of comparatively effortless, self-selected and non-analytical reading with the aim of enjoyment and overall insight. Similarly, Waring (2011) emphasizes the need to read large volumes of available and engaging text in order to become reading fluent and motivated. In contrast to intensive reading, where the primary emphasis is on accurate analysis of short texts under the supervision of a teacher to teach particular comprehension skills, extensive reading is based on the development of fluency, acquiring vocabulary due to the regularity of exposure to it, and positive attitude towards reading (Renandya & Jacobs, 2016). The main objectives are the creation of the reading speed, the creation of the overall comprehension, and the development of lifelong reading (Adhikari & Shrestha, 2023).

Extensive reading implementation is based on a classroom library, i.e., a collection of books and reading resources that are curated and are placed in the classroom. In contrast to the centralized school libraries where one has to visit the library specifications and borrowing is a formal process, classroom libraries allow access to a variety of texts all the time during the school day (Allington, 2012). This ease of access removes barriers to logistics and makes reading a daily routine and not an occasion. Reading is integrated into the classroom life when they have books in the learning process.

Although the advantages of extensive reading and the possibilities of classroom libraries that facilitate it are well-documented, in the Nepalese educational setting these methods are not used and under-researched. There are very limited research studies conducted on implementation of Extensive Reading in Nepal and even fewer research studies that focus on practical experience of teachers with use of Classroom Library, formation, challenges and ways of sustaining students' attention and engagement with CL and results (Adhikari & Shrestha, 2023). Likewise, Dhakal (2021) points to no research into the subject of teacher's experiential knowledge about implementing extensive reading practices. This ignorance is especially alarming within the framework of the educational environment of Nepal, where English language teaching is largely textbook-based, with little chance of reading habits development (Poudel, 2018). Similarly, Shrestha (2018) emphasizes the fact that little attention is paid to developing voluntary reading habits in the classroom.

According to Adhikari and Shrestha (2023), an effective instruction of reading should be based on the balance between intensive and extensive opportunities of reading at the classroom. Classroom libraries fill this gap by having the vast amounts of reading materials easily available in the classroom setting. Nevertheless, as it has been shown, extensive reading is not something that takes place on its own; it must be facilitated by a teacher, the selection of proper materials must be made, the classroom conditions should be created, and the process should be connected with the overall learning objectives (Renandya & Jacobs, 2016). Teachers have a key role in being reading champions, reading environment creators, and role models of reading passion and bring students to the right reading materials.

This study is based on my own experience of establishing a classroom library and observing the way it has changed teaching and learning behavior among students in terms of their reading response and reading behavior. This Classroom Action Research (CAR) helped me to explore the systematic investigation, refinement, and documentation of the process of utilizing classroom libraries to encourage extensive reading. Through repeated planning, acting, observing, and reflecting based on the Kemmis and McTaggart (1988) model, I conducted experiments on the best approaches that would enable other teachers to implement in the same situations using practical and evidence-based methods.

The research has a narrow scope with particular reference to how classroom libraries can be successfully implemented in encouraging extensive reading amongst

fifth-grade learners in a private school in Kathmandu, Nepal. By following the regimen of three CAR cycles that I applied during seven weeks and including 22 students in the process, I managed to learn about the common methodology of book choice, reading, reflection, and motivation. The study is conducted on what succeeded, what failed and why, giving clear information about success and failure. This study not only provides useful information which can guide the work of other teachers in an attempt to encourage extensive reading using classroom libraries but also grounds its investigation on real classroom practice and records the ugly realities of such endeavors.

Rationale of the Study

The research finds that there is a wide gap in English language teaching in Nepal, in which the reading process is largely textbook-based and test-focused, and therefore, not allowing students to form true reading habits (Poudel, 2018). Similarly, Shrestha (2018) states that these practices do not develop positive attitudes towards literacy. Although the advantages of extensive reading are already known to an international audience, such as the enhancement of fluency, understanding, vocabulary, and reading habits throughout the rest of their lives. Nation (2013) also note the importance of extensive reading in developing positive attitudes towards reading and language acquisition in general. But little has been done in terms of its practical use in Nepalese classrooms. The justification of the research study is based on a number of interrelated premises. To start with, there is a high discrepancy between the understanding on how to read and the desire to read on the side of the students. I have been working at this school and there I have noticed students who are able to decode the reading and answer the comprehension questions but fail to read voluntarily. They are also reluctant to choose difficult books, read when necessary, and see reading as a part of their studies, and not a fun thing. The trend is a part of a broader issue in Nepalese ELT practices, where the development of reading skills is primarily based on textbook-related practices, which do not allow developing reading habits (Bhatt, 2023). Similarly, Phyak (2011) points to the insufficiency of focusing on the development of the intrinsic motivation of learners to read. Extensive reading provides a supplementary method which develops reading fluency, creates reading stamina and above all positive attitudes towards reading- aspects not sufficiently covered by conventional instruction.

Second, the lack of willingness of students to read additional literature books at this school is an illustration of a rather common issue: even though there are efforts to encourage students to read, they do not choose difficult pieces of writing and only read when it is necessary. The reason behind this reluctance is partly due to lack of access; school libraries are physically remote, restricted in time, but also due to absence of reading cultures in the classroom where books are not seen and reading is not viewed as a form of personal enjoyment but as an academic requirement. The efforts of enhancing reading will be surface level without dealing with these systemic barriers. Classroom libraries are an effective, viable intervention that erases the barriers to access and popularizes reading as a daily activity that is part and parcel of classroom life.

Thirdly, teachers play an important role in fostering reading culture and attitudes among their students but their experiences, practices and problems regarding extensive reading in classroom libraries are little known (Adhikari & Shrestha, 2023). Similarly, Dhakal (2021) notes that there is a lack of exploration of the practical application of extensive reading by teachers in Nepalese classrooms. Majority of studies on extensive reading are outcome-oriented i.e. they show that it is beneficial in enhancing reading comprehension and vocabulary; however, do not offer much information on how it can be applied in a resource constrained, examination-driven scenario such as Nepal. This research paper covers that gap in implementation by reporting a systematic work by a teacher to create and develop a classroom library intervention, along with practical implications based on realities in the classrooms.

Fourth, action research methodology allows practitioners to become knowledge producers, who systematically research and better their practice (Mertler, 2020). This study illustrates through the description of my classroom library implementation in the form of the ongoing CAR cycles that teachers may take inquiry positions regarding their practice, learn both by the failures and the successes and create contextually relevant solutions to the issues in their practice. The contribution of this methodology lies in the fact that it represents an image of teacher professionalism that goes beyond the passively received and implemented externally prescribed program towards active designing of evidence-based innovations.

Fifth, the results of the study have a practical application to various stakeholders. To the classroom teachers, it offers tangible advice on how to institute classroom libraries, the correct choice of stuff to use, the creation of exciting

activities, encouragement of the unwilling reader and the monitoring of progress- not to mention the candidly detailed recount of difficulties met and the manner in which these were overcome. School administrators and policymakers will find it to show how the classroom library interventions are feasible and impactful and potentially base their resource allocation decisions and professional development priorities. To teacher educators, it provides an example of action research in action and how systematic inquiry can be used to promote pedagogical improvement.

Lastly, this study is a response to the literature that there is a need to conduct more context-specific studies on extensive reading implementation. Although the advantages of extensive reading are well-documented in the context of the West, there is scant knowledge on the functionality of the approach in the context of multilingual and resource-limited environments with English as a foreign language and taught using textbooks (Renandya & Jacobs, 2016). Through analysis of classroom library as an intervention in one of the Nepalese private schools, the research will help in the realization that studies can be applied to the specific educational conditions, including the necessary changes and the aspects of the context that affect the success of the intervention.

In short, this study has a value as it can help solve a real pedagogical problem: a reading reluctance and a lack of reading habits among the students are discussed with the help of the evidence-based intervention that the teachers can actually apply in their practical activity. Tackling the disorderly facts of classroom library application in three cycles of CAR, the research gives practical solutions that can guide other educators to facilitate extensive reading and develop reading behavior in their students. In the end, this study should be able to help change reading as a mandatory school activity into a pleasant activity that one enjoys, which makes his or her reading a life-long process that creates true interaction with texts.

Problem Statement

Employing the method of extensive reading has been largely identified as an efficacious means of achieving fluency and literacy on the language aspect. Literature shows that massive reading can boost vocabulary learning by exposing the learners to words in different contexts (Nation, 2013). It enhances reading fluency and understanding of texts with the help of ongoing work with texts (Krashen, 2004). Extensive reading also creates the automatic word recognition which lessens the mental workload during reading (Day & Bamford, 1998). It also instills favorable

opinions about literacy that facilitate life long learning (Renandya & Jacobs, 2016). The classroom libraries can be considered invaluable mediators of the extensive reading because they give learners the direct access to the variety of reading resources in the learning environment (Allington, 2012). All these advantages make classroom library-based extensive reading a good prospective intervention to overcome the problem of reading motivation and engagement in language learning environments.

Although the advantages of extensive reading in the formation of reading habits, reading fluency and positive attitudes to literacy have been well documented over the years, students in most Nepalese schools, and even in similar institutions in Kathmandu, have still been shown to exhibit a chronically low desire to read anything other than the textbooks they are given. Such reading reluctance is expressed in avoidance of difficult reading, lack of voluntary reading, low reading endurance and lack of independence in reading books- problems that can not be effectively handled by textbook-based instruction alone. A significant number of fifth graders at research site can read all the way through a text and answer questions correctly based on the specific and explicit information presented in the text. However, they do not seem to read literature books provided at the end of every term but rather picture books which require less reading ability. This tendency is symptomatic of a larger system-wide issue of Nepalese ELT, in which reading is not understood as an enjoyable, meaningful practice, but as the task (Phyak, 2011), and students have little time to build reading habits by using reading texts that they find interesting.

This is caused by a number of factors that are interrelated with each other. School libraries are not always available but not fully used because of the physical distance to classrooms, limited access time, and formal borrowing systems, which do not encourage spontaneous reading. Lack of reading materials in the immediate classroom settings implies that reading is only done in specified library sessions and not on a daily basis. Students do not have options of selecting reading material according to their personal interests and suitable levels of difficulty, but they are exposed to teacher-provided reading material which might not be suitable to them depending on their interests and capabilities. Also, the examination-based system of education does not provide much time to instruct activities (Dhakal, 2021) such as extensive reading that are not directly evaluated and teachers are not typically trained to teach in the style of extensive reading and in the methods of fostering independence in reading (Poudel, 2018).

Although classroom libraries can be seen as one of the possible solutions to such challenges by allowing the provision of broad and self-selected reading content in a classroom setting, (Dhakal, 2021) which essentially facilitates their application in Nepalese settings, the lack of critical knowledge prevents their successful application. There exists a lack of knowledge on how teachers can effectively organize and operate classroom libraries to facilitate extensive reading, such as useful ways of selecting books, physical arrangement, and combination with the existing curriculum requirements, and long-term maintenance (Adhikari & Shrestha, 2023). Also, studies do not offer numerous suggestions of strategies that can effectively attract different learners, such as reluctant readers, students whose reading abilities and interests differ (Shrestha, 2018). The teachers do not understand what exact difficulties they can face when using classroom library interventions- resources limitation, time limitations, curriculum pressures, student resistance and how are those difficulties to be effectively handled (Poudel, 2018). Additionally, there exists insufficient information on how implementation strategies can be actively refined in iterative cycles of action and reflection to produce sustained (lasting) and meaningful gains in reading engagement and reading habit development, and what academic outcomes are produced through the successfully applied classroom library interventions as opposed to reading volume outcomes.

Such gaps in knowledge are especially serious in the Nepalese context, where the studies on the usage of extensive reading are scarce (Adhikari & Shrestha, 2023). Likewise, as Dhakal (2021) mentions, there are even fewer studies devoted to classroom libraries. Despite the theoretical benefits of extensive reading in acquiring reading fluency (Day & Bamford, 1998), the development of reading comprehension (Krashen, 2004), and reading motivation (Nation, 2013) that are supported by the international research, little and insufficient research has been conducted on its application in Nepal classrooms. context-related studies are required to comprehend the ways in which these advantages can be achieved in resource-intensive, examination-focused education systems where English is a foreign language and students are exposed to very little English reading material outside of the classroom. The current studies focus more on the results of extensive reading as opposed to the process of implementation, and thus, the teachers lack real examples on how to set and manage successful programs. Articles that prove that extensive reading is an effective way to improve reading skills and reading habits do not fully cover how

teachers can establish environments where extensive reading can thrive especially in situations where students do not have an existing reading habit, where reading resources are limited and where teachers themselves are not well trained as readers or as practitioners of extensive reading.

Purpose of the Study

The purpose of the study was to promote the extensive reading in English language classrooms through the use of a classroom library.

Research Question

1. How do classroom library practices promote extensive reading in English language classroom?

Delimitation of the Study

. The research was restricted by investigating the concept of extensive reading promotion by using classroom library practices. The action research explored the implementation strategies in seven weeks. The study participants were 22 Grade 5 children of a private school in Kathmandu, Kirtipur. In the given research, classroom library was chosen as the main means of extensive reading promotion, which included the study of book choice procedures, reading habits, and reflection tasks.

Although the findings can provide valuable information about effective practices, they are context-dependent, as the study was conducted in a single classroom and during a specific time period. This means that various educational contexts, student populations, and resources available may necessitate modifications to the strategies employed.

Chapter Summary

This chapter presented my classroom action research project that examined the application of classroom libraries to facilitate extensive reading to my Grade 5 students. Being a primary English teacher with nine years of experience, I have discovered that, my students were acquainted with the necessary levels of decoding skills, but were reluctant to read voluntarily, except textbooks. I based my classroom library intervention on one of these professional development events at the Kathmandu University where I learned classroom library intervention using student choice, daily reading time and reflection activities. This chapter has identified the study background outlining my personal experience with student reluctance to read, the rationale to fill the gap between reading ability and reading motivation in Nepal ELT, problem statement, which identified the poor research on classroom library

practices in Nepal, my rationale of promoting the use of extensive reading through classroom library practices, my research question, which is the need to study how classroom library practices can lead to extensive reading, and the limitations, which included the need to study the reading patterns of 22 Grade 5 students in a privately-run school in Nepal over a period of seven weeks using classroom action research methodology.

CHAPTER II

LITERATURE REVIEW

This chapter provides a literature review in the areas of extensive reading and classroom libraries in teaching English language in a classroom environment. The review is divided into themes: conceptualizing extensive reading to define theoretical background of the research, the benefits of extensive reading as found in the literature, the role of teachers in encouraging extensive reading processes, the challenges related to the implementation of extensive reading especially in the context of resource constraints, the interrelationship between the intensive and extensive reading models, description of the theoretical framework which directs this study based on Transformative Learning Theory, the empirical studies carried out internationally and nationally on the topic, and the gap in the literature in relation to this research. This systematic review gives the theoretical and empirical background of how classroom libraries may be useful as an instrument of encouraging extensive reading in Nepalese students.

Conceptualizing Extensive Reading

Extensive reading (ER) has been widely acknowledged as a powerful strategy for developing language proficiency. This method emphasizes reading for enjoyment and exposure to a wide range of texts, which fosters improvements in vocabulary, reading fluency, comprehension, and overall linguistic competence. Waring (2011) defines ER as an approach where learners engage with large quantities of relatively easy material. The focus is on fluency, comprehension, and exposure to various linguistic structures, which supports natural language acquisition. Unlike intensive reading, which targets specific skills such as detailed comprehension and critical analysis, ER encourages learners to read at their own pace, emphasizing quantity over depth for linguistic and cognitive gains. According to Bhatt (2023), extensive reading complements intensive reading by allowing students to choose texts based on their interests, which promotes motivation and self-directed learning. Together, these approaches foster a balance between deep comprehension and the development of overall language proficiency.

Benefits of Extensive Reading

The benefits of extensive reading are multifaceted, influencing not only language skills but also students' long-term academic success and reading habits. Renandya and Jacobs (2016) emphasize that ER provides a low-pressure environment for learners to naturally acquire vocabulary and internalize linguistic patterns through repeated exposure to words and structures in various contexts. This leads to improvements in reading speed, comprehension, and the ability to use language in communication. Adhikari and Shrestha (2023) highlight that ER plays a pivotal role in developing lifelong reading habits. Their research emphasizes the need for schools to balance classroom-based intensive reading with out-of-class extensive reading to maximize student engagement and learning outcomes.

Role of Teachers in Promoting Extensive Reading

Teachers have been identified as key players in the promotion of extensive reading (ER) in their findings repeatedly. Adhikari and Shrestha (2023) state that reading role models play a significant role in influencing students' reading habits, as this encouragement is crucial, particularly for teachers. Teachers should guide students to choose suitable reading materials, encourage students to read regularly, establish reading environment and introduce reading tasks into classes so as to promote ER, they focus on this. Likewise, Dhakal (2021) revealed that teachers can contribute to the students' interest in reading by encouraging them regularly, tracking their reading progress, and providing them with appropriate reading materials. The results of these studies indicate that teachers' engagement is important in developing positive reading attitudes and maintaining the students' interest in extensive reading. But Dhakal (2021) also points out that teachers' efforts in supporting extensive reading in Nepal's classrooms face obstacles in the form of limited resources, low student motivation, and lack of satisfactory teacher training.

Challenges in Implementing Extensive Reading

Extensive Reading (ER) faces significant challenges in Nepal, particularly due to limited resources and insufficient infrastructure. Many schools lack well-stocked libraries with age-appropriate and engaging reading materials, making it difficult for students to access books beyond their textbooks (Poudel, 2018). Even in private schools, budgetary constraints and a focus on prescribed curricula prevent investment in diverse resources necessary for fostering a culture of reading. This scarcity of

materials limits students' opportunities to engage in ER, which directly impacts their language development.

Another challenge is the lack of teacher training and professional development opportunities related to ER practices. Teachers often lack the knowledge and skills to integrate ER into their teaching methods effectively (Dhakal, 2021). Additionally, the exam-oriented education system in Nepal leaves little room for activities like ER that are not directly assessed in exams (Adhikari & Shrestha, 2023). This focus on rote learning discourages both teachers and students from prioritizing ER, reducing its potential to enhance language proficiency and foster a love for reading.

Institutional and systemic constraints further hinder the promotion of ER in Nepal. Schools often lack clear policies or initiatives to support ER, and there is minimal institutional encouragement for developing reading programs or motivating students to read for pleasure Shrestha (2018). Moreover, language barriers in a multilingual society like Nepal pose challenges, as many students struggle with English comprehension, making it difficult for them to engage with ER materials (Bhandari, 2016). Addressing these challenges requires collaborative efforts from educators, policymakers, and institutions to provide resources, train teachers, and promote a culture of reading, ultimately enhancing the effectiveness of ER in Nepalese classrooms.

Bridging Intensive and Extensive Reading

Effective language instruction should combine intensive and extensive reading, as each serves unique purposes in language acquisition. Bhatt (2023) points out that extensive reading and intensive reading contribute to language learning. Intensive reading, an approach that is usually teacher-led, allows learners to acquire specific reading skills such as prediction, skimming, scanning, and detailed comprehension, according to the author. In contrast, extensive reading offers learners opportunities to read on their own and to read more meaningful amounts of text, thereby raising reading fluency, vocabulary building and reading motivation. Bhatt (2023) does not see these two approaches as opposed but complementary in fostering students' language development. Together, these methods create a comprehensive reading program that addresses both skill development and language fluency.

Theoretical Review

The use of Transformative Learning Theory by Mezirow (1978) in this study is based on the theory which states that learning is a process of bringing past

interpretations so as to construct new or a modified understanding of the meaning of the experience one is in so as to act on it in the future. Transformative learning is the process that is brought about by individuals when they critically reflect on their assumptions, with the end result being the transformation of perspectives, which is the basic change in the way that they perceive themselves and their world (Mezirow, 2000). This theory stresses the importance of meaningful learning which occurs when learners critically review what they have believed in and practiced, when they experience disorientation dilemmas that threaten their former beliefs and when they finally formulate newer, more inclusive views. According to Taylor (2007), transformative learning consists of ten stages such as experiencing a state of disorienting dilemma, personal exploration, critical evaluation of assumptions, realisation of shared experiences, exploration of new positions and relationships, planning of course of action, acquisition of knowledge and skills, tentative experimentation with the new roles, development of competence and reintegration into life depending on new perceptions. The theory is more applicable in the education settings where practitioners apply the concept of reflective practice to change teaching methods and identity.

Transformative Learning Theory was used in my classroom action research in several aspects. To begin with the fact that my initial observation of the reading resistance among students was a disorienting dilemma that not only challenged my assumptions about the effective reading instruction but also made me realize that, although I was choosing the right materials, my teacher-centered teaching was not promoting the true engagement among students. This encouraged self-criticism regarding my pedagogical beliefs and practices regarding student autonomy. Second, by means of CAR cycles, I was constantly in a critical reflection of my teaching techniques and was wondering why some of my interventions were ineffective (books chosen by teachers in Cycle 1, a complex structure of activities in Cycle 2), and what assumptions were behind their failure. This reflective practice resulted in perspective change about student agency- I have ceased to think about myself as the decision-maker who chooses the right materials to learn but I have seen students as decision-makers in their own learning process. Third, the theory informed my understanding of how the students became unwilling readers but changed into willing ones as they acquired new views regarding reading with the help of choice, differentiated reflection, and community recognition. Lastly, my professional identity changed as

well, but this time instead of a conventional instructor with predetermined curricula, it was a reflective practitioner who conducts systematic research and developments of practice as an evidence-based approach. This theoretical framework made me recognize that we all had gone through transformative learning, my students as well as I, and they both changed their identity as readers and I changed my pedagogical philosophy and practice.

Empirical Review

Extensive reading has been the subject of a number of empirical studies that shed light on its implementation in different contexts that would be relevant in this study. I have collated these studies based on context and focus to show the research landscape.

In an experimental research design, Yamashita (2013) took 44 Japanese university students who investigated the impact of the extensive reading on reading attitudes and motivation. The researcher discovered that, students in the extensive reading group had significant better attitude towards reading in English and higher intrinsic motivation as compared to the control group. This research shows that, affective dimensions of reading can be changed not only skills, but also with the help of ER.

The study by Robb and Kano (2013) dealt with a year-long extensive reading program in a group of 149 Japanese high school students. Their quasi-experimental experiment demonstrated that students who took part in ER experienced more improvements in reading comprehension and vocabulary than the students who were given conventional instruction. Notably, the researchers recorded that student choice in material selection was a paramount variable in the success of the program with student who chose the books to read greatly reading more than those who were assigned the books.

Paudel (2019) presented the findings of the qualitative interview of 12 secondary-level English language teachers (ELT classrooms) based on the teachers' perceptions of the implementation of the extensive reading. The research found out that in spite of teachers perceiving the theoretical advantages of ER, they were confronted with significant obstacles such as inadequate resources, insufficient time in exam oriented curriculums and insufficient administrative backing. The results of Paudel added light to the issue concerning the lack of knowledge and application of the theoretical knowledge in the Nepalese schools that have limited resources.

Adhikari and Poudel (2020) have critically evaluated methods and activities embraced by M.Ed. student teachers of English in Nepal to teach reading. The researchers observed and interviewed 15 student teachers in the classroom settings and discovered that teaching reading was largely teacher-centered and textbook-based with little incorporation of the principles of extensive reading. The research highlighted what teachers educators need to improve is the education program that would equip teachers with different reading strategies such as ER.

The study on extensive reading in the context of Nepali EFL has pointed out its potential to enhance language ability and reading motivation of students. For instance, Sharma and Basnet (2025) investigated how extensive reading was implemented in one secondary school in Nepal, and they arrived at the conclusion that it worked best when the teachers actively facilitated the choice of texts that students were interested in and proficient with. The study indicated that students' language competence, self-confidence and autonomy in reading benefited from incorporating the extensive reading activities into their daily classroom routines. Likewise, Sharma (2024) investigated English teachers' experiences of using extensive reading in schools in Kathmandu and revealed that teachers' conception of extensive reading was that it helped them to develop learner autonomy, motivation, and positive attitudes to reading. Nevertheless, it was limited by problems like lack of library materials, selection of books at their grade level, and the lack of teacher preparation. From these studies, it can be concluded that there are significant factors that contribute to successful use of Extensive Reading in EFL classrooms in Nepal such as teacher support, access to appropriate reading materials, and continuous involvement in classrooms.

Burns (2015) reported a research study that was an action research initiative in which an Australian ESL teacher used a classroom library intervention with adult migrants. The teacher-researcher narrowed down strategies of material selection, reading time allocation and progress monitoring through three cycles of planning, action, observation and reflection. This paper has shown how logical practitioner inquiry might produce contextually-suitable solutions with the teacher finding out that student-guided book talks were more effective than teacher-guided discussions when encouraging engagement.

All these empirical studies prove that extensive reading may positively affect language proficiency, reading motivation, and positive attitudes in case of their

successful implementation. Nevertheless, they also expose considerable issues in terms of implementation, especially in such situations as Nepal where resources are scarce, curriculums are examination-based and teachers are poorly trained. The articles lay stress on such critical success factors as student choice in the choice of materials, sufficient time management, proper materials at different levels, facilitation skills of teachers, and institutional support. Strikingly, the action research study by Burns (2015) depicts how the practitioner inquiry can fill the theory-practice gap by providing contextualized strategies-a strategy that is directly applicable to my CAR study. The discrepancy between the international and the Nepalese realities demonstrates the necessity of the context-specific studies exploring the ways the ER principles can be applied to the Nepalese limitations and cultural frameworks.

Research Gap

Based on the literature reviewed, extensive reading has been evidenced to be effective enough in enhancing language ability, reading fluency, vocabulary and reading motivation. According to Nation (2013), development of language is highly related to extensive reading because there are lots of comprehensible input for language development provided by extensive reading. Likewise Shrestha (2018) emphasizes the importance of extensive reading in cultivating positive reading habits and in creating lifelong reading interest. Challenges like limited reading materials, teacher preparation, and institutional support are some of the factors that deter the implementation of extensive reading in Nepal (Dhakal, 2021).

If we see the trends in research, I find diverse researches Bhatt's research broadly focuses on English language teachers' professional development and self-directed learning (Bhatt, 2021), professional identity and journeys (Neupane & Bhatt, 2023), wellbeing (Bhatt, 2023; Maharjan et al., 2024), school culture (Bhatt, 2023; Bhatt & Kapar, 2023), professional agency (Khanal et al., 2025), gendered professional struggles (Bhatta & Bhatt, 2024), learners' experiences (Kappar & Bhatt, 2022), parents' perspectives on English-medium instruction (Mishra & Bhatt., 2021), and collaborative language teaching practices. The trend of research is teachers part and from the outer prospective.

However, little action research has been conducted in the Nepal setting to look at the use of classroom libraries as an effective intervention for extensive reading in the primary level. Focusing on the classroom library, in particular, little has been done to promote independent reading and a sustained reading habit among students. Thus,

the purpose of this action research is to implement and assess the application of a classroom library to create extensive reading among grade 5 students and to see the effects of using a classroom library on students' involvement in reading and reading behavior.

Chapter Summary

In this chapter, I reviewed relevant literature to provide theoretical and empirical grounds to this study. The review revealed that extensive reading in terms of reading a lot of self-selected content in the form of pleasure and general knowledge has several benefits such as vocabulary building, increased fluency, better comprehension, and favorable attitudes towards reading. Nonetheless, application of the same has proven to be very difficult in Nepalese settings such as inadequate resources, lack of teacher training, examination based systems and lack of institutional support. The chapter introduced Transformative Learning Theory as the theoretical framework that would be used in the current study, and how critical reflection and perspective transformation went into my pedagogical growth and reading identity formation by students. The empirical review was an international and Nepalese literature synthesis that indicated that although the benefits of ER are well-reported internationally, there is limited research on Nepal that focuses on the practical aspects of their implementation. This gap made my classroom action research on how classroom libraries could be used to promote extensive reading among Nepalese students through systematic and iterative improvement of practice justified.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains how this classroom action research study was conducted methodologically. I introduce the research design, discuss the choice of the research location and the participants, describe data collection instruments and methods, elaborate on the data analysis procedure, discuss the quality indicators to ensure credibility and ethical principles, which will direct the study.

Philosophical Considerations

This study is to encourage extensive reading by providing a classroom library in an English language classroom for Grade 5 students. The study was motivated by a concern of the teacher as a participant in the educational process for the students' low motivation to read beyond the prescribed textbooks and also the low level of students' voluntary reading. So, to change this "real life" in class, I wanted to use Classroom Action Research (CAR) to give opportunities for my students to learn to read well, to learn to read independently, and to learn to read with interest.

The betterment of education is a process that takes place in cycles of reflection, co-construction and action, as a teacher-researcher. Engaging in the implementation of a classroom library was not just an intervention but a process of becoming knowledgeable about the needs of students, of reflecting on current practices in the classroom, and of planning, enacting, observing, and reflecting on the process of implementing a classroom library for several cycles. This is aligned with the transformative nature of action research in which knowledge is created by action and by critical inquiry (Kemmis & McTaggart, 1988).

My philosophical perspective is based on the premise that educational realities are socially constructed and can be changed by engaging with them together. The students in this study were not considered passive recipients of knowledge, but rather active, with their interests and choices affecting the learning process, their experiences and reflections. This research is based on philosophy that is explained by axiology, ontology and epistemology.

Axiology

Axiology is related to the role of values in the research process. Learner autonomy, collaboration, inclusiveness, reflection, and fostering lifelong reading

habits were included in this study in the middle place. Students' voices, interests, and choices in reading are valued, because meaningful learning is the learning that happens when the learner actively interacts with materials that are relevant to him/her and fun to read (Creswell & Poth, 2018).

As a teacher researcher, I realize that my experiences, beliefs, and dedication to the improvement of students' reading habits affected each phase of the research process. I did not try to be detached and nonjudgmental; instead, I was an active participant in the study. Reflective practice was used to continuously review and rethink my beliefs on how to teach reading and adapt learning strategies as students responded and needed.

Ethical engagement, respect for learners and consideration for a supportive reading environment are also valued in the study. Opportunities for students to choose books and engage in reflection exercises and discussion of reading experiences. These practices are the ones I believe in that education should enable the learners and develop positive attitude to reading. Thus, the teacher-researcher's and the participants' values were part of the generation and interpretation of the knowledge in the study.

Ontology

Ontology is the essence of reality and its perception. The study is a relativist ontological approach, that is, it possesses an ontological perspective in which it is accepted that the world is multiple, constructed, and that it is created by social encounters and experiences of individuals (Guba & Lincoln, 1994). I feel that students read for different reasons and in different ways based on interest and motivation, background and previous experiences. Thus, the understanding of objective reality of reading engagement and reading habits is not single.

In this study, reality occurred when students read books, had reflection activities, participated in classroom discussion and were part of the classroom library program. Students' purposes in reading were different and changed over the time of this intervention. In the same way, as a teacher-researcher, my knowledge has evolved over the three cycles of Class Action Research, through reflection and observation.

This ontological view recognizes the education as a continuous process of reconstructing and building in social interaction and experience. This study's results, therefore, are unique to this classroom context and cannot be broadly generalized to other classroom contexts.

Epistemology

Epistemology is a theoretical approach that examines the nature of knowledge and its acquisition. Knowledge is understood as being socially constructed and co-created as a result of interaction, reflection and experience in this study (Crotty, 1998). In the epistemological approach, I have an interpretive and constructivist perspective and believe that knowledge is not considered to be objective reality, but rather is perceived as being constructed as a result of meaningful interaction with participants or with the research context

Students were actively engaged in reading, reflecting, keeping a reading log and sharing their reading experiences in a collaborative manner, creating knowledge. Observations, student reflection, and classroom discussion helped to develop a better understanding of the role that classroom library practices play in extending reading.

This view also is consistent with Mezirow's (1990) Transformative Learning Theory which incorporates the notions of critical reflection and perspective transformation. I guess this is a tale of how once more my students and I have altered our views of reading during the research phase. Students were more active, more independent, they were reluctant readers and grew into more engaged readers, and I grew as a teacher as I reflected and acted.

In this research, knowledge is seen as contextual, experiential and co-constructed with the interaction between teacher-researcher, participants and classroom.

Research Paradigm: Critical Paradigm

This research is conducted within the framework of the Critical Paradigm that aims to contest dominant practices, to question assumptions and to foster transformational change in the educational environment. The critical paradigm acknowledges that cultural, institutional and social contexts can either enhance or constrain the opportunities for meaningful learning that are available to learners (Kincheloe & McLaren, 2000).

The textbook-oriented and examination-focused reading practices in the context of this study tend to narrow students' opportunities to foster reading habits outside of what is taught in the textbooks. These types of practices leave students as passive users of information instead of active readers who read for pleasure, personal enrichment, and lifelong learning. So, the aim of this research was to break away from

these traditional methods by creating a classroom library that would facilitate student choice, autonomy, reflection, and engagement with reading.

The critical paradigm is very similar to Classroom Action Research in that it focuses on reflection, participation and transformation. I critically reflected on the current classroom practices and consistently adapted my interventions to meet the reading needs of students through planning, action, observation and reflection. The aim of the research was not only to find out how students read but also to enhance the students' reading skills in a meaningful pedagogical way.

In addition, this paradigm can facilitate the empowerment of students in making decisions in choosing reading texts and determining their learning process. Through the classroom library intervention, students were actively engaged in their own learning process, making them responsible, motivated and self reliant to read. In this transformative process, the study aimed at developing a more learner-centred reading environment and making a contribution to a positive reading culture in the classroom.

The critical paradigm was therefore a suitable philosophical perspective for this study because it could be used to examine current reading practices, stimulate reflective action and facilitate meaningful and collaborative educational change that would lead to the transformation of classroom practices.

Action Research as a Method

Action research is experimental based research to solve any particular issue. It follows a cycle that includes identifying a problem, gathering necessary information developing ideas, creating a plan, implementing it into action, assessing the results and the revisiting the process as needed (Lewin, 1946). While action research is a broad term for my action research, I would be using Classroom Action Research (CAR). CAR is a specific type of action research carried out by teachers in their own classrooms to improve their teaching and learning procedures. Hence, Mertler (2020) says that action research is when teachers, principals, or school staff study how their schools work, how to teach, and how students learn to make things better. But in contrast CAR is a more focused type of action research. It is done by teachers in their teaching to their students.

As it is clear from the above statement that CAR allows teachers to systematically implement observe, and reflect on their strategies to improve, I chose this approach because CAR is a powerful methodology for improving teaching

practices in real classroom contexts as my topic is to Use of Classroom Library to promote Extensive Reading. Krashen (1982), emphasizes that students acquire the language most effectively when they receive large amounts of comprehensible inputs that Extensive Reading provides naturally and Day and Bamford (1998) also have stated that extensive reading help to develop reading fluency, vocabulary, and motivation. Thus, to acquire these benefits in the students I applied this CAR as according to my observation students who seems to be demotivated to read or get engaged in other books rather than their course books. This also helped me to ensure me that we can adjust and refine reading practices based on classroom data, leading to more and sustainable improvements and promotion of Extensive Reading using Classroom Library as the major tool.

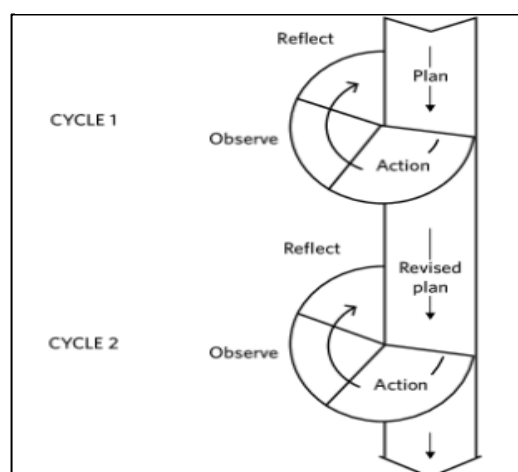
Participants and Site

The appropriate number of participants in action research differs and varies according to the objectives of one's study, context and also through the variation of methodological approach that one chose to produce this research, Stringer (2014) states that the boarder school-wide or institutional projects or research could include so or more participants whereas Baum et al. (2006) mentioned can be ranged to 10 to over 100 individuals depending on their scope. Similarly, Mason (2010) has stated that a common guideline is to have 20-30 participants are adequate to reach data saturation in qualitative research which I chose Mason (2010) sampling method to select the number for this research is 22 students of fifth grader students studying in one of the schools which is located in Kirtipur, Kathmandu. As suggested Mason (2010) as it is sufficient for qualitative studies for a researcher to assess their unique circumstances to determine an appropriate same size that allows for meaningful engagement.

My First CAR Cycle

This was the initial cycle so, it was crucial as well as challenging. I had to brainstorm, research, and rely on trial-and-error methods and had success and failures. Nevertheless, it helped me to create the strong foundation for my second and third

Figure 1
Cycle in CAR



(Kemmis & Mc Targgart, 1988)

cycle. Looking back to overall research journey, my first cycle felt little messy because it lacked proper strategies and rules were not formulated. As I am using CAR as my research cycle different scholars have given their different view points on it but all other intend or purpose were same. Here for my research cycle I hence forth went with Kemmis and Mc Targgart (1988) as they stated that this particular framework involves planning a change, acting observation, and the process and consequences of the change i.e. (Planning → Action → Observation → Result). Therefore, due to this purpose I have used Kemmis and Mc Taggart (1988) cycle as in Figure 1.

Planning

The first and foremost plan was to set up classroom library so for this I planned to select the books randomly which is age based appropriate or level based appropriate for fifth grade students according to my knowledge and the level of understanding that I have from my experiences with my students. After that the plan was to keep those selected book systematically in a basket and keep those books in the class and place in such a way that are visible and feasible for them access to those books for the students. Lastly, I rescheduled their routine and separate 20 minutes each reading time in their daily schedule.

Action

This phase last for one week. In this phase I consulted with my level in charge and asked her to reschedule the class routine as she was very much open and flexible towards it, she and I sat together and to reschedule their daily routine by adding 20 minutes as their reading time. Next action I carried out was I went to library and with the help of the librarian I selected the books that is appropriate for the fifth grader and with whatever knowledge I had and also by implying my experiences that I spent with my students. Hence, further after the selection of the book I brought the basked to keep those books and placed that basket in such a way that was visible and feasible for the students to get access to it. As per my plan I instructed my students about their change in routine and added 20 minutes time as their reading time. I also instructed them to read those books that are kept in their class during their reading time as well as in their leisure time when them were in the class. Thus, the visualization of setting up a classroom library that I had was somehow accomplished.

Observation/Reflection

From the above action that I implemented what I observed throughout that one week was that the students they tried to get engaged with the books during the reading

time only because they were instructed to do it forcefully. I also felt that students not interested to read those books rather they just took the books flipped the pages watch the pictures in the books and engaged in chatting with their friends in other irrelevant topics and made the classroom noisy. But talking statically, what I found was that among 22 students only 2 students were found engaged in reading and were doing the actual reading unlike other students.

Due to this observation, it made me realize that this plan was a total failure and I learnt that students seem be hesitant to read and felt that they were not interested and were just taking the book and pretending to read only because I was present in the class and that is making them monotonous. This made me think that I should plan something more concrete and strategic that can help me fully utilize of Classroom Library set up such as to keep the books of their interest in the class and also felt the necessity to plan some activities that could motivate my students to get engaged in reading with their own zeal rather than just forcing them.

My Second CAR Cycle

Planning

On the basis of above findings from cycle one, in second phase I planned it more precisely. For this phase my first and foremost plan is to let students choose the books of their interest that could later be kept in the classroom as through my observation what I found was the book that were kept in the classroom were not of their interest which demotivated them to read. So, I planned to make them choose the book by taking them to library where various genre of books was available.

After the completion of cycle one I also realized the necessity of engaging activities that could create motivation in the students for that reason I planned for daily different reading activities to encourage the students to get engaged in reading. The given below table show the planned activities:

Days	Activities	Description
Sunday	Movie Time	Students watched book related to the books.
Monday	Peer Reading	Students were paired up and read the same book and had discussion.
Tuesday	Story Telling	Teacher conducted this session. Story delivered in the class related books in the class by the teachers.

Wednesday	Individual Reading	Students chose the book of their interest and read individually.
Thursday	Individual Reading	Students chose the book of their interest and read individually.
Friday	Book Talk	Students share about the books they read in the class. Two students a day 10 minutes each.

In the above table it shows the daily plan of different activities. The first activity is *Movie Time*. It is a classroom activity where student watched a movie, animation or short story videos that is based on a book they have studied in class. It creates a visual extension of reading experience and helps to bring a text in to life.

The second activity is *Peer Reading*, which means a collaborative reading strategy where two students are paired together to read the same book or text. They take turns to read and later engage in discussion about what they have read. It helps to promote shared learning, improves fluency, and encourages students to interact meaningfully with both and their text and their peer.

Another activity that is Individual reading which is referred as independent reading is a practice where students choose and read self-selected books at their own pace and level of interest, without direct instruction or interruption. According to Krashen, (2004) independent reading significantly contributes to vocabulary acquisition, grammar awareness, and reading comprehension.

The final activity is Book Talk i.e. it is a structured student-centered speaking activity in which individuals present and discuss a book they have read, sharing its content, their personal response, Rosenblatt, (1978) and recommendations with an audience. It is oral book reviews meant to promote reading engagement, build speaking and listening skills, and foster a reading community within classroom.

Action

This plan was carried out for three weeks. According to the plan students were taken to the library and instructed them to choose at least three books of their choice. After that they chose the book, they have to give why they have chosen that book. Following this stage, all the books of the student's choice would be collected and kept it in their class. Hence further students were instructed to follow the daily different activities like Sunday they watched movie; Monday they had peer reading where

students were paired up with another student and they have to read one book of their both same choices. Similarly, on Tuesday Story Telling Session was conducted. I told them the story and students listened to it. On Wednesday and Thursday, they had individual reading where students chose the book of their choice and read them in their convenient way in the allotted reading time. At the end of the time i.e. Friday they shared about the books they read. Each student was given 10 minutes time and they talked about the book they read. Overall engaging activities were taken place in this phase.

Observation/Reflection

Initially for one-week students were found excited about all the process from the selection of the book and also getting engagement in different activities. For one week it seems everything was working well. But then in second week what I observe was that students got derailed with varied activities. That made them more confusing and made them less focused on the one particular book as they were reading different books in pair reading and individual reading. It left students in confusing state.

However, due the books that were kept in the class of their choice somehow made them gain interest in reading but that was not just enough. So, due to which it made me realize that there should be something else that would make students motivated towards reading. It also made me feel that there should also be develop some strategies that would help find out or track their reading progress.

My Final CAR Cycle

In the last cycle, I opted to integrate the best aspects of the earlier cycles, while also reflecting on and overcoming their weaknesses. First, I was going to still let the kids select books based on interests and still have them in the classroom for easy access. I also acknowledged the importance to prompt students to "think about" what they read. So I decided to create a variety of self-reflection exercises to be done once I have read a book. While the second cycle activities were carried out as whole class, these would be performed singly to foster more personal engagement with reading.

Students would be told that it is necessary for them to have at least one reflection activity for a book they read. They would have a choice of these options and be asked to choose one to do: they might write a summary of the book; they might draw a picture of a scene in the book; they might find words they do not know in the book and look them up on a dictionary; they might write a short video book

review of their favourite character; they might identify the moral lesson of the book; they might make a short video about the book with a moral lesson. I also intended to reward student's work by having a 'Reading Star of the Week' award in the school assembly each week. This award would be based on the number of books read and the reflection activities completed.

In addition, I believed there should be a "system" to keep track of students' reading progress. So, I decided to keep reading logs for all students. There would be a register in which each pupil would have a separate section to note what books they read and what reflection activities they undertook. My intentions for reviewing these logs were to see them weekly, review the students' reflection work, check on student's reading progress, and determine who is eligible to be recognized and rewarded.

Action

This cycle was carried out for three weeks. First of all, I instructed students to choose the book of their interest and took them to library, there they chose the books of their choice. Each student chose three books of their choice and after that I collected all the books and kept in the basket and kept the book basket in the class. After the selection of the books, I instructed them that from now onwards they needed to do reflection activity after they complete reading one book. I gave them the list of activities such as summary writing, illustration, write about favorite character, word collection, and book review and explain each of them very detailly. I also informed them that the one who reads maximum number of books and did the reflection activities would be rewarded. I also maintained the book log.

This helped me track the progress of the students. Here students wrote the title of the book they read and also mention the author's name and genre along with what reflection activity they have done. After this I checked this reading log and to verify their reflection activity.

Students did various activities they wrote summaries, wrote the moral lesson, drew the pictures related to the book and also few students they also made book review video. This really helped students get engaged in the reading and made it more engaging due to these activities. So, after the verification of their reflection activities I selected the students who read the maximum number of books and awarded them in the assembly with a *blue card* which means reward card along with some stationery items.

Observation/Reflection

The final cycle of my Classroom Action Research (CAR) where I integrated key learning from my first and second cycles to promote a more sustainable and engaging extensive reading environment among students. In this final phase I observed that the greater number of students were found motivated as they got engaged in different activities and made them a consistent reader.

I also found that allowing students choose books of their own interest continued to be a cornerstone of success in this cycle. According to (Krashen 2004), free voluntary reading (FVR) is most effective when learners select their own reading materials, as motivation and enjoyment are the key factors for language acquisition. In my class when students chose their own book from library, they showed the feeling of ownership.

In this cycle, a significant improvement was made by shifting from whole-class reflection activities to individualized tasks. Students were given choices, such as summary writing, illustrations, word collection, writing about their favorite character, moral lesson and creating book review videos. This practice is in line with the principles of differentiated instruction (Tomlinson, 2011) which recognizes learner variability and provides each learner with an opportunity to participate in a task that matches their learning style and strength.

A significant feature of this stage was the continued use of book log, where this was successful in monitoring student progress. Students were asked to write the title, author, genre, and type of reflection activity that they did in the log. This self monitoring tool increased students' responsibility. Paris and Winograd (1990) say that such metacognitive strategies enabled learners to be more aware of their reading behaviours, thus facilitating autonomy and self-regulation.

Students were excited and motivated by the inclusion of “Reading Star of the week” and Blue Card in the school assemblies. They were given a sense of achievement when they were recognised in front of all the other people, with small gifts of stationery. This exercise fostered a classroom atmosphere that was conducive to reading and encouraged students to read more, particularly when their peers were being recognized as well.

The students were very enthusiastic during the three weeks of its implementation. The reflection activities were mostly well completed, with a few more than anticipated, particularly those who made book review videos. This

behavior reflects what Guthrie and Wigfield (2000) describe as engaged reading, where students demonstrate sustained motivation, comprehension, and interest. Furthermore, students those who remained passive they were found expressing through drawing or writing, showing varied refection activities.

Thus, my final cycle of the CAR showed that giving students choice, encouraging them to reflect on their reading, keeping track of their progress, and recognizing their efforts helped them stay more interested and consistent in reading. It proved that putting students at the center of learning is important for improving reading habits. Hence, by improving the plan step by step and using both classroom experiences and educational ideas, the reading program became completer and more successful.

Data Collection Tools and Techniques

In the given Classroom Action Research (CAR) study, we applied a multi-dimensional and holistic program of data acquisition based on three cycles of iterations carefully created to methodically evaluate the effectiveness of a classroom library in developing the extensive reading experiences among the learners of the fifth grade. The primary goal was to gather both qualitative and quantitative data about the student engagement, intrinsic motivation and observable reading behaviors to inform the further intervention development (Lewin, 1946). In a similar manner, Mertler (2020) observes the relevance of applying data-driven reflection to the continuous action research cycles.

One of the basic data collection techniques was direct observation (informal and implicitly structured). The researcher recorded all the interactions of students with the classroom library and reading materials throughout all the phases of implementing CAR and observed the following behaviors: actual reading, passive page-turning, or sticking to off-task in discussions-related activities at specifically allotted times to read. The observations played an important role in realizing the first-hand effect that the strategies took place and this is demonstrated by the first observation in Cycle 1 where students were being involved forcefully or the second observation in Cycle 2 that students have been derailed by different activities. Such reflective feedback of continuous observation was part of CAR cycle in which this feedback informed future planning and action (Kemmis & McTaggart, 1988). Such continuous observation is needed due to the iterative nature of CAR which should provide the responsive design

of interventions to real-time classroom dynamics because the planning, acting, observing, and reflecting actions are part of a cycle (Stringer, 2014).

In addition, the process of reflection by students was an indispensable (during the last cycle of CAR) and qualitative source of information. Upon the completion of each book, students were required to perform some form of reflection and got a wide range of examples to choose from: writing summaries, drawing illustrations, making collections of words, writing about their favorite characters, singling out moral teachings, or creating short videos of book reviews. The methodology is compatible with ideas of differentiated instruction (Tomlinson, 2011), the understanding that learners are not the same and that students can be permitted to exhibit comprehension and individual response using means that showed connection to unique learning styles and abilities. These various reflections helped to give visible artifacts that could display the extent of knowledge, imagination and interest of the student other than a rote reading (Rosenblatt, 1978). The choice option on reflection tasks did not only support different learning styles but also improved student ownership and intrinsic motivation towards the achievement of more genuine and perceptive data (Guthrie & Wigfield, 2000).

In order to carefully monitor reading progress and regularity, details were added as an essential means of data tracking in the final cycle individual student book logs. These logs were kept in a separate register per student and the logs made the students indicate the title of the book, author, the genre and the particular reflection work done. This methodical recording presented both useful quantitative figures on the amount of reading that had been completed by each learner as well as qualitative information concerning personal likes and kind of contemplation that students had opted to commit. These are said to be tools of metacognitive strategies Winograd (1990) that can enable learners to be more aware of their reading habits and as such help learners attain autonomy in their reading process and can develop as self-regulated readers. Formative assessment was also achieved through the regular review of these logs by the researcher and giving instant feedback and confirming that being engaged in reading.

Lastly, this study also collected data in an unconscious manner, based on how the students react to the motivational strategies being applied and on analyzing the artifacts concerned. Although no specific formal interviews or surveys were conducted, the enthusiasm of the students to participate in the study and to complete

the reflection tasks and the participation in the design of the videos about book review were documented indicating strong indirect evidence of the intervention success. The establishment of the recognition edition of the reading star of the week, and the issuer of the Blue Cards in school assembly produced records of reading high-achievements, which constituted a practical object of the character upon the outputs of motivation. Such reinforcement created an environment that is conducive to reading, which is part of the concept of engaged reading, in which students showed the potential of long-term motivation, comprehension and interest (Guthrie & Wigfield, 2000). Not only this, the positive outcome of the implementation of leave to choose their books highlighted free voluntary reading (FVR) as an essential determinant of language mastery and motivation (Krashen, 2004). Enhanced consistency and interest in students and the different forms of equally portrayed by even those who were usually quiet in the classroom further justified the success of the honed strategies. All these varied data collection instruments and methodologies gave a thorough and in-depth insight of how powerful the intervention used was to bring large-scale reading practices among the enrolled students.

Data Analysis Process

A thorough and structured analysis was done on the total collection of data collected during the Classroom Action Research (CAR) phases, containing not only rich qualitative information about direct observation, but also a plethora of variations of student reflection assignments (e.g., writing a summary of a book, drawing pictures, making a video book review), as well as quantitative insights into individual book logs of student themselves. Such process of analysis was carefully organized by repeated steps of coding, categorizing, and thematizing according to the accepted methodology of qualitative data analysis as described by Saldana (2016). Such methodic help to convert loads of raw data into waverable, readable units of information, so that the articulation of the significant patterns, the interpretation of beneath the relationships, and consequently, the formation of comprehensive themes that can be linked to directly the study aims which is considered the ability to discuss the necessity to devote to extensive reading would be related.

Code is the first step in the data analysis procedure as it is a fundamental work used mainly in the qualitative data elements of the data. This involved the imposition of brief conceptually specific labels or so-called codes on discrete portions of observational notes, and a range of reflection related student artifacts. As a *main*

example, particular cases of the behavior of the students through which they demonstrated student engagement during respective reading times were carefully coded; e.g. a case of a student or a group of students simply turning the pages of a book or indulging themselves in irrelevant conversations would be coded as a case of passive engagement whereas an instance of a student or a group of students who were actually interacting meaningfully with a book would be coded as active reading. The reflection activities were also coded in fine-grained manner by types and content: a written overview by the topic may be coded as a text comprehension, a drawing as the visual interpretation of the narrative, a list of new words as the vocabulary acquisition, and a video as the multi-modal book review. Open-ended coding was applied even to the qualitative element of the book logs where the qualitative element of logs was coded to reflect the student preferences and engagement modes such as the reflective activity type. This phase of initial coding was mostly descriptive to ensure that the main topic or action of the coded snippet of data is clearly represented, thereby setting the foundation of further analytical steps (Saldana, 2016).

This entailed the logical clustering of codes with similar concepts, integrity or indicative of related phenomena into broader more primitive ones. To illustrate, some of the existing codes, developed in previous observational cycles, e.g. the codes such as passive engagement, off-task behavior, lack of sustained attention, were combined into a more general category, e.g. Indicators of Low Reading Engagement. On the other hand, those codes with comments indicated in more successful reflection processes, like the following: detailed summary, expressive illustration, and insightful character analysis, were grouped under such categories: Evidence of Deep Comprehension and Personal Response or Effective Reflection Modalities. Such a step of categorization was important in order to consolidate the wide scope of coded data, through which preliminary patterns, patterns of repetition, and emergent relations could be identified across various sources of data (Saldana, 2016). Moreover, the quantitative data presented in the book logs, which reflects the volume and the rate of reading consistency was utilized in the creation of the category options (i.e., Reading Frequency and Preferred Genre Engagement) and then cross-checked with the qualitative observations and reflections.

Thematizing formed the last and the most interpretative part of data analysis. This entailed the inductive incorporation of the identified categories into general, explaining themes that answered directly the research questions of the study on how

and why extensive reading is promoted. Types of themes reported were the result of naturally occurring patterns, substantial observations, and explanatory value of the census data that have been systematically coded. To take an example, the learning that they were consistently able to motivate and engage students when providing autonomy in terms of book selection, supported by the categories, such as Enhanced Autonomy and Intrinsic Motivation, came to the formation of one of the most significant themes, which was, The Transformative Power of Student Choice in Reading Motivation (Krashen, 2004). In the same way, the beneficial effect of providing differentiated reflection activities, realized in such categories as the "Differentiated Engagement" and the "Diverse Expression," contributed to the theme: "The Efficacy of Differentiated Reflection in Deepening Reading Engagement" (Tomlinson, 2011). Furthermore, the apparent enthusiasm and higher sight appeal of reading created by the Reading Star of the Week and Blue Card recognition program prompted a theme of The Role of Exterior Remuneration and Peer Recognition in Maintenance of Reading Habits. This last step of thematic analysis gave a complete, academic story that describes the extent to which this multi-dimensional classroom library intervention has impacted the reading behaviors, drive, and understanding of students by explaining how it has proved to generate remarkable changes in the results of the CAR cycles (Saldana, 2016).

Quality Standards

A good dissertation that uses an action research approach should show that it adheres to the strict academic principles to make it valid, reliable, and supposedly significant to the body of knowledge. In this research, the specific application will be Classroom Action Research (CAR) approach since it is an experimental method used by educators in their classrooms aimed at enhancing teaching and learning processes (Mertler, 2020). Moreover, ethical aspect as part of integrity and guiding values include informed consent, confidentiality, and welfare of the participants is the most key in any research undertaking. Using the foundations and the guidelines of the "CHAPTER III (Methodology)" above, the following elements of quality are crucial towards your dissertation on advancing extensive reading using classroom library in the following major headings:

Praxis

Action and reflection are terms that are usually referred to as praxis. Action as an end in itself is not praxis, but instead it is a form of action that is geared towards

changing the world and that is praxis (Freire, 1972). Taylor and Wallace (1996) note that praxis is an effort by researchers to urge the reader to change his or her practices. As Freire (1972) has highlighted, it is not only necessary to study the world, but we should also take action so that we can have a more socially just world. In my case, the teaching routines and classroom activities that I had to adhere to on a regular basis were not enough to please my moral conscience. I held that all the activities that I engaged in as a teacher-researcher must add value to improving the love of reading among students. To do so, I critically examined my teaching practice and challenged the preconceived notions I had about students about their reading habits which were taken as a given. Freire (1972) goes on to state that a leader or practitioner, who refuses praxis, can not be a faithful servant of their duties. Thus, I tried to ensure that this action research was as praxis-oriented as possible since it was the result of self-awareness that I have developed through ongoing critical self-reflection on my teaching and research practices.

Trustworthiness

Trustworthiness is not an option in the qualitative research but is central to determine the quality and rigor of research. Because in this Classroom Action Research (CAR) it is interpretive in its nature, the results are inclined to be much dependent on how the researcher observes, interprets, and communicates with the participants. This survey endeavored to meet the requirements of rigor through use of the four Lincoln and Guba (1985) standards of trustworthiness credibility, transferability, dependability and confirmability to deal with the possible issues of subjectivity.

Credibility

Credibility is the extent to which the results can be said to be honest representation of the experiences of the participants. In the present study, triangulation was conducted as a way of validating credibility. The sources of data included several sources: observations in classroom, reading log of students, different reflection tasks, summary, drawings, and book reviews. Comparability of these various types of evidence led to the cross verification of the research findings as such all the research findings are more accurate to attack, therefore there is the minimization of bias.

Also, the credibility of the findings was enhanced by the cyclical nature of CAR (Kemmis & McTaggart, 1988) in which planning, action, observation, and

reflection were performed over and over again through three cycles. The iterations has enabled the researcher to perfect his/her strategies, address the challenges and test and approve the results with time. The trust was also cultivated by the long exposure to the students in the environment they were towards the idea of learning and the lengthy exposure predisposed the participants to authentic expression and minimized possibilities of misrepresentation.

Transferability

Transferability addresses the degree to which the results may be used outside of the concluding study. Even though this was restricted to a Grade V classroom, the study describes the situation well, the involved participants and interventions. Through this thick description, other researchers and educators can be in a position to determine the applicability of the findings in their particular settings. Although qualitative research is not a generalization research strategy, the description of strategies, including the freedom of choices when selecting books, the autonomy of student reflection activity, and the stimulus of award systems, provides a working pattern that can be reconstructed in the other environment of education (Lincoln & Guba, 1985).

Dependability

Dependability emphasizes on sustainability and repeatability of the research process. Dependability was ensured in the work by successfully recording all the processes of the CAR cycles. A record of planning, actions, observations and reflection was also maintained in a systematic way to ensure the provision of an audit trail. With such documentation, another researchers or practitioners can be able to follow the path that was followed and repeat the process under comparable conditions. In addition, the repetitive character of the CAR cycles led to flexibility in the strategies but provided consistency overall, thus giving the results stability and reliability (Shenton, 2004).

Confirmability

Confirmability guarantees that the results will be based on the experiences of participants instead of the personal biases of the researcher. It has been done by ensuring reflexivity during the research. As a teacher/researcher, the researcher accepted her duality in position and recognized this by always questioning her interpretations in terms of how her viewpoints may have affected it. The voices of students were put in the focus by relying on their reflections in writing and creativity

and ensuring that their experiences would influence the results. Besides, the results of successful and not so successful interventions were also reported transparently, which proves that the results are genuine presentations of the realities in the classroom as opposed to chosen illustrative results (Lincoln & Guba, 1985).

Ethical Considerations

Any educational research puts a lot of weight on the moral issues especially in the case where children are involved as participants. Ethical responsibility in this study was observed at the beginning because it was clear that the study was approved by the school administration and consent was taken by the parents in addition to assent by the students. The objectives, the methods and practices of the study were outright described in simple and age-appropriate terms that helped the students to comprehend the reasons as to why they were being participated in. Also, they were guaranteed that this was not compulsory but also emphasizing that they could drop-out at any point without repercussions. This allowed all the participants of the research to exercise their autonomy and rights through such measures.

Also maintained to the letter were the principles of confidentiality and the concept of anonymity. Personal information provided by the students was safeguarded by ensuring that no real name was used in any research report and publication of research results. In lieu, use of pseudonyms or collective or group names were utilized to protect identities. Information like classroom observations, reading logs, reflection activities was secured in such a way that the researcher was the only person who could access it. The necessity of high levels of confidentiality allowed the study to safeguard the privacy and dignity of all the participants who were students.

Also, the concept of non-maleficence and beneficence was closely followed. The process of research, such as implementation of the classroom library, reading reflections and recognition programs, was constructed in such a way that it could improve learning of the students but not disturb or overburden them. Precaution was exercised and all students were not adversely affected by the process. Simultaneously, fairness and equity were encouraged in the study since everyone had an equal opportunity to access resources and opportunities to get recognition. By being transparent and in possession of merit in writing about the achievements and setbacks of the action research cycles the researcher kept the high levels of ethical standards and ensured that the result is an absolute statement of the classroom realities (Creswell & Creswell, 2018).

Chapter Summary

The methodological framework of the study was outlined in this chapter with the research adopting Classroom Action Research (CAR) to find out how a classroom library can nurture extensive reading in the Grade five students. It described the research design/plan, the participants and steps that were taken during three iterations of planning-action-observation-reflection, as well as the data collection and analysis method relying on techniques and tools employed. The chapter also illuminated what has been done to establish reliability of research in terms of credibility, transferability, dependability, and confirmability, and the ethics that were taken into consideration to protect the right of the student and their autonomy and well-being. In general, this methodology chapter offered the systematically organized reflection on the way, in which the research has been conducted, which preconditioned the following analysis and interpretation of findings as presented in the following chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter outlines the findings of the Classroom Action Research (CAR) carried out for seven weeks in three cycles. The purpose of this study was to explore the effectiveness of classroom library practices on extensive reading for the students of Grade 5 in a private school in Kirtipur, Kathmandu. The findings are discussed in four inter-connected themes that arose out of the data analysis based on classroom observations and student reflective documents, book logs and reflective journaling. These are: (1) Improvement in Motivation and Habit Formation in Reading; (2) Improvement in Reflective Practices; (3) Student Learning Improvement; and (4) Students' Autonomy in Reading. The discussion of these themes is illustrated in narrative form through classroom observations (field notes), literature and transformative learning theory (Mezirow, 1991). Taken together, these themes reveal how much the well-planned and executed classroom library intervention had changed our young students' reading habits, identities and dispositions.

Enhancement of Motivation and Reading Habit Formation

The findings shows that there is a shift in motivation for reading and the cultivation of self-initiated reading. As the CAR program progressed through three cycles, there was a shift from compliant reading in Cycle 1, which was required by an external source, to voluntary reading with intrinsic motivation by the end of Cycle 3. This was demonstrated through multiple data sources including observations, school librarians' testimonies, peer discussions and book logs.

A turning point in the project was during a whole school assembly in Cycle 3 when the Reading Star of the Week was first introduced. Students were rewarded with their Blue Cards (reward cards awarded to students who read the most number of books and completed the reflection activities) to the class. This observation gives us an insight into this event:

It was a regular assembly day. I had prepared the Blue Cards (our reward cards) and some small gifts of stationery items to students who read the most books, and to those who did their reflection activities. To be honest I was not sure how the students would react. I thought it will be fun and it was even more than that. As I read out the names and distributed the Blue Cards to the

community of the school I looked at something I did not expect to: the faces of others. Others were talking to each other. Others poked at one another. And as I came out of the assembly room and into my classroom I heard some of the Grade 5 students: 'I will also read more books. Next time I will also get the blue card.' I paused. I pretend to be interested in the poster so I don't blow their cover. This exchange revealed something about the cards that I could not see in the students' behaviours: it was working. They were motivating each other to read, rather than being motivated by me.

The observation above is significant in so far as it demonstrates the Blue Cards were having a social, as well as individual, motivating effect. Students who were not yet recognised by the teacher were having goal-setting discussions with their peers, without explicit guidance from the teacher. This kind of social motivation fits with Guthrie and Wigfield's (2000) concept of socially situated reading motivation, where the students are motivated not only by the reading task, but also the social acceptance and inclusion that comes with reading. In this instance, the Blue Card was not just an extrinsic motivator but also a social signifier that "made" reading a valuable and desirable activity in the classroom community.

The present study also aligns with some of the principles of Transformative Learning Theory (TLT) (Mezirow, 1991) which holds that learning is an epistemological shift as a result of reflection and experience. In this case, recognition of their success in reading became a constructive disorienting dilemma that called into question the notion that reading had to be done and replaced it with one where reading was a means to gain recognition and belonging. The change from passive subjects of a school-based reading program to students who became motivated agents seeking to achieve success in reading is an example of the type of perspective transformation referred to by Mezirow (1991) as transformative learning.

There were two major sources of evidence of this motivational change beyond the classroom. A colleague of another teaching subject observed Grade 5 students reading books from the classroom library under their desks during her lessons: 'They are reading under their desks during my lessons - not because they have to, but because they want to'. Also, the school librarian observed a noticeable increase in the number of Grade 5 students visiting the library: 'Nowadays they are visiting rather frequently. They used to visit only when they were asked by the teacher. They are visiting on their own, even in breaks as well.' These further observations of non-

interventionists are a type of triangulation that enhances the credibility of the motivational result (Lincoln & Guba, 1985).

Motivation is the motivational aspect of reading; habit is the behavioural aspect of reading. Across the three cycles of CAR, students' experiences of reading make the journey from reading as a compliance and teacher-imposed activity to reading as a self-imposed and habitual one. This was captured beautifully in the Cycle 3 classroom observation below:

One morning I was smoothing some papers on my desk, and I was thinking I would take my proper reading time and I heard the usual squeal of the book basket being slid across the floor. I looked up. Three were already there, had their books and were sitting down. They were reading. I never spoke. A fourth student said, noticing that I had raised my head: 'Ma'am, is it not reading-time?' It was. But she of course knew that, and she was reading. I agreed, and returned to marking, thinking this was all so easy. The practice was established. I didn't need to switch reading time on all the time - it was there.

This is a good example of what Day and Bamford (1998) claim is the goal of any extensive reading program: not just to teach reading, but to teach reading for its own sake. The fact that the students were able to read independently without the prompting of a teacher indicates that the students' actions were indeed intrinsic. Indeed, Krashen (2004) argues that free voluntary reading, given the time and the appropriate materials, leads to intrinsic reading motivation that is not temporary. The spontaneous reading that has taken place here is indeed what we would expect from Krashen's (2004) theory of effective extensive reading practice.

The quantitative evidence for this habit development was supplied by the student book logs. In week 1 of Cycle 3, the average log book had one or two entries. In the last week, many students logged eight or more books. In addition to the number of entries, the logs also shifted in quality: students' reading choices broadened in the genres they read as their self-confidence increased. Those who initially read animal stories expanded selections to adventure; those with a selection of fairy tales expanded to biographies. This genre diversification is in line with the finding by Renandya and Jacobs (2016) that established reading habits expand as readers develop a strong sense of self as a reader.

Most interesting was the appearance of unsolicited marginal comments in the book logs. Students began to make brief comments next to book titles - including

comments such as very good, too scary and I read it anyway, best of the ones I have read, and too dull to read. These were unsolicited, the natural outgrowth of a burgeoning reading identity, one that was aesthetic and critical. This shift in behaviour is an example of what Mezirow (1991) describes as a transformed frame of reference: students were now claiming the identity of reader, not as an imposed identity at school, but as a self-selected identity.

The findings from this theme demonstrate that the classroom library intervention, via the combination of choice, time, personalised reflection and public celebration, effectively promoted intrinsic reading motivation and the formation of a reading habit among Grade 5 students. This result supports the theoretical claims of Day and Bamford (1998) and Krashen (2004) that extensive reading conditions, when well designed and continually refined, can turn reluctant readers into motivated readers.

Enhancement in Reflective Activities

The second themes relates to the nature of the qualitative change in student reflection activities during the CAR cycles. The findings show that reflection, when it was a teacher-imposed and standardised activity (as in Cycle 2), resulted in confusion and superficial responses. Conversely, when the reflection activity was transformed into a student-controlled, differentiated choice (as in Cycle 3), it prompted deep, genuine and meaningful engagement and reflection. This shift in reflection represents a key pedagogy finding of the research.

During Cycle 2, we introduced a daily schedule for activities: Movie Time, Peer Reading, Story Telling, Individual Reading and Book Talk. This was to add novelty. However, classroom observations from the second week of Cycle 2 showed that it led to a different effect: students were confused. Given the daily activities required students to switch books for different purposes, students lost context and continuity. This observation is representative of this:

In the second week I noticed that students were looking perplexed, rather than busy. They were reading different books each day and there was no continuity in their reading. Some of the students even asked: 'Ma'am, what book should I read today? The same that I took yesterday or a fresh one?' That question halted me. I discovered that how I was making things diverse and varied for them was only disuniting them. They had too much to do, too many things, to read one book at a time.

This insight represents an important problem with prescriptive teaching and learning in extensive reading programs. Renandya and Jacobs (2016) warn that extensive reading should focus on autonomy and involvement with texts of the students' choice; disjointed activities driven by the teacher that distract them from this involvement undermine the conditions that allow extensive reading to be successful. Thus, the experience of Cycle 2 afforded a critical disorienting dilemma (Mezirow, 1991) that led to a reconceptualisation of the role of reflection in the reading program.

In Cycle 3, we designed a self-selected, differentiated reflection approach. After finishing a book, students chose one of the following options: write a summary, draw a scene or character, collect words, write about a character, identify a moral lesson or make a 30-second video review of the book. This new approach was immediately successful. This field note describes the impact:

Afternoon one day, one of my students who was usually very shy to speak in the classroom, brought her book to show me. She had made a figure out of the book she had read - the main character in the story 'The Frog and the Princess' - with the expression on all his faces very delicately written. She added: 'I didn't want to write, ma'am, so I drew as this was the favorite part of the story, where the frog and princess got married. Is this okay?' I told her that it was okay. The drawing was a sign that she had 'got' to the heart of the story - even more so than in a few written words.

This is a significant assessment and teaching insight. The student had not been particularly outspoken in previous activities; the option of illustration brought to view a level of understanding and aesthetic response that was not apparent in written work. This result is in direct alignment with Tomlinson's (2011) principles of differentiated instruction, which assert students vary in their readiness to learn, interest and preferred mode of expression, and that instruction attuned to these differences results in more authentic and fair evidence of student learning. In opening multiple modes of reflection, the intervention acknowledged Gardner's (1983) multiple intelligences, where language is just one of many possible ways of demonstrating learning.

One of the responses, illustration, gained particular attention in our study, due to the nature of the evidence of comprehension it yielded. The following observation illustrates the attention that students paid to illustration tasks:

Students were drawing some scenes - not any image, but an image of a scene in their book. Characters had expressions. Settings had details. In other

illustrations were speech bubbles that contained phrases that the student had either remembered or re-read in the book. These were instances of tentative textual memory that was visualised.

A good example of this was when a student depicted the main character in a book called Flamingo is Mean and Learns to be Kind. When questioned as to why she drew this picture she replied: 'I chose to draw this picture because I liked that Flamingo has changed and is being kind and helping the bear. And we need to be kind, right ma'am?' This response reveals not only an understanding of story events, but also an understanding of the theme and a personal ethical judgment; all the higher-level cognitive processes that are the goal of formal comprehension tasks (Bloom, 1956).

Additionally, drawing had an inclusion purpose for students who suffered from anxiety in writing in English. These students' writing barrier inhibited their expression of comprehension; illustration eliminated the barrier. When these students were asked to verbally explain their illustrations, full stories were produced, in a combination of Nepali and English, revealing that these students had a complete comprehension and a language-only barrier. This result is consistent with Cummins' (2001) contrast between conversational and academic modes of language, and indicates that providing students with alternative ways to express comprehension, in modes of communication they can access, can expose abilities that are masked by language-only tasks.

The improved outcomes of reflective tasks in the CAR cycles thus shows that the structure of response tasks is as important as the structure of reading tasks. When reflection is mandated and standardised it is an assessment penalty; when it is flexible and selected by students it is an extension of reading. This observation has implications for teachers who are interested in implementing extensive reading programs, confirming that differentiated tasks are not a "dumbing down" of expectations, but a necessary condition for evidence of deep reading.

Enhancement of Student Learning

The third theme records one of the most interesting and unexpected aspects of this study: that the classroom library intervention resulted in observable improvements in the language learning, higher-order thinking and vocabulary growth of students that far exceeded the initial scope of research of reading engagement. These gains were not measured using formal pre- and post-test instruments; they were

naturally generated during the course of the seven-week intervention through the qualitative analysis of student reflection artifacts, the entries of book logs, spontaneous classroom conversations, and teacher observations over the seven weeks of the intervention. Conceived with the help of Transformative Learning Theory (Mezirow, 1991), this theme records how sustained independent reading of self-selected texts, coupled with opportunities to engage in differentiated reflection, resulted in the actual transformation of perspective in the way students conceptualized themselves as language users and thinkers.

The most systematic piece of evidence of language development was based on the longitudinal analysis of student summary writing during the three weeks of Cycle 3. During the first week, the summaries of students were generally short, retelling-oriented, syntactically simplified. A typical initial summary was as follows: 'The story is about a boy. He had a dog. The dog got lost. He found it.' As the next cycle continued (on week three), the same group of students was giving qualitatively different answers. The summary that was given by one student was as follows: 'The main character has a difficult choice to make: to stay with his family or to follow his dream. He determines to follow his dream only to be guilty. He comes to a conclusion at the end that both things may be so at the same time.'

It is striking that this development, of plot retelling to thematic interpretation, should have been brought about by explicit instruction in writing rather than by natural development. It came about as the result of repetitive, voluntary exposure to narrative texts together with the reflective practice of summarizing the text read. This is in line with Comprehensible Input Hypothesis by (Krashen, 2004), who argues that extensive exposure to meaningful text facilitates acquisition of language in the syntactic, lexical, and discourse levels without necessarily having to be taught. The Cycle 3 summaries showed longer and more syntactically complex sentences, use of abstract vocabulary such as decision, pursue, and realize and ability to generalize the themes of their conversations - all known markers of an emerging academic language proficiency (Cummins, 2001).

It is with the Transformative Learning Theory that this progression is a major shift in frames of reference of students with regard to their cognitive and linguistic ability. According to Mezirow (1991), transformative learning is the process whereby individuals revise their meaning perspectives - their basic assumptions about what they are capable of. In Cycle 1, the student assumption that prevailed was that reading

was a decoding process and that responding to text implied retelling events. By the 3rd. Cycle, that had been shaken. Students were now building thematic meaning, making inferential judgements and expressing complex ideas in writing not because they had been explicitly taught to do so but because sustained reading and reflection had broadened their understanding of what reading and writing could be. This is what Taylor (2007) has termed to be the reintegration stage of transformative learning: the new capabilities and perspectives become integrated into the ordinary practice of the learner.

Higher-Order Thinking: Questions Students Generated Themselves

One of the reflection tasks that were provided in Cycle 3 was to create comprehension questions concerning a book and answer them independently. Students were expected to come up with recall-level questions: What is the name of the main character? or Where does the story take place? What came into actual existence was much more advanced. The second field note presents two questions posed by students that the researcher found to be especially interesting:

One of the students wrote the following question in response to her book: Why did the girl not help herself, but still continued to help people? Was that right of her to do so? Some other wrote: What would have been the fate of the character had he made different decisions at the beginning? Would you have preferred or disliked the story? These were not recall questions. These were inductive and critical questions - the kind of questions we hope to get them to elicit in formal reading comprehension classes. These pupils had gone there on their own, by reading books of their own choice, and speculating on the contents of these books.

It is a type of higher-order thinking which fits into the upper levels of the Revised Taxonomy of Bloom (Anderson & Krathwohl, 2001): evaluation and synthesis. It is specifically important that students have come to these cognitive processes in a voluntary fashion, through reading and in a self-directed way, as opposed to being taught to do so. It proposes that, given invitations to respond authentically, when students read texts of genuine personal interest, they employ cognitive processes that the teacher-controlled comprehension tasks often do not elicit. This observation confirms the transactional theory of reading put forward by Rosenblatt (1978), which states that meaning is created in the lived transaction

between reader and text; when readers are actually interested in that transaction, the thinking they produce is deeper and more of personal concern.

In the terms of the Transformative Learning Theory, the self-generated critical questions represent a deep disorienting dilemma in reverse, not a dilemma that shaken students, but a moment of discovery in which the students realized, often for the first time, that it was possible to ask the kinds of questions that only teachers tended to ask. Mezirow (1991) lists the acknowledgment of shared experience and experimentation with new roles as key steps of transformative learning. When a student spontaneously asks a fictional character Was she right to do that? she is not only exhibiting understanding; she is also living in the role of critical thinker and moral reasoner which previously has not been visible to her as a possibility. The reaction of one of these question sheets, as given by a colleague, is a good way of describing this transformation: 'This is written by this student herself? Without a prompt? This is an improvement to what I get with my Grade 7 students at times.' The student had redefined her own perception of what she could at the intellectual level do and that is exactly what Mezirow (1991) refers to as the core of transformative learning.

The term collection reflection activity generated traces of vocabulary growth that was not only remarkable in its extent, but also excellent in its quality. Students were asked to write down new words that they come across in their books, write down the meaning of the new word and compose a sentence using each new word. What the data showed, however, was that students were always over this requirement: they linked newly learned vocabulary to their own lived experiences in a way that indicated that they genuinely owned the lexicon rather than merely obeying it.

One student, who had met with the word bewildered in the reading, wrote: My father was bewildered, too, when the electricity failed three days. Another, taking the word perseverance, related the word to her grandmother who struggled to get up the stairs every day. These personal contextualizations were unsolicited: they were spontaneous extensions that were the result of students who had already embarked on doing what proficient language learners do as a matter of course map new vocabulary onto lived experience to consolidate meaning. According to Nation (2013), this process is one of the most efficient routes to long-term memory of vocabulary: words heard in meaningful contexts of a narrative and subsequently linked to what is happening to this individual are far more likely to enter into long-term memory of vocabulary than words encountered on decontextualized lists.

These personal vocabulary associations through the prism of Transformative Learning Theory are a small yet meaningful kind of perspective change. Prior to the intervention, students were introduced to new English words in the context mainly as something to memorize to pass examinations - words but not objects in life. This assumption was broken by the word collection activity, which was a part of voluntary reading of personally preferred books. Students were starting to feel that new vocabulary belonged to them- as words that belonged to their fathers, their grandmothers, their daily lives. According to Mezirow (1991), transformative learning is a process of broadening meaning perspectives in an effort to become more inclusive and integrative. This expansion, in the context of vocabulary development, took the form of students incorporating new language into the meaning system of their own lives - a small yet genuine example of the larger identity change that the intervention was effecting.

When added together, the evidence on this theme shows that the learning outcomes of the classroom library intervention went far beyond the reading engagement to include language development, higher-order thinking, and vocabulary acquisition. More importantly, these are not intended effects, but are natural effects of subjecting students to conditions of real, sustained exposure to self-selected text. This is consistent with the conception of transformative learning as a process that once initiated, tends to generalize: when students experience a fundamental change in how they understand themselves as readers, that change tends to radiate outwards to transform how they understand themselves as writers, thinkers, and users of language.

Reader Autonomy of Students

The fourth, final theme has to do with development of reader autonomy - ability of students to make independent, self-directed choices about their reading, and be able to self-monitor their progress. The data of the three CAR cycles indicate that, when authentic agency is delivered to students, a consistent and theoretically significant pattern would emerge when it comes to the reading lives of students: the quality and depth of their engagement would be significantly increased; when authentic agency is not delivered, the engagement would remain performative and superficial. The theme is the most comprehensive type of perspective change in the study - the change in the basic assumptions of the students about who they are in terms of reading.

The Issue with Selecting on their Behalf: A Disorienting Dilemma to the Teacher-Researcher

In Cycle 1, the researcher decided on 50-60 books to be used as classroom library basket based on nine years of professional experience to determine what was age-appropriate, level-appropriate and likely to be of interest to the fifth grade students. It was good professionally. The outcome, however, was a confounding dilemma (Mezirow, 1991) - neither to the students, but to the researcher herself:

What came as a learning experience is not what I consider right to read with students, but rather what the students want to read. The books that I have chosen were alright. These belonged not to them. The students approached the basket with no special interest or inquisitiveness, and took what was on top of it, and looked at it a bit, and sat down to passive, performative non-reading, the order of the day in Cycle 1. The basket was as much of a piece of furniture as a valanja in the corner of the room which no-one needed.

This finding went against a long-standing professional supposition that teacher proficiency in the choice of material is adequate to generate student interest. It was not. The books as such were not inaccessible; it was only that it did not happen to be of personal interest. This is exactly the difference that Allington (2012) makes availability and relevance are not the same and extensive reading needs both. And so too with Krashen (2004), who states that it is student choice that is the motivational precondition of free voluntary reading otherwise, reading is a performance of compliance but not of personal involvement.

The Transformative Learning Theory of the failure of Cycle 1 is the first step in the own transformative process of a researcher: the disruption of a prior assumption through the direct experience. This disorienting dilemma, as known to Mezirow (1991) is the necessary precondition to actual perspective transformation. It was precisely because the failure of Cycle 1 was so noticeable that the redesign of Cycle 2 became possible - and this critical reflection on the failure enabled the researcher to start changing her vision of the role of the teacher as a mere selector of the right material to a producer of conditions in which the student would be able to make a choice. This is the praxis-based, reflexive facet of action research that Freire (1972) finds placed in the middle of the authentic educational enquiry.

The Library Visit That Changed Everything: Autonomy as a Catalyst of Change

The Cycle 2 - taking the whole class to the school library and simply directing the students to simply pick three books that they would actually love to read - corrective intervention, led to an immediate and dramatic change in student behavior. The quality of interaction that was produced by the student choice can be outlined in the following way:

The transformation of energy was zealous and sharp. Students who, in Cycle 1, had struggled to get to the book basket with the slightest reluctant dragging, had now been moving towards the direction of the library with purpose. Others just headed to a well-known part. Others were in the midst of an aisle, and were reading the covers of three or four books, before they made a choice. One student took a book, read the first page and replaced it with another book but went back to the first book. I learned that deliberation as a back and forward of choices as something that the reader does when he is indeed concerned about the choice. Neither is it the act of a man who selects an object without any thought out of a container.

When students were later asked about their choice of books, the overall result of their answers proved to be both emotional and enlightening: Because it has dogs in it. I love dogs.' I was intrigued by the cover and it appeared somewhat frightening. One of them was read to my cousin and she said that it is very good.' Ma'am since I am a great fan of the author Roald Dahl.' They are the reasons of readers - people who come to the process of book selection with their own past, their own tastes and aesthetic sensibilities. The reverse of the passive, indifferent activities of the Cycle 1, may not be more didactic.

This observation is in direct relation to the principle of student choice as formulated by Krashen (2004), according to whom one of the most important determinants of free voluntary reading is the self-selection of reading materials. It also correlates well with Self-Determination Theory (Deci & Ryan, 2000) which identifies the experience of a genuine agency over oneself and over oneself actions as an intrinsic psychological need whose satisfaction results in intrinsic motivation. When that need was served by the actual library choice, students got into the reading process as active participants and not passive recipients.

The library visit can be explored in the context of Transformative Learning Theory that reveals the library visit to be a breakthrough event in the process of

perspective change in students. Mezirow (1991) explains the discovery of new roles and relationships as an important phase of transformative learning. To the greater number of this group of pupils standing in a book-shop aisle and discuss the question of what one personally likes to read in books was in itself a new role, the role of a man who may or may not read books of his own choice, reading at his own pleasure, reading at his own discretion. This position was not something that they had previously identified with their self-concept as students. The visit to the library made it available to them in the former, and the data of the Cycles 2 and 3 marks that a good part of students were steadily moving towards occupying it permanently.

The Book Log as an Individual Account of Reading Personality

Individual book logs were also established as an accountability and progress-monitoring tool in Cycle 3. What the logs now became, however, was something which the researcher had not envisaged namely a personal record wherein students recorded, decorated and asserted their emerging identities as readers.

Other students began to create pictures on the cover of their log section. Different genres were printed with titles in various colors by others. Some students came to talk to me and ask whether they could write in the log even when they were not through with a book yet - is it possible to write in the book title and say that they were reading the book? This was the question which gave me to understand that the log had belonged to them. They were not doing it on my behalf, they were doing it because it was a report on their own reading life, and they wished it to be accurate and comprehensive.

The personalization of the book logs - the decorations, the color coding, the spontaneous marginal notes - is what Paris and Winograd (1990) call metacognitive self-monitoring: the process by which learners become aware of, reflective about, and accountable to their own learning behaviors. By having students start to think of their logs as personal documents of their reading lives and not as teacher-needed records, they were shown to have made a transition to an externally regulated reading behavior to an internally regulated reading behavior. It is this change, which Paris and Winograd (1990) identify with the growth of true reading independence.

Personalization of the book log within the framework of Transformative Learning Theory can be viewed as a concrete manifestation of perspective change at the level of identity. The argument of Mezirow (1991) is that transformative learning ends in the reabsorption of new viewpoints into the continuing life of the learner - that

changed assumptions will be incorporated in changed behavior. Students who write on their reading logs whether they can write on them, or who write on their reading logs and annotate the entries with their personal judgments are not simply performing reading engagement, as directed by a teacher. They are doing this now out of a redefined self-concept: one in which being a reader is a valued, self-selected, personally significant element of their identity. According to Taylor (2007), this is the last phase of transformative learning - the stage where new perspectives have ceased to be provisional or tentative but have become part of the identity and practice of the learner.

This identity change was further supported by the autonomous reading behaviors that were witnessed during individual reading sessions in Cycle 3. In such sessions, the researcher strategically sat at the end of the room instead of moving around between desks which created an environment where the students were not being monitored. Observations of the sessions include field notes of students pausing after passages to think, seeking peer feedback on unfamiliar words, and deliberating independently on whether to re-read or not, all behaviors that are characteristic of self-regulated, autonomous readers (Zimmerman, 2000). These are the habits of students who have internalised the purpose and pleasure of reading; and are no longer dependent on external scaffolding to support reading.

Supporting Language Skills Beyond Reading: The Book Review Videos

One more and quite strong aspect of student autonomy was revealed with the help of a book review video option offered as a reflection choice during Cycle 3. When this was introduced to the reflection menu, it was assumed that the most extroverted or linguistically confident students would only attempt to do it. The truth was quite a shock. By the second week of Cycle 3, the videos started to arrive: and the variety of students who had settled on this option was astonishing:

The performers were not the only ones who were self-assured. Even students who had serious problems in written English, and whose written summaries were incomplete and grammatically disjunctive, presented videos which were consistent, articulate and even, at least in some cases, impressive.

One such memorable example was given by one of the students who sent a video of a review of a book to the researcher via Messenger. The video was thematic, critical and personally expressed: the student summarized the story in a concise way, identifies what she liked and what she did not like and gives the recommendation to

prospective readers. This reaction reflected oral fluency, narrative structure, critical attitude, and communicative confidence - skills which are some of the most treasured outcomes of English language education but are seldom elicited by conventional reading assessments. When the researcher presented this video to the class, it immediately worked as a model: further videos created by other students clearly exhibited structural borrowing of what its peer had done, and each of them retained their own personalities. This is the process of peer-mediated learning that is consistent with the notion of the Zone of Proximal Development introduced by Vygotsky (1978), according to which learners develop by observing others and interacting with them in various manners.

Most importantly, a significant number of students said they had had their parents help them with the recording process at home holding the phone, taking angles, suggesting the pacing. This parental intervention was also totally unintended. It happened due to the fact that students had taken the reading program home with them, and extended the reach of the classroom library organically into the domestic circle. One of the students remarked that her mother had informed her to re-record the video since she was talking too fast. Another added that his father had recommended that he hold up the book at the beginning so that the viewers could see which book he was talking about. These home-based literacy interactions support - quiet, uninvited, and deeply genuine - are in line with the model of school-family-community partnerships developed by Epstein (2001) that identifies student-initiated family engagement as one of the truest forms of educational engagement.

In the view of Transformative Learning Theory perspective, the most comprehensive expression of transformative learning in this work is the book review videos. The last stages of perspective transformation as explained by Mezirow (1991) involve acquisition of knowledge and skills of carrying out new roles, tentative experimentation with the new roles and finally reintegration into one life based on conditions dictated by his new perspective. Students who voluntarily went home and wrote book reviews voluntarily, with the help of their parents, and publicly presented in the classroom, were not simply going through a school assignment. They were playing with a new identity one in which they had come to know themselves as readers with voices, opinions, and suggestions to make. Reading was no longer an activity that was confined to the school and teachers; it was now part of them and the

way they interacted with the outside world. And this is exactly what Mezirow (1991) defines by transformative learning.

This theme evidence is all the evidence that reader autonomy is not only a precondition of extensive reading but also the most significant and lasting effect of extensive reading. When given genuine choice, equal time, differentiated response choices and tools of personal accountability, students did not simply read more, they became readers. The most significant finding of this study, as explained by the Transformative Learning Theory, is that a classroom library intervention that is carefully designed, repeatedly designed, and designed with great care can change not only what students do, but also what students perceive themselves to do.

Chapter Summary

This chapter presented the findings and discussion of a seven-week Classroom Action Research (CAR) study carried out with Grade 5 students in a private school in Kirtipur, Kathmandu was presented. This also investigated the impacts of classroom library practices on extensive reading, which were analyzed using qualitative data on classroom observations, student book logs, reflective documents, and teacher reflective journals. The results were grouped into four inter-related themes each shedding light on a different aspect as to how the structured intervention changed the way students engaged in reading. The chapter, guided throughout by Transformative Learning Theory (Mezirow, 1991), showed how the cumulative effect of three iterative cycles of CAR brought about significant and lasting changes in the reading motivation of students, reflective practices, learning outcomes, and identities of readers.

CHAPTER V

KEY INSIGHTS, CONCLUSION, REFLECTION, RECOMMENDATION AND HARDSHIPS FACED

This last chapter contains the entire research process for this Classroom Action Research (CAR) study. I started this chapter by sharing the critical learnings I gained from doing three rounds of the classroom library intervention. Afterwards, I made conclusions by relating the results to the research question and the theoretical frame. I then made some suggestions for teachers, administrators, and for future researchers. Following this, I reflected on my own experience of the study, and how it has impacted me as a teacher-researcher. Lastly, I candidly discussed my struggles and difficulties in doing this study and writing this dissertation.

Key Insights

The present Classroom Action Research study was conducted in a private school of Kirtipur, Kathmandu with twenty-two Grade 5 students in three cycles for seven weeks. This study aimed to investigate the possibility of using a classroom library to encourage extensive reading for young students. The data collected yielded four major themes: (1) improvement in reading motivation and habit formation, (2) enhancement in reflective practices, (3) student learning improvement, and (4) development of reader autonomy. The four themes are used to draw you in to the key insights discussed below.

The first and most important finding of this study is that extensive reading is based on student choice. In Cycle 1, I would choose books for the students for my work, and they would listen to it passively and not take ownership of what is going on. So with Cycle 1, I pick books for them to listen to, based on my professional experience, and the students would just listen to it passively; they did not own it. Students who retrieved books with no interest and returned them unread. In Cycle 2, students were ushered into the school library where they were given free rein of their selection, and their behavior changed instantaneously and dramatically. Pupils considered options, talked about books with others and were motivated and interested readers. This result adds great support to Krashen's (2004) argument that self-selection of reading is indeed the most important motivational precondition for free voluntary reading.

The second key insight is that it is not just about reading; the structure of reflection tasks is also important. Cycle 2 saw reflection standardized and teacher-directed (set weekly schedule of activities) and students got confused and disengaged. The diversity of activities interrupted their book-to-book links. However, students' engagement increased greatly when they were provided with a menu of differentiated reflection choices in Cycle 3: writing a summary, making an illustration, creating a word collection, writing about their favorite character, writing about a moral lesson, creating a short book review video. Students who have previously struggled with written tasks were able to show understanding and personal reaction to texts in different ways. This information supports Tomlinson's (2011) principles of differentiated instruction, which reflect the belief that students are different in their abilities, learning styles and modes of expression.

The third consideration is that with extensive reading, readers achieve language learning outcomes more than just reading engagement. Unexpected but significant improvements in vocabulary acquisition, writing quality and higher order thinking skills have been documented. Pupils started to write thematically more complex summaries and to formulate their own critical inquiries about books and to contextualize new vocabulary in their experiences of life. One teacher observed that one student's written responses in their subject had improved throughout the intervention. These gains were not due to deliberate teaching, but rather to a consistent and voluntary approach to self-selected texts. This finding validates Krashen's (2004) Comprehensible Input Hypothesis, which asserts that meaningful input at multiple levels for language helps to promote language acquisition without instruction.

The fourth key insight is that a real sense of reader autonomy is self-reliant. By Cycle 3 students were reading in breaks and lunchtime, recommending books to each other at random, adding decorations and personal annotations to their book logs and producing book review videos at home, involving their parents. These behaviors were completely self-chosen and more than just done in class and during reading time. This type of metacognitive self-monitoring and internally regulated mode of reading is what characterizes a true reader independence, according to Paris and Winograd (1990). The book review videos stood out in this aspect. Students who had exhibited high levels of anxiety when asked to write in English, wrote and spoke well in their video reviews showing high levels of personal expression, a clear indication that by

presenting their viewpoints in a mode of expression familiar to the student, their actual ability is revealed.

The fifth insight is that the iterative process of Classroom Action Research was crucial for the success of this intervention. Each cycle yielded essential data that was directly used for the design of the next cycle. However, it was seen that Cycle 1 failed to show that the books selected by teachers alone were enough to motivate students to engage with the books. In Cycle 2 we found that a lot of structured activities could disrupt the continuity of reading. Mezirow (1991) described these confusing dilemmas as being part of the "necessary practice" which was a positive and forward-looking way of becoming more effective and responsive practitioners. The program would not have become the successful intervention it is now by Cycle 3 if it had not been possible to reflect and redesign it.

Conclusion

The question this Classroom Action Research study aimed to answer was, How can a classroom library be utilized to encourage "extensive reading" among Grade 5 students? The study finds that classroom library, which is designed appropriately and implemented responsively, can be a powerful tool in promoting extensive reading, changing attitude towards reading and learner autonomy among young learners after 07 weeks of systematic intervention, observation and reflection in three CAR cycles.

The study demonstrates that books alone are not enough to motivate students for extensive reading in the classroom. In Cycle 1, having the classroom library basket present did not help to achieve engagement. The key to it was the choice of students, a variety of easily accessible reading materials, regular and consistent reading time, various reflection opportunities, and a strategy of recognizing and encouraging students. All of these factors contributed to making conditions conducive for the possibility of extensive reading to thrive.

The study also reach the conclusion that, if well supported, extensive reading can create a paradigm shift in the student's conception of himself/herself as a learner. The research in this thesis demonstrates that students were not just reading more books, but that they were changing their identity as learners as a result of reading them, based on the work of Mezirow (1991) in Transformative Learning Theory. From being book scissors, who only had to decode, to being readers who had opinions, preferences and book voices. This is the biggest take-home message from

this study in terms of perspective shift and suggests that a good classroom library intervention is more than just a reading score.

Moreover, the study finds that this type of learner-centered, practice-based intervention is not only effective, but sustainable and adaptable. Student book selection, differentiated reflection, book logs, and peer recognition were all low cost and practical strategies that were effective. They need no costly technology or elaborate resources. They need a teacher who can be critical of their own performance, listen to their students and is willing to change his/her practices. This implies that the classroom library model is realistic and useful for classrooms in Nepal other than the context of this study.

Recommendations

The results and conclusions of this study suggest the following recommendations to various groups.

Recommendations for Teachers

To encourage extensive reading, teachers should start the class library with any books available, from the school library books to donated books, from graded books to books they can find locally. It's not about the amount of books but about how accessible they are. Books must be in the classroom, readily visible and accessible so that students can reach them at any time of the school day without requesting permission or having to go elsewhere in the school to get them.

Student choice should be given first consideration. Studies have clearly revealed that students who select their own reading texts become much more motivated, engaged, and stamina to read (Krashen, 2004). Instead of choosing books for students based on their presumed interest or reading level, teachers should take students to the library and let them select books they are interested in. It is better to let the students pick books that appear too easy or too short to be read, but rather inculcate the habit of reading.

Teachers should set aside regular time every day for students to read, even as little as 15-20 minutes in the regular classroom. That makes it clearly understood that reading for pleasure is a valued and important aspect of learning. Depending on the reading program, teachers should also be involved in reading during this period, as a model for what they are teaching. When students read with the teacher, time isn't used for other tasks and a community of readers is formed in the classroom.

In planning reflection activities, teachers should provide a range of choices to their students, rather than forcing them into a standardized reflection. Students who are more visual, auditory, kinesthetic and/or verbal can be engaged in different ways, for example by drawing a picture, writing a summary, picking up new words, writing about a favourite character, recommending a book to a friend or making a short video review of what they have read. A differentiated reflection task does not mean a lowered expectation, it means an awareness that students learn and communicate in different ways (Tomlinson, 2011).

Teachers should consider designing book log or simple reading journals to guide students to monitor their own reading progress. When used appropriately, these tools become a personal record of each student's reading identity and promote metacognition and self-regulation (Paris & Winograd, 1990). Teachers should consult these logs regularly and take the time to hold individual conversations about students' reading, but not grade them on these logs.

Last, but not least, teachers should be publicly and positively celebrating reading successes. Simple techniques like reading a book review written by a student to the rest of the class, hanging a copy of a student's "Reading Star of the Week" up on a classroom display, or writing a few words in a student's book log that says something positive about the student can be very motivating, especially for students who were once classified as struggling readers or reluctant readers.

Recommendations for School Administration

If school administrators recognize the educational benefit of extensive reading programs and encourage teachers who want to establish classroom libraries, the reading program will be more successful. This can be done by providing a small allowance for books for teachers to access in class, loans from the school library, book donation drives amongst school staff, families, and other organizations that donate books to schools.

Teachers should also be given time free from administration for their own reading. Consistency is the key to extensive reading; too many changes in reading routines can affect the engagement in the reading and development of reading habits. Administrators are clear to teachers and students that reading for pleasure is a priority of the school as they place protection on the timetable for extensive reading and provide resources.

Teachers need to be provided with professional development opportunities related to extensive reading, classroom library management, and differentiated reading instruction. Many teachers lack familiarity of the principles and the evidence for extensive reading and targeted training can facilitate their implementation in their own classrooms with greater self-assurance and effectiveness.

Recommendations for Future Researchers

The study was conducted during seven weeks in one class of Grade Five in the private school in Kirtipur. This work could be expanded in a number of useful directions in the future. Longer investigation, spanning an entire school year, would yield more information about the impact of the classroom library over time on reading behavior and language outcomes. Comparative research between various classrooms, grade levels or school types (public schools, schools in distant areas of Nepal) would provide insight into the classroom library model in various contexts and resource levels.

Aside from this, future researchers might also look at students' and parents' views in greater detail, as this could be done through interviews or focus groups to better understand how students' experiences outside the classroom. The transfer of extensive reading gains to other subjects over the years would also be helpful as early indications of such transfer were noted in this study. Lastly, researchers could examine the specific function of peer interaction and peer recommendation in maintaining reading motivation, since the informal peer interactions that were observed in the study seemed to be one of the important, but under-studied factors that contributed to reading motivation.

Reflection

I feel some sense of change, as a person and as a professional, after completing this research. I had a sense of dismay at the beginning of this Classroom Action Research that my students were able to read but they couldn't read on their own accord. They were not interested in the library, they returned books without reading them and they did not read books for pleasure but to accomplish something. I started this project with the idea of changing that, but little did I know how much it was going to become a catalyst for change in my life as well.

The most significant thing I have learned from this research is the fact that assumptions, even though well meaning, can be an obstacle to learning. Having the professional experience, I felt like I could choose the appropriate books for my Cycle

1. I was wrong. No matter how carefully selected, the students did not relate with the books I had picked for them. This was a very humbling experience and it did make me listen to my students and pay attention to what they really needed. I began to make sense of the intervention when I broke out of my “I know best” thinking and let students make their own decisions. This has made a complete change to the way I teach. I now ask more, tell less and trust my students more.

I also discovered that failure is not the polar opposite to success in action research – it's a part of the process. The apparent disorganisation and lack of engagement in Cycle 2, when students were overwhelmed by the myriad of organised activities, may have been a discouraging experience. Rather, it provided me with the facts I needed to improve my Cycle 3, I just needed to put them together. This experience has helped me to consider what isn't going well in my teaching with curiosity rather than frustration. Each challenge is a data collection opportunity and each cycle of learning reflection is a chance to be a better teacher.

The most powerful moment, throughout this research process, was when students presented their book review videos. A few students who did not usually volunteer to speak in class, who didn't do well with written English, and who formerly appeared hopeless with traditional literacy instruction stood confidently before their peers and spoke of books they had read and loved. At that very moment I understood that in these classrooms, these students had always had voices, they just didn't have the conditions to voice them. That's stuck with me. It's maybe the most important lesson I've learned from this research, when we give them the right conditions, students will show powers that we never thought they had.

There's also development within this dissertation. There's also development in this dissertation. In a way, Classroom Action Research made me think about myself, my teaching and even my life and to question myself things that I do not often question myself within the classroom: What was successful or unsuccessful in the classroom? Field notes from after and before sessions, review, and reframing classroom experiences in relation to academic literature inspired me to go to a depth and rigor in my thinking that I had not encountered before. Therefore, I am a more reflective, evidence-based, humble teacher.

I'm so thankful to my students for their trust that they would try new things and trust me enough to show me what they could do when they were given the opportunities to do so. I extend my gratitude to my supervisor as well as education

faculty, Kathmandu University for their ideas and guidance throughout this program. This research is my part of the conversation of how we can foster a culture of reading in each classroom in the schools of Nepal.

Hardship Faced

There were some considerable challenges in carrying out the research and in completing this dissertation. I encountered difficulties at every turn in the work and I think it is important to acknowledge these difficulties, both as a record of the actual experience of practitioner research and as a source of information which may be helpful to others facing similar problems in their own research.

The first major challenge was being both a teacher and a researcher at the same time. I was the main teacher, a planner, implementer, observer, and field note taker as well as analyzing reflection artifacts for the Grade 5 class, which had twenty-two students in attendance each day and received the CAR intervention. The pressure of teaching was often enough a challenge in itself, and the discipline of undertaking systematic research documentation of my teaching stretched the time and energy. Balancing the moment as a teacher with the after the moment as a researcher was a continual struggle during the seven weeks of the study.

The second challenge was the lack of consistency with working with young learners. Not always as it's supposed to be, there were a lot of sessions where the reading environment wasn't exactly what I'd hoped it would be. A challenge in Cycle 1 was student engagement, in that I was not sure that I was doing the right thing as an intervention for the entire class. During Cycle 2, because there were so many activities I had to make choices about what to do during the middle of the cycle. I didn't always have the stamina to keep my mind open, my sense of humor, and not be consumed by these setbacks.

The third challenge was related to data collection and data management. After every session was important to detail the field notes carefully and diligently, particularly if the session was long or difficult. There were some sessions that I didn't feel like I had all the moments that I would have loved to have captured, and that was always an anxiety for me of "how complete is my data? Twenty-two separate book log sheets along with an ever-expanding collection of drawings, summaries, word lists, video links, etc. for the book reflections meant careful organization to make sure no one would miss or lose a student's work.

The fourth challenge has been in the process of analyzing the data. The coding and thematizing of the qualitative data in my observation notes, reflection artefacts and book logs was new and sometimes I struggled to know if I was interpreting the data and reading it correctly. This involved the process of observing things in the classroom and then going all the way back to the bigger themes of analysis and required multiple rounds of revisiting the data and the necessary reading, and I wasn't always sure when I was done analyzing. I had to come to trust this process and to leave a little bit of interpretative judgment in the qualitative research process.

The last and the most individual challenge was the challenge of academic writing. I didn't think that I could finish a Master's thesis in English while also being a full-time teacher and having kids. I can remember times when I felt stuck, not sure how to put a complicated idea into words in a way that was both clear and academic; and there were times when the amount of writing demanded seemed too much. I thank my supervisor for his/her patience and regular feedback that helped me through the rough times in an honest and encouraging manner.

Although all these difficulties, I'm not saying anything bad about any of this research journey. Every difficulty gave me something that I learned, something about research, teaching, my students, and in some sense, myself. I feel the difficulties that I had encountered during the completion of this dissertation were not in vain and it has made me a more resilient, more reflective and more committed educator.

Chapter Summary

In this concluding chapter, the major threads of this Classroom Action Research study were woven together. In the light of these four themes, I shared these five main findings. In the context of these these four themes, these were the five key findings that I shared. I concluded that a well-designed and well-implemented classroom library can foster extensive reading and be a real catalyst for a reader's identity shift among students. Teachers and school administrators were provided with practical recommendations, as were future researchers. In the reflection section, I shared my personal and professional development throughout this research process as well as how this study has impacted my own teaching and changed my perspective on it forever. Lastly, the difficulties section reported my actual experiences as a teacher-researcher; balancing teaching with research, dealing with erratic young students, and the task of writing in the academic mode. These sections, read in unison, conclude this research in a full and authentic manner.

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